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ABSTRACT

The materials covered in this report are excerpts from a Final Evaluation Report of a project sponsored by USOE entitled "Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary, and Post-Secondary Schools. The writer was the third party evaluation team Director. Major objectives of the project were: (1) broad occupational orientation at the elementary and secondary schools to increase awareness of the world of work; (2) work experience, cooperative education and similar occupational experiences; (3) job entry skill training in vocational programs; (4) intensive occupational guidance and counseling in grade 11, and job and educational placement services for school leavers and graduates; and (5) continuation of programs with local funding. Process and product evaluation systems were developed which included data gathering from students, teachers, administrators, counselors, community and project staff. Instruments utilized were generated from existing standardized forms, other similar projects, and mostly newly developed ones for the project. A quasi-experimental design was employed within the limits of the established parameters of the project. Limitations influencing the evaluation were due to factors such as pre-determined control schools, weather, postal service, interrupted or changed school schedules, state laws, school policies, administrative organizations, money, project re-direction and human differences.
 (Author)

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October 23, 1975

How To Evaluate Career Education: or,
Frustrations of A Third Party Evaluator

*Excerpts from a Final Evaluation Report of the following Project --

"Articulation of Occupational Orientation, Education, and Placement
in Private and Public Elementary Secondary and Post-Secondary
Schools"

VTAE District 11, Sheboygan, Wisconsin

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Chapter 1

Introduction and Overview

Introduction

This exemplary project in Vocational Education, The Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools, was designed to develop and implement a model program that would utilize a comprehensive approach to providing vocational education opportunities to a variety of persons at all ages and grade levels. This final evaluation is for the three years of the three-year project.

As originally conceived, the project was to encompass all private and public elementary and secondary schools and vocational-technical institutes in Vocational, Technical and Adult Education District #11. Upon recommendation of the United States Office of Education, the project for the second and third years was delimited to include four schools. The four schools are: Grant Elementary School, Horace Mann Junior High School, North Senior High School and Lakeshore Technical Institute.

Objectives

The objectives of the project as listed in the project proposal are reported here. Twelve original project objectives are subsumed under five prime objectives that are considered appropriate for all projects funded under Section D. Therefore, some of the twelve original objectives appear more than once because they are appropriately listed under more than one of the five prime objectives.

1. PROVISION FOR BROAD OCCUPATIONAL ORIENTATION AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS SO AS TO INCREASE STUDENT AWARENESS OF THE RANGE OF OPTIONS OPEN TO THEM IN THE WORLD OF WORK. (Significant involvement with teachers and administrators).

MAJOR

- A. To provide resources for occupational orientation to elementary, secondary, and post-secondary students that will increase awareness of the option available to them in the world of work.

- H. To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.
- K. To develop a model for articulation of occupational orientation, education, and placement in private and public elementary, secondary, and post-secondary schools

MINOR

- I. To implement area-wide citizens' advisory committees for vocational education.
2. PROVISION FOR WORK EXPERIENCE, COOPERATIVE EDUCATION AND SIMILAR PROGRAMS, MAKING POSSIBLE A WIDE VARIETY OF OFFERINGS IN MANY OCCUPATIONAL AREAS. (Significant involvement with L.V.E.C's, counselors, business and industry.)

MAJOR

- B. To develop an extensive counseling program in grades 7, 8, and 9 to identify those students who can best be served through vocational-technical education.
- E. To enable post-secondary school students to continue to participate in cooperative education programs initiated at the secondary school level.
- F. To develop an articulated work experience program for drop-outs, potential school drop-outs, and other identified disadvantaged youth between the ages of 14 and 21.

MINOR

- C. To identify at grade level 11 those students who indicate a desire to enter the labor market on or before high school graduation and to provide these students with a comprehensive occupational guidance service.
- D. To provide training for specific job entry skills prior to or upon termination of secondary education to students who upon completion of a comprehensive guidance program wish to enter to begin employment.

- H. To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.
 - I. To implement area-wide citizens' advisory committees for vocational education.
3. PROVISION FOR STUDENTS NOT PREVIOUSLY ENROLLED IN VOCATIONAL PROGRAMS TO RECEIVE SPECIFIC TRAINING IN JOB ENTRY SKILLS JUST PRIOR TO THE TIME THAT THEY LEAVE THE SCHOOL. (SOME OF THESE TRAINING PROGRAMS MIGHT BE VERY INTENSIVE AND OF SHORT DURATION. (Significant involvement with counselors, business, industry, and L.V.E.C's.)

MAJOR

- D. To provide training for specific job entry skills to or upon termination of secondary education to students who upon completion of a comprehensive guidance program wish to enter to begin employment.
- J. To maximize the vocational education opportunities of all students through development, implementation, and evaluation of a plan for facility sharing.

MINOR

- G. To develop a system of student placement into employment with secondary schools and post-secondary schools in cooperation with the State Employment Service.
- H. To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.
- I. To implement area-wide citizens advisory committees for vocational education.
- L. To coordinate the comprehensive occupational guidance services with the potential post-secondary training programs in District 11 and throughout the state in order to present to students the picture of available training programs.

4. PROVISION FOR INTENSIVE OCCUPATIONAL GUIDANCE AND COUNSELING DURING THE LAST YEARS OF SCHOOL AND FOR INITIAL PLACEMENT OF ALL STUDENTS AT THE COMPLETION OF THEIR SCHOOLING. (PLACEMENT MIGHT BE IN A JOB OR IN POST-SECONDARY OCCUPATIONAL TRAINING. PLACEMENT SHOULD BE ACCOMPLISHED IN COOPERATION WITH APPROPRIATE EMPLOYMENT SERVICES, MANPOWER AGENCIES, ETC.) (Significant involvement with agencies, post-secondary schools).

MAJOR

- C. To identify at grade level 11 those students who indicate a desire to enter the labor market on or before high school graduation and to provide these students with a comprehensive occupational guidance service.
- G. To develop a system of student placement into employment with secondary schools and post-secondary schools in cooperation with the State Employment Service.
- L. To coordinate the comprehensive occupational guidance services with the potential post-secondary training programs in District 11 and throughout the state in order to present to students the picture of available training programs.

MINOR

- D. To provide training for specific job entry skills prior to or upon termination of secondary education to students who upon completion of a comprehensive guidance program wish to enter to begin employment.
- H. To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.
- I. To implement area-wide citizens' advisory committees for vocational education.
5. PROVISION FOR THE GRANTEE OR CONTRACTOR TO CARRY THE PROGRAM ON WITH SUPPORT FROM REGULAR FUNDING SOURCES AFTER THE TERMINATION OF THE FEDERAL ASSISTANCE UNDER PART D OF P.L. 90-576. (FEDERAL ASSISTANCE UNDER PART D CANNOT EXCEED THREE YEARS).

Evaluation Activities

The evaluation activities focused on both process and products of the project. Process evaluation focused on the on-going procedures and activities of the project and was utilized to make changes as the needs were identified. Product evaluation focused on the objectives or outcomes of the project to determine if these objectives were attained, or if they were possible to attain within the scope of the project.

It was planned to involve teachers, students, administrators, counselors and the community in the evaluation. The evaluation was designed to cover grade levels from kindergarten through the vocational-technical school grades.

Following are some types of data that were collected.

A. Students

1. Student awareness of career opportunities.
2. Student awareness of employment opportunities.
3. Student awareness of educational opportunities.
4. Students' occupational choices at different grade levels.
5. Student utilization of career information.
6. Effect of career information on student awareness of occupations and all post-high school educational opportunities.
7. Effect of career information on students' choices of post-high school educational plans (vocational-technical, college, special, etc.)
8. Effect of career information, work experiences, and vocational classes on students' curriculum choices.
9. Effect of project on acquisition of vocational skills by students.
10. Effect of project on job placement of students leaving school at any level.
11. Effect of project on student self concepts.

B. Teachers

1. Discrepancy evaluation of teachers involved in career development workshops to determine effect of workshop on classroom career activities.
2. Teacher utilization of Career Information Center materials.
3. Role perception of school counselor.
4. Teacher initiated curriculum changes.
5. Teacher attitude and understanding of vocational education.

C. Administrators

1. Promotion of curriculum changes (i.e. change in vocational offerings).
2. Support for teachers' classroom career and vocational activities through financial and curriculum support.
3. Development of programs for special groups such as minorities, disadvantaged, handicapped and dropouts.
4. Cooperation between administrators in elementary, secondary and vocational-technical schools in developing cooperative and complementary programs.

D. Counselors

1. Use of Career Information Center materials.
2. Changes in priorities of time and effort in role definition to assist especially the non-college bound students.
3. Cooperation with agencies other than own work setting.
4. Direct service to teachers, administrators and students.

E. School and Community

1. Role of Steering Committee
2. Types of public relations activities conducted by school in community.
3. Community awareness of project.
4. Involvement of Wisconsin State Employment Service in placement of students.
5. Availability of career information materials to schools.

F. Project

1. Resource materials developed and disseminated.
2. Extent of dissemination of Career Guide.
3. Content and organization of Career Development Workshops.
4. Extent to which test materials were made available and utilized.
5. Extent of planning follow-up studies.
6. Degree to which workers "on call" data bank was developed.
7. Extent of participation in area manpower surveys.

Chapter 2

Methods and Procedures

Populations and Samples

Usually the research design for a study directs the selection of the experimental and control groups. However, in this study the experimental groups had been selected prior to the involvement of the evaluation team. Based on the recommendations of the outside evaluator for the first year of the Sheboygan Career Education Project, the second and third years of the Project were focused on selected schools in the Sheboygan Public School System and Lakeshore Technical Institute. Table II-A gives a summary of the experimental and control schools involved in the evaluation. Grant Elementary School, Horace Mann Junior High School, North Senior High School and Lakeshore Technical Institute were the experimental schools identified by the Sheboygan Career Education Project Staff prior to the time the 1972-74 outside evaluation team was selected. Teachers from these schools participated in the 1972 summer workshop, met with project staff members during the year and included Career Education materials and concepts in their courses. In addition, Career Information Centers were established in these schools.

The control schools were selected by the outside evaluators with the assistance of the Sheboygan Career Education Project staff and administrators in the Sheboygan Public School System. Since Sheboygan has only two public senior high schools, South was the only available control senior high school for this study. Wilson Elementary School and Farnsworth Junior High School were selected for the evaluation on the basis of their similarity to the experimental elementary and junior high schools. Representatives of the Sheboygan Career Education Project Staff and the Central Administration of the Sheboygan Public Schools indicated that the students and teachers in the control elementary and junior high schools were similar to those in the experimental schools. These staff members also indicated that the students and staff at South Senior High School were very similar to those at North.

Research Design

The evaluation plan for the outside evaluation was designed to provide comparisons between the experimental and the control schools as well as to give data on the impacts of the Sheboygan Career Education Project over a one year time period. Data collected during February, 1973 provide a composite picture of the status of the participants in the Sheboygan Career Education Project in relation to the project's major objectives at a point relatively early in the second year of the project. Again, it should be emphasized that with the redirection of the project at the beginning of the second year, the data collected during February present an initial picture of the knowledges, opinions and feelings of the people involved in the project.

The second phase of the outside evaluation was carried out during the 1973-74 school year. The instruments administered during February and November 1973 were readministered during February 1974. The data collected during 1974 was compared with the information collected during February and November 1973 to determine changes in the experimental and the control schools. In addition, the results from the control and experimental schools were contrasted during the 1973-74 study to provide experimental-control group comparisons.

Samples of students from all grade levels in the experimental schools participated in the data collection during February, 1973 and 1974. In the control schools, grades 3, 6, 9, 10 and 12 were included in the evaluation. An attempt was made to randomly select 100 boys and 100 girls at each of the grade levels involved. This was done by randomly selecting classes at the elementary school level and sections of courses at the junior, senior and post-high school levels. The grade levels in the control schools were selected to provide information at points where students are making transitions into the next level of schooling and making vocational decisions.

Table II-A

Populations and Samples in the Sheboygan
Career Education Evaluation

Population	Treatment/Sample	
	Control	Experimental
Elementary	Wilson: Grades 3 and 6	Grant: Grades K-6
Junior High School	Farnsworth: Grade 9	Horace Mann Grades 7-9
Senior High School	South: Grades 10 and 12	North: Grades 10-12
Post High School Vocational - Technical		Lakeshore Technical Institute

Design of the Evaluation Instruments

A variety of survey and interview instruments were developed specifically for the evaluation of the Sheboygan Career Education Project. Each instrument was designed for a specific group of participants in the project and was constructed to gather data related to one or more of the Project's objectives for the 1972-74 years. The objectives for the Career Education Project are listed in Table II-B. Opposite each objective is the list of the instruments and the items within each instrument related to the objective. Copies of the survey instruments are included in Appendix D.

A review of Table II-B indicates that several sources of data were identified for each of the Project's objectives. As a result, the evaluation team obtained a variety of viewpoints related to each objective for its evaluation of the Sheboygan Career Education Project.

A brief resume of each of the instruments follows in succeeding paragraphs.

Student Questionnaire - Primary Level (K-3)

The Work Attitude Survey questionnaire for grades K-3 was developed by using the concepts covered in the upper elementary and secondary level work attitude surveys listed below and developing simplified questions which would be understood by young children. Four occupations and parents' occupation were covered in questions concerned with awareness and attitudes about jobs in the 1973 version. Responses were limited to "Yes", "No", or "I Don't Know". A copy of this instrument is included in Appendix D.

The questionnaire was revised in 1974 and questions dealt more with general attitudes toward work rather than specific jobs. Responses were limited to three. A copy is in Appendix B.

Student Questionnaire - Elementary Level (Fourth - Sixth Grades)

The student questionnaire for the fourth, fifth and sixth grade students was a simplified version of the 25 Likert items used in the secondary and post-secondary instruments. The reading level, responses, and design were simplified to make it appropriate for these grade levels. These items were designed to measure the development of awareness and attitudes toward work. Essentially, the instrument consisted of 24 Likert items related to the student's attitude toward work. These statements were similar to the 25 Likert items included in the senior and post-high school student's forms. Statements such as "Working is a pleasing part of our lives" and "Work is interesting" were included in the survey form. The students responding indicated that they disagreed, agreed, or had never thought about the statement. A copy of the survey instrument is included in Appendix D.

Piers-Harris Children's Self Concept Scale

The Piers-Harris Children's Self Concept Scale, Counselor Recordings and Tests, Nashville, Tennessee was selected to be administered to elementary and junior high students. It is an 80 item scale taking 15-20 minutes and requiring third grade reading level. The scale was designed primarily for research on the development of children's self attitudes. Items consist of single declarative statements such as "I am happy", and "I behave badly at home", and are answered Yes or No. A sample is in Appendix D.

Student Questionnaire - Secondary Level

The student questionnaire, "Career Planning Survey", was designed to identify the input general education and vocational education courses had to the responder's career planning. Questions concerned with the information available to the student from his instructors and guidance counselors related to programs of LTI (Lakeshore Technical Institute) and other post-high school institutions were also included in the survey form. The definitiveness of the student's career choice and further plans for education after completing high school were solicited by the questionnaire. The responder's career choice and his awareness of the employment opportunities in eastern Wisconsin related to his choice were also requested. In addition, each student was asked to indicate how the transition from high school to vocational-technical school or college could be made easier. The final section of the form contained 25 Likert items related to these students' attitude toward work. This section of the survey instrument had been developed in another project conducted by one of the evaluators. For 1974 the form was divided into Junior High and Senior High forms and several questions were revised to make them more appropriate for the grade level of the students. Both 1973 and 1974 versions are in Appendix D.

Student Questionnaire - Post High School Level

The post-high school student questionnaire contained items similar to those in the high school student questionnaire. Additional items were included to assess the degree to which students received credit at LTI for prior experiences related to their post-high school vocational or technical programs. In addition, the responders were asked to indicate the extent to which their high school programs prepared them for entry into LTI. These students were also asked to identify the degree to which they were sure of their career choices and the employment opportunities in eastern Wisconsin related to their choices. This instrument also included the 25 Likert statements which measured the student's attitude toward work. Copies of the student questionnaire are included in Appendix D.

Teacher-Counselor-Administrator Questionnaires

The teacher, counselor and administrator questionnaires were constructed to collect data on their involvement in career education activities, attitudes toward career education concepts, and perceptions of the progress of the career education activities in his school. They were asked to rate the importance of each of the sixteen concepts in the Wisconsin Career Education Model for their grade level. They were also asked to indicate the frequency of their involvement with curriculum development activities, meetings, and the use of new learning activities related to career education. A section was concerned with the responders' opinions of the Sheboygan Career Education Project and its impacts on the schools involved in the study. In 1974, Sections C of the teacher and C and D of the Counselor and Administrator 1973 version were eliminated due to poor response by participants. The data requested was too difficult to recall from memory. Copies of both versions are in Appendix D.

Interview Questionnaires - Administrators and Counselors

Personal interview questionnaires were developed for building administrators and counselors in order to be able to acquire more specific information about

their support for and activities in the project. Administrators were asked about budget support, curriculum plans, staff planning, cooperation with other schools and newly developed programs. Counselors were asked about articulation techniques, newly developed programs for special groups such as dropouts and handicapped, and follow-up studies. Copies of these instruments are in Appendix D.

Interview Questionnaire - Central Administration

A questionnaire was developed to use in interviewing key administrators in the Sheboygan Schools and LTI Central Administration offices. The questions were designed to determine their personal position on career education, the project, articulation between schools, and commitment to support of project activities. A copy of this instrument is included in Appendix D.

K-12 Career Education Guide

A questionnaire was designed to be sent to people who had purchased the K-12 Career Education Guide produced by the project staff. It was designed to cover both people who had broad responsibilities in career education development such as for a county or several districts, and for people who worked in a single building or district. Questions pertained to its use, helpfulness, design and acceptance. A sample copy is in Appendix D.

Career Education Workshop, Summer 1974

A more formal evaluation questionnaire was developed for the 1974 workshop than had been used previously. Since these workshops were a very significant portion of the project activity it was felt necessary to determine how participants felt about the value of the workshop. Questions were asked about their understanding, confidence in interpreting, and growth in accepting career education. A sample copy is in Appendix D.

Community Survey

The community survey instrument was an eleven question, short answer, interview form developed to be used with a selected sample of adults in the community. Questions pertained to their children, the goals of education, knowledge of the project, their level of education and their type of work. A sample copy of the instrument is included in Appendix D.

Data Collection and Analysis Procedures

Teacher and counselor questionnaires were mailed to the experimental and control schools during the first week of February in 1973 and 1974. Teachers were requested to complete their evaluation forms and send them to their administrator's office in a sealed envelope prior to February 20. Student questionnaires were completed and interviews were conducted with administrators, guidance counselors and residents of the Sheboygan Community on February 19 and 20, 1973 and 1974. During the third year the Piers-Harris Self Concept Scale and K-3 Work Attitude Survey were given in November and again in February.

In addition to the February data collection, members of the evaluation team met with the Sheboygan Career Education Project staff on several occasions to review their progress on the project. Also, the evaluation team received copies of all of the minutes of the meetings conducted by the project staff members. And, copies of the materials generated in the workshops conducted during the summers of 1972, 1973 and 1974, and by the project staff members were forwarded to the evaluation team.

Analysis of the information collected was carried out by the Computer Center at University of Wisconsin - Stout. Summaries of responses to individual items and to sets of items were generated by the Computer Center. Selected data summaries are presented in this report. All of the data summaries are available for inspection by contacting Dr. Carlyle W. Gilbertson at UW-Stout.

Chapter 4

Conclusions and Recommendations

Conclusions

The conclusions presented here are based upon the information obtained by the evaluation team through visits, meetings, observations, materials supplied by the project staff and the data gathered over the second and third years of the project.

Conclusions are presented first in relation to different groups of people. Groups included are students, teachers, counselors, administrators, community and special groups. Secondly, a summary chart of the project objectives is presented to give a graphic evaluation of the level of their attainment.

Students

The attitudes toward work of most students at all grade levels were positive. These attitudes remained stable over two years and were not changed appreciably by the project. One noted difference seemed to exist between experimental and control schools at the ninth grade level where the control school was somewhat more positive.

Students' self concepts at the elementary and junior high school levels were positive. Scores for most groups were above average scale norms. One exception was a more positive result for the ninth grade control school. Project activities do not seem to have changed self concept results appreciably.

Development of the Career Resource Centers was received very favorably by the students. Students indicated a high level of awareness and use of the Centers. The Interest Centers developed at the elementary school were likewise accepted very well by the students. Involvement and interest in the activities were high.

Awareness of post high school educational information in general was adequate for students in grades nine through twelve. Specific information about LTI from teachers and counselors was not as readily available. This was reported also by LTI students for when they were in high school. Apparently this condition has not changed, except for ninth grade students. In contrast, more people reported during the second year their intention to attend LTI, or other two year institutions. Fifty percent of the students in grades nine through twelve reported no specific career choice, but this decreases to about 20% in grade twelve, and somewhat less in LTI. In relation to this students reported getting little help from counselors on career planning and desiring more help from them.

Specific information about cooperative education programs was unchanged over two years and the numbers of people becoming aware of them from teachers and counselors remained constant.

Development of innovative programs for specific groups of students with unique needs was limited in scope. New programs for potential dropouts and disadvantaged; programs for job skill training; identification of potential

vocational education students in junior high school; and cooperation with the Wisconsin State Employment Service in placement were all identified objectives in the project that had limited or no development.

Service to high school dropouts by LTI was very limited. No change in the numbers of high school dropouts attending LTI has occurred. Apparently little special effort was expended to attract these people into programs, or almost everyone living in the LTI District 11 was a high school graduate.

Teachers

The attitudes of teachers at all grade levels toward career education concepts and practices were very positive. Females and elementary level teachers tend to have more positive attitudes than males and secondary level teachers.

Teacher involvement in activities related to career education increased over the two years with a higher degree of involvement at the elementary than at the secondary level.

Use of the Career Resource Centers by teachers tended to increase. Apparently many teachers found that the Center supplemented their classes very well and gave more meaning to subjects. The effectiveness of the Centers caused similar development in other schools, or the loaning of materials requested for use.

Involvement in articulation activities within schools, and between schools, was limited. A decrease resulted over the two years for all except elementary teachers who increased their activities.

Some joint curriculum planning was initiated between LTI and North High School in math, home economics and science. One joint program in welding was begun for ten students.

Teachers were asked how they were affected by the project in areas such as courses, student advice, parent interest and using resource people. During the second year control teachers were more similar to experimental teachers because they became more involved in similar activities.

Although differences remained between control and experimental teachers, in many instances they were slight because the contamination of the control schools by the project activities could not be avoided.

Teachers at the elementary level tended to be more positive and involved than those at other levels. Reasons for this are not evident but some possible reasons may be that elementary teachers are more open to change; administrative support was very strong; it is easier to implement change at the elementary level; or elementary teachers are more student oriented.

Counselors

In order to accomplish several objectives of the project counselors would have to have been directly involved. This would demand some change in counselor roles. Results indicate that there was change in the roles of the elementary and junior high counselors. A similar change was not apparent at the high school level.

Counselor involvement in developing new programs at the high school

level was limited. Students' reactions to counselor assistance in career guidance indicated that they received little and wanted more.

It appears that elementary and junior high school counselors were more interested or able to become involved in project activities.

Administrators

Administrators from building principals to central office shared a positive attitude toward the objectives of the project. They also had similar positive attitudes toward career education concepts and activities as did teachers. Since they were in decision making and modeling roles their interest and support were mandatory for success.

In general the administrators were supportive of the project. Involvement in the Steering Committee was insufficient until the third year. This tended to improve communications within the school system, between the school system and LTI, and with the project staff.

Some progress was made toward facility sharing in the form of one program and a written Statement of Purpose of Vocational Education to this effect between LTI and the School District. Impediments to more success are caused partially by regulations in the two systems that must be circumvented or handled as exceptions to rules. The burden of regular duties often keeps well intentioned people from breaking the bonds of "red tape".

Financial support for continuation of the project activities after project funds end has not been provided beyond nominal levels. The School District has allocated \$6,000 which is very little for meaningful continuation.

In general, administrators felt the project had initiated activities that otherwise would not have been begun.

Community

The public relations program conducted by the project staff was successful. Results of the community survey indicate a high level of awareness on the part of citizens. Involvement of community leaders in meetings and committees was due to contacts by the project staff. Inclusion of community members in the Career Education Advisory Committee is evidence of interest and planning. Some of the strongest support for the project has come from the community.

Cooperation with the Wisconsin State Employment Service was not as successful as intended. Conflicts over use of information and personnel roles worked to the detriment of students.

There is strong community support for continuing project activities.

Special Groups

Two special activities related to the project resulted in broader impacts than the regular activities conducted by the staff. The first of these was the Career Education Workshop conducted for two weeks each summer. Participants felt the benefits of attending were very helpful, and the activities of these participants in their classrooms during the school year supported this feeling. Supplementing the activities of the regular staff work during the year with these workshops was a good investment.

The second special activity was the production of a K-12 Career Education Guide. This Guide was widely distributed in Wisconsin and other states and was evaluated very favorably by its users. Its greatest use was in gaining assistance for developing career education programs and integrating concepts into the curriculum.

Influential Factors

Special mentions needs to be made of several factors that appear to have influenced the direction and outcomes of the project.

The first factor is that the project was conceived and written by individuals who had little or no role in its eventual implementation. This may have resulted in different interpretations of project objectives and the means of accomplishing them.

When the project staff was hired there was no vocational education expert included. This certainly had an effect on the lack of a strong emphasis on vocational education. The three staff members represented guidance and administration.

There was a rather lengthy delay between the time the original project proposal was submitted and its approval and beginning dates. During this period the concept of career education was conceived and there was a substantial push for career education projects, many of which were funded with Vocational Education Act funds. This project appears to have been "caught up" in the movement and therefore this may have contributed to a shift in emphasis away from vocational education and articulation activities to career education.

After the first year the project was redirected by the United States Office of Education (U.S.O.E.) to stop serving many schools in Vocational-Technical Adult Education (V.T.A.E.) District 11 to serving three exemplary schools within the Sheboygan School District - Grant Elementary, Horace-Mann Junior High, and North Senior High - and Lakeshore Technical Institute. This redirection caused a delay in functioning and it took a considerable part of the second year to implement the redirection. Accompanying this change was also a change in the Third Party Evaluation team for the second and third years of the project. This reduced the effective time that the Evaluation Team had to evaluate the project.

These factors must be considered when interpreting the activities and evaluation of this project.

Project Objectives Attainment Levels

All relevant data was analyzed by the Evaluation Team in relation to the project objectives and project activities. This analysis has been made on a five point scale from negative to positive and is portrayed in Table IV-A as an overall summary of the project.

Table IV-A
Attainment Level of Project Objectives 1971-1974

Objective#	Attainment Level				
	Negative	Slightly Negative	Neutral	Slightly Positive	Positive
A. Increase awareness of work options (1)					X
B. Develop voc. couns. for grade 7-9 students best served by voc. ed. (2)			X		
C. Occupational guidance for grade 11 students entering labor market (2,4)				X	
D. Training for job skills at or end of H.S. (2-4)				X	
E. Opportunity for post-secondary students to continue co-op began in high school (2)			X		
F. Work experience for dropouts and potential dropouts, ages 14-21 (2)			X		
G. Cooperate with WSES in placing students (3,4)		X			
H. Improve articulation of occupation ed between levels (1-4)			X		
I. Form Citizen's Advisory Committee for voc. ed. (2-4)				X	
J. Develop plans for sharing vocational facilities (3)			X		
K. Develop model for articulation of occupational orientation, education and placement (1)					X
L. Coordinate comprehensive occupational guidance to present training programs (3,4)				X	
M. Generate provisions for local funding at end of project (5)				X	

*Numbers 1-5 denote relationship to five prime objectives of Part D projects.

The project had its greatest impact and most positive results in the following:

1. Changing attitudes and roles of elementary teachers and counselors toward career education.
2. Changing attitudes and roles of junior high school teachers and counselors toward career education.
3. Development of career information and interest centers.
4. Developing a K-14 Career Education Guide which serves as a model for others to use.
5. Creating local community awareness and interest in the project and its objectives.
6. Conducting summer career education workshops for teachers, counselors and administrators.
7. Providing more post high school educational information for students in grades 9-12.
8. Promoting communications between LTI and the Sheboygan School District.
9. Developing awareness of career opportunities in elementary school students.

The project had little impact and almost neutral results in the following:

1. Changing attitudes and roles of senior high school teachers and counselors toward career education.
2. Developing innovative programs for unique groups of students in secondary and post secondary schools.
3. Making students more aware of cooperative education and vocational education programs.
4. Changing the self concepts of elementary and junior high school students.
5. Promoting facility sharing between LTI and the Sheboygan School District.
6. Developing articulation programs within and between schools and levels.
7. Providing improved career guidance services to junior and senior high school students.
8. Promoting the developing of job skill training programs.
9. Providing financial support for continuation of project activities after Federal funds expire.

The project may have had negative effects in the following:

1. Cooperation with the Wisconsin State Employment Service to promote job placement opportunities for students.

Recommendations

The following recommendations are being made by the evaluation team. They are the result of compiling all data for the three years of the project. These recommendations are concerned with continuing certain aspects that were found to be successful, and with further development of others that need more time to be effective.

1. The Sheboygan School District and Lakeshore Technical Institute District 11 need to decide if they are committed to the objectives of the project and to the concepts of articulation and career education.

2. If the two districts decide a very strong yes to number one, then a financial commitment will have to be made in order to implement the commitment.
3. Persons who will coordinate these activities within and between the two districts should be identified. In addition, persons will have to be employed to implement the activities. In districts of these sizes, one full-time person in the School District and one person for LTI will be necessary for implementation.
4. Continue the Career Education Advisory Committee consisting of members from the School District, LTI and the community.
5. Continue joint planning by staffs of the two districts. Articulation and program development committees were formed too late to really be effective.
6. Capitalize on the strong positive attitudes of teachers, counselors, administrators and the community toward career education and the successes of the project.
7. Expand the Career Resource Centers to all schools and the Interest Centers at the elementary level to all elementary schools.
8. Provide more career guidance and counseling services to students from junior high school through LTI. Make this available to drop-outs and graduates who want to return for assistance.
9. Develop more team efforts between teachers, counselors and students in the area of career planning. At the elementary level this means awareness. At the junior high level this means exploration and at the senior high and LTI levels, decision making.
10. Provide job placement services to senior high school students.
11. Provide more systematic information systems to acquaint students with cooperative education, G.E.D., work experience, and vocational education.
12. LTI should investigate the need to work more closely with private schools in District 11.
13. There should be an investigation into the occupational and educational needs of older adults in District 11.
14. Work values and self concepts are formed early and remain stable. Any program to affect these will have to be started early in elementary school and continue for several years. Early identification of negative values will allow for more chance of change.
15. Utilize outside resources to assist in developing new programs.
16. This has been a very significant project in Wisconsin. There should be more sharing of the methodology and results, strengths and weaknesses, and successes and failures with other interested persons. Funds need to be provided for staffing and materials.

WORK ATTITUDE SURVEY I
Primary Level (K-3)

DIRECTIONS:

The following statements are to be read to the children and they should answer: (1) Yes, (2) I do not know, (3) No. If children themselves read the survey, explain the procedure for placing an "X" in the answer of their choice. If giving to a group, record the number of children in the group who answer - Yes, I don't know, or No to each question.

1. Name _____ 2. Sex: _____ Boy; _____ Girl
3. School _____ 4. Grade _____
5. All grownups should work.
(1) Yes _____ (2) I do not know _____ (3) No _____
6. People who work are happy.
(1) Yes _____ (2) I do not know _____ (3) No _____
7. People who do not work are lazy.
(1) Yes _____ (2) I do not know _____ (3) No _____
8. It is fun to play or pretend that you are working.
(1) Yes _____ (2) I do not know _____ (3) No _____
9. People work to get money.
(1) Yes _____ (2) I do not know _____ (3) No _____
10. People should work only if their friends do.
(1) Yes _____ (2) I do not know _____ (3) No _____
11. People work because they want to.
(1) Yes _____ (2) I do not know _____ (3) No _____
12. There is some type of work that everybody can do.
(1) Yes _____ (2) I do not know _____ (3) No _____
13. Doing the best you can is important.
(1) Yes _____ (2) I do not know _____ (3) No _____
14. People who work make lots of friends.
(1) Yes _____ (2) I do not know _____ (3) No _____

15. People should not have to work.

(1) Yes _____

(2) I do not know _____

(3) No _____

16. Working with your mother and father is fun.

(1) Yes _____

(2) I do not know _____

(3) No _____

17. Your father and mother are happy when they work.

(1) Yes _____

(2) I do not know _____

(3) No _____

18. If you were a father or mother would you be happy at your job.

(1) Yes _____

(2) I do not know _____

(3) No _____

19. Being a mother or father is a good job.

(1) Yes _____

(2) I do not know _____

(3) No _____

CAREER EDUCATION SURVEY
 Grades 4-6

Directions: Place the following information on your answer sheet: 1. Name, 2. Date, 3. Sex, 4. School, 5. Class. Next, read the sentences that follow. There are no right or wrong answers. If you Disagree with a sentence, circle the "A", If you never thought about it, circle "B". If you Agree, circle "C".

A - Disagree B - Never thought about it C - Agree

1. Name _____	2. Date _____			
3. Sex (1) ___ Boy (2) ___ Girl	4. School _____			
5. Class _____				
			Disagree	Never thought About it
				Agree
6. Working is a pleasing part of our lives		A	B	C
7. A person is pleased with himself when he is working		A	B	C
8. Work is interesting		A	B	C
9. You should always expect a reward for your work		A	B	C
10. A worker should follow company rules		A	B	C
11. Working and happiness go together		A	B	C
12. Being good in your work is important		A	B	C
13. All work is boring		A	B	C
14. More training is important to keep doing a good job		A	B	C
15. Working is an important part of life		A	B	C
16. Being happy with yourself is the most important part of work		A	B	C
17. Most people are looking for work where they don't have to work hard and where they get lots of money		A	B	C
18. Work is always dirty and loud		A	B	C
19. You do your best work when it is interesting		A	B	C
20. Work is always learning something new		A	B	C
21. There is some type of work that everyone can do		A	B	C
22. Most people work because their friends think they should		A	B	C
23. You don't have to work if you will let someone else give you money without working		A	B	C
24. Your job is the best way to tell what kind of a person you are		A	B	C
25. If you can't find a job that you are interested in you are better off not working		A	B	C
26. Most people that work really like their jobs		A	B	C
27. I look for work or jobs to use up my time		A	B	C
28. Everyone can find work that is interesting to him or her		A	B	C
29. Work is a way that you can get better at the things you do well		A	B	C

Directions: Please complete the items which follow. Respond as indicated in each item. On most items you will be able to mark your answer with a BOLD mark on the answer sheet for the appropriate response. The results of this survey will be used to improve your high school programs. Please respond as accurately as possible to each item. There are no right or wrong answers.

Please enter the school in which you are presently enrolled and today's date in the appropriate boxes on the top of the answer sheet.

Please enter the program (major) in which you are enrolled in the "Name of Test" space at the top of the answer sheet.

- 1) My program is: (a) diploma program (b) degree program
- 2) Semester or term in school: (a) 1st-2nd (b) 3rd-4th (c) 5th-6th (d) 7th-8th
- 3) Is this the first school you attended after graduating from high school? (a) yes (b) no
- 4) Did you graduate from high school? (a) yes (b) no
- 5) Sex: (a) female (b) male
- 6) Did you take vocational courses during your senior year in high school in any of the following areas? Drafting, graphics, distributive education or office coop program?
(a) Yes (b) No
- 7) To what degree were your high school vocational courses related to your present program? Check the best response.
(a) Little if any relationship (b) Some common content (c) considerable overlap (d) Almost identical content
- 8) To what extent have you been given credit at LTI for the skills and knowledges learned in high school which are the same as those required in your present program?
(a) None (b) I have been able to test out of course(s) (c) I have been given credit for the course(s) at LTI which are the same as my high school courses. (d) I have been allowed to by-pass the courses at LTI which are the same as those in my high school program. (No reduction in total number of credits in my program was granted. I have to take other courses in place of those by-passed.) (e) I can use the skills and knowledge I learned in high school to move through my courses at LTI at a more rapid rate.
- 9) To what degree have the high school industrial education, home economics, distributive education, or office and business education courses you have taken influenced your selection of a career?
(a) None (b) Slightly (c) Moderately (d) Extensively

- 10) Did the general education courses (English, Math, Science, etc.) in your high school program provide the skills and knowleges you need to enter the career of your choice? (a) Yes, completely (b) Yes, for the most part (c) Yes, to some extent (d) No
- 11) To what extent did you learn about LTI (Lakeshore Technical Institute) courses and programs from your high school general education instructors (English, Math, Science, etc.)? (a) Little if any information was given (b) Some information was given (c) A considerable amount of information was given (d) I received all of the information I needed
- 12) To what extent did you learn about LTI programs and courses from your high school vocational instructors (12th grade drafting, graphics, distributive education, or office coop program instructors)? (a) I did not take any of these vocational courses (b) Little if any information was given (c) Some information was given (d) A considerable amount of information was given. (e) I received all of the information I needed.
- 13) To what extent did you learn about LTI courses and programs from your high school guidance coueslors? (a) little if any information was given. (b) Some information was given. (c) A considerable amount of information was given. (d) I recieved all the information I needed.
- 14) How much assistance did you recieve from your high school guidance counelors in selecting your career? (a) None (b) Some (c) Enough to meet my needs
- 15) How much assistance have you recieved from your LTI guidance counelors in selecting you career? (a) None (b) Some (c) Enough to meet my needs.
- 16) To what extent did you learn about LTI courses and programs from LTI staff while you were in high school? (a) I had no opportunity to talk with LTI staff members while in high school. (b) Little if any information was guven. (c) Some information was given. (d) A considerable amount of information was given. (e) I recieved all of the information I needed.
- 17) In total, was the information recieved on LTI courses and programs while you were in high school adequate to meet your needs in selecting a career and a post high school program? (a) Yes, very adequate (b) Yes, for the most part (c) Sufficient, but I could have used more. (d) Inadequate.
- 18) While in high school did you recieve enough information on university and post high school vocational-technical programs (Other than those offered at LTI) to meet your needs in selecting a career and a post high school program?
- 19) Did you plan your high school program to prepare you for enery into LTI? (a) No (b) Somewhat (c) As much as possible
- 20) How sure are you of your career choice? (a) Completely undecided. (b) Quite undecided (c) Somewhat undecided (d) Quite certain (e) Very certain

- 21) What are your educational plans after you complete your present program?
(a) I plan on enrolling in a private business or trade school.
(b) I plan on enrolling in a 2 year school. (c) I plan on enrolling in a 4 year college.
- 22) Do you know what services the Wisconsin State Employment Service (WSES) provides? (a) No (Yes)
- 23) Have you used the Career Information Center in your school?
(a) No, I do not know what it is (b) No, I am aware of it, but haven't used it. (c) Yes
- 24) When did you first select a career or occupation? (a) I have not selected a career. (b) In elementary school (c) In junior high school (d) In 10th grade (e) In 11th grade.
- 25) When did you first select a career or occupation (mark one)
(a) In 12th grade (b) While attending school after graduation from high school. (c) While working or in military service.
- 26) What are the employment opportunities in the career in Eastern Wisconsin? (a) I do not know (b) There are few job openings (c) There are as many jobs as there are qualified workers. (d) There are more jobs than there are qualified workers.
- 27) How much education will you have to have in order to enter this career? (a) Less than a high school diploma (b) A high school diploma (c) One or two years post high school training (d) Four years post high school training (e) Graduate work.

Read the statements that follow. There are no right or wrong answers, respond as you feel based on your experiences. If you Strongly Disagree with the statement, circle the (A) on your answer sheet for the item. If you Disagree, circle (B). If you are Undecided or neutral, circle (C). If you Agree with the statement, circle (D). If you Strongly Agree with the statement, circle (E)

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
28) Working is a favorable(enjoyable) part of our lives.....	A	B	C	D	E
29) A person is satisfied with himself when he is working.....	A	B	C	D	E
30) Work is not interesting.....	A	B	C	D	E
31) One should always expect money for his work.....	A	B	C	D	E
32) A worker should obey company rules.	A	B	C	D	E
33) Working and Happiness go together.	A	B	C	D	E
34) Being successful in your work is not important.....	A	B	C	D	E
35) All work is drudgery (boring or unpleasant).....	A A	B	C	D	E
36) Once a person has a job he does not have to go to school or get more training.....	A	B	C	D	E
37) Working is a necessary part of life.....	A	B	C	D	E
38) Being happy in your job is the most important part of work.....	A	B	C	D	E
39) Most people are looking for work which requires little effort and lots of pay.....	A	B	C	D	E
40) Work is always dirty and noisy	A	B	C	D	E
41) The best work is done when it is interesting.....	A	B	C	D	E
42) A person learns while he works	A	B	C	D	E
43) The idea of work is old fashion and out-dated.....	A	B	C	D	E
44) There is a type of work available to everyone.....	A	B	C	D	E
45) Most people work only because other people expect them to work.....	A	B	C	D	E

- 46) It is not necessary to work if you are willing to be supported by someone..... A B C D E
- 47) A person cannot find a job which exactly matches his interests, he is better off not working..... A B C D E
- 48) Most people that work really enjoy their jobs..... A B C D E
- 49) I look for tasks or jobs to occupy my time..... A B C D E
- 50) Everyone can find work of interest to him/her..... A B C D E
- 51) Work Provides an opportunity for a person to develop his abilities..... A B C D E

TEACHER QUESTIONNAIRE
ELEMENTARY
1974

Date _____

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name _____
2. Sex: (1) Male (2) Female
3. Age: (1) Under 20, (2) 20-24, (3) 25-29, (4) 30-34, (5) 35-39, (6) 40-44, (7) 45-49, (8) 50-54, (9) 55-59, (10) 60 or over.
4. Name of School _____
5. Level of School: (1) Elementary, (2) Junior High, (3) High School, (4) Vocational-Technical
6. Highest level of education: (1) High School, (2) 1 year post high school, (3) 2 years post high school, (4) Bachelors, (5) Masters, (6) Ed. Specialist, (7) Doctorate
7. Number of years experience as: (1) Counselor, (2) Administrator
8. Number of students you are responsible for teaching _____.
9. How many years have you functioned as a teacher: (1) Less than 1 yr., (2) 1-2 yrs., (3) 3-5 yrs., (4) 5-10 yrs., (5) 11-15 yrs., (6) 16-20 yrs., (7) 20 yrs. or more.
10. Please indicate the number of career education training programs you have participated in since June 1972. (If none, indicate 0)
 - (1) # of summer workshops conducted by project staff (Mr. Bingner).
 - (2) # of in-service training programs during school year.
 - (3) # of conferences with project consultants.
 - (4) # of other workshops or seminars.
 - (5) # of academic courses.
 - (6) # of Educational Telephone Network (ETN) courses.
 - (7) # of T.V. courses.
 - (8) Other (specify) _____
11. Circle all grades you are currently teaching:
K 1 2 3 4 5 6 7 8 9 10 11 12 13 14
12. Check all subjects you are currently teaching: (1) Elementary self-contained, (2) Elementary Other, (3) Math, (4) English, (5) Science, (6) Social Studies, (7) Foreign Language, (8) Physical Ed., (9) Art, (10) Music, (11) Radio & Broadcasting, (12) Home Ec., (13) Industrial Arts, (14) Trades & Industry, (15) Health Ed., (16) Business and Office Ed., (17) Distributive Ed., (18) Voc.-Agriculture, (19) Para-professional, teachers aide, (20) Other (Specify)

A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement.

	Not Important (1)	Somewhat Important (2)	Average Importance (3)	Very Important (4)	Major Importance (5)
1. An understanding and acceptance of self is important throughout life.					
2. Persons need to be recognized as having dignity and worth.					
3. Occupations exist for a purpose.					
4. There is a wide variety of careers which may be classified in several ways.					
5. Work means different things to different people.					
6. Education and work are interrelated.					
7. Individuals differ in their interests, abilities, attitudes, and values.					
8. Occupational supply and demand has an impact on career planning.					
9. Job specialization creates interdependency.					
10. Environment and individual potential interact to influence career development.					
11. Occupations and life styles are interrelated.					
12. Individuals can learn to perform adequately in a variety of occupations.					
13. Career development requires a continuous and sequential series of choices.					
14. Various groups and institutions influence the nature and structure of work.					
15. Individuals are responsible for their career planning.					
16. Job characteristics and individuals must be flexible in a changing society.					

B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

	Strongly Disagree (1)	Disagree (2)	No Opinion (3)	Agree (4)	Strongly Agree (5)
1. Students should be aware of different jobs and job requirements during the study of every subject in every grade.					
2. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school.					
3. An effective program of career education will reduce the drop out rate.					
4. Most local business and professional people will support career education programs.					
5. Separate courses on career education would be better than incorporating this material into existing courses.					
6. Career education should be taught by specialists in the field rather than by regular teachers.					
7. The school guidance department should carry the sole responsibility for career education.					
8. An effective program of career education will raise the vocational aspirations of students.					
9. State and federal funds should be provided to support career education.					
10. The local community should pay for career education if the state and federal funds are unavailable.					
11. The funds for vocational education should not be used to support career education programs.					
12. The incorporation of career education programs into present courses would upgrade these courses.					
13. An effective career education program will help students in making realistic career choices.					
14. Guidance counselors don't know enough about career opportunities for students.					
15. A career education course should be required for certification in my field.					
16. The basic philosophy of career education is sound and worth implementing.					
17. A career education course should be required for all counseling majors at the college level.					
18. The integration of career education in present courses will decrease the effectiveness of instruction.					
19. A secondary school student should receive credit for any kind of employment.					
20. A sec. school student should receive credit for only work which is related to his career choice.					
21. As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.)					

C. Listed below are several activities you may have been involved with since June 1972. To the best of your knowledge, check the appropriate box which best represents the number of times you have participated in, been involved with, or used these activities.

1. Have used members of the guidance department in my school to speak to my classes concerning careers.
2. Have had members of business and industry present their observations on the world of work to my classes.
3. Have met with or chaired a curriculum planning committee.
4. Have used visual aides from the Career Information Center located in my school as a part of my classroom activities.
5. Have made class assignments requiring research by students in the Career Information Center located in my school.
6. Have personally been involved with individual students concerning selection of co-operative education programs.
7. Have personally been involved with individual students concerning selection of work-study programs.
8. Have used field trips to implement career education within my classes.
9. Have used career games to implement career education within my classes.

0	1-2	3-4	5-7	8-10	11 or more
(1)	(2)	(3)	(4)	(5)	(6)

D. Listed below are several statements concerning activities with members of other schools in the Sheboygan area. When a statement occurs which asks for the frequency of contacts with teachers of the same school level as you teach, remember, it is contacts with members of other schools which is being sought (it may be necessary to leave some of the answers blank).

1. Have met with instructors from the Lakeshore Technical Institute to discuss similarities or differences of instructional methodology, as it pertains to career education.
2. Have met with members of local high schools to discuss similarities or differences of instructional methodology, as it pertains to career education.
3. Have met with members of local junior high schools to discuss similarities or differences of instructional methodology, as it pertains to career education.
4. Have met with members of local elementary schools to discuss similarities or differences of instructional methodology, as it pertains to career education.
5. Have met with staff members from LTI, who teach the same subjects as I do, for the express purpose of making my classes more meaningful for those students who will be continuing their education at LTI.
6. Have used members of the LTI staff as speakers in my classes.



COUNSELOR QUESTIONNAIRE
SECONDARY
1974

Date _____

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name _____
2. Sex (1) _____ Male (2) _____ Female
3. Age (1) _____ Under 20, (2) _____ 20-24, (3) _____ 25-29, (4) _____ 30-34,
(5) _____ 35-39, (6) _____ 40-44, (7) _____ 45-49, (8) _____ 50-54, (9) _____ 55-59,
(10) _____ 60 or over.
4. Name of School _____
5. Level of school (1) _____ Elementary, (2) _____ Junior High, (3) _____ High School,
(4) _____ Vocational-Technical.
6. Highest level of education (1) _____ Bachelors, (2) _____ Masters, (3) _____ Ed.
Specialist, (4) _____ Doctorate.
7. Years experience as: _____ Teacher _____ Administrator
8. Number of students you are responsible for counseling _____.
9. How many years have you functioned as a counselor?
(1) _____ Less than 1 year, (2) _____ 1-2 years, (3) _____ 3-5 years, (4) _____ 6-10 years,
(5) _____ 11-15 years, (6) _____ 16-20 years, (7) _____ 20 years or more.
10. Please indicate the number of Career Education training programs you have participated in since June 1972.
(1) _____ # of summer workshops conducted by project staff (Mr. Bingner).
(2) _____ # of in-service training programs during school year.
(3) _____ # of conferences with project consultants.
(4) _____ # of other workshops or seminars.
(5) _____ # of academic courses.
(6) _____ # of Educational Telephone Network (ETN) courses.
(7) _____ # of T.V. courses.
(8) _____ Other (Specify) _____

A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement.

	Not Important (1)	Somewhat Important (2)	Average Importance (3)	Very Important (4)	Major Importance (5)
1. An understanding and acceptance of self is important throughout life.					
2. Persons need to be recognized as having dignity and worth.					
3. Occupations exist for a purpose.					
4. There is a wide variety of careers which may be classified in several ways.					
5. Work means different things to different people.					
6. Education and work are interrelated.					
7. Individuals differ in their interests, abilities, attitudes, and values.					
8. Occupational supply and demand has an impact on career planning.					
9. Job specialization creates interdependency.					
10. Environment and individual potential interact to influence career development.					
11. Occupations and life styles are interrelated.					
12. Individuals can learn to perform adequately in a variety of occupations.					
13. Career development requires a continuous and sequential series of choices.					
14. Various groups and institutions influence the nature and structure of work.					
15. Individuals are responsible for their career planning.					
16. Job characteristics and individuals must be flexible in a changing society.					

B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

	Strongly Disagree (1)	Disagree (2)	No Opinion (3)	Agree (4)	Strongly Agree (5)
1. Students should be aware of different jobs and job requirements during the study of every subject in every grade.					
2. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school.					
3. An effective program of career education will reduce the drop out rate.					
4. Most local business and professional people will support career education programs.					
5. Separate courses on career education would be better than incorporating this material into existing courses.					
6. Career education should be taught by specialists in the field rather than by regular teachers.					
7. The school guidance department should carry the sole responsibility for career education.					
8. An effective program of career education will raise the vocational aspirations of students.					
9. State and federal funds should be provided to support career education.					
10. The local community should pay for career education if the state and federal funds are unavailable.					
11. The funds for vocational education should not be used to support career education programs.					
12. The incorporation of career education programs into present courses would upgrade these courses.					
13. An effective career education program will help students in making realistic career choices.					
14. Guidance counselors don't know enough about career opportunities for students.					
15. A career education course should be required for certification in my field.					
16. The basic philosophy of career education is sound and worth implementing.					
17. A career education course should be required for all counseling majors at the college level.					
18. The integration of career education in present courses will decrease the effectiveness of instruction.					
19. A secondary school student should receive credit for any kind of employment.					
20. A sec. school student should receive credit for only work which is related to his career choice.					
21. As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.)					

C. Listed below are several activities you may have been involved with since June 1972. Please check the box which best represents the number of times you have participated in, been involved with, or utilized these activities.

FREQUENCY

	0 (1)	1-2 (2)	3-4 (3)	5-7 (4)	7-10 (5)	11 or more (6)
1. Have spoken to classes within my school concerning career education.						
2. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market.						
3. Have spoken to groups of teachers concerning how they might better utilize the Career Information Center.						
4. Have disseminated literature related to career education to teachers within my school.						
5. Have chaired or been a member of a curriculum advisory committee.						
6. Have met with members of the Wisconsin State Employment Service concerning career education and the services they might offer students.						
7. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc.						
8. Have utilized local businessmen to speak to school classes or groups.						
9. Have used field trips as a means of familiarizing students with various careers.						
10. Have used occupational games as a means of familiarizing students with various careers.						
11. Have met with members of the counseling staff at LTI for the express purpose of enhancing understanding and cooperation between the two school systems.						
12. Have utilized staff members from LTI for guidance purposes within your own school.						
13. Have met with members of the counseling staff at various local senior high schools to discuss mutual need, problems, etc.						
14. Have met with members of the counseling staff at various junior high schools to discuss mutual needs, problems, etc.						

D. Read each statement carefully and check the appropriate box which best describes how you feel about each statement.

	(1) Strongly Disagree	(2) Disagree	(3) No Opinion	(4) Agree	(5) Strongly Agree
1. Most of the teachers in my school have supported career education programs so far.					
2. Most of the administrators in my school have supported career education programs so far.					
3. Most of the counselors in my school have supported career education programs so far.					
4. Students have responded favorably to the Career Information Center.					
5. The Career Information Center has increased the number of students seeking career counseling from me.					
6. Career education has increased the number of teachers seeking career counseling assistance from me.					
7. Career education has increased the number of school administrators seeking counseling assistance for their students.					
8. Career education has increased my work load.					
9. Career education has made my counseling more relevant and meaningful.					
10. Career education has helped the students in my school develop more positive attitudes toward themselves, school and/or work.					
11. Career counseling has reduced the dropout rate in my school.					

E. If you have any comments, please make them on the back of this page.

Community Survey
1974

1. Person(s) who is (are) interviewed

	<u>Number</u>
1.1 Mother	_____
1.2 Father	_____
1.3 Mother and Father	_____
1.4 Adult male other than father	_____
1.5 Adult female other than mother	_____
1.6 Other _____	_____

2. How many children do you have?

	<u>Male</u>	<u>Female</u>
2.1 _____ None	_____	_____
2.2 _____ 1	_____	_____
2.3 _____ 2	_____	_____
2.4 _____ 3	_____	_____
2.5 _____ 4	_____	_____
2.6 _____ 5	_____	_____
2.7 _____ More than 5	_____	_____

3. Have any of your children left school before graduating from high school?

3.1 _____ Yes Grade _____

3.2 _____ No

4. In what grades are your children? (Number)

4.1 _____ K-3

4.2 _____ 4-6

4.3 _____ 7-9

4.4 _____ 10-12

4.5 _____ 13-14

4.6 _____ Other (Please specify) _____

5. What do you see as the chief purpose of education?

5.1 _____ Get a job

5.2 _____ Go to a business or trade school

5.3 _____ Go to a two year college

5.4 _____ Go to a four year college

5.5 _____ Vocational education

5.6 _____ Other: (Please specify) _____

6. With whom have you discussed any career plans for your children?

6.1 _____ Child

6.2 _____ Other parents

6.3 _____ Teachers

6.4 _____ Guidance Counselors

6.5 _____ Other school staff

6.6 _____ Representative of various careers

6.7 _____ None

6.8 _____ Other: (Please specify) _____

7. Since June, 1972, how many times have you received information about the career education program in your school system from the following sources? Circle a response in each column.

<u>Meetings</u>	<u>Newsletters or Brochures</u>	<u>Newspapers, Television, Radio Announcement</u>
7.1 Never	7.6 Never	7.11 Never
7.2 1	7.7 1	7.12 1
7.3 2	7.8 2	7.13 2
7.4 3	7.9 3	7.14 3
7.5 More than three	7.10 More than three	7.15 More than three

8. How many times have you heard about or received any information about the articulation program between Sheboygan High Schools and Lakeshore Technical Institute? Circle your response.

- 8.1 Never
- 8.2 1
- 8.3 2
- 8.4 3
- 8.5 More than three

9. Are you involved in the school system as: (circle those that apply)

- 9.1 Parent
- 9.2 Advisory committee member
- 9.3 PTA
- 9.4 Teacher
- 9.5 Board of Education
- 9.6 School staff members
- 9.7 Citizen
- 9.8 Single male
- 9.9 Single female
- 9.10 Other: (Please specify) _____

10. What type of work do you do? (Job) _____

11. What is your highest level of education?

- 11.1 _____ Eighth Grade
- 11.2 _____ Some high school
- 11.3 _____ High School graduate
- 11.4 _____ Vocational School
- 11.5 _____ Technical School
- 11.6 _____ Some college
- 11.7 _____ Bachelor's Degree
- 11.8 _____ Master's Degree
- 11.9 _____ Doctor's Degree
- 11.10 _____ Other: (Please specify) _____