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AUTHOR	Lee, Linda D.
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ABSTRACT

This study addresses some of the career decision challenges facing 9th- and 10th-grade students. The researcher discovered that many students possessed inadequate decision-making strategies, that counselors did not focus on career planning prior to and during registration, and that the school district lacked a comprehensive career guidance program. Perusal of career guidance records and district policies revealed numerous factors that contributed to the dilemma: counselors lacked the time to adequately work with students; the school district emphasized the college preparatory curriculum; high unemployment rates coupled with an agrarian-based economy provided dim prospects; and insufficient teacher involvement hindered career development. Five strategies to address these difficulties are proposed: (1) a preliminary, comprehensive career guidance program; (2) a "teacher replacement program" encompassing visits from business and industry representatives; (3) field experiences for students; (4) increased parental involvement; and (5) mini sessions which focus on ethical decision making. The school implemented all five proposals. As a result, selected students made more appropriate career decisions and the preliminary, comprehensive career guidance program became the foundation for the development of a district-wide program. Sixteen appendices and six tables detail a variety of program outlines, surveys, job information, and career-development activities. (RJM)

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Program to Increase Selected 9th and 10th Graders' Career Decision-Making Skills

by

Linda D. Lee
Certification and Assessment Coordinator, SUCCESS 2000
Orangeburg School District Five
Orangeburg, South Carolina

A Major Applied Research Project Report
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Abstract

Program to Increase Selected 9th and 10th Graders' Career Decision-Making Skills

The initial proposal described a program to increase selected 1991-1992 9th- and 10th-graders' career decision-making skills at South Carolina's Marlboro County High School. Problems identified included students' limited knowledge of career decision-making strategies, counselors' lack of focus on career planning prior to and during registration, and the school district's lack of a comprehensive career guidance program. The revised proposal focused upon similar career development needs of 1991-1992 9th- and 10th-grade students in Orangeburg School District Five.

Interviews with Orangeburg School District Five personnel, perusal of career guidance records and district policies, and introductory practicum research revealed numerous factors that contributed to the dilemma, including counselors' lack of sufficient time to adequately work with students, the school district's emphasis on the college preparatory curriculum, the county's high unemployment rate coupled with an agriculture-dominated economy, and insufficient teacher involvement in career development.

Five solution strategies were proposed: (a) a preliminary comprehensive career guidance program, (b) a "teacher replacement program" encompassing visits from business and industry representatives, (c) field experiences for students, (d) increased parental involvement, and (e) mini sessions for students focusing on ethical decision making. All strategies were implemented. Adjustments in original plans were made in accordance with district policies and procedures and with programs already in place.

As a result of project implementation, selected students are better able to choose appropriate careers, and a preliminary comprehensive career guidance program has become the foundation for development of a district-wide program. Career guidance initiatives have resulted in nomination as an exemplary program by a South Carolina State Department of Education official.

Note

Since the initial proposal was written, I accepted a new position as Certification and Assessment Coordinator for SUCCESS 2000 in Orangeburg County School District Five, Orangeburg, South Carolina. SUCCESS 2000 is a federally funded educational partnership for restructuring schools, to educate, motivate and train a future workforce (see Appendix A). Accordingly, the Major Applied Research Project (MARP) was implemented in Orangeburg, South Carolina from February 1992 to January 1993 (with committee approval). Throughout the final report, references to Marlboro County experiences are made to support the statewide significance of the research project.

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Chapter 1

Problem Statement and Community Background

General Statement of Problem

In the winter and early spring of 1992, interviews with business and industry representatives, district personnel, and approximately ninety 9th- and 10th-grade students and review of student action surveys and permanent records revealed that current 10th and 11th graders were not aware of decision-making strategies necessary to guide appropriate career planning. The students were initial participants in SUCCESS 2000, which began in January 1992. Students' lack of knowledge was also confirmed via a previous study I, the Major Applied Research Project (MARP) manager, conducted in 1991-1992 with 9th and 10th graders at Marlboro County (South Carolina) High School.

Description of Immediate Problem Context

Orangeburg-Wilkinson High School is located in Orangeburg, South Carolina. Even though it is the only public high school in Orangeburg School District Five, it is one of eight (and the largest) public high school in the eight Orangeburg County school districts. At the beginning of the 1992-1993 school year, Orangeburg-Wilkinson High served approximately 1,809 students. African Americans make up eighty-three percent of the student body;

sixteen percent is Caucasian, and one percent is Asian American and other ethnic groups. Approximately 1,100 students (enrollment duplicated) are enrolled in vocational education programs at Calhoun-Orangeburg Vocational Education Center (COVEC), which is within one mile of the high school.

The Orangeburg-Wilkinson High faculty and staff number 135. Currently, the faculty and staff include seven administrators, a guidance director, four counselors (one position is temporarily vacant), and two media specialists. The faculty and staff are supported by a myriad of administrative and clerical assistants, food service, maintenance, and security personnel. The high school curriculum encompasses remedial, applied, college preparatory, advanced placement, and honors courses in the English, mathematics, science, and social studies departments. Applied courses, the newest additions to the curriculum, resulted from the nationwide emphasis on "Tech Prep" (preparation for the technologies). General courses are appropriately eliminated from the curriculum as Tech Prep focuses on preparing students for the workplace or career-oriented postsecondary training (see Appendix B). Other high school offerings include physical education, Reserve Officers Training Corps (ROTC), fine arts, foreign language electives, and vocational education courses.

Orangeburg-Wilkinson High School has acquired numerous computers and other technical equipment via a major International Business Machines (IBM) grant. Also, several other projects have been funded and are being implemented. Orangeburg-Wilkinson High School is deregulated; it is not required to conform to standards of the Defined Minimum Program (South Carolina Department of Education, 1986) of South Carolina, which regulates courses offered, length of periods, etc.

Calhoun-Orangeburg Vocational Education Center (COVEC) has 40 faculty and staff members, including a director, coordinator of student services, and guidance counselor. The center, which also serves students from neighboring Calhoun County and Orangeburg School Districts Two and Six, houses several vocational education occupational programs designed to train high school students for local jobs or prepare them for related postsecondary training. The career programs (including Business Education, Marketing, Trade and Industry, and Health Occupations) are offered to students in 2-hour blocks over a 2-year period. These students are primarily 11th graders (first-year) and 12th graders (second-year) who are "completers" once course requirements are met. However, students in earlier grades and those who choose not to be completers may pursue various vocational education electives.

Because the center is specifically career oriented, the emphasis on skill development, sound work ethics, responsibility, and linkages with businesses and industries is typical. The atmosphere was much more focused in this direction than at the high school prior to implementation.

Extracurricular activities at Orangeburg-Wilkinson High include athletics, cheerleading, the marching band, chorus, and several clubs geared to particular subject matters and interests. There are also honor organizations to recognize students who have excelled. Vocational education clubs at COVEC are direct extensions of classroom experiences and are not considered to be extracurricular in nature. In essence, teachers are encouraged to expose students to conferences and leadership seminars; community service activities; and state, district, and local competitive events--all geared to enhancing training received.

I work with high school administrators, counselors, teachers, and students in establishing a more systematic career guidance program in the high school setting. As SUCCESS 2000's Certification and Assessment Coordinator, I am responsible for helping students plan, develop, and execute personal learning programs and experiences and for providing skills needed in the workplace or in postsecondary facilities. I meet regularly (usually monthly) with the district's guidance personnel (with the Assistant Superintendent for Instruction and Curriculum's support) to promote district-wide career development activities.

Description of Surrounding Community

Orangeburg-Wilkinson High School is situated in a rural county between the midlands and coastal (southeastern) region of the state. The county had an estimated population in 1990 of 91,300, making it 14th in the state (South Carolina State Budget and Control Board, Division of Research and Statistical Services, 1990). The population of Orangeburg School District Five was estimated to be 41,625 in 1990. The school district has within its limits the city and surrounding suburbs of Orangeburg. It encompasses approximately 138 square miles, including the rural areas.

The school district operates six elementary schools (grades prekindergarten-4), three middle schools (grades 5-8), the high school (grades 9-12), and serves as fiscal agent for the area vocational education center. All schools in the district are accredited by the South Carolina State Department of Education and by the Southern Association of Colleges and Schools. The district operates in accordance with all known desegregation guidelines. The racial distribution of the district is 79% African-American students, 20% Caucasian students, and 1% other students. Nearly 7,000 students make up the district's student population. A laboratory school, which serves kindergartners through eighth graders, is part of South Carolina State University's School of Education. There are also private and parochial schools in the area, which serve students not enrolled in public schools.

The students in the district represent varied backgrounds and experiences. More than 60% of the parents have at least a high school diploma. Occupations range from the professions to unskilled labor. There is also a substantial number of families partially or wholly dependent on public assistance programs. Seventy-eight percent of the students in the district receive free or reduced-priced lunch. The district serves a community that includes socioeconomic areas ranging from rural to low- to middle-class suburban to disadvantaged urban.

Orangeburg County has several small and large farms, which produce a variety of agricultural products (including peaches and varieties of grass). Orangeburg is a fast-growing community with positive aspects of small town living. Ideally located near two major roadways (Interstates 26 and 95) and between historic Charleston and Columbia, the state's capital, Orangeburg and surrounding areas are choice locations for business and industrial sites. The companies manufacture a wide variety of products, including riding lawn mowers, chemicals (including ibuprofen), aircraft parts, metal fabricators, and wheel bearings (Orangeburg County Chamber of Commerce, 1992). A new industrial facility will house employees who will construct cable wires. Several of the companies (including the larger employers in the area) are established business partners of SUCCESS 2000.

A city of diversity, Orangeburg offers various cultural and sporting activities and/or sites. These include Edisto Gardens (impressive rose and azalea gardens along the Edisto River); the Orangeburg Arts Center; the I. P. Stanback Museum and Planetarium at South Carolina State University; and a variety of events at South Carolina State, Claflin College, and Orangeburg-Calhoun Technical College. There are other colleges and universities within a 50-to-75-mile radius of Orangeburg.

Due to the number of colleges and universities in the area, seven of which are traditionally African American, a large percentage of the African-American residents enjoy middle- to upper-middle-class income levels. As education is a priority for them, public education is typically supported by this middle-class population group. An issue that typically causes polarization within the community is property taxes for public education.

Chapter 2

Problem Definition and Evidence

Problem Background

Many of the 9th and 10th graders with whom I worked during the past 19 months at Marlboro County and Orangeburg-Wilkinson High Schools did not consider essential career decision-making factors, such as work information and personality traits, necessary to self-assess their individual attributes. According to the South Carolina Comprehensive Career Guidance Program (South Carolina Department of Education, 1992), emphasis on career development should begin with self-concept motivators at the kindergarten level and continue sequentially. Unfortunately, students enter the ninth grade unprepared for 4 years of career-oriented coursework.

Presently as in previous years, eighth graders in the Orangeburg School District Five middle schools and at Felton Laboratory School attend a "pre-freshmen" orientation session in early February at the high school. They learn about the curriculum, student activities, and behavior expectations. Shortly thereafter, the middle school counselors meet with high school counselors to discuss course offerings (especially new additions) and counselor and teacher expectations. The counselors also sponsor meetings where department chairpersons from middle and high schools meet to discuss the curriculum. Also, prior to registration in the middle schools, parents are invited to an evening meeting at the high school where curricular matters and other concerns are addressed (V. Ray, Personal Communication, January 11, 1993).

Once all orientation or information-gathering sessions are completed, teachers make recommendations based primarily upon students' standardized test scores and classroom performance. Recommendations are made particularly for required mathematics, science, English, social studies, other courses needed for graduation, and, in many instances, college success. Students then take registration forms (with teacher recommendations indicated) home to complete, with parental guidance. Counselors then meet with students individually through English classes. Students who have no registration forms are assisted then or are registered by the counselors. Except for the orientation session held for parents of incoming ninth graders, there is little interaction between the school and the home.

If a parent disagrees with teacher recommendations, he or she may sign a waiver to allow a child to enroll in a class or classes not recommended. To promote collaboration with parents, the Guidance Director indicated that, in the near future, parents will be encouraged to visit the schools during the day to assist their children with registration and particularly, the 4-year plan (V. Ray, Personal Communication, July 14, 1992). The procedure, once established, will be continued throughout the school year rather than be concentrated on during 1 or 2 months. However, registration is usually conducted during February and March only. Amendments to registration forms usually occur in the following months if there is a need to change course selections.

Problem Discrepancy

According to students (mostly 12th graders) who were enrolled in SUCCESS 2000's semester World-of-Work class, too much emphasis is continuously placed on 4-year college preparation. Unfortunately, those students whose futures were focused upon (prior to Tech Prep) were those who enrolled in college preparatory classes such as Advanced Placement English and calculus and often, whose parents are professionals in a number of career areas. Class members commented that other students' needs and interests are still often not recognized by educators (see Appendix C). Students particularly noted that African Americans who have succeeded seem to forget about those who are still struggling.

As indicated in Chapter 1, the recent emphasis on Tech Prep is designed to eventually supplant the well-established general curriculum, which was so characteristic of Orangeburg-Wilkinson and hundreds of other high schools in recent years and which prepared students for little or nothing in the work world. Ironically, even though Tech Prep is being promoted, the obvious continued emphasis on the better motivated, higher achieving college-oriented student does not coincide with the nation's changing demographics nor with Orangeburg's minority population.

Career guidance efforts at Orangeburg-Wilkinson High and at middle schools had, in recent years, been sporadic. Except for preliminary activities SUCCESS 2000 promoted and emphasis placed on career guidance by the Career and Academic Preparation Consortium (Tech Prep), there was no move toward a systematic, developmental, and comprehensive career guidance program for students in grades kindergarten through 12. In addition to monthly meetings to promote implementation of career guidance activities, some of the counselors occasionally meet and plan comprehensive guidance activities at their respective levels. Even though there was little focus on a comprehensive career guidance program (K-12) before MARP implementation, approximately one-third of the 15 counselors individually coordinate well-defined or developing programs.

When I perused permanent records of selected 1991-1992 9th and 10th graders, I found few, if any, references to career guidance activities in classrooms or through guidance programs. Students who were previously enrolled at Felton Laboratory School (South Carolina State University) had been exposed to career development activities via a weekly career awareness class, which serves seventh and eighth graders alternately (J. Sweat, Personal Communication, August 12, 1992). A grade for the class is indicated in the students' permanent records. However, students who entered Orangeburg-Wilkinson High School from local feeder schools in the district (Brookdale, Clark, and Howard Middle Schools) were not previously exposed to career education classes that were as structured. However, middle school students are enrolled in exploratory programs that provide knowledge relative to art, home economics, and other areas.

A sheet that addresses students' motor, communication, socio-emotional, perceptual, and conceptual skills in the earliest grades was placed in each permanent record folder. Yet, of those randomly selected for perusal, none has been filled out and updated through the years. Information of this nature could be easily associated with abilities essential for success in various careers. (Records of targeted 1991-1992 9th and 10th graders were randomly checked.)

In March 1992, the Orangeburg-Wilkinson High School Guidance Department was asked to select sixty 9th and 10th graders (15 per counselor) from all socioeconomic and academic levels who needed exposure to career guidance activities. I also asked that some students who had demonstrated leadership potential be included because, eventually, this initial group of students would be asked to serve as a peer support group for other students in need of career development. The counselors responded with approximately 80 recommendations (matrix, see Appendix D). The majority of the students were 9th graders, even though a limited number of 10th and 11th graders were included. Twelve teacher and parent recommendations were also added to the list.

In April and May 1992, the students met with me in small groups to discuss proposed career development activities and to complete a student action survey and personality mosaic (see Appendix E). Compilation of responses on the student action survey revealed that students favored careers they perceived to be prestigious, monetarily rewarding, challenging, and/or entertaining (see Appendix D). Yet, these students (at all ability levels) often indicated that essential school subjects such as mathematics, science, social studies, and English are difficult. Also, results on personality/interest inventories revealed that students' career choices were often not compatible with their personality traits and/or interests.

For example, there were students who indicated interests in highly technical areas (medicine, computer programming, engineering, etc.) who also indicated that science and/or mathematics were their most difficult (and perhaps, least favorite) courses. There were students who indicated interests in careers that require constant contact with people. Yet, interest inventory results recognize personalities that are not always people-oriented. In addition, a number of students looked forward to careers with limited openings, which require not only specific knowledge and skills (i.e., singing, acting, athletics), but also some luck. Fortunately, each of the students also listed other career interests that are more tangible.

Matrix data also reveal that students' career choices were often compatible with their parents' careers. For example, there are children of educators who wished to become teachers and/or administrators. Children of medical personnel usually looked forward to careers in the medical field. A student whose father runs an insurance business (where she assisted during the summer months) was interested in accounting and marketing. Even though parental influence is most significant, students often failed to consider other factors, such as course selection and related achievement levels, in making career decisions.

Twenty-three percent (21 of 92) of the targeted students did not participate in any aspect of the project during 1992. (A limited number may have attended an initial group meeting, but did not complete forms.) Even though some students were involved in athletics, held summer jobs, or left the area for vacations during the summer of 1992, others expressed little interest in career decision making.

The responses of this group are indicative of lack of focus on career development in earlier grades. I also suspect that these students did not get the parental support given to more active students by their parents.

Students' (mostly seniors') initial reaction to the World-of-Work class was negativity or uncertainty. For example, it was difficult for them to see the relationship between topics in their economics course and the local job market. Activities encompassing application, resume', and interview preparation were initially viewed by some as busy work. Focus on financial planning (budgeting, credit management, taxes, real estate) was, for some, of little interest. One student openly expressed preference for illegal drug activity rather than time-consuming career preparation. However, students obviously gained from the class discussions, which included information that could enhance career exploratory programs at the middle-school level (see Appendix F).

Supportive Evidence

A study I initiated with 1990-1991 9th grade Prevocational Education students at Marlboro County High School in 1991 confirmed many 9th graders' inability to relate school experiences to career development. Achievement records revealed that 63% of the 9th graders in a Prevocational Education class failed or barely passed mathematics and science courses, which, according to the Southern Regional Education Board (SREB) (1989), are essential elements of the new emphasis on highly technical training programs. All general students, they indicated preferences for careers in cosmetology, automotive mechanics, the military, law, teaching, nursing, and other areas, many for which college preparatory foundations are essential. In addition, the career areas with shorter preparation time, such as cosmetology and automotive mechanics, require skills often taken for granted, including bookkeeping, small business management, and computer skills.

When counseled individually or in small groups, the students readily admitted that their abilities, aptitudes, career interests, and values were often not consistent. For example, one student who wanted to become an accountant was anxious about mathematics classes. Another, who said she wanted to be a lawyer, failed general courses.

In demonstrating the career decision-making needs of 6th, 7th, and 8th graders, the career education associate from the State Department of Education surveyed 272 Aiken County (South Carolina) students (see Appendix G). Results following ranking of questions showed that students identified the following needs: (a) knowledge of how to choose a career that meets salary and security expectations, (b) knowledge of how to choose high school courses necessary to reach career goals, and (c) knowledge of salaries one can expect from various careers. Of less importance to students was the need to understand how courses in which they were enrolled bear significance for careers. Of lesser importance was knowledge of resources in the school and involvement of parents in career planning. Survey results reveal that students were more concerned about the results of career planning (salary, security) than they were about resources, methods, and persons (including parents) available to enhance the process. For example, a compilation of career goals of 6th, 7th, and 8th graders revealed preference for professional sports, a career area with high salaries, but for which selection is keen. Accordingly, whether students are focusing upon professional careers in medicine and law or high tech careers such as electronics technology or drafting and design, they have to focus upon self-assessments and knowledge of the world of work in addition to salary.

In assessing and confirming the career education needs of rising 8th, 9th, and 10th graders, a career education test was designed (see Appendix H) and given to students participating in the Job Training Partnership Act (JTPA) Summer Program at Marlboro County High School. On June 27, 1991, 40 students, primarily minorities from low-income families whose mathematics and verbal achievement test scores were at or below the 25th percentile, were assessed. The students' family backgrounds and achievement records are similar to those of some Orangeburg-Wilkinson target students. Results of the test revealed that the students (some of whom were 11th and 12th graders in 1991-19^2) were not knowledgeable of training requirements for certain careers (80%), abilities that result in the highest paying careers (58%), and the discrepancy in pay among men and women (90%). Twenty-five percent or more of students also lacked knowledge of high technology equipment used in offices, differences between a job and career, factors to be considered when planning a career, starting salaries for various careers, the relationship between amount of education and salary, and job-seeking skills (see Table 1).

Table 1

Career Education Test Results (Marlboro County, June 1991)

*Item No.	** % Giving Incorrect Response	No. of Students
1. Years of nurses' training	80	32
2. Use of word processors rather than standard typewriters	25	10
3. Career versus job	25	10
4. Highest paying occupation area	58	23
5. Career planning factors	25	10
9. Electrician's salary versus teacher's salary	25	10
10. Inequality in pay (gender)	90	36
13. Level of education and money	25	10
14. Job seeking skills	25	10

*See Appendix H for complete test items.
**The students' responses may have been influenced by classroom discussions about the world of work while enrolled in the summer JTPA program. This extraneous variable may have influenced student responses positively.

Even though rising 8th and 9th graders typically made the lowest scores on Part 1 of the career education test, five of nine 11th and 12th graders made similar scores--an indication that students who have graduated or will be graduating from high school within 2 years often lack knowledge of career planning strategies. When making comparisons with Orangeburg-Wilkinson 12th graders' responses to the same test items while enrolled in the World-of-Work class, the need for focused career development activities in earlier grades becomes more evident.

School Attendance Patterns-Orangeburg School District Five

Students' attendance patterns also seem to have an impact on their level of preparation for the workforce. The drop-out rate at Orangeburg-Wilkinson High School in 1990-1991 was 5.0% overall. The rate represents those students who dropped out during the school year, not particularly those who were expelled or lost credit due to excessive absences. However, the drop-out rates at Orangeburg School District Five's three middle schools for 1990-1991 ranged from 0% to 1.8%, an indication that students' dissatisfaction with school increases at the secondary level where students reach age 16. This also is the time when many qualify for jobs not restricted by child labor laws. Unfortunately, these jobs are not always career-oriented even though they foster employee responsibility.

Students with whom I worked often had problems making the transition from the smaller school populations where administrators, teachers, and counselors were more readily available to discuss with them their academic and personal concerns. Attendance records reveal that absenteeism and tardiness (mostly attributed to illness) are typical among college preparatory, vocational education, and other students and at all socioeconomic levels. (Students with cars sometimes have more problems than those without cars.) Yet, parents of those students who want to make certain that credit is granted at the end of the semester or year tend to support their children's reasons for absences more often. In essence, parents of more goal-oriented students usually are more responsive to school concerns. The more goal oriented, the more likely the student will work successfully toward rewarding careers. Those who are not as goal oriented (whose parents do not always follow up on reports from school officials) may be less interested in career planning and thus less prone to take course selections seriously. Obviously, many of the Orangeburg-Wilkinson students who became inactive during the 1990-1991 school year due to absences may not have been as goal oriented.

As indicated earlier, students selected to participate in the project represent all academic and socioeconomic levels. Yet, when evaluating student participation, I discovered that students who are more goal oriented (whose parents attended one or both of the parent sessions, returned parental agreement forms, and/or made other contacts with the SUCCESS 2000 office) were more inclined to attend group meetings, participate in the Summer Challenge Program, and share experiences with parents. As previously stated, many of these students expressed an interest in careers similar to their parents', an indication that these parents encourage career decision making, and/or share their own positive work experiences with their children. At least 43% of the parents for whom information is available are employees of the public school or postsecondary systems and so, should value educational achievement and goal setting for students in general (matrix, see Appendix D). Obviously, they (whose children are typically enrolled in college preparatory courses) are inclined to stress career development among youths. Even though there were children of educators who chose not to participate, the majority of nonparticipants were not children of educators (as reflected in phone conversations with parents prior to the first parents' session in May 1992).

Resources and Services

The Career Planning Program (CPP) was a statewide assessment tool used in high schools to assist students with their future plans. The program was discontinued in the mid-1980s. A statewide career development model is the Comprehensive Career Guidance Program (South Carolina Department of Education, 1992) which was developed in 1989 by a leadership team on which I served. It was updated in 1992. However, Orangeburg School District Five did not use the statewide model nor other well known models to develop a district plan.

However, with the current implementation of Tech Prep, efforts are now being made to expand career development resources and related services in Orangeburg Five. (SUCCESS 2000 supports all such efforts.) Other ongoing programs, particularly in elementary schools, are noteworthy. Even though career development programs at the high school are not as structured, career-oriented programs are synonymous with vocational education programs at COVEC and via selected projects at the high school. These projects include the beforementioned IBM Project, which provides a technological base needed to prepare students for the future. The coordinator of SUCCESS 2000 stressed the significance of REACH (Rural Education Alliance for Collaborative Humanities), which promotes humanities education for students; the 12 Schools Project, which focuses on revision of the mathematics curriculum, particularly regarding problem solving; and Project PASS, aimed at making at-risk students more productive school and community persons (S. Till, Personal Communication, July 15, 1992). The Tech Prep program focuses on preparation for highly technical careers, and the Coalition of Essential Schools is a major school-wide restructuring effort.

Possible Causes of Problem

The Orangeburg-Wilkinson High School Guidance Department is faced yearly with successful registration of

1,200 to 1,300 returning students (in addition to assistance given middle-school counselors with 8th graders). The students are briefly oriented to course offerings, promotion-retention policies, graduation requirements, college entrance requirements, and other pertinent details via the yearly curriculum guide and during counselors' brief visits to English classes. Eighth graders are exposed to procedures during the high school visit and in their schools. Once registration forms are completed, parents are contacted directly, primarily when discrepancies occur, as when students are not recommended for courses in which they wish to enroll.

Even though course offerings in Orangeburg School District Five are extensive, there was no course in 1992-1993 that exposed students extensively to work information identified by the United States Department of Labor except the World-of-Work class offered in the fall of 1992. SUCCESS 2000 sponsored the class, which focused upon self-assessment, career exploration, financial planning, job preparation, and field experiences. The class, initially planned for seniors, proved valuable for underclassmen as well.

Tech Prep courses such as Industrial Technology Education (called "ITE") and Principles of Technology expose 9th and 10th graders to ever-increasing technology-oriented careers. However, students who prefer to enroll in courses in the college preparatory track do not typically get the same type of exposure.

Better students at Orangeburg-Wilkinson High were often discouraged from, or were reluctant about, attending vocational education classes unless they were sure of career choices. Prior to the implementation of Tech Prep, the conception of vocational education as the route for the noncollege bound, work-oriented high school graduate was often encouraged by counselors and teachers who did not understand the advantages of pursuing courses that provide "hands on" experiences. Martha Rehm (1989) stated that vocational education has been targeted with both praise and blame. Three primary viewpoints are dominant in debates: (a) vocational education should be eliminated because it is trivial and obsolete; (b) job-specific vocational education is essential for the noncollege bound; and (c) it should be provided to all students because it focuses on work concepts, values, and skills. Many of the courses are relevant to the college-bound students' career choices, particularly those that provide a framework for more advanced college-level courses. Drafting, for example, is relevant for the aspiring engineer due to the mechanical drawing skills that are acquired. My conversations with former drafting students are confirmation of such.

College preparatory students at Orangeburg-Wilkinson High typically enroll in 50-minute business, marketing, and home economics courses, which prove to be convenient electives. Fewer of these students enroll in two-period courses (such as electricity, plumbing, machine tool technology, and drafting and design), which may provide direct work experiences. It is unusual for traditional college preparatory students to become "completers"--students who successfully complete all facets of these programs and are therefore eligible for entry-level job placement or advanced training.

Students enrolled in honors programs and regular college preparatory programs in Orangeburg District Five occasionally encounter conflicts in their schedules and/or they choose not to enroll in career-oriented programs due to the weighing of courses. Certain college preparatory choices (honors and advanced placement courses) are weighted more heavily (28 points for a grade of "A") than are other college preparatory courses (26 points for a grade of "A"). Fewer honors-level students enroll in courses that may influence class ranking negatively. As relevant as the drafting course may be, for example, students enrolled in drafting receive fewer points than those enrolled in Advanced Placement English. Therefore, the student, although interested in a career in architecture or engineering, is less likely to enroll in drafting if he/she is concerned about class ranking.

Noncollege bound students who elected to enroll in programs such as accounting and automotive mechanics received no structured orientation about the nature of the programs, required class performance, applicable working conditions, extended class time, and related occupational choices. (There is little time for counselors to do so.) In addition, students were not encouraged to ponder the obstacles that may have prevented them from successfully completing their chosen occupational programs. These obstacles include South Carolina's promotion-retention policy, which mandates remediation for students with basic mathematics, reading, and writing weaknesses. Often, students were forced out of their occupational programs as a result of remediation because schedules were not, or could not be, arranged appropriately. Computerized remediation laboratories at Orangeburg-Wilkinson High were discontinued after the 1991-1992 school year because they were stigmatizing for students in need of remediation. Also, the abundance of computers available in the laboratories were generally not accessible to other students who might have benefitted from the technology (F. York, Personal Communication, July 15, 1992).

Another obstacle to successful completion of career-oriented programs is the district's early work release policy that permits seniors with limited unit requirements to leave school early to go to part-time jobs. Occasionally, those seniors who needed only one or two units to graduate preferred early work release over occupational training programs and often lost interest in these programs, which were electives (not usually required for graduation). At least one World-of-Work student dropped the class after rearranging her schedule to assure early work release.

While employed in Marlboro County, I observed and confirmed via counselor interviews that students often chose programs perceived to be easy because they were vocational courses and, if occupational, were held two periods, resulting in two units of credit. Once in the classes, students often realized that they lacked mathematics, communication, and analytical skills necessary to perform adequately. To illustrate, a machine tool technology student must be able to measure to at least 1/1000th of an inch before he/she can cut a piece of metal precisely. In addition, to be successful, the student should have backgrounds in algebra and physical science. A drafting student should acquire adequate skills in geometry and have good depth perception. The ability and/or willingness to measure via the metric system, to think critically (as when writing a computer program), to read blueprints, and even to work in uncomfortable climates are essential characteristics students often are not aware of and, unfortunately, are not always informed about. Even more important is the ability to maintain interest in nontypical classrooms/laboratories where students need long attention spans.

Another significant concern was the lack of emphasis on jobs and/or careers that are synonymous with the vocational programs in which students enroll. Due to limited focus on career development during registration, Orangeburg-Wilkinson students were rarely advised prior to enrollment of the availability of jobs within the county and region. Related careers are not listed in the curriculum guide.

Views of Business/Industry Representatives

Before SUCCESS 2000 commenced, collaboration with local business and industry was not adequate to expose students to the expertise of trained personnel, the technological makeup of modern equipment, and the basic responsibilities of all employees. Also, high school students believed that jobs would be readily available to them in the manufacturing facilities, particularly if they were not anticipating college or intended to work and study simultaneously. They reflected upon their parents' and constituents' work experiences. Yet, it is difficult to secure the numerous assembly line and related jobs because many current workers have been employed 10, 20, and more years and are unlikely to seek employment elsewhere (D. Cunningham, Personal Communication, March 3, 1991). In addition, those young workers who experience these often-mundane jobs are dissatisfied with the repetitiveness that is characteristic of the assembly line. There are no thought-provoking responsibilities to alleviate the boredom that comes with the assembly-line job. There are high-paying vocational-technical positions in the manufacturing facilities, according to Cunningham. However, even though one can qualify for some jobs as a high school graduate, these jobs are given to persons who are skilled in electrical trades, machine tool technology, drafting, and other areas. Therefore, these young residents are faced with a dilemma: They must accept the work environment as it is, with its typical low salaries, or they must pursue advanced training at local community colleges and other training institutions within the region to acquire the more technical, better salaried jobs.

In Orangeburg County, business executives at various facilities identified work preparation dilemmas such as limited communication and mathematics skills, lack of parent involvement, limited preparation and knowledge of industrial changes, the "caste system" in Orangeburg (the very poor and very rich), and the lack of behavior modification techniques to improve work performance. (The information was acquired during several meetings with these business/industry executives in February 1992.)

Literature reviews confirm that the dilemma exists. Harkin (1989), for example, stressed that American employees are incapable of responding to present and future trends and issues such as the changing work place and applicable training requirements. Morrison (1990) stressed that the quality of

American workers has declined as global competition has increased. High school graduates are simply not able to meet the expectations of America's businesses. Cawelti (1989) emphasized, appropriately, that the large amounts of data provided to high school students in their classes are rarely used because they make no connection between school success and achievement in the work world. Knell (1990) reiterated that vocational educators are compelled to work with an increasing number of students whose low levels of basic skills hamper training initiatives.

The South Carolina State Department of Education's Comprehensive Career Guidance Program (1992) stressed the need for students to acquire a fifth basic skill, career development, necessary to prepare for their roles in society and realization of a desired lifestyle. In addition, Tolbert (1974) recognized several theories of career development, including one that focuses on vocational life stages and vocational maturity. The theory suggests that one aspect of total development is influenced by factors such as environmental conditions, including significant others. Thus, students tend to accept the work ethics of their parents and other influential adults, regardless of their occupational preferences.

When serving as Placement Coordinator at Marlboro County High School, I attempted (with teachers' assistance) to secure appropriate jobs for vocational education students who had completed training in one of several vocational education programs. Direct contact with these students revealed inappropriate skills for the jobs, including poor communication skills, inappropriate dress habits, and negative attitudes that suggest immaturity and unwillingness to accept training wages. For example, Kutscher of the U. S. Department of Labor (1990) indicated that many American workers do not succeed simply because they are unable to communicate all that they know, even when they are skilled. The South Carolina Employment Security Commission's Job Search Assistance Guide (1989) stressed the importance of appropriate dress with emphasis on clothing that is synonymous with the work environment. The guide also indicates that inability to express oneself, unrealistic salary demands, lack of maturity, and poor personal appearance are some factors that most often lead to rejection. These revelations are indicative of the need for established, well-organized programs that guide students toward educated decision making and appropriate career choices.

Chapter 3

Influences in the Problem Context Bearing on Solutions and Outcomes

Influences in the Immediate Problem Setting

Facilitating Factors

Situational and cultural factors, which are helpful in developing solutions to the identified problem, are varied. The current Orangeburg District Five vocational education programs are expected to assure for trainees marketable job skills and life skills essential for productive home and family management. Accordingly, vocational educators are expected to adhere to the mission of South Carolina's Office of Occupational Education in its efforts to meet employer needs. The South Carolina Department of Education (1990) emphasized provision of opportunities to acquire skills and/or a basic foundation for success in postsecondary training institutions.

The vocational education facility houses a variety of vocational courses, including the very popular Health Occupations Program, which is pursued by an array of students. It also houses the county's Adult Education Program, which offers a variety of services to teenagers who have left the regular school system and to adults, including many already employed in local businesses and industry. Calhoun-Orangeburg

Vocational Education Center provides technical skills in various occupational fields to students from Orangeburg-Wilkinson and other neighboring high schools. As a result of the cooperative effort by a number of districts, a wider range of programs are available to students.

Vocational education teachers have traditionally been supportive of student job placement efforts, particularly because federal funds are available only to programs with average placements of 50% or better over a 3-year period (South Carolina Department of Education, 1990). (Table 2 provides placement rates for 1989, 1990, and 1991.) The teachers are well-trained vocational education professionals who have dedicated themselves to youth's training needs. Recently, the Health Occupations teacher was named South Carolina Health Occupations Teacher of the Year and National Health Occupations Teacher of the Year.

The teachers are supervised by the Director of COVEC who is responsible for instruction and supportive programs such as career counseling, placement, and student activities. Having served as placement coordinator, she is aware of the value of adequate training before entering the work force. The assistant principal for vocational programs in Marlboro County stressed that he is knowledgeable of the negative consequences that result from inappropriate, unsupervised career planning (G. Moore, Personal Communication, March 22, 1990). He indicated that he favors restructuring programs to improve instruction provided to students. The upgrading of career development resources was recognized in restructuring efforts. Vocational educators

Table 2

3-Year Placement Rates for Calhoun-Orangeburg Vocational Education Center Education Programs

	1989	1990	1991
Accounting Major	-	100%	-
Auto Body Repair	58%	67%	-
Automotive Mechanics	55%	70%	86%
Building Construction	83%	100%	100%
Business Education	77%	-	76%
Child Care Services	100%	100%	91%
Clerical Major	-	77%	-
Data Processing Major	-	100%	-
Electricity	57%	75%	50%
Facility Maintenance	100%	67%	100%
Fashion Merchandising	71%	69%	100%
Food Services	100%	85%	100%
Health Occupations	100%	87%	100%
Machine Tool	67%	82%	83%
Marketing	79%	100%	100%
Masonry	80%	50%	100%
Plumbing	100%	100%	100%
Small Engine Repair	75%	100%	100%

in the state, in general, recognize the significance of a well-trained work force.

The Marlboro County vocational education teachers participated in the implementation of my 6-month practicum project from August 1990 to January 1991. Sixty-one percent of the teachers increased use of career development resources. Several of the teachers expressed an interest in additional workshops comparable to those presented during the project. The teachers' responses are an indication of the significance of staff development programs that enhance instruction throughout the state.

I participated in state- and national-level activities geared to promoting career development for all age levels. These activities included the regional training workshop of January 1989 in Orlando, Florida, sponsored by the National Occupational Information Coordinating Committee (NOICC). Other activities included participation on South Carolina's leadership team, which developed the South Carolina Department of Education's Comprehensive Career Guidance Program (1992), conference presentations, and articles written for the South Carolina Vocational Association and South Carolina Occupational Information System in 1990.

SUCCESS 2000's career development programs have been nominated by the career education associate of the State Department of Education, as exemplary programs.

Orangeburg-Wilkinson High School and COVEC are actively responding to the statewide emphasis on Tech Prep or "Preparation for the Technologies," a highly promoted career development concept, which prepares students for technical careers via linkage of high school courses with community college studies. It focuses significantly on integration of academic and vocational courses. It is geared to strengthening basic competencies, communications, mathematics, science, critical thinking, and problem solving by high school students in vocational education programs (Southern Regional Education Board, 1989). Accordingly, courses such as Industrial Technology Education (ITE), Applied Biology and Chemistry, Applied Physics, Applied Vocational Mathematics, and Applied Communications are being introduced or enhanced in Orangeburg School District Five and in secondary schools throughout the state. As Scott (1991) indicated, Tech Prep is timely because of current business and industry needs and changing workplace requirements. The innovative program is reflective of national legislative reform, which calls for improved vocational education programs.

Before leaving Marlboro County, counselors (particularly one who has a vocational education background and who has been involved in career development projects) and I were actively pursuing methods of educating students about the future. Since joining Orangeburg School District Five, I am actively promoting career development programs at Orangeburg-Wilkinson High, the vocational education center, and in elementary and middle schools. Particularly, the SUCCESS 2000 staff is creating strategies for student development of individual learning plans via world-of-work portfolios, shadowing, academic internships, apprenticeships, monitoring, community involvement, and similar avenues. In addition, according to state regulations (South Carolina Department of Education, 1990), vocational education teachers are expected to incorporate job-seeking and job-keeping skills in their lessons. Resources developed for that purpose include Job Seeking: How and Where, a 1982 publication of the State Department of Education, prepared by the Office of Occupational Education. As schools focus more time upon Tech Prep initiatives, resources traditionally known to vocational educators are being extended into other departments.

Beyond the boundaries of the high school, elementary and middle school counselors are actively involved in career development activities. Particularly, counselors are requesting resources, attending workshops and conferences, and are currently implementing new strategies to improve career development services. Levels of services vary; yet several counselors expressed an interest in securing assistance from SUCCESS 2000 in enhancing services. SUCCESS 2000 is presently assisting elementary, middle, and high school counselors with the pilot testing of a registration format that incorporates a career development (individual learning plan) record for each student participant.

Career development's significance was enhanced by four workshops held during Parent's Day on January 30, 1993. Topics included parents' involvement in career decision making; the influence of early attitudes and habits on career development; the significance of personality traits; and the statewide computerized career guidance program available in schools (SCOIS).

SUCCESS 2000 is also actively involved in other community-oriented initiatives sponsored by the local Chamber of Commerce and Clemson University Extension Service. These initiatives include Junior Leadership Orangeburg, a leadership development program for 11th graders, and district-wide mentoring programs, which are to be offered through all schools.

At the state level, educators such as the career education associate, are actively promoting development of comprehensive career guidance programs in all school districts. The state's "Target 2000" legislation mandated that career guidance be offered in all South Carolina public schools. In addition, experts such as career development specialists of the University of South Carolina Career Center actively promote career decision-making strategies and have supported Orangeburg District Five's efforts repeatedly. Locally, culturally diverse South Carolina State University, Claflin College, and Orangeburg-Calhoun Technical College offer services through their career planning and placement centers. Orangeburg-Calhoun Technical College is the fiscal agent and lead postsecondary contact for Tech Prep.

The city of Orangeburg is diverse and fast growing. Its location near major roadways attracts business/ industrial sites.

Constraining Factors

Even though there were several facilitating factors that contributed to solutions, as indicated in Chapter 2, various constraining factors enhanced 9th and 10th graders' failure to acquire career decision-making skills. Influences in the immediate problem setting include lack of structured plans for guiding students' career planning. Except for preliminary activities coordinated through the SUCCESS 2000 office, Orangeburg School District Five has not developed comprehensive career guidance programs that encompass sequential career development activities appropriate for kindergarten through the 12th grade and beyond. There has not been a joint effort by counselors (with support from the district office) to develop the comprehensive plan in the district. The failure to do so is a constraining factor, which bears upon proposed solutions and outcomes geared to improved career decision making.

Even though programs such as Health Occupations in Orangeburg District Five are highly successful training opportunities for students, other traditional programs have not always met student expectations. As noted by Tech Prep experts, vocational educators and "academic" teachers do not relate to each other to the degree necessary to integrate curricula (see Appendix B).

Orangeburg School District Five students, when interviewed and/or observed, were not aware of essential career decision-making techniques related to course selection. There was limited school-wide focus upon career development at Orangeburg-Wilkinson, even though more focus was provided students enrolled in vocational education courses at COVEC. South Carolina Occupational Information System, the computerized career guidance delivery system used extensively in middle and high schools throughout the state, had rarely been used until recently at Orangeburg-Wilkinson High. The system was re-installed in recent weeks and is now available to students, parents and educators in the media center, in classrooms via network and in a resource room on the second floor. Other resources have not been used adequately. These include publications, software, and guest presenters via workshops and seminars.

Constraining factors recognized statewide include the tendency of counselors to focus on one-time, insignificant events such as Career Days; the tendency to provide services aimed primarily at 4-year college preparatory students; and teachers' lack of education/awareness regarding the significance of subject matter for career development.

Visits to business/industry sites in Marlboro and Orangeburg Counties during the past 6 years and a February 1991 panel discussion sponsored by the Marlboro County High Vocational Education Department confirm that students lack basic skills necessary to perform. The basic mathematics, reading, and writing skills that many students lack are typically acquired in earlier grades. Appropriately, vocational education teachers are expected to incorporate basic skills instruction into their lessons (South Carolina Department of Education, 1990). Yet teachers trained to instruct students in trade and industry programs are often not required to receive formal training in teaching methods nor knowledge of human growth and development (South Carolina Department of Education, 1988). These teachers often may not be able to comprehend or effectively deal with exceptional learning styles, disruptive home situations, or diverse backgrounds. Similarly, teachers who instruct in academic disciplines such as science, mathematics, and English are unable (or unwilling) to relate their subject matters to the relevant "hands-on" experiences taught in vocational education classes. (Tech Prep is hopefully addressing the problem.)

Dewey (1983) stressed that a thorough understanding of the problems and prejudices faced when working with special students, for example, requires knowledge of their handicaps. Ironically, a large portion of special and/or noncollege bound students are trained in vocational programs. Unfortunately, some teachers often not only lack knowledge of adolescent characteristics, but they often cannot communicate effectively with co-workers and students all that they know.

<u>Influences in the Broader Community</u>

Another constraining factor is the high unemployment rate in Orangeburg County. According to the South Carolina Employment Security Commission, in June 1992, Orangeburg County's unemployed represented 9.3% of its labor force. However, South Carolina's unemployment rate in June 1992 was 6.3%, and in the United States, it was 7.0%. Obviously, Orangeburg County's unemployment rate is staggering, when compared to state and national figures.

As agriculture dominates in the area, a significant shortage of jobs suitable for newly trained high school students and recent graduates is typical. During an interview with the executive director of Marlboro County's Agricultural Conservation and Stabilization Service, he indicated that millions of dollars are added to the state's economy per year due to the growth and marketing of agricultural products, including cotton, peaches, soybeans, corn, peanuts, watermelons, cantaloupes, centipede, and other grasses (W. McLaurin, Personal Communication, May 10, 1991). However, the majority of farm workers are the farm owners; there are few professionally trained agricultural personnel employed. Orangeburg County has a large agricultural economy; yet, there are no training programs in agriculture at the high school nor at the technical college.

While visiting Orangeburg business partners in February 1992, the SUCCESS 2000 staff learned that job applicants, even those with college degrees, often were not able to pass competency tests given by personnel offices. A new industrial site scheduled to open February 1993, for example, received 2,700 applications through the local job service office. Two hundred of the applicants had the skills necessary to be further screened. As revealed in survey results, 53% of the businesses and industries contacted by Marlboro County vocational education teachers in 1990 were unable to support placement efforts due to the scarcity of jobs, child labor laws relative to work hazards, the need for more technically trained personnel, and a lack of proper training via certain vocational education programs. Obviously, the work force is saturated with persons from various age levels with a common dilemma--lack of job related skills.

Locally, as is true nationally, educators' efforts to prepare youths for the job market are negatively influenced by the immediate gratifications of illegal drug activity. It is often difficult to convince teenagers of the rewards of career planning.

Chapter 4

Problem Conceptualization, Solution Strategy and Project Outcomes

Review of the Literature and Consultation with Others

Literature reviews confirm career development's importance as well as lack of emphasis on educators' roles in preparing students for the world of work. According to Brand (1990), expected changes in occupational staffing patterns within industries through the year 2000 will result from "the increasing importance of workers who gather and use information and the decreasing need for those who perform repetitive tasks that can be automated or computerized" (p. 40). He stressed that a continuing shift away from less educated employees to better educated, better trained employees will be typical, most notably in health care, computer services, and electronics. The Bureau of Labor Statistics (1991) stated that the better educated and trained will have the best opportunities to receive high paying jobs because of changes in the workforce and work structures.

Amirault (1992) confirmed what his colleagues had stressed in previous years:

> (Surveyed) workers who reported that they needed training to qualify for their current jobs had lower unemployment rates than those who did not need training. For the labor force as a whole,

> the unemployment rate of workers who needed training was only half that of those who did not. Although this relationship does not hold for all occupational groups, every group showed that workers who didn't need training were unemployed more often. (p. 20)

The South Carolina Employment Security Commission (1991) reported that nationwide manufacturing jobs (which require less education) are expected to decline at a rate of 0.3% each year between 1986 and 2000. In contrast, professional and technical workers are projected to be offered numerous new positions. These workers are highly trained scientists, engineers, technicians, medical personnel, computer programmers, and systems analysts. Elementary school teachers will also be in demand.

Even though projections of the labor market as presented above are numerous, the valuable information is not being used sufficiently by educators and students in assisting the latter to plan for their futures. For example, Jarvis (1989) pointed out that sites such as Orangeburg-Wilkinson High School have the appropriate computer-based guidance systems, but fail to utilize them effectively. The computerized career guidance system used most widely in South Carolina, SCOIS, was available to students years ago until the computer was placed in the front office's main conference room away from students and teachers. Within the last few weeks, the software has been reinstalled. (Only one middle school presently offers the program to its teachers and students.) Prior to SCOIS's reinstallment, during SUCCESS 2000 orientation workshops in August 1992 at Orangeburg-Wilkinson High, approximately 10 (14%) of the more than 70 faculty members in attendance knew about SCOIS. As stated in Chapter 3, SCOIS is now available in several locations within the high school. Ironically, SCOIS provides much of the career guidance services that counselors indicate there is little or no time to deliver.

Kanchier (1990) revealed that surveys show mentally handicapped individuals are apparently not receiving appropriate career education even though they are capable of becoming productive citizens who lead meaningful, satisfying lives. However, as indicated previously, numerous high school students simply lack the basic skills necessary to be trained adequately (Knell, 1990). As a result, American workers are not able to compete against other well-trained employees in countries such as Germany and Japan (Morrison, 1990; Jarvis, 1989; Cawelti, 1989). Bracey (1992) acknowledged the argument that this country must produce a highly skilled workforce to compete internationally. In doing so, our businesses must invest more in American people. Lack of business investment in people is evident in the increasing number of people working for low wages, which foster a lower standard of living.

Even though problems due to poor resource utilization and lack of structured career planning programs are numerous, there are a number of solution strategies suggested in the literature and by experts in the field. Harkin (1989) emphasized the role that effective career guidance programs play in preparing students for a highly productive workforce and promoting economic growth. Accordingly, career guidance specialists must work effectively with teachers in providing programs geared to career development. The South Carolina Comprehensive Career Guidance Program (South Carolina Department of Education, 1992) stressed the significance of counselors as leaders and team members in effectively delivering such programs. It also suggested that counselors maintain up-to-date career guidance materials and participate in career development activities to enhance skills and knowledge. The career education associate with the South Carolina Department of Education also stressed teamwork in promoting career development and identified individualism as a hindrance to sharing valuable resources (L. Hufziger, Personal Communication, March 3, 1990). Jarvis (1989) recognized the roles that counselors, educators, and administrators should play in promoting use of career information delivery systems. These systems are effective in enhancing self-analysis, decision-making skills, and career-planning skills.

Touma (1989) stressed the need to prepare the changing workforce, influenced by an older working age group, increase in minority populations, increased female workers, and more stringent training requirements. Appropriately, Dole (1989) emphasized the need for educators to adapt to the changing workplace and to provide for students transferable rather than specific skills.

In an article, which focused upon emancipatory vocational education, Rehm (1989) suggested that:

> ...students should study general ideas related to vocational life such as the structure and nature of work and economics in society, the relation between work, family, and education, and varieties of work. Particularly in a society such as ours in which work is central to self-esteem and is a primary mode of social participation, school-based exploration of problems and possibilities centered around work and work conditions seems to be essential. (pp. 115-116)

Another interesting strategy is proposed by Ira Shor (1988), who advocated participatory "dialogic" methods of training students for jobs. Essentially, students would communicate subject matter and training concerns more systematically with instructors and peers.

Obviously, if successes are to be realized, educators must develop and enhance interpersonal relationships with students to train them and assist with career planning (G. Lynn, Personal Communication, March 20, 1990). Miller and Coady (1989) contended that students must master the ability to make ethical decisions.

Accordingly, educators should be able to communicate to students the importance of reliability, trustworthiness, willingness to work and learn, and responsibility for one's actions in enhancing worker success. Cawelti (1989) contended that social and professional success is assumed if people complement cognitive knowledge with good interpersonal skills, strong characters, and positive self-concepts [which should be developed in the earliest grades, according to South Carolina's Comprehensive Career Guidance Program (South Carolina Department of Education, 1992)]. Cawelti supported curricular innovations that suggest, for example, restructuring of programs to allow students to demonstrate knowledge by completing various projects or community service activities.

Perhaps most importantly, Clark (1990) emphasized the need of local vocational education leaders to focus upon updating the curriculum with emphasis on career education integrated into all subject areas at all grade levels within the school system. With ideals relative to the before-mentioned Tech Prep emphasis, he not only recognized the need for "intensive comprehensive and continuing inservice training" for teachers (p.82), but also for administrators, counselors, and other support staff in academic and vocational education.

Kennedy and Laramore (1988) stressed that parents are the most influential persons in a child's career choice. Youths are most influenced by relatives rather than peers, teachers, or counselors. The authors indicated that parents should help young people focus on "educational investments" that will lead to rewarding careers. Otto (1989) stressed that basic issues, such as a child's attitude, beliefs, and values, reflect the views of parents.

Planned Solution Components

In congruence with literature reviews and the problem context as identified in Chapters 2 and 3, the solution strategy encompassed several elements.

1. A preliminary comprehensive career guidance program was implemented and centered around enhanced communication with earlier grades, use of a wider range of resources, and increased teacher and parent involvement. The preliminary program, components of which are now being pilot tested by counselors, is in conjunction with student registration, scheduled for February and March 1993.

Between October 1992 and Februry 1993, the counselors at the elementary, middle, and high school levels met monthly (except December 1992) to assess career guidance needs, discuss preliminary activities, and enhance knowledge of career guidance issues via a workshop. The program, which is being institutionalized, promotes district-wide emphasis on career development and serves as a foundation for a permanent district-wide comprehensive career guidance program (see Appendix I.)

2A. Business and industry representatives participated in SUCCESS 2000's first Summer Challenge Program in June and July 1992. During two 3-week sessions (on Wednesdays), current 10th and 11th graders from Orangeburg-Wilkinson High School shadowed business, industry, agency, and school district/college personnel in their facilities to learn, first-hand, about careers in which the students expressed interest. During the 2-to-3 hour sessions, students were oriented to the infrastructure of large businesses and industry (i.e., accounting, computer systems, management, engineering, product design, production, etc.); small business management; law enforcement; music production; and a myriad of service organizations (child care, school psychology, summer school enrichment, speech and hearing, etc.).

2B. During the first semester of the 1992-1993 school year, beginning August 19, 1992, 14 students, mostly 12th graders, participated in the semester World-of-Work class to prepare them for initial contact with employers. The class encompassed career assessments, self-concept and stress management workshops, financial planning seminars, world-of-work information, job search strategies and two field experiences. Business and industry personnel led several of the sessions in lieu of facilitators (SUCCESS 2000 staff members). The students were exposed to business/industry personnel who shared their expertise regarding financial planning (budgeting, credit management, taxation, real estate), expectations of business/industrial workplaces, and related expectations in the school setting. They also heard presentations about self-esteem, career decision making, the local job market, and job search strategies (see Appendix

F).

3. In addition to shadowing experiences of Summer Challenge students, students in Applied Biology/Chemistry, Communications, and Mathematics courses participated in a variety of field experiences, which exposed them to business and industry facilities, where they experienced the application of subject matter to actual work experiences. Students in the World-of-Work class experienced the same field trips and/or visited a local university's career planning and placement center. Also, students initially selected for the project, 1992-1993 9th and 10th graders, and current 8th graders in the career guidance pilot program will participate in Summer Challenge 1993 to experience work environments. Shadowing experiences will be complemented by paid internship and apprenticeship experiences in later grades via SUCCESS 2000. Particularly, academically gifted and talented students will experience job settings relative to advanced academic placements in late May 1993 (following advanced placement exams).

4. A program developed to increase parental involvement in school activities enhanced career development for them and for their children. The program's objective was to increase parents' interest in career planning so as to expand student exposure to career development issues beyond the typical school day. Among the activities was the South Carolina Occupational Information System (SCOIS),

which provides a weekly update of jobs available throughout the state, information about postsecondary institutions nationwide, descriptions of occupations, and various other valuable career planning information. Because SCOIS was only recently installed, parent access has been limited. A parent meeting was held May 20, 1992 to orient them to the significance of career development and to inform them of planned activities, including the Summer Challenge Program. A second session with parents was held September 22, 1992. It featured a presentation by the career education associate, South Carolina State Department of Education, who shared information relative to parents' role in career decision making. She utilized Today's Youth-Tomorrow's Careers (Otto, 1990), a resource guide, which is useful to educators and parents.

5. Students participated in Summer Challenge and World-of-Work class sessions during which they learned decision-making techniques related to ethics (specifically, responsibility, reliability, and trust). Students had an opportunity to use personal experiences and those of persons in their immediate environments to comprehend the significance of ethical decision making. For example, in April and May 1992, students completed a personality mosaic, which addressed various personality traits. In doing so, students were able to distinguish strengths and weaknesses relative to responsibility, reliability, and trust in personal

relationships and, ultimately, in work situations. Particularly, as experienced by a student who shadowed school psychologists last summer, the issue of trust and discretion was a relevant topic of discussion. Students enrolled in the World-of-Work class often had the opportunity, during values clarification discussions, to address ethical issues. These issues included concern for individuals beyond self and family and illegal drugs' "money-making" influence on career planning. Administrators, counselors, and teachers were encouraged to monitor sessions, but they rarely did so.

MARP Outcomes

Terminal Objectives

In congruence with planned solution strategies, the following terminal objectives were proposed:

1. As a result of MARP implementation, at least 75% of target students (initial 92 students identified in the matrix) will demonstrate knowledge of career decision-making strategies, as evidenced by responses to an evaluation instrument (which addressed Summer Challenge experiences), an interest/attitude scale, and/or by observation.

2. One hundred percent of the 22 teachers offered assistance with specific activities (tours for applied students, business/industry guest speakers for economics/government classes, and career development sessions, etc.) geared to integrating career information

with subject matter will appropriately enhance instruction, as evidenced by self-report, requests for assistance, and/or observation.

3. One hundred percent of the target students will be exposed to occupational and/or postsecondary training opportunities in the local and/or neighboring communities, as evidenced by participation in Summer Challenge shadowing experiences, completed career biographies, and/or participation in one or more tours for applied students.

4. One hundred percent of the World-of-Work students will demonstrate positive attitudes toward career development, as evidenced by an attitude scale.

Process Objectives

The process objectives, which also encompass many World-of-Work class objectives, were designed to result in the following:

1. The target group will participate in small and large group sessions to orient them to career planning via self-assessment of abilities, aptitudes, interests, and values.

2. The target group will participate in small group sessions to expose them to a computerized career guidance system that links high school subjects with careers.

3. The target group will participate in small and large group sessions encompassing role playing activities, group discussions and/or field experiences to enable synthesis of

family, community, social, industrial, and commercial influences on life.

4. The target group will participate in sessions that deal with the significance of ethical decision making centered upon responsibility for one's own actions.

5. A preliminary career guidance program will be designed and implemented with district approval.

6. Parents, teachers, and business/industry personnel will participate in orientation sessions to learn more about career development activities, their respective roles, and the resulting benefits. Each group will be invited to support career development efforts by participating in a "teacher replacement program" and/or becoming knowledgeable of the computerized delivery system in helping guide students.

Because SCOIS, the computerized career guidance delivery system, was only recently reinstalled at Orangeburg-Wilkinson High School, exposure to the system was limited. As proposed in process objective 2, students were exposed (to a portable system) during the Summer Challenge Program. However, parents, teachers, and business/industry personnel, as indicated in process objective 6, did not get the exposure as originally planned.

<u>Side Effects</u>

With regard to the characteristics of Orangeburg School District Five and Orangeburg-Wilkinson High School, particularly, the side effects that resulted from implementation were significant.

1. The school district is extremely technology oriented. IBM's involvement in high school technological innovations is one example. However, all faculty, staff, and students are not yet trained to use the computer hardware and software available to them and/or they may feel so bombarded by technology, they shy away from it. The computerized career guidance system, SCOIS, which was available previously but was "shelved," is now once again a refreshing way of utilizing technology. SUCCESS 2000 and Tech Prep both promoted the computer system's return.

2. Guidance counselors view SUCCESS 2000 as an avenue for funding (i.e., project funds, other grants, possible district monies, etc.).

3. SUCCESS 2000 is viewed as a change agent in the district because of its focus on workplace readiness and changing roles for students, teachers, and business/industry personnel. Ironically, the project is also viewed by some as an imposition because of its focus on change, which so many of the more "established" educators resist.

4. SUCCESS 2000 is as involved in community or county-wide efforts as it is in district initiatives. The coordinator and I are active participants in the combined Tech Prep efforts of Calhoun and Orangeburg Counties, the Chamber of Commerce Education Committee's Junior Leadership Orangeburg

Program, and in other community initiatives.

5. Findings reported in the MARP Final Report may be used by the official local project evaluator to partially evaluate SUCCESS 2000. Eventually, Southwestern Regional Laboratory (SWRL), the United States Department of Education evaluator, may use qualitative information.

Organizational Goals

Organizational goals were nearly 100% consistent with MARP implementation objectives. SUCCESS 2000, originally scheduled to begin August 1991, was delayed until January 1992. SUCCESS 2000's 10 major objectives (see Appendix A) encompass the MARP solution strategies (i.e., career guidance initiatives, changing roles for business/industry personnel, field experiences for students, parental involvement, and activities for students centered around ethical decision making).

As Orangeburg School District Five is now engaged in strategic planning, which encompasses seven proposed strategies for which paradigm shifts are essential, MARP initiatives should hold continuous significance. Also, Tech Prep's focus on structured career guidance programs, which support integration of academic and vocational education subject matter, is directly linked to the MARP's emphasis on career decision making and workplace readiness.

Chapter 5

Implementation History

Original Action Plan

Initially, implementation of strategy elements was geared to the needs of 1991-1992 9th and 10th graders in Marlboro County. As a result of my position change, the strategy elements addressed the limited career decision-making skills of Orangeburg-Wilkinson High students. Nonetheless, the original action plan encompassed five solution strategies applicable to both student groups.

The original plan called for middle and high school counselors' participation in the selection of students for the project and in delivery of career guidance and other support services during implementation. The counselors' input was essential in developing a preliminary comprehensive career guidance program. Appropriately, the program was designed to encourage more interaction among counselors at different grade levels.

The original action plan also focused on a "teacher replacement program" to allow business/industry/agency representatives to go into classrooms to share with students their work experiences and to demonstrate the relationship between subject matter and work environments. These representatives were also expected to serve as "substitute teachers" in actual work settings where students could experience application of mathematics, English, and other disciplines.

Field experiences for students, which encompassed military, business, industrial, educational, medical, agricultural, and urban sites unfamiliar to them, were also originally planned. Particularly, due to several students' limited exposure to settings beyond their rural home bases, the experiences were planned to orient them to the wide variety of careers not available to them in their local communities.

Parental involvement was included as a strategy because of the significance of parents in a child's career development. Activities involving parents were also stressed because they themselves could envision their own professional growth via career planning programs.

Lastly, the original action plan called for a number of sessions with students to promote ethical decision making. Via self-appraisal; contacts with professionals in various career areas; and ongoing discussions with parents, teachers, and peers; target students were expected to better understand how factors such as responsibility for one's own actions impact upon career success.

All strategies were supported by ongoing research of the literature and participation in workshops and seminars to learn about successful career guidance initiatives.

Chronology of Implementation Activities

I started the new position in Orangeburg School District Five as Certification and Assessment Coordinator for SUCCESS 2000 on February 3, 1992 (see Appendix M). The position necessitated changes in the original action plan for strategy implementation. Therefore, during the first few weeks in the new position, the SUCCESS 2000 Coordinator and I discussed the similarities between MARP solution strategies and SUCCESS 2000 objectives. We concluded that the two efforts were sufficiently similar to implement concurrently and, when necessary, as a singular project.

I was cognizant of the fact that services to target students would be provided by a myriad of professionals, including career guidance specialists, counselors, business and industry personnel, community members, and parents, more often than originally thought. My office is presently located within the district office facilities, away from students. Although direct contact with students is not continuous, my coordination of student activities and of services with high school counselors and the project staff's coordination of parent sessions, Summer Challenge, and the World-of-Work class were most significant factors in improving students' career decision-making skills. The project staff's participation in community-wide initiatives was also influential. These initiatives are explained in more detail in the chronological listing of implementation efforts.

We discussed project objectives and, specifically, methods useful in promoting the 10 objectives (which encompass MARP strategies). Methods I recommended and co-coordinated included a major staff development program for school personnel, particularly Orangeburg-Wilkinson High and COVEC administrators, teachers, and counselors. In reaching our 12 business partners, we also planned a breakfast meeting during which we oriented business leaders to SUCCESS 2000 initiatives and made them aware of roles they could play in preparing youth for the workforce.

In preparing for the staff development program, a major workshop with several concurrent sessions scheduled for March 30, 1992, we contacted (in February) professionals with expertise in career decision making, vocational education, portfolio assessment, employment/job services, preparation for the technologies (Tech Prep), family roles, total quality education, apprenticeships, and innovative adult education programs. Several of the contacts were professionals who had led workshops or training sessions other district employees or I had attended and so, were known for their expertise. Staff and other meetings, visits to business/industrial sites, telephone and written correspondences, and other contacts regarding the workshop were numerous.

As a new employee of the district, I visited the secondary school facilities and met administrators and guidance personnel on February 5 and 6. During a visit to COVEC, we met several business/industry representatives who were participants in the schools' annual 2-day "Career Fair," an effort to expose students to local employers and career options within their facilities. We briefly queried them about workplace activities and high school graduate recruitment services.

In an effort to acquire information about career guidance activities in the district, particularly at the high school level, I corresponded with the guidance director at Orangeburg-Wilkinson and vocational guidance counselor at COVEC. I learned that assessment materials were not being used extensively and, so, contacted Marlboro County High to request copies of materials used previously to provide as resources for counselors.

At the request of the staff development coordinator, I made a presentation to the district's guidance counselors on February 19 regarding career guidance's significance for overall student development. I discovered during that initial contact with counselors that career guidance was not an issue foremost in their minds. Even though there were counselors who had developed structured career guidance activities, many seemed preoccupied with the effect nonguidance duties (such as maintaining attendance records) was having on their overall guidance programs.

Meetings were held subsequently with the high school guidance director to learn more about the high school career guidance program and ways SUCCESS 2000 could complement it.

The breakfast meeting to orient business partners to SUCCESS 2000 initiatives was held February 24. Four of the 12 business partners were in attendance. They were asked to complete a survey to determine degree of commitment to the partnership (see Appendix K). The survey addressed partners' willingness to allow on-site visits, shadowing, internships, mentors, and/or apprenticeships. It also addressed the partners' interest in school activities encompassing curriculum review and teaching. We subsequently visited those partners who did not attend the meeting. The business partners represent manufacturing facilities (producers of chemicals, lawn and gardening equipment, wheel bearings, aircraft parts, etc.), the local Chamber of Commerce, the local development board, Orangeburg-Calhoun Technical College, and the Clemson University Extension Service.

The project coordinator and I also visited, with high school administrators and teachers, a school district in a neighboring county on February 26 to learn about their established Tech Prep programs.

We officially made plans for the World-of-Work class, scheduled to begin August 19, 1992. (The class was synonymous with the career education classes noted in the proposal. The World-of-Work class, however, served sophomores through seniors, even though it was originally designed to meet the needs of seniors.)

The month's activities were particularly geared to orienting business partners to their roles in the career development (workplace readiness) process and to re-emphasizing the counselors' and teachers' significance in their respective schools.

Resources from universities, other school districts, the State Department of Education, publishing companies, community and state agencies, and local programs were researched to enhance knowledge of career development/ decision-making techniques, portfolio assessment and individualized learning programs. Research efforts were ongoing.

In March 1992, we continued orientation sessions for business partners and district personnel, as needed. Particularly, the SUCCESS 2000 staff, with assistance from other project coordinators, continued plans for "Education in Orangeburg: An Investment in Our Community's Future," the beforementioned March 30 workshop.

Due to the large minority population in the school district and our focus on parental involvement, I attended two March workshops geared to parenting (particularly, the parents' role in educating children, held March 6 and the needs of minority children in the earliest grades, held March 12). I requested and attended meetings with technical college representatives regarding establishment of apprenticeship programs for high school students. The first meeting was held March 17.

A meeting was held with our local evaluator on March 25 to discuss the relevance of the Career Development Inventory (Super, Thompson, Linderman, Jordaan & Myers, 1979), a career maturity scale developed by Donald E. Super and Associates. The evaluator recommended that there be a measure of career maturity (starting with the 1991-1992 9th-grade class, from which most of the MARP target population comes) over a 4-year period to determine the project's success with career advisement services.

Due to the restructuring efforts in the school district and the nationwide emphasis on improved workplace readiness, the March 30 workshop served to inform secondary educators of the many challenges they are facing as they prepare teenagers for the existing workplace and/or postsecondary training. The workshop adequately served also in officially kicking off SUCCESS 2000, which is geared primarily to the needs of the secondary student and eventually, middle school students (see Appendix L).

Appropriately, our business partners served as facilitators for the various sessions during which they shared business/industry concerns relative to the topics. Most business partners attended the workshop, held during the morning hours. During the afternoon, several business partners welcomed teachers to their facilities for tours.

Those teachers in attendance gained from the opportunity to experience industrial work settings and relate tasks to classroom subject matter. However, several teachers chose not to take advantage of the experience (which was optional).

I continued to compile information about individual learning plans as these plans are to be developed for each high school student. Research efforts included perusal of plans developed by the National Occupational Information Coordinating Committee (NOICC) (1988) and the South Carolina Department of Education (1992).

Student recommendations (15 per counselor) were requested from the high school. These students would serve as initial SUCCESS 2000 participants and as the MARP target group. I asked that students chosen represent all socioeconomic and academic levels and that a limited number be recognized leaders or potential leaders in the school. Some were already designated as "natural leaders" for a drug prevention program. Appropriately, these students would eventually serve as the peer support group for other students interested in or in need of career development services. Recommendations were made by each counselor and forwarded to me by the guidance director.

In April, I met individually or in small groups with approximately 90 students who were recommended by counselors, teachers, and parents. The students were first oriented to project objectives, were made aware of basic career decision-making strategies and were asked to complete a personality mosaic (a miniature interest inventory, which identifies specific personality traits), a student action survey, and a career biography. The survey addressed parent(s)' occupations, students' career interests, favorite and difficult school subjects, career interests, and hobbies, among other information. The 21 students for whom there was no or limited information did not complete surveys, stated that they could not participate due to conflicts, or did not attend orientation sessions (which were repeated at least six times in April and May). Overall, however, student response was extremely favorable, as the planned experiences were novel to many of them.

In an effort to meet with and establish liaison activity with local small business, agency, religious, social, and fraternal associates, I compiled a roster of community agency representatives. Once the list of approximately 75 contacts was completed, the appropriate representatives were sent an invitation to a community agency meeting scheduled for May 5. Those persons invited (sorority, fraternity, and civic club presidents; agency directors; small business managers; college representatives, etc.) were considered to be potential supervisors of shadowing experiences for students, mentors, speakers for the World-of-Work class and related sessions, employers, and other role models.

We continued staff development initiatives by meeting on

April 22 with Orangeburg-Wilkinson teachers during their planning periods. Even though the March 30 workshop addressed topics of concern to the SUCCESS 2000 staff, it did not give us an opportunity to meet one-on-one with teachers to discuss our 10 major objectives. Teachers were reminded of the roles they played in preparing students for the workforce and of the assistance available (via speakers, shadowing, and other on-site experiences for students and career guidance resources) via SUCCESS 2000.

We continued to participate in meetings and/or workshops geared to Tech Prep, the Chamber of Commerce's involvement in education, school board initiatives, business/industry concerns, community input in district curriculum proposals, and project evaluation strategies. The SUCCESS 2000 coordinator made presentations to the school board and to Chamber of Commerce members. I was asked to assist as a presenter for a summer institute for counselors to be sponsored by the Tech Prep Consortium. Other Tech Prep related duties included group editing of the grant proposal and steering committee initiatives. I presently serve on counseling and articulation subcommittees for the Tech Prep Consortium.

We met with human resource managers and a training coordinator of three of our business partners on April 28 and May 1. They related to us problems they have encountered with employees, including lack of self-confidence; limited work skills; limited mathematics, reading and writing skills; poor attendance; and quick turnover.

In May, I continued small group and, occasionally, individual sessions with the 9th and 10th graders selected to participate in the project. Once student surveys were completed and returned, we continued planning our first "Summer Challenge Program," an experience which allowed students to shadow professionals in careers of interest to them and to assess themselves and learn about resources in career development sessions.

Originally planned for two, 3-week sessions in June and July on Mondays, Wednesdays, and Fridays, the program was reduced to three consecutive Wednesdays during each month to accommodate family vacations, summer school, summer jobs, other summer programs, and similar conflicts. Students were appropriately scheduled for shadowing experiences during one of the two sessions once preferences were known, unless shadowing experiences could only be arranged during a specified time.

We invited parents of SUCCESS 2000 participants to an evening meeting on May 20 where they were oriented to SUCCESS 2000 and the activities planned for students, particularly, Summer Challenge. Approximately 50 parents and students attended the meeting. There was enormous interest expressed in activities planned, an indication that parents saw career guidance services as a real need at the high school. Parents were asked to complete a survey to determine their willingness to assist with our community service efforts, including mentoring. On May 21, following the meeting with parents, we met with the students in the auditorium to discuss Summer Challenge procedures and various forms (surveys, permission slips) to be completed. Student questions and concerns were addressed.

Our local evaluator and I supervised administration of the Career Development Inventory in early to mid-May. It was administered to 9th and 12th graders, the scores of which will be compared to other students' in coming years. Each year of SUCCESS 2000's existence, the inventory will be given to the former group (to measure degree of career maturity since the previous year) and to seniors.

We administered the inventory through social studies classes, which primarily catered to 9th graders; all SUCCESS 2000 students were not present. However, as indicated in the matrix (see Appendix D), the majority of the SUCCESS 2000 students who completed the inventory were in need of comprehensive career guidance services.

Meetings relevant to project initiatives included the superintendent's Industrial Cabinet meeting (during which business and industry leaders provided input about education's role in preparing youth for work); a meeting with Orangeburg-Calhoun Technical College officials regarding apprenticeships; and meetings with our local evaluator regarding the project.

Our evaluator made reference to factors such as student motivation, which have been measured and would be made available for the Southwestern Regional Laboratory (SWRL) evaluation.

I visited a middle school counselor on June 1, at her request, to provide ideas and resources for enhancing her career guidance program. Another counselor had previously picked up information. I met with a parent and her son on June 11 to discuss SUCCESS 2000 career development activities. Similar meetings continued throughout the implementation period, as needed.

On June 3, we began calling parents of students not scheduled for Summer Challenge, particularly those not in attendance at the parents' meeting. We started our initial Summer Challenge Program on June 10. Students reported to the high school at 8:00 a.m. where an orientation session was conducted (30-45 minutes). Thereafter, students were transported by bus to their shadowing sites. Students shadowed a variety of professionals (medical personnel, business/industry employees, photographer, teacher, law enforcer, etc). Students were picked up between 11:30 a.m. and 12:30 p.m. and returned to the high school where they ate lunch and then participated in their first career development session. It was led by the Director of Career Planning from the University of South Carolina. He initially discussed factors that influence career decision making (interests, values, desires, abilities, aptitudes, etc.). He then encouraged each student to complete his/her life line (a "drawing" depicting life from birth to present day) and to discuss their life lines within their small groups to demonstrate how life experiences influence decisions they were then making.

Students then completed the Self Directed Search, an interest inventory developed by Holland (1990). Stud\ its' responses resulted in a three-letter summary code depicting their strongest personality traits. Our guest assisted students in analyzing their findings and in determining careers synonymous with their three-letter personality codes. Students also compared chosen shadowing careers with personality traits, if incompatible.

The Summer Challenge Program was repeated on June 17, with students returning to shadowing experiences and afternoon activities geared to promoting overall development. I invited parents of participants to serve on a "Parents' Panel," which addressed the adults' life long experiences in relation to career development. Other speakers invited by the project coordinator relayed to students the importance of stress tolerance and self-esteem for being successful in life, in general.

On June 24, following the third day of shadowing, students were made aware of valuable career development resources available to them by the career education associate from the South Carolina State Department of Education.

Students were also enlightened about the South Carolina Occupational Information System (SCOIS), a computerized career guidance system, by a SCOIS service representative.

We visited students in their varied shadowing sites during the morning hours after escorting them to those sites. Upon first meeting many of their shadowing supervisors, we introduced the students, discussed shadowing activities and the schedules.

I attended a Total Quality Management (TQM) workshop and one of several Tech Prep summer institute sessions geared to program development.

We assisted with plans for "Junior Leadership Orangeburg," a proposed 6-week leadership development program for rising 11th graders, which would expose them to various organizational resources within Orangeburg County. The students would represent public, private, and parochial schools throughout Orangeburg County.

I participated in a technology-oriented class discussion to acquire skills necessary to use IBM equipment useful for development of individual learning plans and other portfolio items.

I met with parents, business/industry personnel, and other relevant parties, as needed, for implementation of the project.

We sponsored the second Summer Challenge Program on

July 15, 22, and 29. A second group of 20-25 students were escorted to shadowing sites, picked up, fed, and then exposed to varied sessions, as done in June. On July 15, students experienced the "Parents' Panel" (which consisted of three new parents), stress management, and self-esteem workshops. On July 22, the career education associate made them aware of the myriad of career development resources. On July 29, they participated with the director of career planning in career decision-making discussions and completion and analysis of the interest inventory.

Upon completion of each Summer Challenge experience, students and their worksite supervisors were asked to evaluate, respectively, their shadowing experiences and student participation, motivation and other factors characteristic of employees (see Appendix M). Evaluation results are provided in the latter portion of Chapter 5 and in Chapter 6.

In July, we continued planning for the World-of-Work class scheduled to begin August 19. Lesson plans were developed to focus upon personality assessments; self-esteem; stress management; financial planning; the world of work from a number of perspectives (economic, social, global, historical, etc.); actual experiences in work settings; and job search techniques. Class discussions would be led by workshop presenters, business/industry personnel (i.e., "Teacher Replacement Program"), and us.

We attended meetings that focused upon established drop-out prevention/mentoring programs; development of a district-wide Parent's Day, which would feature concurrent workshops to address the concerns of parents; and state-level Tech Prep and Vocational Education Conferences, which focused on technological advancements and needed curricular changes. We also attended a meeting with Clemson Extension Service and Chamber of Commerce representatives regarding the proposed Junior Leadership Orangeburg activity. Our discussion centered upon various experiences for Orangeburg County students, including local and state government, law enforcement agencies, aspects of recreation and culture, business and education, medical services, and other county activities/services.

I presented information on job placement strategies to statewide career guidance and placement personnel at the South Carolina Vocational Education Conference on July 31. I served on a panel with experienced job placement coordinators. We presented to the audience a variety of job placement techniques suitable for high school placement programs.

Coordination of a mentoring program for Orangeburg-Wilkinson High School students, initiated in June, was continued. An August 5 organizational meeting was planned for a group of prospective male role models. A subsequent meeting was planned for September for females in nontraditional career areas.

I also coordinated a parent session scheduled for September 22, 1992. The session would feature the career education associate from the State Department of Education, who would assist parents with their sons' and daughters' career planning efforts.

Also, in July, I continued research of portfolio assessment techniques used in other school districts, particularly in the state of Vermont.

On August 5, a meeting was held with a group of men to promote establishment of a mentoring program that would focus on the needs of teenagers, particularly males. Information about established mentoring programs coordinated through "Cities in Schools" and Clemson University was provided to them. We then focused upon our local concerns and discussed strategies useful in developing mentoring programs for all high school students. The men in attendance represented law enforcement, public education, postsecondary education, and community agencies.

We continued to develop objectives and procedures for the World-of-Work class, scheduled to begin August 19. I made tentative plans for SUCCESS 2000 students, including career cluster meetings and a monthly newsletter for the 1992-1993 school year. I also attended meetings held to coordinate Tech Prep activities, including a Speakers' Directory, and Junior Leadership Orangeburg.

We made preparations for a business partners' luncheon meeting scheduled for September 9, which would feature a representative from the United States Department of Education, Office of Educational Research and Improvement.

Information to Orangeburg-Wilkinson teachers regarding SUCCESS 2000 during the annual "Round Robin" sessions was presented on August 17. SUCCESS 2000 initiatives were explained to high school personnel. Teachers obviously were not aware of the myriad of career development resources, including SCOIS.

I initially led class discussions for the World-of-Work class, which commenced August 19. Later, it was team taught by both the coordinator and me. Students participated in a self-esteem workshop conducted by a guest presenter on August 31.

Due to the novelty of the class, I presented information about the World-of-Work class to the local Tech Prep Consortium members on September 1. The presentation encompassed course content, student selection criteria, and procedures necessary to apply for experimental programs.

On September 9, the SUCCESS 2000 staff sponsored the business partners' luncheon meeting, which provided our business partners an opportunity to discuss with the district's grant overseer, various partnership activities. Following the luncheon, I escorted her on tours of the high school's World-of-Work and applied classes, the vocational education center, and Orangeburg-Calhoun Technical College.

World-of-Work class activities continued. Students completed and analyzed results from the Self-Directed Search (Holland 1990) (interest inventory). Students were made aware of careers completely novel to them. They were informed of financial planning techniques and job search strategies in mid and late September by guest presenters who represented financial institutions and the local job service office.

While attending a Tech Prep articulation committee meeting on September 16 geared to development of articulation agreements between vocational education and postsecondary programs, I provided advice based on past articulation experiences.

SUCCESS 2000 sponsored a parent workshop held September 22 with the State Department's career education associate as guest workshop leader. The session was geared to SUCCESS 2000 parents in helping them help their children plan for the future. The workshop leader utilized segments of Today's Youth-Tomorrow's Careers (Otto, 1990) as her reference materials. Parents received relevant materials, including a parent's guide. Several students also attended the workshop.

We accompanied other Tech Prep Consortium members to a pilot school district to observe their Tech Prep program activities on September 29. We also participated in total quality education workshops on September 28 and 30.

I spearheaded the planning of a meeting with women in nontraditional careers who were recognized as potential mentors and excellent role models for females desiring similar careers. The mentoring meeting for women in nontraditional careers was held October 1. We addressed the significance of mentoring, women's role in the workplace, and ways in which the women could enhance our local efforts.

The Orangeburg-Wilkinson High School Guidance Department and I co-sponsored the first of monthly career seminars for students on October 14. It featured the Director of Career Planning, University of South Carolina. He focused upon career decision-making factors. The seminar focused primarily on the needs of seniors who had not yet made relevant decisions.

On October 15, I sponsored the first of monthly or bi-monthly meetings with counselors to discuss career guidance activities in the schools (see Appendix I). I explained to them my plans to assess current career guidance activities and to develop a preliminary comprehensive district program, with their assistance. Counselors had an opportunity to hear about Tech Prep from the local coordinator and to have related questions answered. They were then asked to report about activities in their schools. I met with high school counselors on October 27 to discuss implementation of a more career-oriented individual learning plan (rather than the typical 4-year plan) for students in grades 9-12.

I also participated in a Tech Prep sponsored guidance workshop on October 21 and attended a Chamber of Commerce Education Committee meeting on October 27.

The project coordinator and I were both trained for the district's strategic planning initiative. We were selected as co-leaders of two of the strategic planning action teams. The World-of-Work class continued.

SUCCESS 2000 students were placed in career clusters (medical, business, law, education, etc.) based on their chosen career fields. I commenced meetings with the individual clusters to determine their ideas for activities and also to discuss topics of interest solely to the clusters in late October. Discussions often included work environments, salaries, training requirements, and similar information.

In November, cluster meetings (held at lunch time) continued. Student ideas were again solicited. The Law Career Cluster was treated to guests, a lawyer, paralegal, and detective, on November 16.

Meetings attended included a district staff meeting, Junior Leadership Orangeburg Committee meeting, and weekly meetings of strategic planning action teams. The public relations team, which I co-lead, was charged with developing action plans to promote acceptance of innovation and change in the school district and community. I sponsored the monthly guidance meeting to promote career guidance activities on November 13. Each counselor talked about guidance activities that were in place (as discussion time in October was limited). Counselors were asked to provide written explanations of their activities and related objectives appropriate for their grade levels by December 18.

I attended a workshop sponsored by the Tech Prep Consortium, which addressed postsecondary institutions' acceptance of applied courses as prerequisite courses.

The project coordinator and I attended the United States Department of Education Office of Educational Research and Improvement's Annual Conference for grantees and the National Association of Partners in Education (NAPE) Conference, November 15-20, in Arlington, Virginia. We acquired valuable information and resources regarding world-of-work classes for students, volunteer programs, innovative curricula, and other initiatives.

World-of-Work class members were treated to the expertise of guest presenters who related their professional work experiences. The monthly seminar, which featured medical personnel, was held November 24.

In December, action team, Tech Prep committee, and World-of-Work class activities were continued. I escorted students to South Carolina State University's Career Planning and Placement Office on December 9 where they discussed career decision-making strategies and experiences of current college students in attendance. Career counselors provided valuable insight about career planning techniques. Tours to business/industrial facilities for applied students commenced.

I met with Orangeburg-Wilkinson High counselors on December 15 to discuss implementation of the individual career plan within the registration process. Counselors discussed advantages and disadvantages of the current registration process and agreed to consider an alternative, possibly via pilot testing of the individual career plan (career development record) developed at the State Department of Education.

I attended the South Carolina Career Guidance and Placement Association Fall Conference on December 10 to learn about innovative programs. I also attended meetings to develop the World-of-Work class evaluation form (an attitude scale) with the local project evaluator and to plan mentoring experiences for high school students. The mentoring program is being co-coordinated by the Project PASS (program for at-risk students) coordinator and the SUCCESS 2000 staff.

I also accompanied the Tech Prep Coordinator and Orangeburg School District Five personnel to Columbia to meet with guidance consultants. We discussed relevant topics regarding comprehensive career guidance including the consortium's grant proposal. SUCCESS 2000 students were consulted to discuss proposed second semester activities.

Because some target students chose not to meet monthly or twice-monthly at lunch time, students discussed alternative meeting times and activities.

The local project evaluator conducted evaluation of the World-of-Work class on January 6, 1993 (see Appendix N). She met with the SUCCESS 2000 staff to discuss overall evaluation of project initiatives on January 8. The Project PASS coordinator and I conducted the first of training sessions (for telephone company employees) for potential mentors of high school students who may benefit from special adult friendships. To gain insight regarding apprenticeship and articulation programs for high school students, I attended, respectively, legislative subcommittee and large group meetings to hear about established programs.

I hosted (January 14 and 15) visits from the Guidance Consultant, State Department of Education, who met with middle school counselors to assess strengths and weaknesses of guidance programs, including career development services. The consultant was invited to the district by the Assistant Superintendent for Instruction and Curriculum. Late in 1992, the consultant visited Orangeburg-Wilkinson High School counselors; February visits to elementary schools have also been scheduled.

On January 15, the project coordinator and I presented our project initiatives to Clark Middle School faculty members. We focused particularly on the significance of world-of-work preparation by using a videotape that addressed technological advancement.

On January 21, students interested in law-related careers listened to experiences of a 3rd-year law student, practicing lawyer, and former practicing lawyer/college professor during one of several career seminars. At the conclusion of each monthly seminar, students were asked to evaluate the event and make suggestions for others (see Appendix O).

On January 25, I conducted a counselors' meeting to finalize pilot testing procedures for the individual career plan, which is being used by counselors at all schools (see Appendix I). Each high school counselor agreed to pilot test the individual career plan with 25 students during or shortly following the registration process. The plan is designed to help students understand how school subjects, honors, achievements, values, interests, and other factors influence career awareness/decision making.

The plan was developed for use at each grade level, with appropriate modifications. Each middle and elementary school counselor was asked to pilot test the plan with at least 10 and 4 students, respectively. In completing the procedure, I suggested that counselors incorporate activities such as self-concept boosters, SCOIS, shadowing, and teacher resources.

Because the procedure will be implemented during registration, specific evaluations are not yet available. However, counselors who were queried were making plans, including selection of students and small group orientation meetings.

Other meetings attended addressed action team initiatives, high school and district-wide mentoring programs, and business partnership activities.

On January 30, Parent's Day was held. It was a district-wide effort to educate parents about the curriculum, special projects, and other issues of particular interest to them. Career development workshops were sponsored by SUCCESS 2000. Students' career cluster recommendations were compiled for large group discussion on February 10.

A workshop to be conducted by the career education associate, State Department of Education, on February 16 was planned for counselors to assist them with career development initiatives. Because several counselors had not implemented career guidance programs, the workshop would provide resources as well as implementation strategies.

On February 10, students met with me in the auditorium to complete an attitude scale and survey of proposed activities suggested by them. Parents were also surveyed via mail-outs or student delivery of survey to parents (see Appendix P).

Summary of Accomplishments

As indicated previously, the objectives and action plan originally proposed are synonymous with goals and objectives of SUCCESS 2000. However, the sequence of activities was altered due to SUCCESS 2000's proposed time line during the MARP period. For example, the career education class and some individual, small group, and classroom activities with students were rescheduled for the 1992-1993 school year. These activities may not have been implemented sufficiently to measure student progress to the degree originally planned. However, indications of student progress are evident.

Accomplishments during the MARP period are of significance. As SUCCESS 2000 is a major restructuring effort in Orangeburg School District Five, the programs we implemented with students, parents, teachers, counselors, and within the community were obviously new experiences for many constituents.

Even though the vocational education center has traditionally provided cooperative education and regular job placement services for its trained students, other students had never experienced structured shadowing experiences within medical, business/industry, school, community agency, and other work settings.

When evaluating the Summer Challenge Program, for example, students responded as follows:

> The thing that made it excellent was learning about complications in life. Right now, I'm thinking that I want to be a lawyer, because I like getting involved.
>
> I got a chance to learn more about the career I'm interested in.

The things I learned were very interesting. Things that I didn't know about; like how much schooling it takes and how to read bank statements.

I wasn't sure I wanted to be an occupational therapist. Now I'm positive. I love it!

(The experience was excellent due to) being exposed to real hands-on material and not just being told about it. Also, seeing and (having explained to me) the material instead of (just) seeing it or reading it in a book.

Seeing the process of a tractor put together from scratch was a learning experience.

Many parents (as evidenced by 50 or more attendees at the first parent orientation session in May 1992) regard career development activities as essential for their children's future and possibly, for their own career planning. Comments made by parents included the following:

My biggest concern is getting our children ready for the future, and I think this is one of the best ways to start.....

I hope that this program will provide exposure to the wide variety of future occupational choices available. The most important single characteristic for success in the future is to develop an attitude of excellence in performance in whatever task is at hand.

The experiences provided students should be beneficial to them....

This is a very good program.

Carolina Eastman would be a good place to tour for a variety of jobs.

Similar comments were made or concerns were expressed by Orangeburg-Wilkinson High teachers, at least one of whom recommended students for the program when it was initiated and some of whom made recommendations later.

The teachers, faced with the simultaneous implementation of several projects (including SUCCESS 2000), were somewhat reluctant to accept another instrument of restructuring. Yet, those who have been offered specific SUCCESS 2000 services have been overwhelmingly responsive. These services include career development sessions within applied-science classes, teacher attendance at monthly (subject-matter-related) career seminars with their students, tours for students and teachers of applied courses, an October 1992 career development session, and planned internship experiences for students in advanced placement classes.

Lastly, business/industry and other community members have served well in a number of capacities: shadowing supervisors, prospective internship sites, potential mentors, workshop facilitators, World-of-Work speakers, donations, field trip sites for teachers, and others.

In summarizing the chronology of implementation activities, I believe that even though our direct services to students were intermittent, our overall involvement in community and district-wide initiatives has made an impact on students, parents, teachers, administrators, and business/industry personnel alike. Initiatives encompass Tech Prep, for which we serve on the coordinating committee and for which I serve on counseling and articulation subcommittees. Initiatives also encompass the Chamber of Commerce Education Committee's "Junior Leadership Orangeburg" program for which we coordinated a career decision-making session, which featured a university official, and shadowing experiences.

Most career development events at Orangeburg-Wilkinson High School are sponsored or co-sponsored by SUCCESS 2000 (i.e., monthly seminars; activities for the target group; "Career Focus," the monthly/bimonthly newsletter; emphasis on SCOIS; tours to business/industry facilities; integration of subject matter with career decision-making strategies; shadowing/internship experiences; mentoring; and coordination with counselors of the preliminary comprehensive career guidance program).

We have been charged by the superintendent with coordination of the district-wide mentoring program for which district-wide policies and procedures have been established, even though each of the 11 schools has (or will) develop its own unique mentoring program. We are also committee members for Parent's Day, held initially in January, 1993. I initiated selection of career development topics and workshop presenters for the event.

Detailed evaluation of results is presented in Chapter 6.

Chapter 6

Evaluation of Results and Process

Practicum Outcome and Processes

As has been indicated several times, the practicum outcomes were influenced initially by my position change and, subsequently, by the physical setting in which I work. Because I am not housed within the high school, originally planned student activities were rearranged. In addition, lack of an established comprehensive career guidance program limited access to resources, such as SCOIS, which was only recently re-installed.

The outcome of the practicum and processes used in determining the relevancy of the practicum for students, teachers, and parents via the coordination of services and programs with business/industry personnel, community members, the district's guidance personnel, and career guidance specialists are presented here in detail. Terminal objectives (in accordance with process objectives supported by solutions noted in the literature) are discussed.

Terminal Objective 1

As a result of MARP implementation, at least 75% of target students (initial 92 students identified in the matrix) will demonstrate knowledge of career decision-making strategies, as evidenced by responses to an evaluation instrument (which addressed Summer Challenge experiences), an interest/attitude scale, and/or by observation.

Students participated in individual, small and large group sessions, and large group seminars, as well as summer shadowing experiences, tours to business/industrial sites, and career development promotion activities.

In April and May 1992, students indicated careers they wished to pursue (see Appendix E). Many also attended, with their parents, our first parent orientation meeting on May 20, 1992, an indication that they were truly concerned about their futures and were interested in participating in our first Summer Challenge Program. Some also accompanied their parents to the September 22, 1992 workshop.

Following each of the two summer sessions, students were asked to evaluate their shadowing experiences via a survey sent to them by mail (see Appendix M). They then returned their completed evaluation surveys in envelopes provided for them. Twenty-five of the 43 surveys (58%) sent to the Summer Challenge participants were returned to the SUCCESS 2000 office. Table 3 provides a summary of student responses.

The majority of the target students who completed the Career Development Inventory (Super et al., 1979) in May 1992 had weaknesses in areas of career development (see Appendix D). The Summer Challenge Program provided the opportunity to enhance career development knowledge, and

Table 3

Students' Evaluation of Summer Challenge Experiences-Survey

Evaluation Topic	No. of Students Responding	Percentage of Students
Overall Rating of Program		
Excellent	7	28%
Good	17	68%
Poor	1	4%
Terrible	0	0%
Experience Mostly		
Task Oriented	1	4%
Observation	14	56%
Both	10	40%
Found Relevance in Experience (Overall)		
Very Often	13	52%
Sometimes	8	32%
Practically Never	1	4%
*No Response	3	12%
Discussed Experiences with Family/Friends		
Very Often	17	68%
Sometimes	6	24%
Practically Never	1	4%
*No Response	1	4%
Applied Things Learned in School		
Very Often	6	24%
Sometimes	10	40%
Practically Never	7	28%
*No Response	2	8%
Achieved His/Her Goals/Purposes		
Very Often	6	24%
Sometimes	14	56%
Practically Never	3	12%
**No Response	2	8%

* One student chose not to respond because of limited participation.
** One student had no preconceived goals and purposes.

particularly, knowledge of preferred occupations via shadowing and afternoon sessions. Forty percent of the Summer Challenge participants who completed the Career Development Inventory (Super et al., 1979) had scores at the 55% national ranking or less. Ninety-six percent of the summer program respondents rated it at least good, and 28% thought it was excellent, an indication that students found relevance in the combined shadowing/career development session approach. Eighty-four percent of the respondents at least sometimes found relevance in the experience, an indication that it appropriately had meaning for their own particular career development needs. (Fifty-two percent of the students very often found relevance in the program.) The fact that 68% of the responding participants discussed experiences with their families and friends very often (24% did sometimes) indicates that parents and significant others value such experiences for their loved ones.

The significance of the need to integrate subject matter and world-of-work information in the classroom was revealed in participants' response to the statement regarding application of things learned in school to the worksite. Twenty-eight percent of the respondents indicated that they practically never applied subject matter to the work setting. This fact is indicative of our efforts to provide assistance to teachers by promoting business/ industry participation in classroom discussions and teacher and student exposure to actual work settings.

Overall, the Summer Challenge Program proved valuable in that 80% of respondents indicated that they at least sometimes achieved their original goals and purposes for entering the program. Students' written comments regarding their experience have been discussed in Chapter 5. Another student nicely summed up the value of the Summer Challenge Program. Asked what factor made the learning experience good or excellent, he or she responded, "The learning experience itself."

In early February 1993, I met with 45 (49%) of the 92 students from the target group, including many Summer Challenge participants, to have them evaluate their experiences (including activities with parents) since April 1992. Each student completed a survey/attitude scale to determine the effectiveness of the program according to his/her level of participation (see Appendix P). Tables 4a and 4b accurately summarize students' responses.

As indicated via summary of student attitudes in Table 4a, the more activities they participated in, the better the attitude toward career development and particularly, SUCCESS 2000 programs. Students realized that, as a result of participating in SUCCESS 2000, they have been exposed to activities such as shadowing that nonparticipants have not yet experienced. When asked to name counselors who had provided career services, only two students were able to name a counselor.

Table 4a

Students' Evaluation of Career Development Activities - <u>Survey/Attitude Scale</u>

Number of Career Development Activities (4/92 to 1/93)	Number of Students	Average Rating: Advantage Over Nonparticipants (5 = Highest)
7-9	3	4.3
5-8	14	4.0
1-4	25	3.8
None Indicated	3	-
*Number of Summer Challenge Sessions (All Respondents)		
3	19	4.1
2	9	4.0
1	5	3.8

*Summer Challenge Program was most extensive and best attended activity.

Students who experienced five or more of our activities had a broader perspective from which to assess the emphasis on career planning. Relevant activities encompassed small group orientation sessions, Summer Challenge, parent involvement, seminars, and other combinations of activities.

In Table 4b, students' responses to Item 3 are indicative of the importance of understanding how personality traits influence career success. Our efforts to assist students to assess themselves relative to interests, values, desires, abilities, and aptitudes were relevant. Particularly, Summer Challenge sessions, which focused on completion of the <u>Self-Directed Search</u> (Holland, 1990), an interest inventory, enhanced students' perceptions of the significance of personality assessment in making career decisions.

Table 4b

Students' Responses Via Attitude Scale (Selected Items)

Item Number and Topic	*Rating: 5 = Highest 1 = Lowest
1. Enhancement of Perceptions of Career Planning	4.4
2. Importance of Courses	4.2
3. Personality's Influence on Success	4.4
4. Need for Counselor/Teacher Involvement	4.2
5. More Talks with Parent(s)	3.4

*Averages for all respondents

Terminal Objective 2

One hundred percent of the 22 teachers offered assistance with specific activities (tours for applied students, business/industry guest speakers for economics/ government classes, career development sessions, etc.) geared to integrating career information with subject matter will appropriately enhance instruction, as evidenced by self-report, requests for assistance, and/or observation.

On March 30, 1992, when we sponsored our first major staff development activity for high school teachers, many were reluctant to (and others did not) participate in prearranged afternoon tours of business/industrial sites in

Orangeburg. Teacher apathy was also noted during all-day orientation sessions at the high school on April 22, 1992. It was obvious to me that several teachers (and counselors alike) had not adequately used subject matter in helping students connect classes with the world of work. Ironically, vocational education programs, I found, were still being looked upon as the nonessential programs for students in college preparatory programs.

I particularly found it ironic that educators, including project coordinators, were not familiar with relevant job training terminology such as "shadowing" and "articulation." In addition, the fact that only 10 to 12 of about 70 high school faculty participants in "Round Robin" sessions in August 1992 knew about SCOIS was surprising, considering Orangeburg School District Five's reputation as a technology-oriented district.

Efforts to bring teachers into focus with the nationwide emphasis on career development took several directions (as summarized in Chapter 5): offer of assistance within classes, seminars, tours, shadowing experiences, internships for students, and hopefully, paid summer positions for teachers in business and industry, sponsored through the Tech Prep Consortium.

When evaluating our influence on teachers who have been offered specific services, I found that they readily bought into the value of bringing the classroom and worksite together. Our focus has been primarily upon the needs of teachers who teach the applied-science, mathematics, and communications courses; those who teach social studies courses such as economics and government; and those who teach advanced placement classes. Table 5 provides a summary of teacher responses to services or activities offered through SUCCESS 2000.

Table 5

Teachers' Responses to SUCCESS 2000 Services/Activities

*Teacher No.	Course	Activity(ies)/Service(s) Involved In, Requested, or Supported
1	Applied Mathematics	Tour/w students
2	Applied Mathematics	Tour/w students
3	Applied Communications	Tour/w students
4	Applied Communications	Tour/w students
5	Applied Communications	Tour/w students
6	Applied Bio/Chem	Tour/Career Dev. Sessions
7	Applied Bio/Chem	Tour/Career Dev. Sessions
8	Applied Bio/Chem	Tour/Career Dev. Sessions
9	Social Studies	Assist w/Program
10	Economics/Government	Speaker(s)/classroom
11	Economics/Government	Speaker(s)/classroom
12	Economics/Government	Speaker(s)/classroom
13	Economics/Government	Speaker(s)/classroom
14	Economics/Government	Speaker(s)/classroom
15	Economics/Government	Speaker(s)/classroom
16	Advanced Placement	Internships/students
17	Advanced Placement	Internships/students
18	Advanced Placement	Internships/students
19	Advanced Placement	Internships/students
20	Advanced Placement	Internships/students
21	Advanced Placement	Internships/students
22	Advanced Placement	Internships/students

*Individual teachers or departments have requested and/or received assistance. Teachers who have not yet received assistance will participate in the spring.

Twenty-two (100%) of the teachers offered specific services to enhance classroom instruction have requested or supported such in the form of tours for students, career development sessions for entire classes, speakers from local business/industrial sites, shadowing experiences, and internships. Individual and departmental requests and/or inquiries have been made, even though all teachers have not used specific services.

These teachers are aware of the significance of changing roles for teachers, students, and worksite personnel for assuring student success in the world of work.

<u>Terminal Objective 3</u>

One hundred percent of the target students will be exposed to occupational and/or postsecondary training opportunities in the local and/or neighboring communities, as evidenced by participation in Summer Challenge shadowing experiences, completed career biographies, and/or participation in one or more tours for applied students.

Prior to their shadowing experiences, many students had not adequately assessed the nature of their chosen worksites. Many not only were unable to relate courses in school with those worksites, as indicated in Table 3, they also were unaware of the basic job responsibilities of professionals in their chosen career areas. As demonstrated in the matrix (see Appendix D), students often did not correlate the significance of courses like English and mathematics with job success. Also, students were not aware of the specific characteristics of certain jobs: importance of confidentiality, routine tasks, long sitting periods, etc.

The Summer Challenge shadowing experiences gave students an opportunity to determine if their likes and dislikes correlated with careers. They often discovered that the work environments had characteristics that did or did not mesh with their personal styles. Student perceptions of experiences are indicated below:

> I thought it would be a..... sit down and listen type environment. (She was happy that it was not.)

> I expected to be a part of the (staff). I thought I would really be an assistant like I was a real doctor. (Student did not consider training requirements.)

> I expected more excitement...

> My terrible learning experience was that I could not look at or observe my mentors. There is a lot of confidentiality in the field.

Worksite supervisors completed a rating sheet to assess student observation of, and participation in, worksite settings (see Appendix M). They accurately responded to students' presence in the worksites. They noted, particularly, initiative and enthusiasm, interest, and intelligence. However, they also made note of failures to ask questions, to comment about experiences, and/or to be tactful.

At least 50-60% of the original 92 target students were exposed to occupational and/or postsecondary training opportunities in the local and/or neighboring communities. Forty-one of these students participated in Summer Challenge shadowing experiences. Several are enrolled in applied courses and vocational programs at COVEC. Nineteen of the 45 respondents who evaluated the program in February are in applied courses. Those who completed career biographies were also Summer Challenge participants.

Terminal Objective 4

One hundred percent of the World-of-Work students will demonstrate positive attitudes toward career development, as evidenced by an attitude scale.

Even though students enrolled in the semester World-of-Work class were not members of the target group, they were representative of students at the same age/grade levels and also of students who, within months, will graduate from high school. (The majority of enrollees were 12th graders.)

On January 6, 1993, exactly one week prior to the end of the semester, our local project evaluator had the students complete an evaluation form, which addressed students' attitudes toward world-of-work information. (Table 6 has a summary of student responses. See form, Appendix N.) Toward the end of the semester, there were 14 students enrolled in the World-of-Work class. Four students had previously left the class. Ten of the 14 remaining students completed the evaluation. Based upon overall

Table 6

Student's Evaluation of World-of-Work Class

Item Number and Topic		Rating 5 = Strongly Agree 1 = Strongly Disagree
Part I:	**Attitudes about the World of Work**	
1.	High School courses' influence on work	4.1
2.	Interests, abilities, aptitudes, values, and desires as important factors	4.6
3.	Importance of communication skills	4.4
4.	Importance of self-concept	4.4
5.	Economy's influence on job market	3.8
6.	Importance of specific career decision-making steps	3.9
7.	Importance of educators	4.1
8.	Work as an aspect of adulthood	4.1
9.	Education's influence on salary	3.2
10.	Amount of money--only one incentive for good performance	4.0
11.	Politics' role in job security	4.2
12.	Military positions not real jobs	3.3
13.	Importance of school, home and community experiences	3.6
14.	Janitor as important as professionals	3.2
15.	A job as something to look forward to on Mondays	2.9
16.	Inequality in job market (gender)	3.6
17.	Too much emphasis on college preparation	3.4
Part II:	**Attitudes about the World-of-Work Class**	
1.	Objectives met	3.6
2.	Teachers' preparation for class	3.9
3.	Variety of teaching methods	3.7
4.	Information from speakers	3.8
5.	Significance of field trips	3.6
6.	Worth of videos	3.3
7.	Portfolios as evidence of knowledge and skills	4.0
8.	Opportunity to participate	4.1
9.	Information more extensive than from other sources	3.8
10.	Continuation of class worthwhile	4.2
11.	Recommendation of class to friend	3.8

*10 of the original 14 class members completed the evaluation. There were 14 students enrolled in the World-of-Work class.

responses, approximately 75% of the students demonstrated positive attitudes toward career development. Student responses to Part 1 of the evaluation resulted in an average mean of 3.8. Ratings ranged from 4.6 to 2.9. Student responses to Part II resulted in an average mean of 3.8, also. Ratings in this section ranged from 4.2 to 3.3.

Those who disagreed with statements or were neutral were most likely students who were excessively absent and/or were discipline problems. Likewise, some students, mostly seniors, assumed that they needed little or no assistance with career decision making.

The student respondents agreed that a combination of factors should be considered when choosing a career. They also recognized the significance of positive self-esteem; sufficient communication skills; and of the importance of the administration, faculty, and staff's influence on career decision making.

Students recognized the significance of the class as they saw the relevance of their world-of-work portfolios and various class activities, including values clarification exercises, which encompassed emphasis on ethical decision making. Students agreed that the class should be continued to benefit other high school students, an indication that class activities of the nature they experienced are needed in the school. On the last day of class, January 13, 1993, one of the 10th graders implied to the superintendent that no class, with the exception of World-of-Work, provided students the opportunity to voice their opinions about established programs and the programs' impact on the students' futures.

Summary of Process Objectives and Results

The six process objectives were met during the implementation period, with modifications. The target group was oriented to career planning methods during the school day, parent orientation meetings, Summer Challenge, career cluster meetings, and/or career seminars. Those who participated in the Summer Challenge Program were exposed to SCOIS. Other students, as indicated to me in February 1993, learned about the program via networks in classrooms.

Students in the target group and World-of-Work class participated in role playing activities, group discussions, and/or field experiences. For example, Summer Challenge students discussed life lines (drawings depicting life experiences) and results of the interest inventory. World-of-Work students role played good and bad interviewing techniques. Both groups of students were involved in shadowing and/or field trips to industrial sites.

Summer Challenge students heard about Parents' Panel members' work experiences and applicable ethics. World-of-Work students discussed ethical decision making during values clarification sessions.

As indicated in Chapter 5, a preliminary career guidance program is being promoted. Eventually, a well-established comprehensive, sequential program should be evident in the district.

Parents, teachers, and business/industry personnel were oriented to career development activities relative to their respective roles via a breakfast meeting, orientation sessions, and/or partnership meetings.

Parents' Responses

As parental influence is so significant in the career decision-making years, a survey was sent to parents of 30 SUCCESS 2000 participants via the students or by district mail (see Appendix P). Approximately 20% of the surveys were returned. In addition, because several parents are educators, business contacts, or college/university employees, they commented verbally about their children's experiences in informal conversations.

Here are some comments:

> (Daughter) had enthusiastic comments about her experience in the Summer Challenge Program.

> Overall your SUCCESS 2000 has been very informative and a fun learning experience for our young participants.

> The SUCCESS 2000 activities have assisted participants with career choices. They know what factors to look for when choosing their careers (for example: wages, demands, opportunities for advancement, etc.).

Overall, parents who responded were positive about SUCCESS 2000 activities. Only one parent, when asked to comment, indicated that he had no specific recommendations. Other parents saw relevance in the career development programs, but also made recommendations for improvement. These recommendations included additional newsletter topics, additional Scholastic Aptitude Test (SAT) workshops, visits to postsecondary institutions in other locales, assistance with resumes and job applications, more "hands on" experiences rather than tours, and meetings other than at lunch time.

Postintervention Information and Side Effects

Because there is no well-defined, established comprehensive career guidance program in the district, SUCCESS 2000 became a resource for constituents seeking services, resources, and/or support. Examples include our coordination of career development/shadowing sessions for Junior Leadership Orangeburg and our participation on Tech Prep committees. I represent the district in secondary career guidance matters.

In addition, I was asked by the Assistant Superintendent of Instruction and Curriculum to host the State Department Guidance Consultant's January and February 1993 visits with district guidance counselors to assess their programs. The project coordinator and I participated in February 1993 in "Quantum Leap," Orangeburg-Wilkinson High's 2-day workshop that focused upon the school's restructuring efforts.

Reflections on the Solution Strategy

Tools used for qualitative data collection encompassed questionnaires, surveys, and attitude scales completed by students; a rating sheet completed by their worksite supervisors; interviews with district and business/industry personnel; and journal entries. A career maturity scale, the Career Development Inventory (Super et al., 1979), used by our local evaluator, provided supportive quantitative data.

Collectively, the data-gathering tools provided a detailed, comprehensive assessment of the solution strategies. Therefore, I was able to determine the effectiveness of strategies for students based on their perceptions of the activities. Appropriately, the career maturity scale results reflected upon career development maturity weaknesses recognized nationally but which are noted locally.

The action plan and strategies were effective for a number of reasons. Those originally planned for implementation in Marlboro County were easily adapted to Orangeburg School District Five, possibly due to the relevance of career development in this technologically enhanced society.

In addition, the action plan and strategies encompassed the most significant groups needed to find solutions. They were students themselves, their parents, school district personnel, and business/industry and other worksite personnel.

Implications of Outcome and Processes

As a result of SUCCESS 2000's emphasis on workforce readiness via changing roles for students, teachers, and business/industry personnel, we have influenced other district personnel's perceptions of the importance of career planning. Counselors, for example, are more cognizant of the importance of enhancing career guidance activities within the overall guidance program. The Tech Prep Consortium has used our programs as examples of effective existing services in its grant proposal.

We are contributing to the improvement of the school district's curriculum by encouraging the integration of world-of-work information into subject matter. We have presented information to principals, curriculum coordinators, counselors, the school board, teachers, and parents.

SUCCESS 2000 has been nominated by the career education associate, State Department of Education, as an exemplary program. If the nomination is recognized, we could influence career guidance programs nationwide.

Chapter 7

Decisions on Future of Intervention

SUCCESS 2000's Significance

As SUCCESS 2000 is only in its second of at least 3 years of implementation, activities characteristic of the Major Applied Research Project will not only be ongoing, but will serve as models as similar programs are implemented within the school district.

The career guidance services offered Orangeburg-Wilkinson High School students will most likely be expanded due to the proposed move of the SUCCESS 2000 staff to the high school. Since our start, students have often indicated that the scope and quantity of services need to be expanded.

SUCCESS 2000, as outlined in Appendix A, focuses upon 10 major objectives, which encompass integrated computer networks and other technology, on-site learning opportunities for students, joint development of competency-based certification between entities, new roles for educators and business/industry personnel, worksite exposure for gifted and talented students, counseling and career advisement services, elimination of impediments to changing roles, focus on adult education and parents, communication between school and industry, and staff development efforts.

Because so many students have asked, services are being expanded, not only because they desire and need them, but because of global changes and differing societal values.

As confirmed in the literature, technology now requires that workers have skills (training, interpersonal skills, teamwork capabilities) beyond assembly-line competencies in order to meet the needs of the job market. We must also be mindful of international competition and the needs of our diverse local and national workforces.

SUCCESS 2000 is continuing to work diligently to help meet the needs of our changing local environment. Initiatives (some of which have been mentioned) include support of the superintendent's Industry Cabinet and strategic planning efforts, particularly, promotion of programs and services to assure acceptance of innovation and change in the school district and community, and services to assure safe, secure schools.

We also promote mentoring as a community-wide initiative. We believe that one-to-one friendships between adults and students will make a difference in how students perceive their own strengths and weaknesses, how they relate with others, and how they use community resources to enhance their own learning experiences.

Of course, other current SUCCESS 2000 programs (relative to parents, teachers, counselors, students, business/industry personnel, and community leaders) will be continued and strengthened. It is SUCCESS 2000's belief that schools and industry will work more closely together to provide continuing novel experiences via changing roles, parents will be more actively involved in all students' learning experiences, counselors will better coordinate career guidance services, and students will respect the relevance of preparing for life's roles, be they careers, parenthood, community leadership, or the like.

Maintain, Modify, Abandon?

As stated in the previous section, SUCCESS 2000 has made significant gains in the effort to improve workplace readiness programs for students. The majority of the program's 10 major objectives, if SUCCESS 2000 is institutionalized, will continue to influence activities. The five MARP solution strategies are inherent in these activities.

Modifications will occur if and when our physical setting changes. If we are moved to the high school, we will expand services for students. More one-to-one contacts should materialize. It is hoped that communications with all teachers will be enhanced.

Modifications may also occur as a result of insufficient use by teachers and counselors of subject matter relative to local, national, and international concerns. Appropriate staff development programs may be increased. Also, because a comprehensive career guidance program is not yet established, our services may extend into middle schools more often than originally anticipated. We hope to include some current eighth graders in our second Summer Challenge Program in June or July 1993. Also, we anticipate that current worksite experiences for students (shadowing, mentoring, internships) will be expanded to include student apprenticeships.

No activity or program will be abandoned unless we find that it is duplicative of other school services or is no longer needed. For example, once a comprehensive district career guidance program is established, orientation meetings and workshops for counselors may not be as frequent.

Dissemination of Information about Benefits

Dissemination of SUCCESS 2000's benefits has occurred in numerous ways. The program was discussed briefly at the South Carolina Vocational Educators Conference in July 1992. Our efforts with parents were recognized at the South Carolina Career Guidance and Placement Association Conference in December 1992. The nomination as an exemplary program was previously noted.

Brochures describing the program are regularly distributed in workshops, meetings, and other gatherings. We share our experiences with district personnel and Tech Prep Consortium members.

Our monthly/bimonthly newsletter is disseminated to high school administrators, teachers, and students; and to business partners.

Articles describing the program or initiatives such as mentoring have been published in the local newspaper. We have made presentations to various professional, civic, and social groups. Activities in each category will be continued as we hope the school district will realize the benefits and fully institutionalize SUCCESS 2000.

Recommendations

I would recommend to administrators, guidance personnel, and other school officials contemplating similar initiatives that structured staff development programs be planned and implemented initially. Educators benefit from "refresher" courses that deal with local, state, national, and international issues, which we take for granted when working with students.

An effort to determine which local programs (career guidance, mentoring, etc.) are already established and functioning also provides additional resources and expertise and may eliminate unnecessary research of what works well in a particular environment. The combined efforts of several individuals may lead to comprehensive, sequential programs that are easily accepted. Lastly, parental involvement is an essential element.

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APPENDIXES

Appendix A

SUCCESS 2000

An Educational Partnership for restructuring schools, to educate, motivate, and train a future workforce

SUCCESS 2000 is a far-reaching program to restructure the district's school and community in order that its youth will be better prepared to live and work in the twenty-first century. It provides a unique opportunity for the school community and its business partners to collaborate their efforts to keep pace with the dynamics of the workplace.

Appendix A

District 5 has identified ten major areas, which when restructured, will benefit all segments of the student population and link business, education, and community together to find better ways to educate, motivate and train tomorrow's workforce.

1. *a challenging experience-based response-centered curriculum for all students designed to promote higher order thinking and delivered by integrated computer networks, telecommunications, and emerging multi-media technologies*
2. increased opportunities for on-site learning including mentoring, shadowing, paid apprenticeships and academic internships
3. *joint development of competency-based certification between schools, technical colleges, JTPA, and industry*
4. *new professional and collaborative roles for educators and industry personnel*
5. increased opportunity for gifted and advanced placement student involvement in the workplace
6. *a full range of supportive counseling and career advisement services designed to promote adult-student interaction, foster the student's assuming responsibility for his own learning, and enhance orientation of the world of work*
7. removal of impeding practices which limit or prevent student success and inhibit industry involvement
8. increased emphasis on adult education and parents as partners in learning
9. *development of formal communication interface to keep both school and industry informed of workplace needs*
10. *a single coordinated and aggressive staff development component to support these initiatives*

Appendix B

TECH PREP AND EDUCATION REFORM: OPPORTUNITIES FOR CAREER COUNSELING

Winifred I. Warnat, Ph.D
Director of Vocational-Technical Education
U. S. Department of Education
Washington, DC

Tech prep education is one of the most significant innovations in the education reform movement. By formally linking secondary and postsecondary curricula, it provides the basis for major structural change in the educating process. Tech Prep is an alternative to the college prep course of study. It guarantees the student an uninterrupted progression from high school through two years of postsecondary occupational education. Tech prep prepares the student for a highly skilled technical career that allows for either entry into the work place as a qualified technician or continuation with further education leading to baccalaureate and advanced degrees. It is a new pathway for students that keeps options open. Career counseling is crucial to guiding students to discover, to move through and beyond this pathway.

The New Perkins Act

The development of tech prep programs throughout the Nation was given impetus by the enactment of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Perkins). Tech prep education is a cornerstone of the new Law. Under Perkins, all States receive an allocation to implement tech prep.

Tech Prep Defined. The Law delineates the type of tech prep program to be developed. The 2+2 approach specified entails a four-year planned sequence of study that encompasses the last two years of high school and first two years of occupationally specific postsecondary education or apprenticeship leading to an associate degree or certificate. The tech prep program must be planned and implemented through a consortium of representatives of local education agencies (LEAs) and postsecondary institutions that offer two-year associate degrees or certificates.

A Perkins-supported tech prep education program must have seven elements:

1. An articulation agreement between consortium participants

2. A 2+2 design with a common core of proficiency in math, science, communication and technology

3. A specifically developed tech prep curriculum appropriate to the needs of consortium participants

4. Joint inservice training of instructors to effectively implement the tech prep curriculum

5. Training programs for counselors to recruit students, ensure program completion and subsequent appropriate employment

6. Equal access of special populations to the full range of tech prep programs

7. Preparatory services such as recruitment, career and personal counseling, and occupational assessment

The Law encourages priority consideration be given to tech prep programs that:

* Offer effective employment placements
* Transfer to four-year baccalaureate programs
* Are developed in consultation with business, industry and labor
* Address dropout prevention and re-entry and the needs of special populations

In examining the criteria for tech prep put forth in Perkins, the significant role of career counseling is evident. Training is to be provided to give counselors the additional tools they need to stimulate student participation and success. The assurance that equal access is provided to special populations rests largely with the counselors. Counselors are also instrumental in seeing to it that the preparatory services many students still need are available. Perkins recognizes the significant role career guidance plays in determining the effectiveness of tech prep education. It also provides career guidance a unique opportunity as a major force in this particular education reform effort.

Observations. Even though the first year of funding is not yet over, a number of observations regarding implementation can be made. For most States the first year has been a planning period. A few are already implementing tech prep programs. According to a survey conducted by the National Center for Research (NCRVE), most States are building their programs on related past experience. For example, twenty-one States had prior experience with articulation agreements, at least eleven had operated 2 + 2 type programs and nine had some tech prep experience. It is also worth noting that at least six States have involved JTPA. Where apprenticeship is concerned, at this stage of development, the linkage to tech prep programs is minimal.

A number of implementation concerns have already surfaced:

1. Too narrowly defining the composition of consortia--"Buy-in" into the tech prep program begins with the consortium. Therefore, it is important that the membership reflects the key aspects of the program. In addition to the LEAs and postsecondary institutions, the participation of all key players including counselors, employers, and baccalaureate granting institutions is encouraged.

2. No allowance for pre-tech prep preparations--Earlier preparation that goes beyond the preparatory services offered is needed for many students to qualify for entry into tech prep programs. States are being encouraged to use Basic State Grant funds to prepare students in the earlier grades. Already some have available State and local funds.

Appendix B

3. A form of exclusivity in tech prep programs that inhibits the access and participation of disadvantaged, at-risk students--The tech prep program is open to all students. Even so, the participation of students with special needs should be stimulated. Much rests with the counselor in the recruitment effort and in the provision of preparatory services.

4. Superficial articulation agreements--The tech prep program is not automatically established by an articulation agreement. The success of a program relies on a strong, participative and ongoing relationship of mutual benefit and interdependency between both secondary and postsecondary players from initial planning through placement.

5. Inadequately designed tech prep curriculum--The tech prep curriculum is not merely a conglomeration of courses. It is carefully and jointly planned with each course tailored to the specific program of study. It is the epitome of academic and technical curriculum integration.

6. Nominal involvement of employers--Essential to the success of tech prep is its connection to employers. Employers should be involved in the consortium, curriculum development, provision of work experience and ultimate hiring of the tech prep completer.

7. Lack of involvement of higher education--The four-year and advanced degree institutions also have a role to play. They serve tech prep in two ways: in the provision of inservice training for both tech prep instructors and counselors and in building the 2+2+2 option for tech prep students.

The tech prep program demands extensive counselor involvement in all aspects of the program. All seven concerns relate in some way to services provided by the counselors.

Appendix C

Concerns Identified by World-of-Work Class

1. Teachers do not personalize enough to allow bonds to develop.

2. There are few opportunities to voice opinions to authority figures about school policies and procedures, teaching methods, extracurricular activities, etc.

3. Professionals, including African Americans and educators, tend to forget about those who are not yet successful.

    A. There is favoritism in athletics.

    B. Teachers and other educators encourage "well-to-do" college preparatory students to succeed via participation in various programs (academic and extracurricular).

4. Administrators talk down to, rather than with, students, especially those who have misbehaved or are suspected of misbehaving.

5. Racial polarization is evident.

Appendix D

DATA MATRIX: Initial Success 2000 Students

Student Number & Initials	Career Interest(s)	Favorite Subject(s)	Difficult Subject(s)	Parent(s) Work	Personality Mosaic	Self-Directed Search	*Greatest Weakness's Career Development Inventory	1992 Summer Placement
#1 L.A.	Teaching Cosmetology	Science English	—	Education Service	Artistic Social	Artistic Realistic Investigative	WOW, CDK, COT	Hellichamp Elementary
#2 S.A.	Podiatrics Singing	Mathematics English	Geography Phy. Science	Private Nursing	—	—	—	The Regional Medical Center
#3 L.A.	Journalism Broadcasting Reporting	English Spanish	Mathematics	Education (2)	Enterprising Artistic Investigative	Artistic Social Enterprising	No score below 75%	The Times & Democrat
#4 M.A.	Prof. Athletic Electronics	Mathematics Science	Science	Placement & Student Counseling	Enterprising Realistic Conventional	—	—	—
#5 C.A.	Engineering History	Math History English	Science	Machine Operation	—	Investigative Realistic Social	—	American Yard Products
#6 O.B.	—	—	—	—	Artistic Social	—	—	—
#7 D.B.	Law Enforce. Computer Prgm	Science History	Math	Supvr. Mfg. Education	—	Investigative Conventional Social	CP WOW CDK	Law Enforcement Complex
#8 T.B.	Registered Nursing	Math English	Civics	?	Social Artistic Enterprising	—	CDM WOW CDK	—
#9 A.B.	—	—	—	—	—	—	CE, CDA, COT	—
#10 A.B.	—	—	—	—	—	—	CDM, CDK, COT	—
#11 N.B.	Barbering	Science Art	Geography	Management	Realistic Enterprising Conventional	—	—	—

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Appendix D

DATA MATRIX: Initial Success 2000 Students

Student Number & Initials	Career Interest(s)	Favorite Subject(s)	Difficult Subject(s)	Parent(s) Work	Personality Mosaic	Self-Directed Search	*Greatest Weaknesses Career Development Inventory	1992 Summer Placement
812 D.B.	Singing Interior Dec. Cosmetology Dermatology	Science Math	English	Electrician	———	———	No score below 62%	Orangeburg Nursing Home
813 A.B.	Acting/Singing Art Vet. Med.	———	———	———				
814 W.S.	Neurosurgery	Science Math	N/A	Construction	Social Enterprising Realistic	———	———	The Regional Medical Center
815 R.B	Speech Pathology	Computers Science English	Spanish	Computer Programmer	Investigative Social	Social Enterprising Conventional	No score below 78%	S.C. State Speech & Hearing Clinic
816 K.C.	———	———	———	———	———	———	———	———
817 K.C.	Pediatrics	Science Spanish English	Math	Team Mgr/ Cashier	Investigative Enterprising Conventional	———	No score below 75%	The Regional Medical Center
818 V.C	Teaching Criminal Justice Singing	———	———	———	———	Conventional Enterprising Social	WOW CDK COT	American Yard Products (Mfg)
819 J.D	Education Administrator	English Math	World History	Education	Investigative Social Enterprising	———	———	Howard Middle School (Adm)
820 S.C.	Computer Technology	English	Math Science	Education Computer Technology	———	Realistic Enterprising Social	———	American Yard Products (Mfg)
821 D.B.	Prof. Atheletc Law	Physical Ed. Social Studies	Math	Store Owners	Social Realistic Convention	———	CDM	———
822 S.G	Business	Math	Social Studies	Manufacturing	———	———	———	American Yard Products (Mfg)

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DATA MATRIX: Initial Success 2000 Students

Student Number & Initials	Career Interest(s)	Favorite Subject(s)	Difficult Subject(s)	Parent(s) Work	Personality Mosaic	Self-Directed Search	*Greatest Weaknesses Career Development Inventory	1992 Summer Placement
023 D.O.	English, Ed. Psychology Business	Science Math English	Math History	Manufacturing	—	—	—	American Yard Products (Mfg)
024 C.G.	Prof Athletic Architecture	Math	World History	Cosmetology	—	—	COT PO	—
025 J.G.	—	—	—	—	Investigative Conventional Enterprising	—	CE CDA PO	—
026 K.G.	—	—	—	—	—	—	CE, CDA, PO	—
027 S.G.	Physical Thry. Gymnastics	Biology	Social Studies	Pharmacy Health Dept.	—	—	CP CDA	—
028 M.G.	Paralegal	Reading English	Math Science	Manufacturing Construction	—	—	CDM CDK PO	Williams & Houser (Law Firm)
029 D.G.	—	—	—	—	—	—	CDM, PO	—
030 K.G.	Photography Fashion Desg. Interior Dec.	Art Spanish English	Humanities	Substitute Teaching	Investigative Artistic Conventional Enterprising	Artistic Investigative Conventional	CDM	Mitchell's Photography
031 K.G.	Child Care	Math	Civics Science	Babysitting	Social Investigative Enterprising	—	CDM WOW CDK	—
032 A.H.	Record Prod. Children	Math, Science Chemistry, English	—	Secretary	Social Enterprising Conventional	Investigative Social Conventional	CDM PO	O-C Tech Child Care Center
033 B.H.	—	—	—	—	—	—	—	—

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Appendix D

DATA MATRIX: Initial Success 2000 Students

Student Number & Initials	Career Interest(s)	Favorite Subject(s)	Difficult Subject(s)	Parent(s) Work	Personality Mosaic	Self-Directed Search	*Greatest Weaknesses Career Development Inventory	1992 Summer Placement
#34 M.R.	—	—	—	—	—	—	—	—
#35 T.H.	Naturalist Art, Animals	Life Science PE, English History	Math	Foreign Expert Manufacturing	Artistic Social Investigative Conventional	Artistic Investigative Social	CP	Veterinarian
#36 H.H.	Occupational Social Work Pottery	Art Literature	Math	Education Administratio	Social Investigative Artistic Realistic	—	PO	The Regional Medical Center
#37 T.H.	Computer Prg. Phy. Thrpy.	Math	English	Educator Mental Ret.Ed.	—	—	CDM WOW CDK	—
#38 M.R.	Architecture	World History Art	Math	Education Forestry	Realistic Social Enterprising	—	WOW CDK COT	—
#39 D.H.	Accounting Marketing Stocks	Math Keyboarding	Math	Education	Investigative Social	—	No score below 50%	—
#40 L.H.	Corporate Law Bus.(Account)	Math, Science English	Science	Public Admin. Education	Investigative Social Enterprising Conventional	—	No score below 70%	Williams & Houser (Law Firm)
#41 R.H.	Business Accounting	Math Science English	Science	Scanner, Dept. Store	Investigative Enterprising			
#42 C.S.	Accounting Computer Sci. Management	Math Keyboarding	History	Education	Conventional Enterprising Realistic	—	No score below 65%	American Yard Products (Mfg)
#43 R.J.	Comp.Tech- nology Medicine	English World History	Math	Secretary Fabric Printing	Conventional Investigative Social	Artistic Investigative Social Conventional	WOW	American Yard Products (Mfg)

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Appendix D

DATA MATRIX: Initial Success 2000 Students

Student Number & Initials	Career Interest(s)	Favorite Subject(s)	Difficult Subject(s)	Parent(s) Work	Personality Mosaic	Self-Directed Search	*Greatest Weaknesses Career Development Inventory	1992 Summer Placement
#44 S.J.	Public Performance Cosmetology	Chorus English Fine Arts. Drama	Math	—	Social Investigative Artistic Conventional	—	CDM CDK PO	—
#45 N.J.	Psychology Pediatrics	World History	English Math	Bus. Management Speech Pathology	Artistic Enterprising Conventional	—	WOW CDK	Orangeburg Dist.5 Psychological Services
#46 K.J.	Medicine Acting	Science Spanish Math	—	Assist. Personnel Dir.	—	—	CDM WOW CDL	—
#47 T.J.	Education	Math English	Science	Student	—	—	No score below 60%	—
#48 F.L.	—	—	—	—	—	—	WOW, CDK	—
#49 Q.L.	Accounting Comp. Engineer	Accounting Math	Chemistry	Manufacturing	—	—	—	—
#50. L.M.	Journalism	English	Science Math	Education Utilities	—	—	No score below 55%	The Times and Democrat
#51. S.M.	—	—	—	—	—	—	WOW, CDM	—
#52. S.M.	Law Business	English Math	—	Construction	—	—	—	—
#53. J.M.	Orthodontics Dentistry	Math Science	Science	Education Retiree	Social Investigative Enterprising Conventional	Investigative Social Artistic	No score below 70%	Robert Gordon Dentist
#54. M.M.	Music Production	Math, English Science	Spanish	Secretary	—	—	PO	Music Dept. SC State Un.
#55. T.M.	—	—	—	—	—	—	—	—
#56. M.M.	—	—	—	—	—	—	WOW, PO	—
#57. A.M.	—	—	—	—	—	—	—	—

DATA MATRIX: Initial Success 2000 Students

Student Number & Initials	Career Interest(s)	Favorite Subject(s)	Difficult Subject(s)	Parent(s) Work	Personality Mosaic	Self-Directed Search	*Greatest Weaknesses Career Development Inventory	1992 Summer Placement
#58. C.M.	Nursing	English, Math Science	Civics	Machinist Job Corps	Enterprising Social Investigative	—	WOW CDK PO	The Regional Medial Center
#59. L.M.	Guidance Counseling	—	Math	Quality Control Cabinet Maker	—	—	CDM WOW CDK	—
#60. M.M.	Cert.Pub.Acct Marketing, Distribution	Math Spanish	English	Education Insurance	—	Convention Artistic Enterprising	CDM	American Yard Products (Mfg)
#61. M.M.	Physical Ther	Science	Math	Education Insurance	—	—	—	The Regional Medical Center
#62. C.O.	—	—	—	—	—	—	CP, WOW, CDK	—
#63. K.P.	Receptionist Secretary	English World History	Math	Licensed Practical Nurse	Conventional Investigative Artistic Social	—	—	—
#64. S.R.	Nurse Eye Doctor	Science	World History	Teller	Social Conventional Artistic	—	WOW CDK PO	—
#65. S.R.	People	Science Fine Arts Keyboarding	World History	LAB Technology	Social Investigative Artistic Enterprising	—	CP CDA COT	—
#66. D.R.	Wildlife, Law, Denti-try, Mus. Prof. Athlete	Math English Computers	Spanish	Telecommunications, Police	—	Realistic Enterprising Investigative	WOW CDK COT	American Yard Products (Mfg)
#67. L.S.	—	—	—	—	—	—	—	—

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Appendix D

DATA MATRIX: Initial Success 2000 Students

Student Number & Initials	Career Interest(s)	Favorite Subject(s)	Difficult Subject(s)	Parent(s) Work	Personality Mosaic	Self-Directed Search	*Greatest Weaknesses Career Development Inventory	1992 Summer Placement
#68. J.S.	Nursing Physio Ther.	Math English	Geography	Secretary	Investigative Artistic Enterprising Realistic	Social Investigative Enterprising Conventional	———	Medical Explorers
#69. M.S.	———	———	———	———	———	———	———	———
#70. M.S.	Video Broadcasting	English	All	Education (2)	———	Realistic Artistic Enterprising	No score below 60%	Music Dept. SC State Un
#71. C.S.	Undecided	Social Studies	English	Manufacturing	Social Conventional Enterprising	———	———	American Yard Products (Mfg)
#72. C.S.	Psychiatry	Math Science	Social Studies	Medicine Nursing	Social Artistic Conventional	———		The Regional Medical Center
#73. S.S.	Medicine Business	Math Science	———	Psychiatry Bus. Owner	———	———	No score below 60%	The Regional Medical Ctr.
#74. R.S.	———	———	———	———	Investigative Realistic Enterprising	———	———	———
#75. A.S.	———	———	———	———	———	———	CDM. WOW. CDK	———
#76. T.S.	———	———	———	———	———	———	———	The Regional Medical Ctr.
#77. A.S.	———	———	———	———	———	———	———	———
#78. T.S.	———	———	———	———	———	———	———	———
#79. L.S.	Engineering	Reading Math	Spanish	Education Ed. Admin.	Social Conventional Investigative	———	WOW PO	American Yard Products (Mfg)
#80. M.S.	———	———	———	———	———	———	———	———

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Appendix D

DATA MATRIX: Initial Success 2000 Students

Student Number & Initials	Career Interest(s)	Favorite Subject(s)	Difficult Subject(s)	Parent(s) Work	Personality Mosaic	Self-Directed Search	*Greatest Weaknesses Career Development Inventory	1992 Summer Placement
#01. O.T.	—	—	—	—	Conventional Social Artistic	—	—	American Yard Products (Mfg)
#02. E.T.	Education Helping People	English History	Science Math	Education Science	Investigative Social Artistic Conventional	—	—	Mellichamp Elementary
#03. M.V.	—	—	—	—	—	—	—	—
#04. E.W.	Accounting	Math Accounting	Social Studies	Nursing	—	—	—	—
#05. J.W.	—	—	—	—	—	—	—	—
#06. B.W.	—	—	—	—	Realistic Conventional	—	—	—
#07. R.W.	Real Estate Chef	History English	Spanish Math	Social Work Cooking	Social Realistic Enterprising	—	—	Orangeburg Country Club
#08. K.W.	—	—	—	—	—	—	—	—
#09. J.W.	—	—	—	—	—	—	—	—
#10. A.W.	Reg. Nurse Accounting	Math English	Biology	Ministry Med. Secretary	Social Artistic Enterprising	—	—	—
#11. A.W.	Elementary Education	Math English	Math Science	Investigation College Adm.	Social Investigative Enterprising	Enterprising Social Artistic	—	Mellichamp Elementary
#12. E.Y.	Zoology Animals	English Science	Math Social Studies	Education	—	—	—	—

* KEY
(WOW) World of Work Information
(CDK) Career Development Knowledge
(COT) Career Orientation TOtal
(CP) Career Planning
(CE) Career Exploration
(CDA) Career Development Attitudes
(CDM) Career Decision-Making
(PO) Knowledge of Preferred Occupation

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Appendix E

SUCCESS 2000

STUDENT ACTION SURVEY

Name:______________________________

Address:______________________________

Phone Number:______________________________

Parent(s) occupation(s):________________________

Where do parent(s) work:________________________

How many brothers do you have?__________Sisters?________

List your interests and/or hobbies:____________________

____

What are your career interests?____________________

What are your favorite subjects?____________________

What subjects are the most difficult for you?__________

What trips have you taken?(Cities, museums, colleges,etc.)

____

How do you spend your spare time?____________________

____

In what places have you lived?____________________

____

What is your most unusual experience?____________________

____

What do you like to read?(Magazines,books,newspapers,other)

____

List your favorite type of music:____________________

Name your favorite television shows:____________________

Appendix E

PERSONALITY MOSAIC

Directions: Circle the numbers of statements that clearly feel like something you might say or do or think--something that feels like you.

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, or beauty of any kind can really affect my mood.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually build/fix things myself.
8. I can get absorbed for hours in thinking something out.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. A good routine helps me get the job done.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. It makes me feel good to take care of people.
29. I like to have people rely on me to get the job done.
30. I'm satisfied knowing that I've done an assignment carefully and completely.
31. I'd rather be on my own doing practical, hands-on activities.
32. I'm eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I prefer to talk it out and resolve it.
35. To be successful, it's important to aim high.
36. I prefer to be in a position where I don't have to take responsibility for decisions.
37. I don't enjoy spending a lot of time discussing things. What's right is right.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. When I feel down, I find a friend to talk to.
41. After I suggest a plan, I prefer to let others take care of the details.
42. I'm usually content where I am.
43. It's invigorating to do things outdoors.
44. I keep asking "why".
45. I like my work to be an expression of my moods and feelings.
46. I like to find ways to help people care more for each other.
47. It's exiting to take part in important decisions.
48. I'm always glad to have somecne else take charge.
49. I like my surrounding to be plain and practical.
50. I need to stay with a problem until I figure out an answer.

(Continued-Next Page)

Appendix E

51. The beauty of nature touches something deep inside me.
52. Close relationships are important to me.
53. Promotions and advancement are important to me.
54. Efficiency, for me, means doing a set amount carefully each day.
55. A strong system of law and order is important to prevent chaos.
56. Thought provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays, and good films.
58. When I haven't seen someone in a long time, I wonder how they are.
59. It's exciting to influence people.
60. When I say I'll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. Tell me how I can help you.
65. I'm willing to take some risks to get ahead.
66. I like to have exact directions and clear rules when I start something new.
67. The first thing I look for in a car is a well-built engine.
68. I enjoy people who are intellectually stimulating!
69. When I'm creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It's fun to get ideas across to people.
72. I hate it when they keep changing the system just when I get it down.
73. I usually know how to take care of things in an emergency.
74. Just reading about new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I don't like to do things unless I'm sure they're approved.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I believe people are basically good.
83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.
84. I appreciate knowing exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. Don't get excited. We can think it out and plan the right move logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. I don't need much to be happy.

Appendix E

SCORING YOUR ANSWERS

To score, circle the same number below that you circled on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	8	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R______ I______ A______ S______ E______ C______

WHICH ARE YOUR THREE HIGHEST SCORES?

1st_______

2nd_______

3rd______

The mosaic is in accordance with the six personality areas identified by John Holland, Ph.D.

Appendix F

GOALS AND PROCEDURES OF WORLD-OR-WORK CLASS

The goals of the class are as follows:

1. The students will gain knowledge of the world-of-work from social, economic, political, cultural, military, and global perspectives.

2. The students will enhance self-awareness through reflection on life events, understanding of self-esteem, understanding of family influences, assessment of personality traits and other activities.

3. The students will understand and use career decision-making techniques.

4. The students will understand factors--educational technical, environmental, personal, financial--that impact upon career development.

5. The students will enhance interpersonal skills.

6. The students will be knowledgeable of occupational choices in the city, region, state, country, and in foreign countries.

7. The students will experience actual job sites, based upon career interests.

8. The students will understand specific job search techniques--applications, cover letters, resumes, interviews, etc.

The procedures of the class are as follows:

1. Classes will include a variety of activities centered around career development and decision making--lectures (led by SUCCESS 2000 coordinators and guest lecturers); group discussions (small and large group) centered around self-assessments, world-of-work, etc.; individual and group projects and field experiences.

2. Even though the class will be unlike other classes in high school, students are still expected to adhere to all rules and regulations of the school and of the class:

   A. Students are expected to be on time daily.

B. When absent/tardy, students are expected to bring admittance slip from Attendance Office upon returning to class.

C. As appropriate, students are expected to refrain from talking, especially during lectures, presentations, etc. There will be ample opportunities to ask questions and to discuss presented information.

D. Students are expected to refrain from chewing, eating, and drinking in class.

E. Students are expected to use materials provided only as needed. Excess materials are not to be removed from the classroom unless directed to do so. (There are no textbooks; therefore, materials will be provided.)

F. Each student is expected to maintain a portfolio (a collection of his/her work) to be evaluated at the end of the semester. Examples of portfolio entries include the life line, personality mosaic, career biography, journal, summaries of field experiences, photographs, individual and/or group projects, etc.

NOTE: NO TWO PORTFOLIOS WILL HAVE THE EXACT SAME CONTENTS. IT IS THE INDIVIDUAL STUDENT'S RESPONSIBILITY TO DEVELOP HIS/HER PORTFOLIO.

Details will be provided.

G. As students are preparing for the world of work, it is important to understand how one's appearance influences employers' selection of employees. Therefore, students are expected to report to class well groomed. Remember, guest speakers will include managers who may eventually hire students enrolled in the World-of-Work class.

H. Students are expected to feel free to suggest discussion topics or activities relevant to career development that have not been planned. PLEASE BE CREATIVE!

Appendix F

PORTFOLIOS

What is a portfolio?

A portfolio is a representative collection of one's work.

Examples:____

What is assessment?

Assessment is a judging of the quality and range of achievement.

*Examples:____
*(other than traditional methods)

Therefore, PORTFOLIO ASSESSMENT is a judging of the quality and range of achievement by analyzing a representative collection of one's work.

Portfolios can provide direct evidence of student performance.

-At least "significant" work should be included.

1. Solutions to open-ended questions (with justification)
2. Excerpts from daily log or journal
3. Draft and revised work on a complex problem
4. Report of a group project
5. Investigation of a major problem connecting several subjects
6. Graphical representation (photos, collages, prints, etc.)
7. A letter from the student to the reader, explaining portfolio contents
8. Career biography, which resulted from interviewing professional in career area of interest to student
9. Student's autobiography and life line
10. Grade reports (only as references)
11. Standardized test scores (only as references)
12. Videotapes of student performing at worksite, in role-playing activity, etc.

-Coordinators, teachers and students choose most items.

Appendix F

1. All work should be dated
2. The focus is on extended student learning

   A. Growth
   B. Connections
   C. Higher order thinking

-How much should be in a portfolio?

1. There is no definite maximum or minimum
2. There may be a working portfolio and an assessment portfolio

-Management of portfolios is necessary.

1. Working portfolios contain all work for a selected time period.
2. Notebooks might serve as working portfolios.
3. Journals may be kept in working portfolios.
4. Copies of group work are placed in each portfolio.
5. Review of working portfolios is necessary at the end of the selected time period to determine contents of assessment portfolio ("best pieces").
6. Students are encouraged to write at least one paragraph describing their best entries.
7. Coordinator-selected entries for the assessment portfolio will be designated with a "C" and initials.
8. When the assessment portfolio is updated, information not included may be taken home.

-Portfolios should be assessed using specific procedures.

1. Coordinator/teacher comments are preferred over grades.
2. Criteria for rating portfolios

   A. Exemplary
   B. Good
   C. Adequate
   D. Unsatisfactory

WORLD OF WORK PORTFOLIOS

Exemplary portfolios consist of detailed journals; individual and/or group project reports based upon worksite experiences; individual learning plans; individual activity descriptions, such as those in the Summer Challenge Program;

letters written by the students explaining the contents of their portfolios; photos, collages, prints, etc; students' solutions to problems in the workplace; and other items selected by the student, teacher and/or coordinator.

Good, adequate, and unsatisfactory portfolios will receive ratings based upon the quality and quantity of items listed above. Students will have an opportunity to improve portfolios, if they wish to. They may do so by adding items to the portfolio and/or removing items of less quality.

Neatness of portfolios will also be considered in ratings.

*See attachment, also (provided by A. Resseau, Orangeburg-Wilkinson High School teacher).

Appendix F

PORTFOLIO

RESSEAU **P.A.L.S.**

Contents

1. Biography
2. Resume
3. Transcript
4. Three (3) letters of reference - You are to type out a request in a business letter form.
5. A copy of Stanford or BSAP Test scores
6. Career goals project:
   - A. Future budget
   - B. Goals
   - C. Career that suits your salary needs
     1. Locations
     2. Requirements for obtaining that degree
     3. Subjects to take in high school that will give you a basis.
7. Two (2) completed applications.
8. A friendly letter
   A memo to me about your work
   An organizational chart of our class, your home, or school
9. Three (3) business letters (a job application cover letter, a letter of request for a free or inexpensive product, and a letter of complaint).
10. A philosophy statement, one paragraph each about your goals, time, fun, education, rules, problems, happiness, success, religion, family, and children.
11. Any story, poem, explanation, drawings, cartoons. (Choose at least two (2) to represent your writing.)
12. Do a collage to represent you now and maybe in the future. This could be under #6.

Appendix F

Material	Criteria
A. Blue or black ink	A. Neatness
B. Folder	B. Organization
C. Typing paper	C. Grammar
D. Dividers	D. Content
	E. Imagination/Creativity

Appendix G

RANKING OF QUESTIONS

As Indicated by Survey Made in Grades 7-8

"DEFINITE NEED"

October 1988

1. To know how to choose a career that will meet my need for money and security.
2. To know how to choose my high school courses in order to help me reach a career goal.
3. To know what salary I can expect in various careers.
4. To get information about job opportunities.
5. To know how to get on-the-job experience.
7. To understand how the courses I am now taking are important to various occupations.
8. To know how my interests, aptitudes, and abilities relate to careers.
9. To have access to information about careers.
10. To know what jobs are available in my community.
11. To have information about vocational courses offered in our school district.
12. To get a part-time job.
13. To know what resources, in my school, provide career information.
14. To know how to involve my parents in career planning.
15. To know more about military careers.

Appendix G

CAREER GOALS
1988
Grades 6-8
AIKEN COUNTY SCHOOLS

Pro Sport	-	46 students
Lawyer	-	36 students
Teacher	-	32 students
Doctor	-	31 students
Nurse	-	28 students
Building Construction	-	19 students
Cosmetologist	-	19 students
Computers	-	17 students
Entertainer	-	15 students
Clothes Designer	-	15 students
Truck Drivers	-	14 students

OTHER CAREER GOALS

Engineer	Model	Scientist
Welder	Acting	Astrophysicist
Mechanic	Industry	Dentistry
Secretary	Janitor	Mailman
Accountant	Farmer	Cartoonist
Coach	Travel Agent	Architect
Business	Veterinarian	Archaeologist
Cashier	President	Fireman
Astronaut	Retail	Car Sales
Military	Police	Photography
Hotel/Motel	Airlines	Child Care
Florist	Psychologist	Marine Biology
GeoChemist	Chemist	Lab Technician
Missionary	Reporter	Interior Decorator
Oceanography	Author	Telephone
Bank	Astronomer	Music
Zoologist	Entrepreneur	School Principal

Appendix H

Grade in 1991-92____________ Age_______

Please respond to each statement by placing a check (✓) beside "True" or "False":

1. All nurses complete four years of college before getting a nursing job. True_____ False_____

2. Many secretaries use word processors instead of standard typewriters to prepare letters and other documents.
True_____ False_____

3. A career is the same as a job because both lead to a paycheck.
True_____ False_____

4. The highest paying occupations usually go to people who are very good in science and math.
True_____ False_____

5. There are only three factors to consider when planning for a career: (1) your abilities, (2) your aptitude, and (3) your interests.
True_____ False_____

6. There are no female auto mechanics, plumbers, electricians or machinists.
True_____ False_____

7. An accountant does not need any math skills to succeed in his or her job.
True_____ False_____

8. Vocational education classes are offered to help you prepare for work and life in general.
True_____ False_____

9. An electrician's starting salary may be more than a teacher's starting salary.
True_____ False____

10. Women who perform the same jobs as men make only a percentage of what men make. (For example, a woman may earn $.80 for every $1.00 a man earns.)
True_____ False_____

11. The only people who use computers are those who work at desks (such as secretaries and computer programmers).
True_____ False_____

12. There are male nurses employed in the United States.
True_____ False_____

13. Generally, the more education one has, the more money one makes.
True_____ False_____

Appendix H

14. When looking for a job, the only thing you need to do is fill out the application correctly.
    True_____ False_____

15. The ability to explain to a co-worker how to perform part of a job is as important as knowing the <u>whole</u> job.
    True_____ False_____

Please respond to each statement by placing a check (✓) beside "Yes" or "No":

1. Do your parents work?
   Yes_____ No_____

   a. If yes, have you ever visited your parents' jobs?
   Yes_____ No_____

2. Do you watch the evening news?
   Yes_____ No_____

3. Do you know what a resume' is?
   Yes_____ No_____

4. Do you know what kinds of jobs people hold who live in Marlboro County?
   Yes_____ No_____

5. Do you know what you want to be doing and earning ten years from now?
   Yes_____ No_____

Appendix I

TO: Counselors

FROM: Linda D. Lee
SUCCESS 2000

RE: Career Development Activities, Survey

DATE: November 24, 1992

I thank all of you who attended the Career Guidance Meeting on Friday, November 13th at the District Office. The activities planned at various schools are both interesting and valuable.

I apologize for not sending copies of the Career Development Month Activity Packet -1992 sooner, due to a required trip out of town. However, the suggested activities may be used throughout the school year.

Please complete the attached surveys (which were discussed in the meeting) and return with a list of activities you're engaged in, have completed or have planned. Counselors will be recognized in our comprehensive career guidance booklet. Please remember to list related objectives with the activities. (See the South Carolina Comprehensive Career Guidance Program or copies of objectives given out at the two meetings.)

Please return the surveys and list of activities and objectives by December 18th.

In an effort to continue to share ideas and discuss various concerns, with Mrs. McDaniel's support, we will meet monthly (except in December). Please share ideas for discussion. Keep in mind that we also hope to develop a bound Guidance By Objectives publication in 1993.

By the way, the S. C. Career Guidance and Placement Association's Fall Conference will be held at the Omni in Charleston, December 10 and 11, 1992. Please contact me for more information.

Thank you for cooperating with all efforts.

Enclosure

cc: Myrtle McDaniel
Lemuel Stephens, O-W
Chuck Gadsden, Howard
Charlie Spell, Brookdale
Thomasenia Benson, Clark
Harris Heath, Whittaker
Tom Sizemore, Sheridan
Tommy Eklund, Rivelon
Lora Fogle, Mellichamp
Linda Badger, Nix
Geb Runager, Marshall

Appendix I

January 8, 1993

Dear Principals:

As you know, the SUCCESS 2000 staff has been working with counselors in development of a preliminary comprehensive career guidance program for the district.

We held meetings in October and November and asked counselors to send copies of career guidance objectives and activities to evaluate current programs/activities in schools.

Surveys were also sent to counselors and principals to evaluate the career guidance program needs of each school.

Please complete and return your survey if you have not done so and encourage your counselor(s) to send requested information, also.

A summary of national career development competencies is enclosed. In addition, Ms. Lynne Hufziger, Career Education Associate, State Department of Education, is tentatively scheduled to conduct a full-day workshop for counselors on February 16. Please feel free to attend.

Please call if there are questions or concerns.

Sincerely,

Linda D. Lee

Linda D. Lee
Certification and Assessment Coordinator
SUCCESS 2000

/bcb

cc: Mrs. Myrtle McDaniel

Appendix I

TO: Counselors

FROM: Linda D. Lee
SUCCESS 2000

RE: Counselors' Meeting

DATE: January 14, 1993

On January 25, 1993, at 9:00 a.m., counselors are asked to meet in Orangeburg-Wilkinson High's main conference room to discuss registration procedures. Middle and high school counselors are particularly asked to attend due to the need to discuss individual learning plans/records (similar to four-year plans) which emphasize students' career development.

The career development record promoted by the State Department of Education begins at the kindergarten level and continues through 12th grade. Therefore, elementary guidance counselors should consider attending, also. (See attachment.)

Ms. Lynne Hugziger, Career Education Associate, State Department of Education, has agreed to conduct a full-day workshop which is tentatively scheduled for February 16, 1993 from 8:30 a.m. until 3:30 p.m. in the Resource Center at the District Office.

The workshop will help counselors better understand the importance of implementing a comprehensive career guidance plan, including use of the career development record. Revised copies of the comprehensive career development program model will be available.

Ms. Carolyn Donges' visits to schools should have been completed before the workshop. Hopefully, she will have emphasized career guidance's significant role in the comprehensive guidance program.

Once again, thank you if you sent a copy of your career guidance objectives and activities. The information is being used to evaluate and eventually strengthen career guidance programs. Ultimately, the proposed comprehensive district plan will be developed.

If there are questions, please call me at 533-7975.

/bcb

Enclosure

cc: Mrs. Myrtle McDaniel
Principals
Ms. Lynne Hufziger
Ms. Carolyn Donges

Appendix I

SUGGESTIONS FOR COMPLETING THE PILOT REGISTRATION PROCEDURE:

1. Meet with selected students (from various ability levels) individually or in small groups to explain the procedure. Stress that the career development record, if eventually approved for district-wide use, will follow them to the next grade level and should continue until they graduate from high school.

2. Contact parents of selected students to explain the procedure. If a phone conversation is not sufficient, invite them to the school and/or send a written explanation of the procedure.

3. Use the students' teachers and other resources, including those suggested in the Comprehensive Career Development Program, to support your efforts. Please feel free to call on me to assist with group activities, provide resources, etc.

   Suggested activities/topics:

   1. Shadowing within school
   2. Self concept motivators
   3. Student bulletin boards
   4. Short research papers on selected career(s)
      Example: Careers in Orangeburg
   5. Student announcers
   6. Parent/older relative interviews
   7. Activities re: career clusters
   8. Media focus on careers
   9. Issues on favorite TV shows
   10. SCOIS, if available (Check with O-W)
   11. Factors influencing career decision-making (interests, abilities, aptitudes, values)
   12. Interest inventories, etc.
   13. Resource books/manuals (including Children's Dictionary of Occupations)

   Please feel free to implement activities together.

4. Log students' and parents' perceptions of the procedure until the end of the school year (or however you decide to implement it).

   Current eighth, ninth and tenth graders and initial SUCCESS 2000 students will have the opportunity to participate in Summer Challenge '93, our summer shadowing program. Students who participate in the pilot program will have first priority.

Appendix I

TO: Lynne Hufziger

FROM: Linda D. Lee

RE: Career Development Activities

DATE: February 9, 1993

As indicated during our recent phone conversation, I am providing information about career development activities in Orangeburg County School District Five schools to assist you in planning your workshop.

Due to the variety of activities being implemented by some counselors, I am enclosing a summary of areas where limited activities are noted. Please call me at 533-7975 if there are questions.

*AREAS RECOMMENDED FOR WORKSHOP DISCUSSION

Self concept discussions/activities in classrooms that are continuous and sequential

Sporadic or one-time events to promote career development

Lack of resources (videotapes, assessment materials, computer programs, etc.)

Linkage of school subject matter to career clusters, student interests, etc.

Organized program at high school level which incorporates teacher input, use of SCOIS (recently installed), career resource center, etc.

Student activities/discussions centered upon societal concerns/global issues

*Varies among schools

Appendix I

SUMMARY OF CAREER ACTIVITIES/SERVICES IN DISTRICT FIVE

ACTIVITIES	MAR	MEL	NIX	RIV	SHE	WHI	BRO	CLA	HOW	O-W	COV
Ed-Op day/night							x			x	
CACRAO College Plan. Workshop (10th grade)										x	
Prep Activities (SCOIS)							x	x		x	
ASVAB										x	
O-C Tec ASSET Test										x	
Post-secondary planning workshop (12th grade)											
Guest Speakers	x	x	x	x	x	x	x	x	x	x	x
Junior Achievement										x	
Career Day (*Month)	x	x	x	x	x	x	x	x	x	x	x
Career Guidance Groups	x		x		x	x	x	x	x	x	x
Classroom Guidance	x	x	x	x	x	x	x	x	x	x	x
Advisor/Advisee	x		x		x	x	x	x	x	x	x
Summer Challenge (Shadowing)										x	x
Mentoring	x							x	x	x	
Tours (**Tech Trek)	x	x		x			x	x	x	x	x
Jr. Leadership Orangeburg										x	
Tech Prep Support								x	x	x	x
CAREER MATERIALS ON HAND	x		x		x			x	x	x	x
SCOIS/SCOIS Jr.							x	x		x	x
Other Computer Software								x		x	x
Dictionary of Occupational Titles								x	x	x	x
Kaleidescope of Careers Other handbooks, manuals, etc.						x	x		x		x
College Videos											
Other Videos		x	x		x	x	x	x	x	x	
Career Exploratory Classes		x		x			x		x	x	
Interest Inventories			x				x		x	x	
Other Assessment Instruments		x							x	x	

*Clark Middle
**Rivelon, Mellichamp

BEST COPY AVAILABLE

Appendix J

JOB DESCRIPTION

TITLE: Certification and Assessment Coordinator

Qualifications:
1. A master's degree in education
2. Valid teaching certification
3. Five years successful teaching/counseling experience
4. Demonstrated knowledge and expertise in career oriented student programs.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Project Coordinator

JOB GOAL: To help students plan, develop, and execute such personal learning programs and experiences as will contribute to their development and to provide skills needed for entering the world of work or continuing his/her postsecondary education.

PERFORMANCE RESPONSIBILITIES:

1. Designs and implements individual learning plan program in grades 7-12 to devise educational experiences that may be expected to lead the students to the achievement of their specified goals.

2. Serves as a resource person to students and faculty regarding personal learning programs.

3. Arranges for and coordinates off-site learning experiences for student, as appropriate; and when necessary, accompanies students engaged in off-site activities.

4. Maintains liaison with social, professional, civic, volunteer, and other community agencies and groups having interest in the schools.

5. Plans, improves, and oversees certification and portfolio assessment programs for identified areas.

6. Ascertains that federal and state labor regulations, workmen's compensation laws and laws governing employment of students are followed.

7. Assists students to grow in employability by providing continuous and challenging experiences while working for employers and by evaluating progress made.

8. Gathers and publicizes information from business/industry regarding the world of work, making it available to all students.

9. Arranges for business and industrial representatives to interview students for prospective paid apprenticeships and internships and other challenging endeavors.

10 Cooperates with business and industry on programs identified by the Private Industry Council.

11. Assists the administration in developing and implementing student certification and assessment measures including world of work portfolio programs.

Appendix J

12. Presents a positive image of Orangeburg School District Five in contacts with the community.

13. Assumes such other tasks and accepts such other responsibilities as may be assigned by school principal.

TERM OF EMPLOYMENT: Twelve Months

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

Appendix K

SUCCESS 2000 ACTION SURVEY

Please check the commitments you are willing to make.

FIELD EXPERIENCES:

WILL YOU...

___Allow teachers/counselors, student groups and/or individual students to make on-site visits?

___Allow students to shadow (stay with and observe) selected employees for a day, week?

___Allow students to become interns (students who perform tasks but are not paid for their service)?

___Allow employees to serve as mentors (persons interested in the students as individuals, not just potential employees)?

___Pay two or three students to work in two-week summer apprenticeship (training) programs?

___Work with students who have special needs?

___Allow teachers and guidance counselors to shadow so that they will become more aware of how to apply what they teach to relevant work skills?

___Allow on-site visits for students in grades 8, 9, 10 in a summer challenge program?

SCHOOL EXPERIENCES:

WILL YOU...

___Meet with teachers quarterly to examine curriculum guides and identify skills needed in the workplace?

___Serve on a panel to discuss instructional needs?

___Participate in a three hour training session for industry personnel involved in education?

___Teach one class period (50 minutes) for one week in a World-of-Work experimental course at the high school?

___Teach one class one day during the summer challenge program?

CREDENTIALING/ARTICULATION:

___WILL YOU collaborate in the development of a common terminology, competency based skill accountability and certification system through COVEC and O-C Tech? ___Monthly ___Quarterly

Appendix K

RESOURCE PERSONS:

WILL YOU...

___Speak to classes (Twice yearly)?

___Provide printed materials, paraphernalia, refreshments, induction fees, etc., for a group of twenty students once a year?

___Set up an exhibit at a faculty workshop at O-W (March 30, 1992)?

___Allow employees to serve as tutors or volunteers in school during working hours (One hour per month)?

PARENTS:

___WILL YOU allow employees who are parents to visit their childrens' schools for conferences, programs, etc., during working hours?

ADVISORY:

___WILL YOU serve on an advisory committee which will meet ___Weekly, ___Monthly, ___Quarterly?

COMMENTS:

Name of Business: ____________________

Contact Person: ____________________

Phone Number: ____________________

Best meeting day: M___ T___ W___ TH___ F___

Best time of the day to meet: Early morning___ Lunch___ Evening___

Frequency of meetings: Weekly___ Monthly___ Quarterly___

Appendix L

Education in Orangeburg: An Investment in Our Community's Future

A Success 2000 Staff Development Workshop
March 30, 1992
Orangeburg Wilkinson High School

Agenda

7:45 - 8:00	Registration, Commons Area	
8:00 -8:15	Welcome, Auditorium	
8:20 -9:00	Session 1	

Innovative Adult Education Programs, B101
Georgia Montgomery, Adult Education
Chris Walsh, Orangeburg-Calhoun Technical College

Drug Awareness, B102
Roger Heaton, Orangeburg Sheriff's Department
Cindy Brodie, Orangeburg-Wilkinson High School

Family Roles, B103
Lillie Glover, South Carolina State University
Tony Pipkins, Clemson Extension Service
Cheryl Lynch, Hughes Aircraft

Integration of Technology into the Curriculum, B104

Louise Amos, Orangeburg School District 5
Keith Guthrie, Applied Engineering

Quality Control, B105
Harold McClain, Orangeburg School District 5
Mickey Durden, American Yard Products

9:05 -9:45 Session 2

Deregulation Possibilities, B101
Sandra Oliver, Sharon Anderson, Orangeburg-Wilkinson High School

Repeat of Session 1 Topics and Locations

Appendix L

9:45 -10:15	**Break, Commons Area** Exhibits and Displays, Beverages
10:20-11:00	**Session 3** **Up and Coming Careers/Job Trends, B101** Chuck Maury, State Board for Technical and Vocational Education Tom Scruggs, Ethyl Corporation **Apprenticeship Programs, B102** Terry Peterson, South Carolina Business Education Committee Dan Whisenhunt, Applied Engineering **Vocational Education Competencies/ Articulation, B103** Roger Goupil, State Department of Education Jim Mallory, Orangeburg-Calhoun Technical College **Career Decision Making, B104** Mike Hix,University of South Carolina Marion Cribb, American Koyo Corporation **Portfolio Assessment, B105** Lane Peeler, State Department of Education Ray Harper, Metal Leve
11:05-11:45	**Session 4** Repeat of Session 3
12:00-12:35	**Lunch, Cafeteria** Baked or Fried Chicken Seasoned Party Rice, Broccoli Casserole, Oriental Blended Vegetables Tossed Green Salad with dressing Rolls Iced Tea or Fruit Punch Cheese Cake Door Prizes
12:40-1:00	**Address, Auditorium** *Schools: Responding to the New Workplace* Walter Tobin, Superintendent, Orangeburg School District 5
1:15	**Business Tours** Depart from bus parking lot near the outside dining area

Appendix M

SUCCESS 2000
SUMMER CHALLENGE PROGRAM

STUDENT EVALUATION

1. What is the overall rating of this program as a learning experience?

   ___Excellent ___Good ____Poor ____Terrible

2. If you had an excellent or good learning experience, what made it good or excellent?

   ____
   ____
   ____
   ____

3. If you had a poor or terrible learning experience, what made it poor or terrible?

   ____
   ____
   ____
   ____

4. What did you expect from the program? ______________________

   ____
   ____
   ____

5. My work experience was mostly:

   ___task oriented ____observation ______some of both

6. How would you better the program?______________________

   ____
   ____
   ____

Appendix M

INSTRUCTIONS: The following list describes some features of a career development/ work experience program. Please describe your particular experience by circling the appropriate number from one to three.

	Very Often	Sometimes	Practically Never
Found relevance in worksite experience (overall)	1	2	3
Had independent responsibilities	1	2	3
Had challenging tasks	1	2	3
Discussed my experiences with SUCCESS 2000 Coordinators	1	2	3
My ideas were ignored	1	2	3
Did interesting things	1	2	3
Did things myself instead of observing	1	2	3
Was given enough training to do my tasks	1	2	3
Was given clear directions	1	2	3
Had freedom to develop and use my own ideas	1	2	3
Discussed my experiences with family and friends	1	2	3
Adults at site took personal interest in me	1	2	3
Had freedom to explore my own interests	1	2	3
Had a variety of tasks to do at the site	1	2	3
Got help when I needed it	1	2	3
Was appreciated when I did a good job	1	2	3
Adults criticized me or my work	1	2	3
Felt I made a contribution	1	2	3
Applied things I learned in school to my worksite placement	1	2	3
Achieved my original goals and purposes for entering this program	1	2	3
Found relevance in afternoon activities (overall)	1	2	3
Found relevance in Life Line (drawing)	1	2	3
Found relevance in interest inventory (Self Directed Search)	1	2	3
Found relevance in Parents' Panel	1	2	3
Found relevance in Stress Management Session (Annette Reynolds)	1	2	3
Found relevance in Self Esteem Session (Carolyn Wright)	1	2	3
Found relevance in Career Decision-making Discussions (Mike Hix)	1	2	3
Found relevance in Career Decision-making Discussions (Lynne Hufziger)	1	2	3

Appendix M

SUCCESS 2000
Orangeburg School District Five

RATING SHEET FOR WORKSITE EXPERIENCE OF SUMMER CHALLENGE STUDENTS

Student's Name_______________________________ Date____________

Worksite_______________________ Address_____________________

The student whose name appears above was placed in your business/department to observe and participate in work activities. Will you please indicate your opinion of this student in the column of your choice? We will do our best to work with the student in helping him/her understand the importance of the qualities listed below for career success. The information will be considered confidential. Please be frank.

	Excellent	Very Good	Good	Fair	Poor
Appearance					
Grooming					
Poise					
Courtesy					
Attitudes					
Initiative					
Enthusiasm					
Interest					
Tact					
Responsibility					
Mental Alertness					
Cooperation					
with co-workers					
with supervisors					
with customers					
Industry					
Accuracy					
Speed					
Production					

PLEASE ADD ADDITIONAL COMMENTS:_______________________________

Rater's signature_________________________ DATE_______________

Appendix N

EVALUATION

for

WORLD-OF-WORK CLASS

Directions: Listed below are some statements pertaining to the World-of-Work Class. Please think about each statement. If you strongly agree, circle "5"; if you agree, circle "4"; if you have no strong feelings either way; circle "3"; if you disagree, circle "2"; and if you strongly disagree, circle "1". Continue working until you have finished Part I and Part II.

PART I - Attitudes about the World-of-Work.

1. The courses in which a student enrolls while in high school have an influence on the kind of work he or she will do in life.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
4	3	3			4.1
5	4	3	2	1	

2. A person's interests, abilities, aptitudes, values, and desires are important factors to consider when choosing a career.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
7	2	1			4.6
5	4	3	2	1	

3. The ability to communicate with people is as important as the ability to perform a specific task.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
6	2	2			4.4
5	4	3	2	1	

4. The way people feel about themselves influences the career decision-making process.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
6	2	2			4.4
5	4	3	2	1	

Appendix N

5. The economy has a strong influence on the job market and specifically, on the types and quantity of jobs available to students and adults.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
Responses	4	1	4	1		3.8
Scale	5	4	3	2	1	

6. Career decision-making involves specific steps such as learning about one's likes, dislikes, and world-of-work information, and then putting the knowledge together to decide on a career.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
Responses	3	3	4			3.9
Scale	5	4	3	2	1	

7. Teachers, counselors, and administrators are important influences on a student when making a decision about future work.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
Responses	4	3	3			4.1
Scale	5	4	3	2	1	

8. Work is an important aspect of adulthood.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
Responses	4	3	3		1	4.1
Scale	5	4	3	2	1	

9. As a whole, the more education people ave, the more money they make.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
Responses	2	3	2	2	2	3.2
Scale	5	4	3	2	1	

10. The amount of money a person makes in a given career should not be the only incentive for doing the job well.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
Responses	3	5	1	1		4.0
Scale	5	4	3	2	1	

11. Politics should play a role in job security. For example, my Senator should work hard to bring jobs to South Carolina.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
Responses	5	2	3			4.2
Scale	5	4	3	2	1	

Appendix N

12. Military positions are not real jobs because people do as they are told and the choices may be limited. — MEAN 3.3

	3	3	2	2
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

13. Everything that students experience in school, in the home, and in the neighborhood and community should be considered when making career decisions. — 3.6

3	2	3	2	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

14. A janitor is just as important as a teacher, lawyer, or doctor. — 3.2

3	1	3	2	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

15. A job is something you should look forward to on Monday mornings. — 2.9

2	1	4	1	2
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

16. The fact that men make more money than women who perform the same tasks, on the average, shows inequality in the job sector. — 3.6

2	3	4	1	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

17. Too much emphasis at school is placed on preparation for and completion of college. — 3.4

2	1	6	1	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Appendix N

PART II - Attitudes about the World-of-Work Class.

1. The instructor met the objectives outlined for this course.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
	2	4	2	2		3.6
	5	4	3	2	1	

2. The instructor demonstrated that she was prepared in knowledge and activities for the class.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
	2	5	3			3.9
	5	4	3	2	1	

3. The instructor used a variety of teaching methods during the semester.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
	3	2	4	1		3.7
	5	4	3	2	1	

4. The invited speakers provided information about careers, expectations of employers, fringe benefits, and deductions from the paycheck.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
	3	4	2		1	3.8
	5	4	3	2	1	

5. Field trips helped my understanding of the workplace.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
	2	3	4	1		3.6
	5	4	3	2	1	

6. The videos were helpful in depicting requirements for occupations and skills needed in these occupations.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
	1	5	2	1		3.6
	5	4	3	2	1	

7. The blue portfolio with samples of work shows that I improved in knowledge and skills related to careers.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
	2	6	2			4.0
	5	4	3	2	1	

Appendix N

MEAN

8. In this class, I had the opportunity to participate in class discussions, role playing, value clarification exercises, and other activities.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
5	3	1		1	4.1
5	4	3	2	1	

9. Considering careers, I received more information from this class than other sources in the school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
4	2	3		1	3.8
5	4	3	2	1	

10. This class or course should be continued so that other high school students can learn about careers.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
4	4	2			4.2
5	4	3	2	1	

11. I would recommend that my friend take this class.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	MEAN
4	2	3		1	3.8
5	4	3	2	1	

Social Security Number________________________________

Developed by Lee and Matthews:12-11-92

Appendix O

HEALTH CAREERS SEMINAR

November 24, 1992

PRESENTERS:

The Pediatric Clinic PA
940 Holly Street NE
Orangeburg, S. C. 29115

*Dr. Karen Connelly, Pediatrician

The Regional Medical Center
3000 St. Matthews Road
Orangeburg, S. C. 29115

*Ms. Brenda Williams, Vice President
*Mr. Nate Farrar, Director of Radiology
*Ms. Theresa Chandler, RN, Head, Emergency Department
*Mr. Rogers Jarvis, R.Ph., Asst. Director of Pharmacy
*Ms. Mitzi Williams, Rehabilitation Services Department
*Ms. Carol Fogle, Director of Social Services
*Ms. Delle Dolen, Director, Cancer Center
*Ms. Theresa Johnson, Respiratory Care Department

Briefly state below how you benefited from the presentation:

____

____

____

What other topics are you interested in hearing about?

____

____

____

____

Appendix O

SUCCESS 2000/GUIDANCE DEPARTMENT
LAW/LAW ENFORCEMENT CAREERS SEMINAR
January 21, 1993

PRESENTERS:

Ms. Shannon Till, University of South Carolina Law Student

Attorney Kelly Seabrook of Johnson, Toal & Battiste, PA

Mrs. Marty McGee, Asst. Professor of Business Administration, South Carolina State University

Sgt. Steve West, Orangeburg Co. Sheriff's Dept. (Tentative)

Please comment about the presentations:

____

____

____

____

____

What other career areas are you or your friends/classmates interested in?

____________________ ____________________

____________________ ____________________

PLEASE TURN IN BEFORE LEAVING AUDITORIUM.

Appendix O

Career Seminars - Student Comments
(Not Limited to Target Group)

I enjoyed the presentation and I will look further into the medical field.

.....it has shown me that it takes a lot to get in the different areas and that you can have fun as well as be serious when needed.

.....She (opened) my eyes, by telling us what we have to go through to become a lawyer.....(and) go to college.

.....I also hope that there will be other seminars on other career areas. I feel that there could have been more information and things should be further in depth.

.....Thank you for providing this and I will be looking forward to other presentations.

Appendix P

SUCCESS 2000
STUDENT RESPONSE SHEET

You have participated in one or more career development activities sponsored and/or promoted by SUCCESS 2000. The activities, which began April 1992, are listed below. Place a check ( ) by those that apply to you.

32 1. Small group sessions with Linda Lee in media center's conference room in April and May 1992 (discussion of activities and completion of student action survey, personality mosaic, etc.

18 2. Attendance with parent(s) at first SUCCESS 2000 parent session in media center in May 1992 (discussion led by Susan Till and Linda Lee)

33 3. Participation in Summer Challenge Program (morning shadowing experiences in medical, industrial, small business, school, college, and local government facilities and afternoon career development sessions at the high school (including interest inventory, self esteem workshop and parents' panel)

I attended:

19 one Wednesday session
9 two Wednesday sessions
5 three Wednesday sessions

4 4. Attendance with parent(s) at second SUCCESS 2000 parent session at Quincy's Restaurant in September 1992 (discussion led by Lynne Hufziger, Career Education Associate, South Carolina State Department of Education)

26 5. Registration for and/or attendance at one or more career cluster meetings (since October 1992) to discuss further career development activities (including field experiences, guest speakers, group projects, etc.)

16 6. Participation in one or more monthly career seminars which feature different career areas (led by experts in each field)

8 7. Participation in National Career Development Month activity(ies) (including announcements, table monitoring and banner making)

7 8. Use of SCOIS computerized career guidance system in Project PASS Room (information about careers, colleges and universities, job openings, financial aid, etc.)

Appendix P

19 9. Tours to business and industrial sites for students enrolled in applied courses.

13 10. Other career development related programs/activities such as COVEC, Medical or Law Explorers Posts, individual sessions with counselor, etc.

____

Name of counselor if you have had career counseling:

Please respond to the following statements by indicating strong agreement (5), agreement (4), neutral stance (3), disagreement (2) or strong disagreement (1). Circle the number of your choice.

1. SUCCESS 2000 career development activities have enhanced my perception of the importance of planning for the future.

   RESPONSES:

   5 4 3 2 1 26 - 13 - 2 - 1 - 1

2. I better understand the importance of courses such as English, math and science for career preparation.

   5 4 3 2 1 17 - 22- 4 - 1 - 0

3. My personality (for instance, the amount of time I wish to be with other people) has an impact on career success.

   5 4 3 2 1 25 - 11 - 6 - 1 - 0

4. I wish that counselors and teachers would spend more time explaining how school relates to the world of work.

   5 4 3 2 1 24 - 8 - 7 - 4 - 1

5. Since participating in SUCCESS 2000 activities, I talk with my parents more about their work experiences.

   5 4 3 2 1 6 - 17 - 14 - 3 - 3

6. Students in elementary and middle schools should be exposed to the same career development activities I have been exposed to.

   5 4 3 2 1 16 - 19 - 6 - 1 - 1

7. There are many different factors to consider when making career decisions, such as my interests, the things and persons I value, the courses I excel in and my PSAT or SAT scores.

   5 4 3 2 1 32 - 5 - 2 - 1 - 2

Appendix P

8. Even though high school experiences are important, I believe that family, part-time jobs, community service and leisure time activities are just as important when choosing career areas.

   5 4 3 2 1 25 - 11 - 5 - 1 - 1

9. I can appreciate good habits such as punctuality, getting along with teachers and other students, and completing homework assignments because these habits carry over into the workplace.

   5 4 3 2 1 25 - 13 - 3 - 0 - 0

10. I have an advantage over other students since participating in SUCCESS 2000 activities because I know more about myself, about the world of work and about how to prepare for a career.

   5 4 3 2 1 11 - 21 - 9 - 1 - 1

11. I would encourage my friends to become involved in SUCCESS 2000 activities.

   5 4 3 2 1 26 - 16 - 2 - 0 - 0

12. I would encourage teachers and counselors to become more involved in SUCCESS 2000 activities because they do not stress the relationship between school and work enough.

   5 4 3 2 1 27 - 10 - 6 - 0 - 0

How would you make SUCCESS 2000 better?__________________________

____

____

____

Names of friend(s) you would like to recommend for SUCCESS 2000 activities, if any.

______________________________ ______________________________

______________________________ ______________________________

Present grade________________

Appendix P

SUCCESS 2000
PARENT SURVEY

Dear Parent:

Your son or daughter participated in one or more of the SUCCESS 2000 career development activities since last spring. These activities include small group sessions at the high school, the Summer Challenge Program, career cluster meetings and monthly career seminars.

The SUCCESS 2000 office also distributes a monthly newsletter for students and parents called "Career Focus" (copies are enclosed). We are also planning additional activities through our career clusters for the remainder of the school year.

Based upon conversations with your son or daughter and/or your participation in parent session(s), please indicate below what you consider to be the good and/or bad aspects of the activities. Please feel free to make suggestions for student activities and the newsletter.

Your suggestions will assist us in evaluating SUCCESS 2000 career development programs. Then, we will be able to delete, expand or add activities to make the experience more valuable for our young participants.

____

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____

Please return comments or suggestions by Monday, February 22.

Thank you for cooperating!

Sincerely,

Linda V. Lee

Linda Lee
Certification and Assessment Coordinator
SUCCESS 2000