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ABSTRACT

The final evaluation report of the Federally-funded Windham Central Career Education project (July 1, 1973-June 30, 1975) in Townshend, Vermont addresses the status of career education in the Windham Central District, the impact which two years of effort had, and assesses the future of career education in the district. The report provides information on the demographic and geographic characteristics of the area, the project's goals and objectives, and special factors affecting the career education project. The impact study of the first two years discusses the major problems involved in implementing career education throughout the Windham Supervisory Union. It describes, at the secondary and elementary level, the initial participant reaction, the on-going workshops, the utilization of materials, and commitments to the future. Initially planned as a three year project, budgetary, program, and personnel problems became a growing concern and the project was terminated June 30, 1975. The concluding analysis indicated that the selection of a new superintendent was a key factor in determining the future path of career education in Windham. A nine-page evaluation design is appended. (BP)

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MONTPELIER, VT. 05602

FINAL EVALUATION REPORT

for

WINDHAM CENTRAL CAREER EDUCATION PROJECT

Windham Central Supervisory Union
Townshend, Vermont

Project No.: V361088

Grant No.: OEG-0-73-5303

July 1, 1973 - June 30, 1975

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WINDHAM CENTRAL CAREER EDUCATION PROJECT

Windham Central Supervisory Union
Townshend, Vermont

FINAL EVALUATION REPORT

July 1, 1973 - June 30, 1975

Project No: V361088
Grant No: OEG-0-73-5303

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CONTEXT EVALUATION

This evaluation report addresses the two year effort of the Windham Central Career Education project in Townshend, Vermont. The project, funded by USOE under Part D (Exemplary) of the Vocational Education Act of 1968, was originally scheduled as a three year effort. Communications and the level of trust among the parties involved (USOE - Townshend - State Department of Education) were low from the beginning of the project during the fall of 1973. The original plan called for a two year local development effort and a final year of state-wide dissemination. The project had budgetary and program difficulties from the start and after a state-federal on site visit on December 18-19, 1974, the decision was made to terminate the program on June 30, 1975.

As a result of the early termination date, staff changes took place and originally established objectives have been difficult to achieve. This report addresses the status of career education in the Windham Central district, the impact which two years of effort had, and assesses the future of career education in the district.

The Locale

The Windham Central school district is a rural area located in Southeastern Vermont approximately 20 miles northwest of Brattleboro and 30 miles southeast of Manchester, Vermont. It is located near the skiing areas of Southern Vermont and along with tourism, logging, small manufacturing such as construction and furniture, some dairy farming and arts and crafts are representative of leading occupations. Much of the work force travels each day to the business and manufacturing industries of Brattleboro, Bellows Falls, Manchester, and Springfield, Vermont.

The Supervisory Union includes ten small towns separated by secondary roads and mountains. To travel to all schools requires a full day's drive of over 150 miles. Total population of the area is approximately 3500. The population is all white with no "second language" minorities. Disadvantaged families make-up approximately 10% of the population according to the ESEA Title I formula.

The area is primarily a large recreation area with some retired people. There seems to be slight annual growth in population with people moving in from the larger cities to the south. Average income is quite low, although there are some highly paid self-employed consultants who live in the area. There are many retired people, who may lower the income than those in more "productive years".

Population of Towns

<u>Town</u>	<u>Population</u>	<u>Trend</u>
Brookline	262	increasing
Dover	555	increasing
Jamica	590	staying the same
Marlboro	497	slight increase
Newfane	900	increasing
Stratton	106	same
Townshend	524	increasing
Wardsboro	391	increasing
Windham	350	increasing

The School System

The supervisory union was headed by Dr. Robert Arnold, Superintendent of Schools. There are ten elementary schools and a high school. The elementary schools are K-6 in their organization, with the high school accomodating students in grades 7-12.

Dr. Arnold left as superintendent on March 1, 1975. No replacement has yet been hired.

Each elementary district has its own school board, and the supervisory union also has a "super board" made up of representatives of the local boards. The superintendent has no other professional staff to assist in the management of this network of schools and local boards. Hence he is constantly busy with board meetings, budget matters and personnel activities.

The high school is staffed by approximately 21 full-time and 4 part-time teachers, three aides and two counselors to serve about 400 students in grades 7-12. A school principal and assistant principal make up the administrative team.

Each elementary school is quite small and the staff sizes range from four to ten teachers. Most have teaching principals as the administrative organization.

When students reach high school age, most go to the Leland and Gray High School within the district. Some on the outer edges of the district, however, travel to other high schools in other districts which are geographically closer.

Leland and Gray is a relatively new school built with the open education concept in mind. Its physical appearance and classroom arrangement are in stark contrast to most of the elementary schools. Dover elementary school is new and reflects the open concept.

As mentioned above, the rural district does not have large resident business or industry and thus depends almost entirely on homeowner's property taxes for its revenue. Accordingly the residents are most watchful of the school budget and while adequate, the district has little extra resources for special programs or personnel.

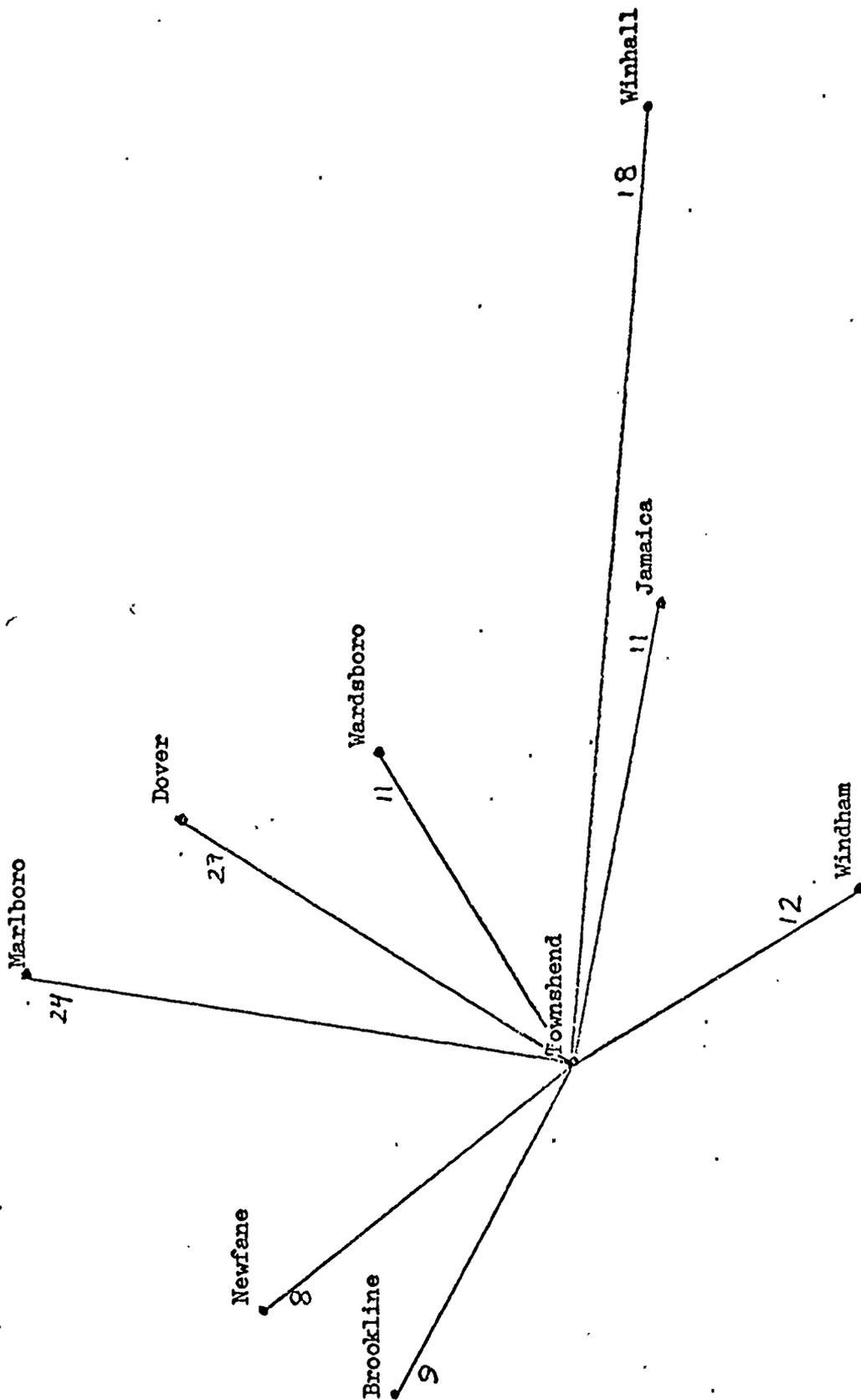
Population of the Schools

<u>School</u>	<u>Enrollment</u>
Brookline	23
Dover	66
Jamica	79
Marlboro	58
Newfane	103
Townshend	73
Wardsboro	67
Windham	15
Winhall	37
Leland and Gray	400
<u>Total</u>	<u>921</u>

As mentioned above, the district is very rural and schools are geographically distant from each other. Figure I gives the mileage from Townshend to each of the outlying schools.

Figure I

Figure 1 - Distances from Townshend



Special Factors

The Windham Central Career Education project never had a significant span of time when it was not faced with a "crisis" situation.

During its first year, a new superintendent joined the district and this, coupled with the lateness of funding notification combined to get the project off to a slow start. Staffing was not complete until nearly November.

Shortly thereafter there was confusion about two areas of project activity - budget and state demonstration site responsibilities.

Charges had been made to the project's budget by the district for services rendered in connection with the beginning phase of the project. These charges were not fully and completely documented, and thus resulted in a series of local and HEW audits to verify all aspects of the budgetary procedure. This matter was not fully cleared up until June of 1974 and thus created a degree of uncertainty during the last two quarters of the fiscal year.

The project's responsibilities as a state demonstration site were never explicit and this created misunderstanding, confusion and some resentment on the part of the project staff, district teachers and state department of education personnel. Finally at a meeting on April 4, 1974, it was decided and agreed to by the project, the SDE and USOE that the project would not have state-wide responsibilities until January, 1975.

During the fall of 1975, Superintendent Arnold began to lose the support of the various local boards, and it was apparent that he would soon be forced to leave.

Thomas Ehrenberg, the secondary coordinator on the career education project, decided to leave in December to accept a guidance position at the high school. Ms. Cathy Wilken also planned to leave during the Spring of 1975.

Thus when the USOE - SDE evaluation visit of December occurred, there was growing concern as to whether the Townshend project had the stability, expertise and credibility to become a state demonstration site. The decision was then made to terminate the project on June 30, 1975.

The continual focus of the project was on survival and defining issues rather than developing a comprehensive career education program.

PROJECT GOALS AND OBJECTIVES

The scope of the Windham Central Career Education project was defined and redefined in a number of documents during the 1973-74 and 1974-75 fiscal years. The originally funded proposal points to the broad picture of what the project was designed to accomplish.

In the summer of 1974, USOE indicated nine broad areas in which career education programs should be seeking student outcomes.

The Townshend project addresses all nine USOE areas which student outcomes can be expected. The nine areas are:

- I. Self-Awareness
- II. Basic Academic/Vocational Skills
- III. Awareness of Work Values and Desire to Engage in Paid and/or unpaid work
- IV. Awareness of and knowledge about work
- V. Competency in Career Decision-Making Skills
- VI. Good Work Habits
- VII. Work-seeking and work-getting skills
- VIII. Placement
- IX. Awareness of Means for Continued Education

Through staff development and community involvement, a comprehensive career education model was to be developed. At the elementary level, career and self awareness activities will be stressed. At the middle grades exploratory activities was to be emphasized to allow students to learn in depth about several career clusters. At the secondary level, along with an overall emphasis on skill development, work experience and placement, preparation at the Brattleboro Area Vocational Center was to be a major thrust.

In grades one through twelve a concerted curriculum effort was to be made to integrate career goals and the academic curriculum. In addition students were to improve decision-making abilities.

Through extensive use of media, individual or small group experiences were to be shared with other students, teachers, or community members. With ruralness as a major obstacle, the study of career options was to be greatly expanded through extensive media utilization.

In coordination with this, students were to become knowledgeable about their potential and develop a positive self image.

The ultimate goal was placement of every student in a learning or earning situation upon exiting from high school.

The proposal further defines these broad goals in the form of program objectives.

Program Objectives

- 1) This project will serve as the major demonstration site for Vermont's Comprehensive Career Education Effort, This will be shown through:
 - (a) Periodic workshops open to school and community personnel throughout the state and nation.
 - (b) Exchange of project staff personnel and students with other interested school districts throughout the state.
 - (c) Dissemination of developed Career Education Materials.
- 2) This project will stress community involvement in planning and implementation. Appropriate working committees will be established for each component and the involvement of the community in student activities (both in and outside the classroom) will be stressed.
- 3) Media will be used extensively to guarantee the sharing of career experiences with others throughout the community and state.

Component Objectives - K-6

- 1) Significant Growth in Self-Awareness
Self-awareness of academic skills, psycho-motor skills, social interaction skills; awareness of personal values, and awareness of one's own aptitude and potential - especially in the positive sense of helping every student discover some things he or she is good at doing.
- 2) Significant Growth in Career Awareness
Awareness of the wide variety of possible careers with attention to social standing, economic reward, life style and regional opportunities of each career. Particular emphasis will be placed on developing awareness of the workers own feelings toward his job.
- 3) Significant Growth in Decision Making Skills
The project will stress student choice in sites to visit, resource people to invite to the classroom, and clusters to explore. Student evaluation of each activity will also stress choosing ways to improve activities. Hands-on activities will also stress practice in decision making.

Component Objectives - 7-9

- 1) Students will explore at least three career fields in depth during the school year.
(A comprehensive checklist will be used to insure that the student becomes knowledgeable about such factors as: life styles involved, economic reward, educational preparation required, skills demanded, and the opportunity for personal and social development).

- 2) Students will relate his job investigation activities to his present academic subjects and will reshape his future academic plans in light of his discoveries.
(Counseling involvement through individual and group work will enable documenting of student growth in this area).
- 3) Students will significantly increase their knowledge about occupations as shown by a significant improvement on a standardized instrument which measures knowledge of general aspects of employment and specific information about a sample of particular jobs.
- 4) Students will significantly increase their self-awareness (regarding their academic and vocational skills, social interaction skills, personal needs and values and new areas of potential identified through their exploratory activities).
- 5) Potential dropouts will be made aware of and begin to develop immediate job entry skills.

Component Objectives - 10-12

- 1) During the first project year, students will significantly improve self-awareness, attitude toward work, and decision making skills.
(These students will not have had previous contact with this comprehensive effort).
- 2) Students will identify the relationships between their academic courses and their career interests.
- 3) A greater number of students will participate in the area vocational center program.
- 4) Expansion of cooperative and work experience programs will occur.

Guidance, Counseling and Placement Component Objectives

- 1) All students (8-12) will be assisted in developing realistic career goals and a plan for achieving them.
- 2) All students will be placed on 3 exploratory situations or at least one day each.
- 3) All students (8-12) will be provided with an opportunity to inventory their own career interests (via the OVIS, STRONG, or HOLLAND Self-Directed Search) and will be assisted in analyzing the results.
- 4) A placement service will be established which assists students on an individual basis in securing part-time and summer employment.

5) All exiting students will be placed in a learning or earning situation:

- (a) A baccalaureate education
- (b) Post-secondary learning situation
- (c) Employment
- (d) Military service

6) Communication based on an individual name roster will be maintained with Vermont Community College regarding all exiting students (age 16-20) not placed in on-going educational situations.

As the two years progressed, the three-year program objectives and component objectives were translated into a management plan designed to provide a more detailed and sequenced approach to achieving the long-range project goals. The following passages illustrate the management plan.

YEAR ONE:

Year one will be a year of AWARENESS: awareness as to the realities of just what Career Education is, and what it means. This will be accomplished through such activities as:

- 1) ORIENTATION: Orientation of teachers, pupils, administrators, and community members into the theories, the materials, the resources and their use, and the people involved in Career Education. It will involve orientation through teacher and community in-service activities: workshops, visits to other projects, explaining our activities to outside visitors, and staff development.
- 2) PLANNING: This will be a year of planning strategies on how best to infuse the concepts of Career Education into the existing program. This will be accomplished, first of all, by taking a look at the existing program, developing a base on which to start, and then beginning to IMPLEMENT what has been going on in such a way that it is both distinct subject matter, and it is also infused with Career Education concepts. This stage will naturally lead to a great need for teacher in-service, which will be accomplished by in-service during the year and by a summer workshop.
- 3) SUMMER WORKSHOPS: Now that the project has oriented, planned, and in some cases implemented, how does it begin to translate this into concrete examples that can be used in nearly any subject, in any school setting? Teachers, of course, are the ones who will have to do this, and it is more productive to do this when the daily worries of lesson plans, discipline, meetings.

and all the rest of teaching activities are at a minimum. A two to three week summer workshop is in the planning stage, with as many teachers from this district as possible involved. As part of the state function, teachers from other districts will be invited to become involved in these sessions; hence they can share ideas, and profit from others successes and failures.

YEAR TWO:

Year two is also a year of curriculum writing - a continuation of the first years activities, coupled with the summer workshops. Year two becomes also a year of:

- 1) DEVELOPING: Developing and using the materials, the resources, the experiences which were experienced in the first year. Of course, the list of experiences will have grown by this time, and the successes hopefully will out number the failures.
- 2) PILOTING: This will also be a year of piloting specific activities that have been developed. Do they work? If so, how, or do they need more adaptation? If not, on what basis did we reject them? Also, if we accept them, how do we best INTEGRATE these into the existing curriculums?

YEAR THREE:

Year three becomes, in effect, a tie-up of the activities that have been "tried, tested, and found practical" in the first two years. It becomes a year of telling other people what has been discovered - what seems to work in practice, what does not; what reactions have been found, both pro and con, in the communities at large; in teachers; and in the school children. What successes and what failures we have had, and what recommendations we might make.

The general plan of action for the three year period, therefore, is blocked out as follows:

Year 1 ORIENTATION:
 Theory
 Materials
 Resources
 People
 PLANNING

Year 2 BEGINNING IMPLEMENTATION

 CURRICULUM WRITING (SUMMER WORKSHOPS)

 DEVELOPMENT:
 Curriculum
 Learning Materials
 A.V. Materials
 Hands-on Activities

 PILOTING-REVISION

 IMPLEMENTATION CONTINUED

 (SUMMER WORKSHOPS)

Year 3 ADAPTATION
 PUBLISHING
 DISSEMINATION
 FINAL TIE UP

Personnel

The project has four full-time professional personnel in addition to a project secretary. The staffing pattern is as follows.

Project Director: Mr. Bruce Corwin. Responsible for overall project management, planning and personnel. The project director reports directly to the superintendent of schools. He is housed in the central office of the District.

Elementary Coordinator: Mrs. Catherine Wilken. Responsible for curriculum development and assisting teachers integrate career education materials into the classroom. Mrs. Wilken has responsibility for all nine elementary schools. Mrs. Wilken left the project in February, 1975.

Secondary Coordinator: Mr. Thomas Ehrenberg. Responsible for curriculum development, placement, career resource center, grades 7-12 at the high school. Mr. Ehrenberg left the project in December, 1974.

Media Coordinator: Mr. Roger Wilken. Responsible for developing media and training students and teachers in its use and application to career education. His responsibilities cover all schools and all grade levels. The work to date has been primarily using video tape as the medium.

Budget

The annual project budget was \$105,626 with the following approximate line item expenditures.

Personnel	58,500
Benefits	4,600
Travel	14,000
Supplies - Materials	8,000
Communications	500
Services	
Duplication	4,000
Evaluation	7,800
Dissemination	3,000
Reports	226
Equipment	<u>5,000</u>
Total	105,626

IMPACT STUDY

Introduction

Ordinarily, an impact study could begin with concrete descriptions of how the various components of the project had been able to generate interest and activity within the school district. The study would then conclude with a more interpretive analysis of long term impact. The Career Education Project of Windham Central, however, calls for any early examination of the context in which it operated and of the original manner in which the project was constructed. In brief, the Windham project was terminated prematurely during the second year of its three year funding grant, and a substantial portion of the explanation for this decision could well rest upon the way the project was originally constructed. The following overview, broad and interpretive, is therefore provided.

When former Commissioner of Education, Dr. Sidney Marland, first introduced Career Education as a national priority some six years ago, he noted that Career Education was meant to meet a broad variety of needs and that we could define the concept as we went along. The Windham Central Supervisory Union appears to have tried the same approach four years later. While the answer may still be out on the wisdom of Dr. Marland's mode of operation nationally, there is considerable evidence that this approach didn't work in Windham, Vermont, four years later.

These four intervening years of Career Education activity are important for the following reasons:

1. By 1973, several approaches to Career Education--including very successful elementary efforts--had been documented and could have served as models, with local adaptation, in Windham.

2. By 1973, several administrators and teachers with coordinative capabilities had been developed in Vermont and nearby states. Windham's decision to staff its project with four people who had no previous Career Education experience is open to criticism. (The State Department of Education does not appear to have been involved in this staff selection process. While this is understandable as a sign of respect for local control, it does raise the rather broad question of whether a state agency can expect to shape any substantial relationship with a local project after being remote from the most crucial decision in short term projects--initial staffing).

3. By the Fall of 1973, Windham had a number of teachers who had attended a dynamic week long Career Education workshop and were expecting project leadership with some background and an ability to move quickly into an implementation mode. Furthermore, a number of teachers and administrators had been involved in shaping the initial proposal. They too had begun to individualize their expectations for the project and would need project leadership which could promptly weigh various expectations and act on those which best formed a coherent approach.

4. By 1973, people responsible for Career Education at the state level saw the Windham project as a means of pulling together the more successful Career Education elements of previous Vermont and national projects, of documenting their successful replication at Windham, and of disseminating such elements across the state. This emphasis upon the early use of Windham as a demonstration site--documenting a kindergarten through grade twelve curriculum approach--may have seemed premature to the local district but it was clearly consistent with the Guidelines for Funding Exemplary Programs under Part D of the Vocational Education Act. As the Windham project was staffed by persons with neither Career Education nor substantial curriculum development backgrounds, the chances of meeting the state's expectation was further reduced.

5. Finally, Dr. Marland could draw upon considerable national expertise in the implementation of new educational policy. National staffs, state and local school systems, universities, and consulting firms had established a facility for implementing various curriculum efforts from early childhood development to remediation. Windham, on the other hand, had not developed a capacity to coordinate the implementation of a new curriculum. While this issue weaves its way through the following pages, the lack of curriculum coordination capacity is indicated by the following:

- a. The nine local districts which make up the supervisory union are literally spread across the skiing mountains of Vermont. Local values, needs, and resources differ greatly. No central newspaper or radio station draws them together.
- b. Sufficient funds for a viable curriculum development role within the central administration has not been forthcoming. The supervisory union budget supports the superintendent's position and secretarial services. In other words, there is

no assistant superintendency level for curriculum or instruction. In addition, the elementary principals are full-time teachers themselves; their roles as "supervising" principals have only begun to emerge in recent years and are still hindered by lack of time. (NOTE: THIS COMMENT IS NOT INTENDED AS A CRITICISM BUT AS A WORD OF CAUTION TO THE OUTSIDE READER WHO MAY PRESUME THE EXISTENCE OF SUCH A CURRICULUM DEVELOPMENT LEVEL).

- c. Rural systems can use their single high school as their point of focus. Matching elementary curriculum approaches with "what our children will need when they get to high school," can result in consistency and cooperative practices among the so-called "feeder schools." However, in the Windham Central situation, only five of the nine local districts make up the base for Leland-Gray High School in Townshend. (Two other local districts send some of their students to Leland-Gray on a tuition basis. The remaining two use Brattleboro, Wilmington, and Whitingham High Schools).

This lack of a curriculum development and installation capacity had to be filled at least temporarily by the Windham Career Education project itself if it were to implement any union-wide program. And, as the project had an annual budget three times that of the superintendent's office, the building of such capacity was anticipated by many of those interviewed. This did not occur. The project director did not have an administrative background, his staff generally lacked administrative training and experience as well as backgrounds in public education.

While those interviewed spoke well of the personal qualities of the project staff, and while many noted real contributions the staff has made, the staff's lack of credibility as an administrative unit is a theme running throughout the interviews. Their lack of Career Education expertise may have seemed strange to some, their lack of curriculum writing backgrounds may have been frustrating for the state department, but this lack of experience in administrating and coordinating a project is most telling. The following sections on secondary and elementary impact must be placed in this context. The concluding section on union-wide impact will then address the issue of what the union has learned from this rather puzzling experience.

Elementary Schools - Windham Central

Initial Reaction

The introduction to this impact study outlines major problems involved in implementing Career Education throughout the Windham Supervisory Union. Many of these problems involve implementation at the widely scattered elementary schools. So as not to be redundant, the results of interviews about initial implementation will be briefly summarized.

As the director was hired in August, 1973 and the elementary

coordinator on October 1, 1973, no beginning-of-the-year workshop was held. In working with the individual schools, the Career Education staff projected a "I'm new at this too. Let's learn together," approach. On-going contact was maintained with those teachers most willing to work with the coordinator under these conditions.

While this low-keyed approach may have been most feasible under the circumstances, (the staff was indeed figuring things out as it went along,) various criticisms have been voiced by the schools. For example, many veteran teachers are maintained within the system and a young coordinator without public school experience could not claim credibility. Or, to paraphrase, if the Career Education staff didn't have the expertise, why not give the money directly to the individual schools from the beginning? Frequently questioned was the coordinator's previous experience in recognizing the tight schedule that elementary teachers often operate within, and expertise at proposing ways in which these teachers could integrate Career Education into their present curriculum

As the elementary component settled into an emphasis on Human Development (sensitivity to oneself and others through student-centered learning methods), some of the schools said that the project was beginning to "Really find itself". Several teachers--at both the more formal and informal schools--mentioned, with appreciation, that the coordinator had helped them become student-oriented in their teaching. Other teachers continued to find the Human Development emphasis to be lacking in credibility and incompatible with local values. Still others said that it was good to a point but insufficient as a way of determining how to overcome conflicts with more traditional approaches.

On-going Workshops and Utilization of Materials

Many of those interviewed were quick to mention the workshops held during the project's shortened life. Most comments were favorable. Ms. Burdett was found to be "very practical and down to earth". She gave teachers a structure for implementation. Her learning stations approach will survive in a number of schools. Mr. Tilley's emphasis on student awareness was found to be personally valuable by many teachers, and they reported that their attitude toward students has changed significantly. (Most did add that they were still unsure of how to integrate this attitude into their own classroom).

As for materials and other support, such commercial series as "Bread and Butterflies", "I Like To Be", and EDC's "People and Technology", were mentioned approvingly. Language Arts and Environmental Science materials were also well utilized. Teachers expressed relief that these better materials are to remain at the various schools. They expect high usage to continue.

The response to the question of decreasing student isolation through Career Education was somewhat mixed. Some said that there had been many more trips, including some longer trips that were found especially rewarding. Others noted that the project's van wasn't really useful for them and that the school day was still too inflexible to encourage much involvement in the community.

Commitment for the Future

At their meeting of May 12, 1975 the elementary principals voted to strongly recommend that Career Education be continued. (This is consistent with teacher comments that they had acquired some good ideas and materials, and that they would continue their efforts). A number of teachers mentioned that they are now doing more things cooperatively--both within individual schools and between different schools. This supports the presumption that Career Education will continue. (One teacher was unsure that action would continue; another said things would slow down. These comments were in the minority, however).

Another indication of future action rests upon the observation that the students have become more responsible for their own learning (planning, implementing, acquiring materials, using media, and evaluation their group projects). As most of these students will remain in the same schools for a number of years, it is certainly valid to believe that this momentum will not be lost.

The degree of community support generated by the Career Education activities is a final area that must be probed in estimating future action. While a few schools noted successes in involving the students with community people--especially local business people, there is little indication that such involvement occurred on a broad basis throughout the supervisory union. In describing the attitude of local school boards such phrases as "still factionalized," "somewhat antagonistic," and even "high distrust" were used by several teachers. In about half the schools no such frustrations were voiced. All in all, the future course seems less dependent upon verbal endorsement of Career Education than upon the more general ability (as one teacher put it,) "...to sell the local boards on letting good teachers work with new teachers coming in." The concluding section will further examine this issue.

Leland and Gray High School - Windham Central

The New England Association of Schools and Colleges has recently completed an evaluation of the high school. The summary of the Association's report begins by noting that members of the visiting committee were especially impressed with administrative and staff efforts to maximize student responsibility for making decisions about matters most central to their lives (page 51.) Any study of the impact of the Windham Central Career Education Project upon Leland-Gray High Schools should begin with the recognition that all parties recently interviewed about the project made observations supporting the fact that the high school emphasizes student centered learning. In other words, even the few staff members who talked of the need for "more balance" or said that maybe things should be a "bit tighter," did acknowledge that the school was actively and thoroughly involving individual students and groups of students in real decision making processes.

Initial Reaction

From the time of its involvement in the proposal writing process, the high school has seen Career Education as a way of further increasing the relationship between the student's school experience and his/her future life. They further believed that they were already moving significantly in this direction and that as no really successful secondary Career Education model had yet been developed, they could be expected to be quite innovative in the way they carried out the project and in the yet unknown shape its products or successes might take.

A number of those interviewed were frustrated with the tardy staffing of the project during the Fall of 1973, and that the staff did not have Career Education backgrounds. They recognize that relations with local boards needed improvement and stress that the administration of the Career Education Project needed "to have itself together from the beginning" if it were to be effective in dealing with these strong local boards. The actions of the superintendency in its staffing decisions were critically interpreted by a number of those interviewed.

Many interviewed expressed further frustration with the relationship established with the State Department of Education's Career Education personnel. Their apparent lack of involvement during the initial staffing, and their perceived lack of responsiveness to the participatory change model being used at the high school, were the items most frequently mentioned.

On-Going Support

In the midst of these expressed frustrations, the eventual match between the project's secondary program coordinator and the high school has found high acceptance and recognition through the high school. The Board itself has now hired (as of December 1, 1974) the former secondary coordinator as a high school counselor. In light of his present duties, this may say more about the coordinator's general effectiveness and compatibility with the school in which he found himself than about the Board's commitment to Career Education as such. As a counselor he is no longer responsible for the coordination of Career Education activities throughout the school.

The high school coordinator appears to have brought to the project a clear model of participatory change. As he has himself noted in his interview, and as other interviews bear out, this coordinator usually managed to be non-threatening while insisting that teachers would have to really "do a turn around" in order to find time for Career related activities. He then worked closely with teachers in broad assessments of their entire curriculum (or major portions thereof). Interviews indicate that all or almost all teachers have become involved and that they strongly identify with their new efforts. Despite the early end of funding, most teachers fully expect to continue these actions and to maintain this student-centered approach.

As for other support, such as workshops, materials, and transportation, there is occasional mention of their usefulness. However, the high school in general is much more enthused about developing its life oriented philosophy of education, and the role the coordinator played in helping it to develop further, than about such material forms of support.

As for media support, it is occasionally mentioned. The school administrators note that the project's media coordinator has grown in his ability to work effectively with students and teachers. While working with various teachers and a group of twenty students he has developed a capacity within the school which will not end with the project's termination and the expected loss of the media specialist position at the school.

Commitment to the Future.

As discussed above, those changes which have occurred are treated as an integral part of the school's on-going operation, and can therefore be expected to continue. Teacher action includes, but is not limited to, the following:

1. A teacher-advisor system, supported in part by the Career Education workshops and by the way Career Education was employed by the school to reinforce its student-centered approach. This system has each teacher responsible for on-going contact with a limited number of individual students. Thus, the students can receive more individual attention than otherwise possible with total reliance upon the few counselors.
2. As for curriculum changes, three examples include: the English department which has developed a writing unit that gives the student real experience in using job-seeking skills and in examining his/her own values during the process. Other units have also been revised to reflect more career sensitivity. The business teacher has moved in a similar direction. The physical education department has moved toward an emphasis on life sports--those which students can take in for many years after leaving school (e.g. camping, canoeing, and cycling).
3. Teachers from a number of other departments are more general in their comments. They use such phrases as "it gave me more confidence to handle student questions," "I use my time better now," "it forced the school to address nitty-gritty issues involved in giving the student more responsibility," and that it moved the school away from an emphasis on the academic future of a minority of the students and to a consideration of life issues to be faced by all students.

The amount of student involvement may be another indicator that the momentum of these Career Education efforts will continue. Student action includes more individual and group initiative for in-school and outside-the-school activities; the ability of students to ask harder questions of teachers and themselves; and the fact that the

philosophy underlying these changes has been and continues to be talked through by those who make up the school.

Some significant questions do remain concerning the future of Career Education at the high school. These include the State Department's response to the direction Leland-Gray is taking, the relationship of the high school to the elementary schools, and the relationship of the high school to the community. As these questions are so broad, and really involve the entire supervisory union, they will be addressed in the concluding analysis which follows.

Concluding Analysis

The future of Career Education in Windham Central will be determined by the actions of the various people involved in that supervisory union. The selection of the new superintendent was mentioned again and again as a key factor in assessing that future path of action. The following analysis is written with the new superintendent in mind. Its intention is to show that the Career Education Project, despite its shortened life, has created several options which the new superintendent may wish to capitalize upon in pulling the union together.

First, teachers and administrators from across the entire union have been drawn together by workshops, meetings, and a rather intensive effort to redefine the project and work together for its continued funding. In many ways the professionals involved are thinking more and more of the union as a whole. Many substantive issues have been discussed, recommendations have been shaped, and perhaps most importantly, the interaction has put elementary and secondary personnel on a first name basis with one another.

If next year's full-day curriculum days are used in a substantial manner, if the community oriented Shatterrack magazine can continue its life, if creative teachers are recognized and are encouraged to work with new teachers, if educational issues involving both the elementary and secondary levels are jointly discussed by groups of administrators and teachers, then there is an excellent chance that the better efforts described throughout this study will continue.

Second, the administrators, teachers, and board members of the supervisory union have had the experience of dealing with a large federally funded project. Both as individuals and as a group they have dealt with state department and regional representatives, and with various evaluation teams. Many of those involved believe that a number of basic issues have not been resolved. The high school staff in particular sees their efforts having considerable value. They frequently interpret the early termination of funding as a sign that the State Department of Education is not ready to endorse an open education concept and to support its dissemination throughout the state.

If the new superintendent can establish a fresh climate in which these parties can discuss these issues while no longer being pressured by an immediate funding decision, if this discussion can identify several successful elements of the present effort, and if some state-wide dissemination activities can be identified which would give the staff of the union a chance to get outside itself, then there is an excellent chance that remaining issues can be resolved and that such give and take would improve the staff's ability to more perceptively assess the effectiveness and "uniqueness" of their local initiatives. Such interaction could well give the high school some new ideas for communicating its philosophy to the elementary schools and to the community.

Third, a new superintendent might presume that the early termination of the project has resulted in weakening the concept of Career Education in Windham Central. This is not the case. Teachers and administrators are still vigorously in favor of career related activities and many are definitely proud of the way the project has encouraged them to grow as professionals. The recommendation of the principal's meeting to continue Career Education is reflective of teachers in their schools. In addition, Career Education is supported by all types of teachers and administrators. It is to the credit of the staff of the Career Education Project that those values reflected by the project's activities were open to utilization by a broad spectrum of teachers. Thus, the project has clearly avoided the danger of polarizing the union in any noticeable way; it has instead shaped a vehicle which can still be used to increase the community's involvement in the school. The fact that the project has not been generally successful with community involvement is unfortunate; not to consider Career Education as a ready vehicle for future efforts in this direction would be even more unfortunate.

Appendix A - Evaluation Design

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Windham Central Supervisory Union

Townshend, Vermont

EVALUATION DESIGN

1974-1975

The following evaluation design relates to Townshend's Exemplary Project in Vocational Education conducted under Title D of Public Law 90-576, Project No. V361088, Grant No. OEG-0-73-5303. This evaluation design will be used in evaluating the project between July 1, 1974 and June 30, 1975, as outlined in the "Agreement to Perform Contract Services."

The Townshend project is beginning its second year of operation in a three-year effort to implement career education (K-12) throughout the Windham Central Supervisory District. During the second half of this year (January 1, 1975 - June 30, 1975) the project will assume a state-wide demonstration-dissemination role.

This evaluation design departs somewhat from the procedures and format utilized during the first year of the project so as to reflect some of the guidelines proposed by Development Associates, Inc. in their report to U.S.O.E. on August 15, 1974. However, since the project had been operational for nearly 16 months before these guidelines were developed, it is not practical to incorporate all the changes recommended by the report.

The Townshend project addresses all nine U.S.O.E. areas in which student outcomes can be expected. The nine areas are:

- I. Self-Awareness
- II. Basic Academic/Vocational Skills
- III. Awareness of Work Values and Desire to Engage in Paid and/or unpaid work

- IV. Awareness of and knowledge about work
- V. Competency in Career Decision-Making Skills
- VI. Good Work Habits
- VII. Work-seeking and work-getting skills
- VIII. Placement
- IX. Awareness of Means for Continued Education

By the end of the funded program, all students in the school district will have had some exposure to career education activities. It thus becomes difficult to select experimental and control or comparison groups. For this reason, an extensive testing program at grades 2, 5, 8 and 11 will take place in the fall of 1974. In the spring of 1976, post-testing will be done at grades 3, 6, 9 and 12.

The testing matrix is as follows.

TESTING MATRIX

GRADES	TESTS	TESTING POPULATION	SCHEDULE
K - 3 Primary Level	Self observational Scale (subscale 1, 2, 4) Career Education Questionnaire	Testing of all 2-3 graders, N=approx- imately 150	Pre-test - November, 1974 Post-test - April, 1976
4 - 6	Self observational Scale (subscale 1, 2, 3, 4, 7) Career Education Question- naire	Testing all 5-6 graders, N=approx- imately 150	Pre-test - November, 1974 Post-Test - April, 1976
7 - 9	Career Maturity Inventory (parts 1-4, plus attitude scale)	Testing all 8-9 graders, N=approx- imately 80	Pre-test - November, 1974 Post-test - April, 1976
10 - 12	Career Maturity Inventory (parts 1-4, plus attitude scale)	Testing all 11-12 graders, N=approx- imately 65	Pre-test - November, 1974 Post-test - April, 1976

Career Education activities and services which are provided to tested students will be recorded and treatment groups will be identified based on these results. Either Analysis of Covariance or Regression Analysis will be used to test for significant differences between treatment groups.

The following design is divided into two sections. The first section treats overall program objectives for the entire three year effort. The second section considers the component objectives for the operational units of the project. The components addressed are Awareness (grades K-6); Career Orientation and Exploration (grades 7-9); Vocational Preparation (grades 10-12) and Post-High School (grades 12-14).

OVERALL PROJECT OBJECTIVESObjectivesMeasurement Techniques

- 1) This project will serve as the major demonstration site for Vermont's comprehensive Career Education Effort. Indicators of success are:

- 1.1 Document periodic workshops open to personnel from throughout the State. Names and places of persons attending. Identify mechanism for announcing these workshops.

- 1.2 Availability of Project staff for other out of district workshops - document - who, when, where, topics covered, results.

- 1.2 Dissemination -

* Develop a plan for State dissemination by 12/31/74

* Annual report to ERIC

* Publicity throughout the State

* Curriculum materials available

* Publications, AVA or other

* Newsletter for public information

- 2) The Project will stress community involvement in planning and implementation.

- 2.1 Establishment of Project Advisory Committee - document members, interview members - examine minutes of meetings

- 2.2 Establishment of staff advisory committee for project components..

* Elementary

* Secondary

* Guidance, counseling and placement verify membership and activities as year progresses

ObjectivesMeasurement Techniques

3) Media will be used extensively to guarantee the sharing of career experiences through the community and State.

- 3.1 Document background and experience of media person hired
- 3.2 Establish type, amount, availability and use of media equipment
- 3.3 Document "library" of media materials and the use of these by other school districts

COMPONENT OBJECTIVES

<u>Objectives</u>	<u>Measurement Techniques</u>
<u>Grades K-6</u>	
1) Measure significant growth in self-awareness	1.1 See testing matrix for grades 3 and 6 1.2 Examine developed curriculum materials at the elementary level
2) Measure significant growth in Career Awareness	2.1 Measure as 1.1
3) Measure significant growth in Decision Making skills	3.1 Measure as 1.1
<u>Grades 7-9</u>	
4) Students will explore at least three career fields in depth during the school year	4.1 Design records for 7-9 teachers which document choices by each student 4.2 Design feedback check list for each student to complete when he explores each career
5) Students will relate his job investigation activities to present academic subjects and will reshape his future academic plans in light of his discoveries	5.1 As part of student feedback in 4.2, questions of relatedness will be incorporated. 5.2 Academic plans will be captured as part of a year-end student questionnaire on project activities
6) Students will significantly increase their knowledge about occupations	6.1 The CMI standardized battery will be administered pre and post to all career education students in grade 9
7) Students will significantly increase their self-awareness	7.1 Covered in CMI for 6.1

ObjectivesMeasurement Techniques

- 8) Potential dropouts will be made aware of and begin to develop immediate job entry skills

Grades 10-12

- 9) During the first year, students will significantly improve self-awareness, attitude toward work, and decision making skills
- 10) Students will identify the relationship between their academic courses and their career interests.
- 11) A greater number of students will participate in the area vocational center program
- 12) Expansion of cooperative and work experience programs will occur

Guidance, Counseling, Placement

- 13) All students (8-12) will be assisted in developing realistic career goals and a plan for achieving them.
- 14) All students will be placed in 3 exploratory situations of at least one day each.

- 8.1 A plan developed by the guidance department will identify potential drop-outs for vocational and/or counseling experiences.

- 9.1 The CMI standardized battery will be administered pre and post to all career education students in grade 12.

- 10.1 Ideas covering the student's ability to make the academic - career relationship will be included on the end of year student survey.

- 10.2 Evaluation interviews with students to probe this area

- 11.1 Data will be collected on past and current enrollments at the Brattleboro Center. Also data from other sending schools who are not in career education programs will be compiled for comparison

- 12.1 The high school COOP coordinator will document COOP slots filled and compare these data to prior years

- 13.1 Document guidance services available to 8-12 students. Are these being delivered? How? By whom?

- 13.2 Include questions on end of year student survey to cover guidance services.

- 14.1 (See Objective 4 in Grades 7-9)

Objectives

(9)

Measurement Techniques

- | <u>Objectives</u> | <u>Measurement Techniques</u> |
|--|---|
| 15) All students (8-12) will be provided with an opportunity to inventory their own career interests (Ovis, Strong, Holland). | 15.1 Document notification of this service, students responding and services provided. |
| 16) Established a placement service for part-time and summer employment. | 16.1 The project director and the COOP Coordinator will develop and implement a plan for part-time, summer and full-time job placement. |
| 17) All existing students will be placed in a learning or earning situation | 17.1 Record all students leaving the school system (not transfers) and establish their disposition. |
| 18) Names of all students leaving the school system, but not placed in higher education will be forwarded to the Vermont Community College System. | 18.1 Examine rosters of said students and verify communications to the VCC. |