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ABSTRACT

The report describes the development of an experimental career guidance and education program for grades 10-12 which focused on including a career decision making unit in the existing curriculum. The program goals were: to increase faculty members' ability to facilitate positive student self-concept development, to increase students' informational background in careers and to help them gain decision-making skills, to increase counselor effectiveness in career guidance and education, and to use the most successful aspects of similar Oregon high school career guidance programs. Three guidance counselors, the language skills staff (two teachers and one aide), a guidance committee, and the administrative staff worked with a target group of 80 academically disadvantaged sophomores in the language skills classes to test materials and techniques. The major outcomes of the project (staff development and the instructional program) are described. A sample of the materials used in the curriculum is presented. A proposal for the guidance awareness program for 1974-75 and an evaluation of the program by a vocational rehabilitation counselor are also included. Appended are: a 13-item bibliography, pre-project surveys of sophomores and seniors, and the post-project student survey (including questionnaires and results). (MS)

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FINAL REPORT

CAREER GUIDANCE -

A NEW DIRECTION FOR BEND SENIOR HIGH SCHOOL

KEN LAMONT & BOB COTHER

BEND, OR

6-3-74

STATE DEPARTMENT OF EDUCATION

COMMUNITY COLLEGES AND CAREER EDUCATION

APPLIED RESEARCH

O-9-001-013

U S DEPARTMENT OF HEALTH,
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ABSTRACT

Title: Career Guidance; A New Direction for Bend Senior High School (applied research)

Project Directors: Ken LaMont & Bob Cother

Applicant Organization: School District #1, Bend, OR

Project Duration: May 1, 1973 - June 30, 1974

Costs:

	Federal	Local	Total
	\$2200.00	\$ 750.00	\$2950.00

Number of Participating Students: 75/year

Number of Staff Involved: 6/year

DESCRIPTION OF PROBLEM: School District #1 is located in Bend, OR. Bend has a population of 16,000 and is the marketing center for rural Central Oregon. The district serves 4500 students in grades 1 - 12, with 1300 students attending the senior high school. The community is relatively isolated from the major population centers of Oregon. As a result, the need for career guidance and decision making techniques is of paramount importance. In addition, the school district is experiencing a dramatic growth in population. Our career guidance program must develop practical career decision making skills, as well as facilitate self understanding and acceptance.

PURPOSE: To develop an experimental career guidance and education program which will eventually encompass grades 10 - 12. The focus of the program will be to include a career decision making unit into our existing curriculum.

PROCEDURES AND OUTCOMES: The expected outcome of the project is to expand and improve those guidance services which relate to career exploration and decision making, and implement the necessary curriculum changes which will facilitate growth and awareness in these areas. A control group (sophomores who have had school-related problems) will be used to facilitate new innovative career decision making curriculum techniques. The group will also be surveyed to determine needs and direction and as an evaluation of techniques used. Procedures for future staff training and implementation will be developed through a newly developed faculty guidance committee.

BACKGROUND

Our project arose in response to the feeling from the members of the Department of Student Services that a career guidance program should be developed at Bend Senior High School. This program should promote the concept of counselors as vocational guidance facilitators in addition to the well-established roles of problem solver, one-to-one counselor, scheduler and college advisor. It was our feeling that our input into the curriculum is paramount at this time. The school board has indicated that curriculum development and coordination in vocational education is one of their top priorities. It seems to us that if we didn't get involved -- do it -- then someone else would. The counselor, by the nature of his job role, is in a most advantageous position to explore, develop and implement activities and structures which will provide the foundation of a viable career guidance program.

However, were we ready to implement a program of this nature at this time? The conclusion was that several areas needed serious research and experimentation before this mission could be properly implemented. The history of American education is faced with one of its most crucial challenges: can we provide to our students the missing connection between classroom experiences and realistic job opportunities? There were no local funds budgeted for exploration in this area; consequently, we asked for federal assistance by requesting a research grant for this purpose.

REVIEW OF GOALS AND INSTRUCTION:

One of our instructional goals was to aid our faculty members in increasing their ability to facilitate positive student self-concept development. We hoped to disseminate information and provide individual and group training sessions to as many teachers as possible. We also hoped to increase the amount of time that we spend in classroom situations assisting teachers in developing guidance skills.

Our second goal was to increase our students' informational background in careers and help them gain decision making skills. Our objective was to initiate a pilot career decision making unit into the present curriculum as an ongoing group guidance program. This program would become a catalyst for a total long range program, including the entire school district.

Our third goal was to increase the informational base and facilitate effectiveness of our counselors working with students in the area of career guidance and education. We would survey a select number of former students to determine past effectiveness

and to assist in the future direction of our program. We also planned to determine, through a questionnaire, if the changes we made in our program have had a positive, negative, or no influence effect on the students presently enrolled.

The fourth goal was to use the most successful aspects of career guidance and vocational education programs which are currently used by high schools in Oregon. We planned to travel to at least four high schools which have been successful in one or more areas of career guidance. Observance of programs and accumulation of material will lead to a dissemination of information gained through visitations to the entire faculty and administration. As a result, one new program will be integrated into our current guidance program at Bend Senior High School.

EDUCATIONAL SETTING:

Bend Senior High School has a current enrollment of 1300 students and a projected enrollment of 1400 students for the next school year. The community is experiencing rapid growth, which has stimulated a need for greater classroom space and the possible development of an educational park, which would meet a wide variety of educational needs. Modular scheduling and open campus allow maximum flexibility for work experiences, but the relationship between the classroom and work is undefined in some areas. Little has been done to update and/or expand our vocational services or facilities. Constructive change is needed as soon as possible.

Our mission is to provide a relevant career decision making program for all students, including those who have academic, socio-economic or physical handicaps. Approximately 15% - 20% of the total high school population falls into the forementioned categories. Our short range goal was to concentrate on 80 sophomores who are currently enrolled in our Language Skills classes. These classes are designed to assist students who are deficient in basic skills; e.g., reading and writing. We worked extensively with half of this group for the first semester and the other half the second semester. Our long-range goal is to provide a program which would be available to all sophomores. This would include teacher advisors and an addition to the curriculum.

Personnel involved directly this year included the three guidance counselors and the language skills staff (two teachers and one aide). Indirect involvement included our newly formed guidance committee and administrative staff. These groups provided input and support for the program, and will be the initial advocates that will push for an expanded long range program to be implemented.

MAJOR OUTCOMES OR ACCOMPLISHMENTS

Our original proposal included a wide range of short term goals. In some cases, our research surpassed our expectations. In other cases, we found some goals were not realistic or they diverted our energies from more important goals. And in a few cases, we needed an established foundation to build a program upon, so were therefore unable to develop the intended goals.

In the following section, we have described the areas we feel were of substantial importance. We worked directly with a target group of students to test materials and techniques.

Our evaluation of these areas, as well as the students' evaluations, are included.

STAFF DEVELOPMENT

The goal of our staff development project was to increase the ability of high school faculty members in enhancing their students' self awareness and self concept. We designed a number of activities in the project for reaching this goal. Some of the objectives and activities we were able to complete, and some we were not.

We were successful in disseminating information and awareness exercises to teachers for use in various appropriate classes. In some cases, we facilitated the exercise ourselves, as learning experience for the teacher. In other cases, we observed the teacher facilitating the exercise and then served as a resource person to the teacher. Teachers were very cooperative in their assistance and found the exercises meaningful and helpful in their relationship with students.

We were not able to conduct small group seminars with the teachers. Teacher availability was limited this year because of the number of them serving on committees related to the new graduation requirements. We anticipate more teacher availability next year, and plan to do more work in this area at that time.

We were also able to have various community personnel visit the high school and assist and participate in our program. These included community college counselors that organized and facilitated small group seminars related to job-training opportunities. It also included a psychology teacher and a psychologist that participated in a small group session related to self concept and self awareness. In addition, we were able to schedule a number of visits in the classrooms to assist teachers in facilitating group counseling and interpersonal growth.

Other areas of staff development that were initiated as an outcome of our project are the following:

First, we have organized a faculty guidance advisory committee. This committee consists of nine faculty members and three counselors. The purpose of this committee is to co-ordinate the use of programs in career awareness, career exploration, value orientation, and decision making into our present curriculum. The committee serves as a sounding board and decision making unit regarding the implementation of new ideas in these areas. New ideas must be presented to this committee for approval before being submitted to the administration for funding. It

has been our intent to broaden the supportive base for career guidance programs at the high school.

Second, we have proposed and funded, through our board of education; a summer program of orientation for incoming sophomore students. The Guidance Awareness Program (GAP) will employ 18 faculty members for the purpose of making home contacts. Each committee member will be responsible for meeting with approximately 30 incoming sophomore student families. The objectives of these summer meetings will be to work with each family to help determine future vocational goals for their child. A forecast model of the classes that should be taken by the student at the high school will be made to best parallel and meet the objectives of each student's career goals. During their sophomore year, each student will meet regularly in small group sessions and be involved in programs of career guidance with their faculty advisors. The counselors plan to facilitate this program as resource personnel. This program is subject to approval of the school board, funding, and passage of the school budget.

INSTRUCTIONAL PROGRAM

Our instructional program focused on a selected group of academically disadvantaged students in our language skills classes. Curriculum material and techniques dealing with decision making and careers were demonstrated and observed for their degree of success. We chose this particular group of students because we felt:

- A. They would perhaps be the most difficult student to work with in the area of career guidance.
- B. The teachers who we hope to eventually train to work in ongoing sophomore seminars would need previously developed program materials available before they could take over a challenging group like this in a guidance capacity.
- C. These students very often do not come to counselors individually for any post-secondary planning unless they are required to do so. Their need, nevertheless, is real.

Our initial feeling that these groups would be challenging was born out the first semester. We met with three groups ranging between twelve and eighteen students per class every Friday morning. The content of the program was a combination of counselor-developed materials and exercises, as well as selections from several materials in the guidance area; e.g., Awareness, Careers, I'm OK, You're OK, The Peter Principle, and Deciding. One program, Deciding, published by the C.E.E.B. was used extensively. Deciding was developed as a course of study that offered counselors and teachers an effective way to help high school students learn more about themselves and about a systematic process for making decisions.

The program is based on three major decision making requirements:

1. Examination and recognition of VALUES.
2. Knowledge and use of adequate, relevant INFORMATION.
3. Knowledge and use of an effective STRATEGY for converting this information into action.

Each requirement is the foundation upon which to build a unit of work in the student booklet. Every student had a copy of the booklet and we covered one to three exercises every time we met. Although the students were enthusiastic in the beginning, we

found many of them confused or disinterested with the material as time went on. We continued to intersperse our own materials and relevant filmstrips and records to provide a change of pace, without sacrificing continuity. Students in these groups have a difficult time really comprehending many abstract sections. Values can only be dealt with philosophically. Philosophy and/or abstract thought examination was difficult for some to achieve. However, there was a great deal of involvement in some exercises, and we do feel the Deciding program is worthwhile. This program in its entirety would, in our opinion, be more successful at the senior level.

Our planned timetable in the first semester instructional program was inaccurate. We tentatively drew up a timetable for the curriculum during August of the previous summer; however, we did not plan enough time for the CIS program, which was to be an important and concluding component of the program. The time involved in just administering the needle sort and computer Quest surveys to 40 students was more extensive than originally determined. We also learned a great deal about administering the CIS in an effective manner. The materials used, whether appropriate or inappropriate, the effectiveness of certain methods of discussion, and the use of some originally developed curriculum materials gave us a more realistic base to work from the second semester.

The second semester, we chose to use only those aspects of the Deciding program that were particularly successful during the first semester; e.g., Recognizing Personal Values, What Do I Value? and Using Values in Making Decisions. We felt that using only limiting exercises in this area would allow more time to deal with more tangible aspects of the CIS program, including introductory programs and follow-up. Again, the entire booklet is worthwhile and could be used with more mature students with success. We felt, based on our own experiences, that there was too much repetition in a rather abstract area for these particular students.

As in the first semester, we met with each group every Friday for approximately 50 minutes.

The program had four basic components:

- A. Introduction and purpose for getting together.
- B. Preparation for the CIS needle sort and computer.
- C. Going through the Quest program, using both the needlesort and the computer.
- D. Follow up and conclusion.

The first sessions were devoted to getting acquainted with the students, establishing rapport, and establishing the relevance of examining their own values, decision making abilities, understanding of careers, and future plans or goals. Every teacher has his own style for establishing a class or small group atmosphere. We suggest two approaches which may be appropriate for others. One is a personal feeling level approach, in which the teacher honestly relates the difficulties he sees in trying to encourage people to plan for the future. In conjunction, we also used the Parent-Adult-Child concept from I'm OK, You're OK to endorse a sincere adult relationship between class members and the teacher. A sample of these discussion approaches are included in the following section.

The second component, we feel, is an essential preparatory step in deriving full benefit from the CIS Quest program. We did not feel that the first semester students understood several questions, even when we reviewed the questions with the students individually, prior to filling out the questionnaire. The Quest program is based on an individual self-concept assessment of himself in areas that determine career choice. Many students have never really given any thought to the areas in the questionnaire when related to them personally.

One approach we felt worth exploring was to prepare the students for the questionnaires by providing exercises and materials which would help these students understand themselves better in several areas of the questionnaire. In essence, we built a mini-curriculum around the questions in the CIS which we felt we needed the greatest clarification. Most of the exercises were completed in one or two sessions. The students are told the purpose of the exercises. We hoped they would stimulate their thinking in the areas they will later be asked to assess themselves in. These exercises will not provide the total insight necessary to answer the questions accurately, but will assist the student in the ongoing process of self-exploration. Samples of our curriculum are included under the next section, Materials and Content Developed.

In the third component, the needle sort and computer Quest program was individually administered to each student. After the programs were completed, the occupations remaining were ranked by interest, and the students were referred to the following materials for information:

1. Careers
2. Lovejoy's Career and Vocational School Guide

3. Occupational Descriptions for Oregon

4. Educational and Training List for Oregon

The students then chose one occupation about which they would like first hand information.

Our follow-up and conclusion included individual and small group visitations to local occupational sites. For example, if three people choose truck driver as their most desired job, we set up an appointment with a trucking company, and in some cases, provided transportation for the students to enable them to attend the session. A final review of experiences and knowledge gained gave the students a chance to discuss their reactions to the visitation. In our final session, we invited the local State Employment Service director to explain his services and, in particular, what service his agency provides to the individual who is entering the job market for the first time.

Our experiences in working with these groups has encouraged us and we are now in the process of integrating this career guidance program into the Guidance Awareness Program (GAP) proposal for next year.

MATERIALS AND CONTENT DEVELOPED

The following section is a sample of materials we used in our mini-curriculum. This was the second component of our guidance program used during second semester. We felt these exercises were useful and well received by the students.

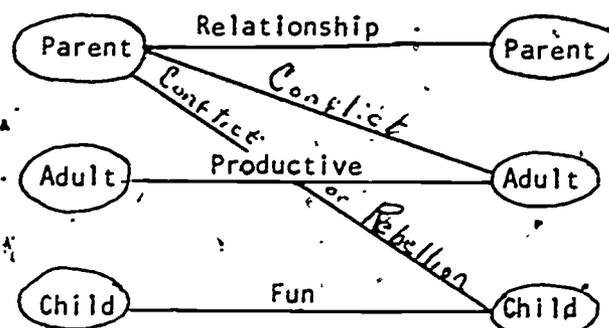
The materials are examples of clarification exercises, which were used to prepare the students for the CIS. We are sure that creative counselors and teachers can and should add their own individual approaches to this section. Different geographic locations, economic conditions, and age levels of students will, of course, require different approaches.

We would like to encourage further development in other locations in the state.

CARLER CURRICULUM

INTRODUCTION:

The tone or atmosphere of the class is determined in this first meeting. A good diagram and/or frame of reference is Eric Berne's model:



Explain how, according to Berne, all are capable, at any age, of playing three roles. These roles can cause conflict in relationships and must be understood. In many cases, the teacher assumes the parent role and the student, the child role. This is a superior-subordinate relationship and can cause rebellion or withdrawal in the student.

"The majority of the time, we will be in the adult-to-adult relationship, learning and working together with mutual respect." This is a productive relationship, where real growth and learning is fostered.

With this theory in mind, discuss how the various relationships in a job situation can produce problems. Is it easy to work for someone, for example, who plays parent and forces you into the child role? Is it necessary to sacrifice your adult feelings at times, when the employer forces you into feeling like a child? What is the most productive relationship? Several examples may be elicited from the class to stimulate class discussion. The filmstrip, "Trouble At Work", may be presented in conjunction with this topic.

CONCLUSION: The students with whom we worked seemed to understand and relate well to this transactional theory. They especially enjoy personal examples of the various types of relationships in the model. I used one example of a young girl being a child (playing in the mud); a parent (scolding her doll); and an adult (making cookies with her mother) all in a short period of time.

References: I'm OK - You're OK, Harris

Games People Play, Berne.

HOW DO YOU MOTIVATE STUDENTS TO SET GOALS AND PLAN FOR THE FUTURE?

1. Share with the students your feelings about trying to teach them to plan for the future:

"I have a problem. I really feel frustrated and even a little inadequate in trying to get you to look at your future."

WHY?

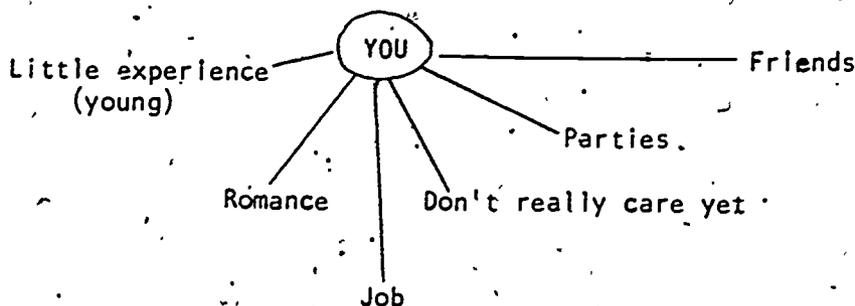
"It's always difficult to really plan and make decisions for the future, even when all of the conditions are right."

- A. Future conditions change.
- B. Your attitudes and values change as you grow older.
- C. What other factors are there that prevent you from making decisions?

2. It is even more difficult for you to think about what you will do in the future.

WHY?

Ask the students to give some reasons.



3. How, then, can I help you look at the future, make some plans or set some goals? Can you give me some ideas? Is it important to you?

You may need to start the discussion by asking individuals if their future is important to them.

Share examples of inadequate decision making. **NOT TO DECIDE IS TO DECIDE.**

You can change the direction of your future. How? Share examples.

General goals with several alternatives are not as difficult as specific goals.

Will you feel better and be happier if you are planning for the future?

PURPOSE:

This is one exercise in the career preparation program given prior to the Occupation Access Inventory Survey. The purpose is to give students an experience which will help them understand the question in the survey pertaining to their desire for future income; i.e., how much money must you make before you would consider working in a job field. This is question #25 in the CIS survey.

METHOD:

1. Students are asked to place themselves in their first experience with complete independence from their parents. They have just moved away from home, and also have completed all the schooling or job training they intend to acquire.
2. As an independent adult experiencing the real world, they will be faced with economics and budgeting. The first question that will be asked is how much money per month will they need in order to be able to live comfortably. They record their estimate on a sheet of paper. Next, they are asked to state the occupation or occupations they feel they will be engaged in at this time. Responses are recorded and their paper is turned over.
3. Without considering the figure on the opposite side of the paper, the class develops a monthly budget. Each budget is different and fits the values of the student but the general areas within the budget are determined by the group: rent, utilities, food and auto. The teacher may use his own budget as an example. After this analysis is completed and the categories totaled, the students compare their original estimate with the one based on a budget analysis. They are also asked to compare this figure with the average starting salary of the position in which they are employed. This is discussed and evaluated openly in class.

CONCLUSION:

This technique forces the student to check the reality of his financial goals. It forces him to examine his idea of a comfortable living, the degree of congruence between his job choice and his desired standard of living. He must deal with his perception of independent living versus other individual perceptions. The student is challenged as he is forced to examine his future.

In the first exercise, we asked the students to state an estimate of their monthly income as a first-time employee, and then to prepare a budget for one month. They then compared their budget with the income they estimated.

PURPOSE:

In this session, the student is asked to compare in greater depth his job income with his monthly budget. The purpose is to discover if they are compatible. If they are not, the student must decide on necessary changes. The budget must be reduced, or the income increased.

METHOD:

1. Students are asked to consider the options available for increasing job income. These would include the "push and pull concept" as defined by The Peter Principle. Another option would be increased training and education.
2. Geographical area is considered relative to job types and job income. Students are asked to consider the effects of locating in certain areas relative to their personal budgets. A United States map is used to aid in describing the economic realities of a particular region.
3. Each student is asked to consider the fringe benefits related to various vocational choices. Items such as retirement, medical, dental, and expense account benefits are discussed, relative to individual budgets.
4. Finally, each student is asked to consider ways for decreasing his budget. Ideas considered are car pools, co-op living arrangements, low cost housing, etc.

CONCLUSION:

By identifying problems between job income and projected living expenses, it is hoped the student will develop a more realistic attitude toward a vocational field. It is also hoped a more serious attitude will be developed in terms of making a vocational choice.

In the second exercise, we asked the students to compare their projected income with their budget in greater depth. The concepts of The Peter Principle, geographic impact on income, and fringe benefits were introduced to the students.

PURPOSE:

In this session, the student is asked to question his motives for choosing the job he did, so he will better understand the reason behind his decision for choosing that particular job.

METHOD:

The students are given 5 - 10 minutes to list their personal reasons for choosing a job. Reasons are listed in priority, with the strongest reason first. A master list of reasons is developed on the board, and discussed. An inquiry approach is used:

What values influenced the students' decisions?

How important is money in determining job choice?

Could the students reduce the budget they previously compiled and still be happy?

What items would they cut first?

How will you ever know if you will be happy at a job?

Should you have a strong interest in your job, or is a job a job?

CONCLUSION:

This exercise leads to an examination of the questions in the Career Information System which deal with interests and attitudes.

PURPOSE:

To clarify the difference between aptitude and interests in relationship to occupations.

METHOD:

Definition of aptitude and interest is solicited from the student activities:

The class was divided into groups of five, and asked to put the following activities into an INTEREST or APTITUDE heading.

- working on car engines
- putting nuts and bolts together.
- sewing
- reading a book for fun
- adding a list of 3-digit numbers
- reading a typed paper for errors
- playing pool
- driving a truck
- using a computer
- working with animals
- fishing and hunting
- tighten a screw on a pair of glasses
- measure amounts of liquids or solids accurately
- listening to the news for specific information
- writing an ad for the paper
- solving mysteries or puzzles
- threading a needle
- building things

The group then reported back to the whole class as to how they listed the activities, and why. What is the difference between interest and aptitude? Can some of the above activities be both? Can you have interest without aptitude?

The students then develop a definition of aptitude and interest upon which they all agree.

CONCLUSION:

Many students did not clearly understand the difference between interests and aptitudes. A common definition is useful to the students when they are responding to the questions under these sections on the CIS Questionnaire.

PURPOSE:

'Working with people' is the major focus of this presentation. This is an area of inquiry within the Career Information System questionnaire. The student is to evaluate his feelings pertaining to the question, 'Do I want to work with people?'

METHOD:

The group is asked to solve a mystery. Each student is given a separate, unique clue. Clues cannot be passed around or collected, but each person can share his clue verbally. This is the only directive that is given. The counselor must stay in the background but also must be perceiving carefully the reactions of individual members. After the group has solved the mystery or given up, the counselor stimulates self inquiry discussion. Questions are asked such as:

Do you really enjoy cooperating?

What did I contribute to the group?

Did I enjoy persuading others?

Did I lead or follow?

Would I rather be working alone?

Was I comfortable working in a group?

CONCLUSION:

No single activity can be used to determine whether or not we enjoy working with others. This exercise is meant to stimulate thinking and awareness so the student is not answering the question in this area of the CIS without prior thought.

Reference: Learning Discussion Skills Through Games,
Stanford, Citation Press, New York, 1969

PURPOSE:

To develop the students' awareness of eye accuracy in some occupational areas.

METHOD:

Several paperback books, with interesting covers, are chosen by the counselor. The class may be broken into groups, but this exercise is effective with eight to ten students. The students are allowed to look at a book for five seconds, then are asked to describe what they have seen. Normally, they will be unable to give any real details of the cover. Before showing the second book, ask the students to really perceive the book cover in detail. Show several books to give them insight into their method of isolating details. Are they good at this? Do they like doing it?

Another eye discrimination test can be used as a follow-up. Use a number progression test, with errors on large cards; e.g., 2 - 4 - 6 - 9 - 10. Flash the cards and then have the student write down the error on a sheet of paper. Ask questions such as, 'What kind of jobs would require good eye discrimination?' 'Can you give a specific example to show its importance?' A brain surgeon and a detective are good examples.

CONCLUSION:

Students find this experience enjoyable and it does provide a relevant experience in the area of perception.

PURPOSE:

To promote the students' general understanding of the CIS Questionnaire, through a group review exercise. This is the final exercise before the student uses the needle sort and the computer Quest program.

METHOD:

The students in our groups developed the rules for the final form of this exercise. It is a variation of the TV game, What's My Line? CIS questionnaires are given to each student, to be used as references for asking questions. The teacher, or a student, may begin by writing down an occupation title on a piece of paper. He then challenges the class to discover his identity by asking questions. Each question must be answered either 'yes' or 'no'. Every 'no' answer is deducted from the total of twenty questions allowed the class. If the class does not guess the occupation, the individual remains to challenge the class again. Any member of the class may ask questions; however, if he names a specific occupation and is incorrect, he is eliminated from that round. When a student guesses the correct occupation, he replaces the challenger. Occupations may be chosen from those listed in the back of the questionnaire.

CONCLUSION:

In choosing careers and using the questionnaire as a reference, students become more familiar with the relationship between the questions and the occupations. Although they may begin asking questions without consulting the questionnaire, they soon learn that the categories in the questionnaire are extremely useful and can increase their ability to narrow the field of choice.

This exercise was used effectively with sophomores who are enrolled in a basic skill development class.

GUIDANCE AWARENESS PROGRAM
(GAP)

Proposal for 1974-75 School Year

PURPOSE: The step between junior high and high school is a major, and in some cases, a critical step for the matriculation students and their parents. Doubts, misinformation, and lack of information are common companions in this adjustment. Many of the problems which spring from misunderstanding and uncertainty could be reduced through a summer home-visitation program.

IMPLEMENTATION: Our goal is to personally visit the home of every incoming sophomore who will be transferring from one of our junior high schools. In addition, we will attempt to visit the home of each new student who enrolls in Bend Senior High School. Each home visitation will last approximately one hour, and will be held at the parent's convenience. The student's presence during the conference would be requested, but not mandatory. During the conference, certain areas of information would be covered; i.e., scheduling, attendance policy, open campus, curriculum, school activities, grading, CAREER AWARENESS COUNSELING; and the new state graduation requirements. The parent will also have the opportunity to ask specific questions and obtain useful information.

Each teacher involved in the program would be trained in a brief in-service program provided by the student services department prior to their field experience. This program would last one-half day. Visitation methods, time allocation, information, evaluation and potential problems would be covered in this in-service. An in-service program is mandatory. Sending teachers into the homes without preparation would limit the success of the guidance awareness program. A possible time for this in-service would be the last day of school in June.

The department of student services would recommend an approximate ratio of 30 home visitations per teacher or counselor. Fifteen staff members would be enlisted and trained in the late spring. There are 500 incoming sophomores.

Each teacher would keep track of his own schedule and hours. August would be the most appropriate month, but parent availability is the most important factor in determining the scheduling. Evening meetings are convenient for most parents.

EVALUATION: The department of student services would develop an evaluation form to be used specifically for this program. Each teacher will be required to fill out each form. After the pro-

gram is completed an evaluation meeting will be held in the fall, where experiences, criticisms, and recommendations are shared. A final summary will be written and presented to the principal and the superintendent of schools for review.

FOLLOW-UP: Group guidance seminars could be developed as an extension of this program. Each teacher could act as an advisor to his group of students. The groups could meet once a week by following the assembly schedule. Every sophomore student could meet with an advisor who would orient the students to our curriculum and to utilize the career decision making units developed and facilitated by the counselors.

We recommend that this program be budgeted and adopted for the 1974-75 school year:

Department of Student Services
Bend Senior High School

Ken LaMont
Guidance Department
Bend Senior High School
Bend, OR

May 27, 1974

Dear Mr. LaMont:

First of all, I would like to express my appreciation for having the opportunity of evaluating the Career Guidance Program which was initiated this year at Bend Senior High. From the time you first contacted me last fall and asked me to be a part of this project, I have been interested in its outcome as I have personally felt the need for such a program in public school education.

As you know, over the past school year I have made several visits to the high school to talk with you about how the program was developing and observed this spring, one of the Friday morning classes. At this class, I observed part of the Instructional Program, the CIS needle-sort, and the Computer Quest program. In the following paragraphs, I would like to comment upon what I learned.

The long range goal of the program is to develop a Career Guidance Program that will reach every student in the high school at the sophomore level. In order to accomplish this, there had to be a pilot project or research to see if such a program could, in fact, be accomplished. It began with staff development and then went to an Instructional Program.

Staff Development:

An important part of the program is staff development. The goal of the project was to involve the faculty members, primarily teachers, in order to enhance students' self-awareness and self-concept. There were several ways of involving the teachers such as disseminating information and awareness exercises to teachers for use in their classes. Out of this, they were able to organize a faculty guidance advisor committee, the purpose of which is to coordinate the use of programs in career awareness, career exploration, value orientation, and decision making into the present curriculum. It serves as a sounding board and decision making unit. New ideas must be presented to this committee for approval before submission to the administration for funding. This would appear to be an excellent approach.

The second outcome was the proposal which has been funded, a summer program of orientation for incoming sophomore students. As I understand it, the Guidance Awareness Program will employ eighteen faculty members for the purpose of making home contacts with the families of the students, to help determine future vocational goals for their sons and daughters. This, I personally feel, is extremely important, since a student's family is, or can be, very influential as to career planning.

As an overview, I just wish to comment that it would appear that the heart of the success of this project is dependent upon the effectiveness of staff involvement, which includes not only counselors and teachers, but the entire administration as well. Without their support, the Career Guidance Program is unlikely to be a success.

Instructional Program:

The instructional program is the main focus of the research project. The staff focused on a selected group of academically disadvantaged students in the language skills classes. They met with three groups, with between twelve and eighteen students per class, every Friday morning. The context of the program was a combination of counselor developed materials and exercises. It was the conclusion of the counseling staff that in order to help students explore careers, they first needed to learn more about themselves and about a systematic process for making decisions. Of the materials used, such as Awareness, Careers, I'm OK - You're OK, The Peter Principle, and Deciding, Deciding was used extensively, and appears to be an effective way for counselors and teachers to help high school students learn more about themselves and learn to make decisions.

The initial sessions with the students were to develop rapport, establish the relevance of examining their own values, developing decision making abilities, and the understanding of careers, as well as future plans or goals. Two approaches were suggested. A personal feeling level approach, in which the teacher attempts to relate difficulties he sees in encouraging people to plan for the future was made. The second approach involved the use of the Parent-Adult-Child concept from I'm OK - You're OK to endorse a sincere adult relationship between class members and the teacher. An excellent suggestion, I feel, but would hope that it be left up to the individual teacher to use whatever approach he or she feels most comfortable with. I believe that from the orientation the staff will receive, they will have the freedom to use their own style for establishing warm, small group atmosphere.

It is felt by the staff that upon the inclusion of the preliminary process of helping students to better self-understanding, decision making, and an understanding of careers, they will be prepared for the Needle-sort and Computer Quest Program. The initial stage of the CIS Quest Program involved each student completing a career interest questionnaire. It is of the utmost importance that the student understands these questions, as they determine which occupations they might be best suited for when they go through the needle-sort portion of the program. One outcome of this project was that it was felt by the staff that the first semester students did not understand several questions on the questionnaire, even when reviewed with the students individually, prior to filling out the questionnaire. This led to the staff devising a "mini-curriculum" around the questions in the CIS felt to need the greatest clarification. This was accomplished by providing exercises and materials during the preliminary process which would help the students understand themselves better in several areas of the questionnaire. This "mini-curriculum" was a most important component, I feel. I have gone over the CIS questionnaire, and can see the need for more clarification and student self-understanding in order to answer the questions.

The needle-sort followed the questionnaire. Administered individually, each student received one or more cards stating a career or occupational choice, depending upon how he answered the questionnaire. The student then went to the computer and received a complete printout, which answered specific questions about the career or occupation they had chosen from the needle-sort. When this had been completed, the occupations remaining were ranked by interest, and the students were referred to various guides and books for further information. I had the opportunity of examining these "guides" and they appear to be an excellent source to find out not only about the jobs or occupations themselves, but where these jobs exist and in what numbers.

Follow-up and conclusion included individual and small group visitations to local occupational sites. Discussion followed each visitation and the final session included a visit by the Director of the Oregon State Employment Service to explain what the agency could do for a student, particularly for the individual entering the job market for the first time.

In my opinion, this "Career Guidance Program", utilizing the needle-sort and Computer Quest, along with the exercises, etc., has been an excellent means of helping students become aware of vocational career choices and in making decisions regarding their vocational future. I am aware that there are many "career guidance systems" which can be utilized, but the one as discussed above is a good system to begin using in a Career Guidance Program.

Summary:

In this evaluation, I have attempted to look at the Guidance Awareness Program, which is being proposed for the 1974-75 school year at Bend Senior High School. I personally feel that such a program should be included as part of the guidance program.

It occurs to me that if this program is to be a success, it will require the complete support of the entire school district, including counselors, teachers, administrators, school superintendent, and school board members.

In conclusion, I am most grateful to have had the opportunity to be a part of the Guidance Awareness Program which is being proposed for the 1974-75 school year. From what I have personally observed, and in talking with the guidance personnel, the entire program which incorporates the "Career Guidance" portion has been a success this year at Bend Senior High School. It has my support, and I hope that with the continuing support from all concerned, it will continue to grow and improve, so as to meet the needs of all students in the years to come.

Respectfully submitted,

John P. Bareis

John P. Bareis
Vocational Rehabilitation Counselor

APPENDIXED ITEMS

- A. Bibliography
- B. Pre-project Student Survey
 - 1. Sophomores
 - 2. Seniors (Mid Term Grads)
- C. Post-project Student Survey

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STUDENT SURVEY

In Component III of our proposal, we stated that a guidance questionnaire would be developed and used for both past and present students of Bend Senior High School. The questionnaire would increase our informational base and aid us in developing a direction for our guidance program. We have developed the questionnaire, and have chosen two extreme groups of our current students to survey. One group of students is part of our sophomore group guidance seminars. These students have skill deficiencies, and many are potential drop-outs. The other group surveyed was seniors who are graduating at mid-term. The differences in achievement and initiative are obvious.

Some of the data gained from the survey groups is potentially useful and I have summarized it. A complete breakdown of the information is presented on the following pages.

The sophomores revealed much greater uncertainty when asked about the greatest amount of education they expected to achieve. Thirty-four percent responded, 'I don't know' compared to four percent of the seniors. Fifty-one percent of the seniors said they will attend a vocational school, business school, or junior college. Only eleven percent of the sophomores surveyed plan to attend a vocational school. Forty-eight percent of the sophomores' friends plan to complete high school only, and another twenty-seven percent are uncertain.

Given the trend toward short term vocational or proprietary training to obtain the needed skills for employment, we view the small percentage of students interested in vocational schools, business schools, and community colleges to be alarming. We have the time and are currently developing a program which will encourage goal development.

The questionnaire points to uncertainty and/or apathy in this sophomore group. This attitude was present in our group seminars first semester, where we tried to facilitate self-concept development and decision making skills, to strengthen their ability to make future decisions.

HIGH SCHOOL INVENTORY
SENIORS (MID TERM GRADS)
COMPILATION OF 34 STUDENTS

NAME _____
ADDRESS _____ PHONE _____
DATE _____ GRADE: _____ 10; _____ 11; _____ 12

Please answer each question as it applies to you by filling in the appropriate blank. All answers are held in strict confidence. Answer each question as accurately as you can. Your cooperation is appreciated.

1. What is the greatest amount of education you expect to have during your lifetime?
____ I don't care whether I stay in school. (5)
2 High School only. (4)
18 Vocational school, business school, or junior college. (1) 51%
6 A college degree. (2)
6 Professional or graduate school. (2)
2 I don't know. (4)
2. How much education do your parents or guardians want you to have?
0 They don't care whether I stay in school. (6)
2 High School only. (4)
11 Vocational school, business school, or junior college. (2) 31%
16 A college degree. (1)
2 I don't know. (4)
3. How much education are most of your friends planning to obtain?
0 They are planning to quit high school. (6)
7 They are planning to complete only high school. (3)
12 They are planning to attend vocational school, business school, or junior college education. (1)
8 A college degree. (2)
1 Professional or graduate education. (5)
6 I don't know. (4)

4. What is your father's occupation? _____
5. Is your mother working? 18 Yes; 14 No.
6. Which of the occupations listed below would you LIKE to make your career? Please mark only one.

<u>1</u> Accountant	_____ Officer in the armed forces
<u>2</u> Artist or entertainer	_____ Businessman
_____ Engineering or scientific aide	<u>1</u> Forester
<u>4</u> Medical or dental technician	<u>1</u> Nurse
<u>2</u> Airplane pilot	<u>1</u> Policeman or fireman
<u>9</u> Secretary, office worker, or typist	_____ Writer
<u>2</u> Barber or beautician	_____ Enlisted man in the armed forces
<u>2</u> Farmer	<u>3</u> Housewife
_____ Salesman or saleswoman	_____ Skilled worker such as electrician, machinist, plumber, printer, etc.
<u>8</u> Some profession not listed	<u>1</u> Some trade not listed

7. After graduation from high school my plans are:

1 I do not plan to go to college. (6)

14 I plan to go to a 2-year community or junior college. (1)

9 I plan to go to a 4 year college. (2)

1 I plan to go to a vocational school. (7)

1 I don't know. (6)

2 I plan to enter the military service. (5)

9 Work. (3)

5 Become a housewife. (4)

8. Do you have any special problems, handicaps, or limitations that might affect your job plans? (Check any that might apply to you.)

Health _____ Physical ability _____ Poor School Record 2

Attitude 2 Lack of ability 2 Lack of opportunity _____

Financial 2 Tardiness _____ Trouble getting along with employers 2

Low pay _____ Lazy 2 Parents object 2

9. Have you received any vocational guidance while enrolled in high school?

17 Yes; 16 No.

10. If yes, who assisted you?

16 School Counselor

1 Teacher

1 Administration

2 Other (please explain) _____

HIGH SCHOOL INVENTORY
 SOPHOMORE GUIDANCE SEMINARS
 FIRST SEMESTER
 COMPILATION OF 32 STUDENTS

NAME _____

ADDRESS _____

PHONE

DATE _____ GRADE: _____ 10; _____ 11; _____ 12.

Please answer each question as it applies to you by filling in the appropriate blank. All answers are held in strict confidence. Answer each question as accurately as you can. Your cooperation is appreciated.

1. What is the greatest amount of education you expect to have during your lifetime?

- 1 I don't care whether I stay in school. (6) 34%
- 9 High School only. (2) 32%
- 4 Vocational school, business school, or junior college. (4) 11%
- 8 A college degree. (3)
- 2 Professional or graduate school. (5)
- 10 I don't know. (1) 34%

How much education do your parents or guardians want you to have?

- 1 They don't care whether I stay in school. (5)
- 9 High School only. (2)
- 13 A college degree. (1) 38%
- 7 I don't know. (3)

3. How much education are most of your friends planning to obtain?

- 1 They are planning to quit high school. (6)
- 16 They are planning to complete only high school. (1) 48%
- 6 They are planning to obtain vocational school, business school, or junior college education. (3)
- 5 A college degree. (4)
- _____ Professional or graduate education.
- _____ I don't know. (2) 24%

4. What is your father's occupation? _____

5. Is your mother working? 7 Yes; 15 No.

6. Which of the occupations listed below would you LIKE to make your career? Please mark only one.

- | | |
|---|--|
| <u> </u> Accountant | <u> </u> Officer in the armed forces |
| <u>3</u> Artist or entertainer | <u>1</u> Businessman |
| <u>1</u> Engineering or scientific aide | <u>1</u> Forester |
| <u>1</u> Medical or dental technician | <u> </u> Nurse |
| <u>3</u> Airplane pilot | <u>2</u> Policeman or fireman |
| <u>2</u> Secretary, office worker or typist | <u> </u> Writer |
| <u> </u> Barber or beautician | <u> </u> Enlisted man in the armed forces |
| <u>2</u> Farmer. | <u>2</u> Housewife |
| <u> </u> Salesman or saleswoman | <u>2</u> Skilled worker such as electrician, machinist, plumber, printer, etc. |
| <u> </u> Some profession not listed | <u>8</u> Some trade not listed |

7. After graduation from high school my plans are:

- 4 I do not plan to go to college. (4)
- 3 I plan to go to a 2-year community or junior college. (5)
- 5 I plan to go to a 4-year college. (3)
- I plan to go to a vocational school. (7)
- 9 I don't know. (1)
- 4 I plan to enter the military service. (4)
- 7 Work (2)
- 2 Become a housewife. (6)

8. Do you have any special problems, handicaps, or limitations that might affect your job plans? (Check any that might apply to you.)

- | | | |
|-----------------------|--------------------------------|---|
| Health <u>1</u> | Physical ability <u> </u> | Poor school record <u>7</u> |
| Attitude <u>2</u> | Lack of ability <u>1</u> | Lack of opportunity <u>2</u> |
| Financial <u>2</u> | Tardiness <u> </u> | Trouble getting along with employers <u>2</u> |
| Low pay <u> </u> | Lazy <u> </u> | Parents object <u>1</u> |

STUDENT SURVEY FOLLOW-UP QUESTIONNAIRE

We were very pleased with the results of the final student survey, as our positive feelings about the program were reinforced by the tabulations we made.

Fifty-five percent of the students felt they benefited greatly from the overall career awareness program. Forty-five percent benefited somewhat, and none of the students indicated that that very little benefit was derived. Ninety-four percent felt the sophomore year was a good year to start this kind of program. The group preparation exercises were deemed helpful by more than ninety percent of the students. The computer questionnaire was preferred by fifty-three of the students. This was not a significant preference over the needlesort, however. The occupational visitations were determined useful and interesting by seventy percent of the students.

The overall evaluation of this survey indicates a need expressed by our students for career awareness and planning as an ongoing program in our school.

SUMMARY:

This project was designed to lay out the groundwork for a total group guidance program. It was successful in meeting this goal.

The research conducted was primarily action oriented, involving direct contact with a target group of students. The materials used and/or developed were tested in these groups, and the evaluations are based primarily on student reaction.

A new dimension was added to the CIS Quest program; preparation exercises. These exercises can be performed in small groups ranging from ten to twenty students. The reaction from these groups toward the materials was very positive.

We found our students to be ready for career guidance advisement. In our personal contacts, we found a common denominator with which to build rapport: their future.

CONCLUSION:

Our goal to develop an experimental career guidance and education program for Bend Senior High School was accomplished, but the method and direction of our research took a course different from the one originally planned. We found it necessary for the counselors to be the active participants in our curriculum development sessions with the students. The reasons were two-fold: first, we needed a foundation or plan for the teachers before we could ask them to become active in the project, and second, we found the teachers to be so involved in other committees and activities revolving around the new graduation requirements that they were already overextended.

We did succeed in establishing a basic portfolio of materials to be used as a guideline for the career advisement classes. More can be done in this area, but we feel that individuals must be allowed some freedom to incorporate their own unique ideas into this project.

The impetus for career guidance is established at our school. From school board members to students, we feel we have solid support. Our only stumbling block to further development would be a defeat of the proposed school budget, scheduled for June 18. If this should occur, our local funding for this project would most certainly be cut. Obviously, this would not be in the best interest of our students.

We are optimistic at this time, and plan to continue in the direction which was initiated by our project.

RECOMMENDATIONS:

Our recommendations are currently spelled out in detail in our new proposal, "Guidance Awareness Program -- Closing the GAP Between School and Home."

This program will involve twenty-five teachers, administrators, and counselors who will act as guidance advisors to incoming sophomore students. They will visit the home of each student before the school year begins, and will follow through by conducting guidance groups with these students during the school year.

This proposal has the support of our school board, faculty, and administration. It is our goal to expand group guidance to a meaningful, grass roots level, where all students will benefit.