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ABSTRACT

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were (1) selection of a volunteer coordinator to direct the project, (2) a survey of teachers to determine the need for a community resource center, (3) compiling existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others, (4) establishing a filing system and operating procedures, and (5) recruiting community resource persons to fill indicated needs for speakers. The specific objectives of the center are to help educators insure that each student is aware of the broad range of career options open to him/her in the world of work, to provide information to help the student make decisions concerning his further education and/or training, and to assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility. Topics discussed in this document include center personnel, inservice programs, facilities and funding, general procedures, and office procedures. Appendixes contain forms and materials used in the resource center. (TA)

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# **E** career education

**cr** community resource center

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**Voluntary Action Center  
and  
Great Falls Public Schools**

**Great Falls, Montana**

7494777

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## A C K N O W L E D G E M E N T

The Community Resource Center represents what can be accomplished through the efforts of volunteer human resources in a community. Although the Community Resource Center was in operation only part of the school year, over 350 requests for resource speakers were received. In addition to the many volunteers who have made the Community Resource Center a success, I would like to offer a special thanks to three marvelous people: Mrs. Peggy Weedman, who first contacted me about the Voluntary Action Center's involvement in developing community resources; Mrs. Ginny Wieck, Director of the Voluntary Action Center, who coordinated the Community Resource Center project; and Mrs. Patty Jo Swanberg, who devoted countless hours in locating volunteers and establishing systematic procedures to process requests.

Willard R. Weaver  
Career Education  
Great Falls Public Schools

T A B L E O F C O N T E N T S

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## PROBLEM

Students are asking, "Why do we have to study history, math, and English?" "What good will it do us?" At every level of education, students are demanding "relevance." Can the curriculum in our schools be humanized and the materials be made more meaningful?

Teachers now do not have enough time to conduct all of the educational activities which they would like for their students. New requirements and programs are always added to the curriculum but nothing is ever taken out! New teachers are coming to our community and they do not know individuals who could be helpful to them as resource people. Established teachers are possibly not aware of new people coming into the community or of the wide variety of resource people in the community at the present time.

"What can I do now that I have retired?"

"What are they teaching in our schools?"

"How can I become more useful to my community?"

"Why can't I find employees who want more than just a paycheck?"

"How can I help educate students? I didn't even finish school!"

These are questions or statements made by students, teachers, and community resource people. Through the utilization of available community resource people, the Community Resource Center attempts to solve some of the anxieties expressed. By bringing people "in the know" and people who

"want to know" together, all three groups find a Community Resource Center beneficial. With the advent of the shorter working week for those currently employed and the increase in the number of retired persons, the implications of a program that allows for a more creative and rewarding use of leisure time become far reaching.

### DESCRIPTION

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. This center functions as a clearing house for available people to act as resource persons upon request by individuals who represent community organizations.

The major emphasis in the recruitment of voluntary speakers for the "Resource File" was through the Voluntary Action Center and the Retired Senior Volunteer Program office. In the initial phases, the Great Falls Public School District is expected to be the major beneficiary of this project. However, the major goal of the Community Resource Center is to offer this service to private and public agencies, church groups, service clubs, and any other organizations which could benefit.

### OBJECTIVES

In the organizational phase, the following were deemed necessary:

1. The selection of a volunteer coordinator to direct the project.

2. A survey of teachers to determine if a need existed for the development of a Community Resource Center.
3. The compilation of existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others.
4. The establishment of a filing system and operating procedures.
5. The recruitment of community resource persons to fill indicated needs for speakers.

The specific objectives of the Community Resource Center are to help educators:

1. Insure that each student is aware of the broad range of career options open to him in the world of work.
2. Provide information to help the student make decisions concerning his further education and/or training.
3. Assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility.

#### AREA TO BE SERVICED

The Great Falls Public School District includes 21 elementary schools, 4 junior high schools, 2 senior high schools, a Special Education Center, and the Great Falls Vocational-Technical Center. There are approximately 20,000 students enrolled in the various schools. Additional schools presently being serviced are the Montana State School for the Deaf and Blind and the parochial school system, consisting of 5 elementary schools.

However, it should be noted that the service will also be available to church organization, sororities, service clubs, and other organizations in the Great Falls area. Ultimately, the target population will be Cascade County, with a population of 90,000 people.

### PERSONNEL

At present, the Community Resource Center has one person responsible for the coordination of the office and recruitment to expand the human resources that are available in the community. This job is extremely large for one volunteer to coordinate. Therefore, current plans are to find a volunteer for each of these areas.

The Community Resource Center is located within the Voluntary Action Center office in the Civic Center. The Voluntary Action Center office is open 8:00 am. to 5:00 pm. Monday through Friday, so a staff member is available to answer the telephone (the Community Resource Center has a separate line) at all times. Each day is divided into two volunteer staff shifts, each being three hours in length (10:00 am. - 1:00 pm. and 1:00 pm. - 4:00 pm.). During the first four months of operation, requests processed averaged 20 per month. It was determined that one volunteer with a three hour shift per day was adequate. In the fifth month of operation, there was a dramatic increase in requests (50 per month, average). At this point, and thereafter, it became necessary to provide volunteer staff for two shifts per day.

The Work Experience Coordinator for the Career Education Project is responsible for the coordination between the school district and the Community Resource Center. A complete list of the officer personnel for both projects was compiled and distributed to all individuals involved (Appendix A).

## IN-SERVICE

At the regularly scheduled elementary and secondary principals' meetings, an in-service program about the Community Resource Center was conducted. At this meeting the rationale for the creation of the Community Resource Center was explained, along with a description of a pilot program with 1 junior high school and 4 elementary schools. The pilot program was implemented for 2 months in the spring to test the forms and procedures which had been developed. These materials included:

1. A survey on the use of community resource people (Appendix B).
2. Community Resource Center description (Appendix C).
3. Teacher's guidelines for using Community Resource Center (Appendix D).
4. Listing of Community Resource Center speakers (Appendix E).

This in-service program was conducted by the coordinator of the Community Resource Center and the Career Education Project staff.

After questions were answered about the Community Resource Center and the proposed operational procedures, a calendar (Appendix F) was distributed for principals to indicate the dates and times when a similar presentation could be made at their regularly scheduled faculty meetings. These in-service meetings were conducted by members of the Career Education staff or by the coordinator of the Community Resource Center.

FACILITIES AND FUNDING

The Community Resource Center is located in the Great Falls Civic Center. The office is within the area donated to the Voluntary Action Center. Equipment consists of a desk, telephone, two-drawer filing cabinet, and two metal file boxes. All staff directly connected with the Community Resource Center are volunteers.

COMMUNITY RESOURCE CENTER

Budget  
1974-75

Item	Career Education	Voluntary Action Center	Great Falls School Dist.	City of Great Falls
Telephone (installed)	\$ 66.55			
Telephone	\$ 396.00			
Printing (5000 request forms)	\$ 318.70			
Paper (5000 offset)			\$ 750.00	
Envelopes (1000)	\$ 28.90			
Envelopes (1000)			\$ 28.90	
Stamps	\$ 30.00			
Mailing & Supplies		\$ 150.00		
Office Space				\$ 450.00*
Heating & Lighting				\$ 200.00*
Desk			\$ 150.00*	
File Cabinet			\$ 40.00*	
Chair			\$ 15.00*	
Typewriter		\$ 25.00		
<b>TOTALS</b>	<u>\$ 840.15</u>	<u>\$ 175.00</u>	<u>\$ 983.90</u>	<u>\$ 650.00</u>
* Donated Items				

## GENERAL PROCEDURES

### General Design

An individual is to complete the "Request for Resource Person" form (Appendix G) and return it to the Career Education Office. The Career Education Office staff will be responsible for regular delivery and pick-up of mail from the Community Resource Center. Upon the location of an individual who is able to provide the subject matter requested, the Community Resource Center will forward a carbon copy and evaluation sheet to the resource person and to the individual who placed the original request.

### Location of the "Request for Resource Person" Forms

The "Request for Resource Person" forms are located in the library of each public school. The principals of all public schools are requested to have these forms available at other locations, such as the main office, teachers' resource rooms, teachers' lounges, and other assigned areas easily accessible to the faculty. Each form packet consists of an original and three color-coded copies.

### Completion of Request Forms

Request forms should be as detailed as possible. An area in which this is extremely important is the subject matter to be covered by the resource person. Being as explicit as possible will provide the volunteer staff member with a thorough understanding of the type of individual who could best serve the needs of the person placing the request.

### Mailing Request Forms

Mailing of the request forms is accomplished through the interschool mail, which is picked up daily at each school. The self-addressed envelopes (to Career Education) are at the same locations as the request forms. These envelopes are

size 14, buff colored. The mail is delivered to our central administration office. Special envelopes are used in order to facilitate sorting and to accommodate the size of the request forms. All correspondence concerning the Community Resource Center is addressed to the Career Education office and is delivered to the Community Resource Center by one of the Career Education staff.

#### Confirmation of Resource Person

Confirmation of a resource person is accomplished when the lower portion of the "Request for Resource Person" form is completed by the Community Resource Center. The original is mailed to the resource person and copies are sent to the teacher placing the request and to the principal of the school involved for his files. A third copy is placed on file at the Community Resource Center. Confirmation forms to the teachers and principals are returned through the inter-school mail.

#### Evaluation Forms

Evaluation Forms (Appendix H & I) are mailed with the confirmation to the resource person and the teacher. There is a stamped, self-addressed envelope provided for the resource person. The "Feedback" sheet, when completed by the teacher, is returned via interschool mail.

#### Filing System

There are two files utilized by the Community Resource Center office:

1. The card file of identified resource people (Appendix J); and
2. The file in which copies of processed requests are retained.

Both files are categorized by the same titles and sub-titles. They are:

ARTS

Arts & Crafts

Language Arts

Music & Dance

Theater Arts

BUSINESS & INDUSTRY

FAMILY RELATIONS & HOME ECONOMICS

GOVERNMENT & COMMUNITY

HEALTH

HISTORY & CURRENT EVENTS

HOBBIES & COLLECTIONS

MISCELLANEOUS

OCCUPATIONS

RELIGIONS & CULTURES

American Indian

Blacks

Philosophies

SCIENCE

SOCIAL & ENVIRONMENTAL CONCERNS

SPORTS

U.S.A. & OTHER COUNTRIES

OFFICE PROCEDURES

Daily Duties of Volunteers

1. Call resources to remind them about scheduled presentations.
2. Log all incoming requests in Community Resource Center request log.
3. Study requests to determine early dates that need immediate action.

4. Continue work on requests that are pending.
5. Begin work on new requests.
6. If there are no requests to process, begin work locating new speakers.

#### Message Log

Because of the day-to-day turnover of volunteer office staff, a Message Book is used by our volunteers. This provides for continuity and eliminates the necessity of phone calls from volunteer to volunteer. A staff member can also provide a linkage between volunteers.

#### Staff Meetings

Periodic meetings are called to train and update volunteers.

#### Processing Requests

At the time a request reaches the Community Resource Center, the volunteer:

1. Reads the request thoroughly to become familiar with the information.
2. Enters the request in the Community Resource Request Log, noting: Date, Request, Teacher, School (Appendix K<sub>1</sub>).
3. Attaches a Request Status Slip to the request (Appendix K<sub>2</sub>).
4. Using the card file of identified resources, indicates a call to appropriate resource to arrange and schedule presentation. If this resource is available, follows steps 5 through 8. If this resource is not available at this time, additional calls are made to other appropriate resources to determine availability. If resource description requests a resource not previously identified, an attempt is made to identify an available resource.

5. Notes information on resource person's permanent card: Date, School, Teacher (Appendix J).
6. Fills out Resource Confirmation section of request form and processes:
  - a. Sends original form to resource with Speaker's Guide (Appendix L, a brochure);
  - b. "Feedback" sheet, and self-addressed, stamped envelope;
  - b. Sends yellow copy to teacher with "Feedback" sheet;
  - c. Sends pink copy to principal of appropriate school;
  - d. Files gold copy.
7. Makes entry in Calendar Book for reminder calls to resource persons three to four days in advance of presentation.
8. Completes information in Request Log.

\*\*\*\*\*  
\* A P P E N D I C E S \*  
\*\*\*\*\*

**APPENDIX A**

**COMMUNITY RESOURCE CENTER STAFF**

**OFFICE STAFF**

Monday	Tuesday	Wednesday	Thursday	Friday
Claudia Benson 761-7069 10 am to 1 pm	Sue Voegele 761-4293 10 am to 1 pm	Kay Matthison 727-6917 9:30 am to 11:15 am	Edith Walsh 453-3603 10 am to 1 pm	Renee Tesinsky 761-0680 10 am to 11:30 am
Lenore Searles 452-3433 731-3076 ? to 4 pm	Betty Thiebes 761-4819  1 pm to 4 pm	Sue Hamilton 761-0658  12 noon to 3 pm (not last Wednesday of month)	Lenore Searles  ? to 4 pm	Chrissy Richards 761-7223  11:30 am to 2:30 pm

**Typing**

Michelle Dega                      727-2628

**Parochial School  
Coordinator**

Sister Cecelia                      453-8381  
VanDeberg                      or 452-0551

**Business Sources**

Forrest Arthur                      453-7431

**Career Education**

Frances Jackson  
Will Weaver                      761-5800  
Rich Wooden                      ext. 354  
Chuck Strand

**Action City Planner**

Peggy Weedman                      761-6011

**Voluntary Action Center**

Director:  
- Ginny Wieck                      761-6010  
Board Chairman:  
Ann Miller                      761-1578  
VAC School Liaison:  
Dewey Swank                      761-5800

**CRC Coordinator**

Patty Jo Swanberg                      454-1264

APPENDIX B

Great Falls Public Schools  
Great Falls, Montana

TO: Teachers of School District #1  
FROM: Voluntary Action Center  
RE: Community Resource Center

Information gained from this survey will be used to establish a community resource file and will be available for your use next fall.

SCHOOL \_\_\_\_\_  
DEPARTMENT \_\_\_\_\_  
GRADE LEVEL \_\_\_\_\_

I. Resource persons you have used this year:

<u>Topics covered</u>	<u>Number of Resource Persons involved</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

II. Community Resource persons you would like to have available next year:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## APPENDIX C

### COMMUNITY RESOURCE CENTER DESCRIPTION

The Community Resource Center will be a central clearing house of "people in the know" who are willing to share their knowledge and talents with those who "want to know."

Located in the Voluntary Action Center and supported by the Voluntary Action Center and Great Falls Public School District, the Community Resource Center will initially provide resource people for the classrooms of the Great Falls Public School District. These volunteers will share their occupations, training, skills, and personal experience such as travels and hobbies. Through the involvement of retired people, people of various socioeconomic backgrounds, available community and government resources, and cooperation of the School District, the Center is expected to be a positive force in bringing the generations together, in helping to broaden the students' experiences and widen his horizons.

Teachers will complete a request form and send it to the Voluntary Action Center Office. The Community Resource Center will contact a volunteer to meet the requirements -- be it a nurse, insurance man or rock hound -- and then notify the teacher of the arrangements. Follow-up evaluations will be made by both the volunteer speaker and the teacher so the Community Resource Center will know which persons best fit specific needs.

Eventually, the Community Resource Center service could be expanded to include social agencies such as the YMCA, YWCA; Opportunities, Inc.; Cascade County Senior Citizens' Center; church organizations; services clubs; etc. Ultimately, the program could serve anyone in Cascade County.

## APPENDIX D

### Teacher's Guidelines for Using Community Resource Center

#### I. Requesting a Resource

- A. If you use the services of the Community Resource Center, requests must be okayed and be received two weeks in advance of the requested appearance.
- B. If a particular resource is needed in an area not included on the community resource roster, fill out the "Request for Resource Person" form and send it to the Community Resource Center, an ~~etc~~ attempt will be made to locate the resource requested.
- C. When filling out the "Request for Resource Person" form, you are asked to fill in the curriculum area, the specific type of resource wanted, and the date and hours for which you are requesting the resource. Request forms are available in each principal's office and/or library. Fill out the requested information and return it to the Community Resource Center via school mail.
- D. The Community Resource Center will contact the resource by phone and if he or she is available, the office will send out a confirmation to the (1) teacher, (2) resource, and (3) principal. A Speaker's Guide Brochure will be sent to the speaker, along with the confirmation form.
- E. Another phone call will be made 2 to 3 days before the date of the presentation to reconfirm and make certain the resource has been contacted by the teacher.

- E. Upon receipt of the confirmation form, the teacher will immediately contact the resource person to discuss the topic and details of the presentation.
- F. In case of a cancellation, if time permits, the resource center will try to find a substitute. The teacher will be notified immediately of any cancellations or substitutions. If the resource calls the teacher directly to cancel, the teacher is to inform the Resource Center immediately by telephone. The Resource Center's telephone number is 761-6019.

## II. Suggestions for Aiding Resource Speakers

- A. Discuss with the class possible questions to ask the speaker.
- B. Have a student meet the speaker in the principal's office.
- C. Introduce the speaker to the class. Perhaps a student could do this.
- D. Escort the speaker back to the office or to his transportation.
- E. Do some type of follow-up, such as a thank-you letter from the class.

The Community Resource Center is a cooperative effort involving many facets of the community: the school administration, teacher, students, the volunteer speaker, and the Voluntary Action Center. In order for this effort to work smoothly, the contact the teacher makes with the speaker before the presentation is of utmost importance. You can help the speaker feel more at ease by helps

such as making certain he knows how to get to the school, where to park, what materials you can have on hand for him, and what aid you or the students can give during the presentation. By giving him background information on your class, and by telling him what you had in mind when you requested him, you and the speaker can organize a successful presentation.

## APPENDIX E

### Community Resource Center Speakers Available January 30, 1975

Note: This list is offered as suggested possibilities for speakers. However, please do not limit yourself to this list. We will attempt to identify, arrange, and schedule any request you might have for a resource person. If you have any questions, please call 761-6019.

#### THE ARTS

##### ARTS & CRAFTS

Artist  
Bargello Embroidery  
Basket Making  
Batik  
Crocheting  
Knitting Instructor  
Lettering & Posters  
Macrame  
Netting  
Photography  
Weaving

##### LANGUAGE ARTS

American & English  
Literature  
Black Literature  
Comparative Literature  
Creative Writing  
Deaf & Blind School  
Dickens  
Journalism  
Mail Carrier  
Montana Literature

#### LANGUAGE ARTS (cont)

Science Fiction  
Shakespeare  
Story-Teller  
Writing - General  
Writing - Poetry  
Writing - Novels

#### MUSIC & DANCE

Acrobatic Dance  
Bagpipe Player  
Christmas Music  
Dance - Ballet, Tap, Jazz  
Modern, etc.  
Folk Singing  
Hawaiian Hula  
Norwegian Music  
Four-Part Harmony  
Woodwind Instruments

#### BUSINESS & INDUSTRY

Advertising Techniques  
Anaconda Co.  
Baker

BUSINESS & INDUSTRY (cont)

Banking  
Banking - Math  
Beautician  
Bees - Raising  
Bees - Honey Production  
Business - How it operates  
Business - General  
Butchering  
Buyer - Retail  
Cataloging - Merchandising  
Cataloging - Freight &  
Charges  
Coordination  
Credit Union  
Industry  
Insurance - Life, Health,  
Mutual Funds  
Interior Decorator  
Fabrics  
Furniture  
Mass Media  
Merchandising  
Money Management  
Mountain Bell  
Post Office - Mail  
Travel Agency  
Travel  
Validity of TV Ads

FAMILY RELATIONS & HOME

MANAGEMENT

Automobile Basics for Women  
Birds & Water Fowl  
Clothing

FAMILY RELATIONS (cont)

Fabrics - Samples, Origin,  
Use & Design  
Foods  
Game Cookery  
Getting Along with Parents  
Gourmet Cookery  
Interior Decoration  
Merchandising  
Money Management  
Pre-Schoolers  
Dressmaker  
Textiles

GOVERNMENT & COMMUNITY

Camp Fire Leader  
City Engineer  
City Recreation  
City Traffic Director  
Civil Defense  
Christian Business and  
Professional Women's  
Council  
Con-Con Advisory  
Conservation (Edible Roots)  
Constitutional Convention  
(Montana)  
Constitutional Lawyer (U.S.)  
Deaf and Blind School  
Economic Development  
Fire Protection  
First Aid  
Fish & Game  
Fish Hatchery  
Forest

GOVERNMENT & COMMUNITY (cont). HEALTH (cont)

Garbage Pulverizer  
Great Falls Public Works  
Director  
Highway Commissioner  
(Montana)  
Internal Revenue Service  
Judge  
League of Women Voters  
Mayor  
Police Department  
Politics  
Red Cross  
State Senator  
Tour of School Administration Building  
Water Safety

HEALTH

Abortions  
Adolescent Problems  
Alcoholism  
Ambulance  
Blood Diseases  
Blood Diseases & Typing  
Cancer  
Dental Hygienist  
Dentist  
Dentistry  
Dietician  
Drugs  
Cardio-pulmonary Resuscitation  
Family Planning  
First Aid  
Heart

Heart Disease - Cancer  
Heart Disease - Tobacco  
Hospital  
Hospital - Nurses Aid  
Training  
Hospital - Emergency Room  
Procedures Tour  
Physical Therapist  
Psychology  
Rehabilitating - Disabled  
Venereal Disease

HISTORY & CURRENT EVENTS

American History  
Brother Van  
Civil War  
Constitutional History  
Customs - Christmas - Old Toys  
English History & Politics  
Ghost Towns (Montana)  
History of Great Falls  
Indian Writing  
Montana History  
Political Science  
Revolutionary History (U.S.)  
Thanksgiving  
War (any)  
Women & The Law

MISCELLANEOUS

Abortion  
Animal Training  
Association of the Blind  
Birds & Water Fowl  
Blind Persons

25

MISCELLANEOUS (cont)

Camp Fire Girls  
Chess  
Economic Development  
Europe  
Euthenasia  
Flowers  
Furs  
Girl Scouts  
Hospital Chaplain  
Montana Medical Education  
and Research Foundation  
Passion Play  
Prison Reforms

OCCUPATIONAL INFORMATION

Advertising  
Air Traffic Controller  
Ambulance (Procedures)  
Animal Trainer  
Architecture  
Auto Body Painting  
Auto Mechanics  
Banker  
Beautician  
Bookkeeper  
Bus Driver  
Business Manager  
Butcher  
Buyer  
Cabinet Maker  
Cake Decorating  
Carpet Layer  
Carpenter  
Car Sales  
Cartoonist

OCCUPATIONAL INFORMATION (cont)

Cashier  
Clerk  
Clown  
College Instructor  
Communications  
Computer Programmer  
County Extension Agency  
Cow Puncher  
Certified Public Accountant  
Crime - Detectives  
Decorating  
Dentist  
Dental Hygienist  
Dietician  
Dog Training  
Drafting  
Employment  
FAA Personnel  
Farmer - Feedlot Operator  
Fire Fighter  
Fish & Game Department  
Florist  
Forest Ranger  
Free Lance Artist - Commercial  
Fur Garments - Making  
Furrier - Taxidermist  
Fur Trapper  
Highway Patrol  
Hospital Support  
Implement Dealer  
Insurance Sales  
Interior Decorator  
Investment Broker  
Jewelry Making  
Judge

OCCUPATIONAL INFORMATION (cont)

Lawyer	Railroad Conductor
Leather Working	Railroad Employee
Librarian	Real Estate
Mail Carrier	*Restaurant Owner
MAFB Police	Retailing & Buying
Marketing	Rock Hound
Marriage Counselor	Secretarial Field
Medical Careers	Scientific Research
Merchandiser	Sheriff
Meteorologist	Social Worker
Mineralogist	Soil Lab Technician
Mortician	Store Owner - Women's Apparel
Newspaper - Copy Editor, Editor, Reporter	Taxidermy
Nurse	Telephone Employee
Occupational Therapist	Television Artist
Oil Industry	Travel Agency - Methods of Travel
Para-Legal Assistant	Truck Drivers
Paramedic	TV Station
Pediatric Nurse	Type Setter
Personnel Manager	USAF Recruiter
Photographer - Commercial Illustrator	US Army Recruiter
Physical Therapist	US Navy Recruiter
Pilot - MANG	Veterinarian
Pilot - Commercial	Visual Arts
Pilot - Canadian Air Force	Waitress/Waiter
Pilot - Ground Handling	Weather Forecaster
Pilot - U.S. Air Corps in Burma	Wheat Farmer (Retired)
Police	Window Decerating
Post Office Supervisor	X-Ray Technician
Pre-School Teacher	
Probation Officer	
Psychology	

RELIGIONS & CULTURES

American Indian - Culture,  
Customs, Crafts  
American Indian Mythology  
Blacks - Music, Holy Bells  
Churchmen  
Christian Business & Pro-  
fessional Women's  
Council  
Christmas Traditions  
Eastern Orthodox Church  
Judaism  
Meditation  
Montana Indian Arts  
Yoga

SCIENCE

Bacteriologist  
Bees  
Bees - Honey Production  
Biology  
Chemistry  
Electronics  
How We See (Deaf & Blind  
School)  
Light and The Way We See It  
Math  
Mineral and Rock  
Rocks  
Weather  
Wild Animals  
Wild Flowers  
\* X-Ray Technician

SOCIAL & ENVIRONMENTAL CONCERNS

Alcoholism  
Conservation of Montana Re-  
sources  
Drugs  
Environment  
Environmental - Wilderness  
Group Social Worker  
Juvenile Agencies  
Natural Gas  
Petroleum  
Prison Reforms  
Recycling Center  
Rehabilitation - Alcohol  
Rehabilitation Agencies  
Social Group Workers  
Soil Conservation  
Weather Bureau

SPORTS

Mountaineering  
Rodeo Participant

UNITED STATES AND OTHER COUNTRIES

Alaska & Eskimo Culture  
Australia  
Customs in Other Countries  
Death Valley  
England - Traditions  
France  
German Christmas Traditions  
Ghost Towns (Montana)  
Greece  
Japan

UNITED STATES AND OTHER

COUNTRIES (cont)

Monument Valley

South America

Travel in Europe

War

West Coast

HOBBIES AND COLLECTIONS

Basket Making

Furniture Refinishing

Indian Artifacts

Macrame

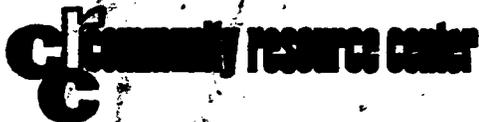
Rock Hound

Weaving

**APPENDIX F**

**Schedule of Presentation  
for  
Community Resource Center**

	Monday		Tuesday		Wednesday		Thursday		Friday	
	am	pm	am	pm	am	pm	am	pm	am	pm
School										
Principal										
Time										
Location										
Number of Teachers										



APPENDIX G

REQUEST FOR RESOURCE PERSON

(This form must be received two weeks in advance of requested appearance)

Teacher(s) \_\_\_\_\_ Principal's Signature \_\_\_\_\_

Home phone number where resource person could contact you if unable to reach you at school: \_\_\_\_\_

During hours \_\_\_\_\_ Phone \_\_\_\_\_

School \_\_\_\_\_ Address \_\_\_\_\_

Curriculum Area \_\_\_\_\_ Grade \_\_\_\_\_ Number of Students \_\_\_\_\_

Subject matter to be covered by resource person \_\_\_\_\_

Date(s) Requested

Speaker Schedule

	Room No.	Period	Beginning Time	Ending Time
First Choice				
Second Choice				
Third Choice				

RESOURCE CONFIRMATION

(To be completed by the resource office only)

We have scheduled the resource person you requested as follows:

M T W T H F \_\_\_\_\_ Date(s) \_\_\_\_\_ Time(s) \_\_\_\_\_

(Resource person/company/organization/confirmation address)

(Title/position)

(Subject matter to be covered)

PLEASE CALL RESOURCE Resource person's telephone \_\_\_\_\_ (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

Preferred time to call \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

Teacher note: Please do not invite classes not listed here without clearing with the Community Resource Center. Phone number 761-8701. Office hours 10:00 a.m. to 4:00 p.m. Monday through Friday.

Resource note: Please report to the principal's office upon your arrival at the school. Will you please complete the evaluation form after your visit to the school, and return it to us in the enclosed self-addressed envelope. Your comments help to determine the educational value of this activity and ways in which our service to you, students and teachers might be improved.

Special arrangements or equipment needed for presentation: \_\_\_\_\_

Distribution: \_\_\_\_\_ Resource \_\_\_\_\_ Teacher \_\_\_\_\_ Principal \_\_\_\_\_ 31 Community Resource Center Copy

APPENDIX H

Community Resource "Feed-Back Sheet"  
(To be completed by Resource Person)

In order that we may continually improve and make adjustments in our Community Resource Center, we would like your reactions to your recent presentation/demonstration at one of our schools. Please comment freely. All evaluations will remain confidential and will be used only as a means of continual evaluation of our program.

\*\*\*\*\*

The physical set-up (i.e., room, equipment required for presentation/demonstration, seating arrangement of children, etc.) was...

Good \_\_\_\_\_ Fair \_\_\_\_\_ Satisfactory \_\_\_\_\_

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The teacher had contacted you in sufficient time to allow for all final arrangements.

Yes \_\_\_\_\_ No \_\_\_\_\_

Children were attentive \_\_\_\_\_; restless \_\_\_\_\_; uninterested \_\_\_\_\_.

Was the class prepared and informed about your presentation?

Yes \_\_\_\_\_ No \_\_\_\_\_

Additional comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Resource Person \_\_\_\_\_

Please return this form immediately following your presentation using the enclosed stamped, self-addressed envelope. Thank you for your interest and involvement in this expanding program.

APPENDIX I

Community Resource "Feed-Back" Sheet  
(To be completed by teacher)

We are interested in your reactions to the Community Resource Center Volunteer who appeared recently in your classroom. Please comment. All evaluations will remain confidential, and will be used only as a means of continual evaluation of our program.

Volunteer's Name \_\_\_\_\_

1. Knowledge of subject:

/Poor      /Fair      /Good      /Very Good

2. Ability to communicate effectively with students:

/Poor      /Fair      /Good      /Very Good

3. Would you recommend this person for another classroom presentation?

Yes \_\_\_\_\_

No \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

Teacher's Name \_\_\_\_\_

Please return this form to the Community Resource Center via School District mail as soon as possible. Thank you very much for your cooperation.



APPENDIX K<sub>1</sub>

Date	Request	Teacher	Pending	Confirmed	Resource	Volunteer

APPENDIX K<sub>2</sub>

Request Status Slip

Date	Resource People Contacted	Neg Resp	Call Back	No Ans	Confirmed	Volunteer

## APPENDIX I

### SPEAKERS' GUIDE

#### What is Career Education?

Across the country, a revolution has been taking place. Students are asking, "Why do we have to study History, Math, English, etc? What good will it do us?" At every level students are demanding "relevance". Through Career Education, the curriculum can be made more meaningful to the students. Students will be able to see how they could apply their knowledge in real-life situations.

#### Elements of Career Education

1. Self-awareness
2. Career awareness
3. Appreciation & attitudes
4. Economic awareness
5. Skill awareness & beginning competence
6. Decision-making skills
7. Employability skills
8. Educational & training awareness

#### General Objectives of Career Education

1. Make school & school subjects more relevant to all students in terms of life or work after school.
2. Prepare all students for career entry, regardless of their post-high school plans.
3. Bring about community involvement with schools.
4. Assist students to explore and develop a positive self concept in their life roles in the areas of: family, avocational, citizenship, and economics.

#### Why are we asking for your help?

In order to make a total Career Education program meaningful, we need your help to give the students a larger insight than can be provided only by the teachers. It is important for all students to understand the aspects of the many different career areas they might consider. Because of your insight and involvement in your field, you can provide a service to our students by sharing your knowledge and experience as no textbook possibly can.

#### Items you could include in your presentation

1. Your background - We are interested in students knowing about different life styles that might be connected with the various topic areas and careers.
2. Give a description or definition of the topic.
3. Supply background information on the topic area.
4. What training, education and/or skills did you have to acquire? What subjects might relate to these requirements?
5. Opportunities - What is the employment trend in the future?
6. What rewards or self-satisfaction do you receive?
7. Job Satisfaction - Advantages and disadvantages of your occupation
8. What type of facilities, equipment and/or tools do you need or use?
9. Description of job itself - A typical day
10. Are there any legal requirements or restrictions?
11. In retrospect, what would you do differently to enter the world of work?

Great Falls Public Schools  
Great Falls, Montana 59403

(APPENDIX L cont.)

Techniques and Materials

Techniques that have added greatly to presentations in the past are:

1. Wearing your work clothes.
2. Bringing tools of work along.
3. Using visual materials, charts, pictures, slides - (if audio-visual equipment is needed, let the teacher know in advance).
4. Involving the students in any way possible: Could a couple help you? Could the students try something?
5. Allow time for questions.
6. Remember the grade level of the class.

For further information

Community Resource Center  
 P.O. Box 1105  
 Great Falls, Mont. 59403  
 Phone 761-6019

CAREER DEVELOPMENT CONTINUUM

