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ABSTRACT

A pilot mass media campaign was conducted in New Haven, Connecticut, to acquaint the public with the concept of career education. For three weeks newspapers, television, and radio devoted time and space to the campaign which focused on one of the following topics each week: the need for planning in career development; career development; career education as a means for mid-life career changes; and career education's role in reducing sex and ethnic stereotyping and the resulting discrimination. Following the campaign, a study (which is attached to this report) was conducted to determine its effectiveness. A total of 1410 telephone interviews were completed, including 203 middle and high school students, 248 employers, and 959 members of the general public (i.e., individuals who were neither students or employers). Analysis of their responses showed that (1) only twenty-one percent of the total sample was aware of career education, and the majority of these respondents said their knowledge resulted from reading the newspapers; (2) most people were able to define career education correctly; (3) while most students expressed an interest in finding out more about career education programs, the majority of employers and general public were not interested; and (4) of those who were aware of the campaign, a disappointingly low number (fifteen percent) recalled the announcement of where to write for additional information. (ELG)

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STATE OF CONNECTICUT  
STATE DEPARTMENT OF EDUCATION  
Box 2219 - Hartford, Connecticut 06115

FINAL REPORT - Coordinated Use of Mass Media for the Development and  
Delivery of Career Education

The first thrust of the project was to develop a television video-cassette capable of communicating the concept of career education to small groups of diverse populations, as well as for broadcast to the general public. This cassette was professionally developed at the studios of the Connecticut Public Television Broadcasting Company.

The video presentation is a tele-lecture entitled "Well, It's A Living". It is approximately 20 minutes in length and includes some elementary and basic statistics with effective visual enhancement. It addresses the concept of career education ... what it is, why it is needed, and how it operates. It touches upon such issues as; the importance of self awareness and exploratory experiences in the early years; the infusion of the concept of career education into the curricula of all disciplines in sequentially developed stages; how and when the development of marketable skills can be introduced; the systematic development of work habits and attitudes; consideration of a work ethic in a democratic society; and finally, the importance of developing decision making skills. A continuing theme throughout the video presentation is the importance of participation by the total community in both the development and the delivery of career education.

This video cassette was developed to orient diverse populations to the concept of career education and then to seek their in-put relative to the kind of material that ought to be considered in a mass media campaign. The video presentation was used at the opening of each session in a series of mini-conferences held in six regional areas of the state.

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Forty seven mini-conferences involving 635 participants were held between October 22nd and December 9th, 1975. Separate small group conferences were held with each of the diverse populations. These groups met over breakfast, lunch, or dinner. The combined attendance for each population was as follows: Parents 77; Administrators/Supervisors 96; Teachers 108; Business representatives 37; Industry representatives 50; representatives of the Professions 37; Superintendent/Board of Education Members 84; Guidance Counselors 146. For a variety of reasons group meetings were not initiated for representatives of labor, government, social, civic and religious organizations. However, random and informal in-puT was procured from these groups.

Each of the 47 group meetings was opened with the video cassette presentation. This was followed by an informal discussion for 15 to 20 minutes on the concept of career education. This, in turn, was followed by 10 minutes of IDEATION on the question ... "What information do you think should be included to deliver to the general public, through the mass media, the concept of career education, foster its philosophy and encourage its adaptation within the educational process"? All comments, informal discussion, as well as ideation, were recorded stenographically and on audio cassette.

The comments then were combined and summarized into topics that could be considered as material for a mass media campaign.

An analysis of some 700 comments that were developed during the conferences identified 85 topics for consideration in a career education mass media campaign. These were consolidated into 20 areas and then prioritized in terms of broadest general interest. Three areas finally were selected for immediate development through the mass media in a pilot project:

- The need for planning in career development.
- Career education as a means for mid-life career changes.
- Career education as a force in the reduction of sex and ethnic stereo-typing and its resulting discrimination.

It was decided that each of these topics were to be the area of concentration for a one week campaign. All mass media would be asked to focus on the same topic during a given week.

It should be noted that the eagerness of the respondents to be of assistance in encouraging the development of career education pervaded virtually all of the conferences. Each group quickly grasped the notion that their participation in career education would assist them in their respective roles as parents, educators or employers.

The target date for implementing the pilot mass media campaign was established as May 3, 1975 through May 23, 1975.

New Haven, Connecticut was the community selected for the intensive three week campaign. Television, radio, newspapers, in-house industrial publications were to be solicited and asked to promote an awareness of the career education concept.

As a first step in the campaign a luncheon meeting was held to which New Haven editors, television and radio station managers were invited. The original video cassette, "Well It's A Living" was presented. The mini-conferences and their results were described, the pilot project to be undertaken in New Haven was explained and cooperation of the media managers was solicited.

Their apparent grasp of the significance of the career education concept and their willingness to cooperate was an incredible endorsement.

Another very significant step was a luncheon held as a "kickoff" for the campaign. Top brass, representing the leadership of the community, including

the mayor, the School Superintendent, Chairman of the Board of Education, representatives of civic, social and religious organizations, local universities, business and industry and others were in attendance. This provided the kind of endorsement and newsworthy publicity that the project required.

The next step in the project was to develop a series of cassettes, tapes and scripts, for television and radio broadcast purposes. These were turned over to the media managers for use at their discretion. The materials proved to be well received and highly commended. All were generously used, some in prime broadcast time, by television station, WTNH and by 4 radio stations which cover the greater New Haven area of some 9 communities.

Both the television and radio station used the 10 second, 30 second and 60 second public service spot announcements that had been developed for the project. One of the TV spots featured an original musical jingle and attractive aspects of travel tied into the need for planning ahead in career development; another, the continuing options for mid-life career changes; and the third pointed out the ill-advised practices of ethnic and sex stereotyping. These were all tied together through a continuing logo identifying career education as a sponsor of meaningful career development. The audio portions of the TV spots were used as the material for the radio spot announcements.

Channel 8, WTNH-TV, New Haven, Conn., an ABC affiliate, included in its morning variety program on three Monday morning 10:00 to 11:00 A.M. the following discussion forums:

Monday, May 3 - 13 minutes - Host, with Vernon Cook and Vincent Gagliardi,  
Career Education Program Director, New Haven School District.

General discussion of the New Haven project and Career Education concepts - particularizing on Week 1, early awareness, exploration and preparation activities

Monday, May 10 - 8 minutes - Host, with Vernon Cook and Dr. Randy Nelson,

Director University of Bridgeport Career Education Center.

Discussion of post graduate, adult or mid-life career changes and availability of centers resources and staff to general public.

Monday, May 17 - 6 minutes - Host, with Vernon Cook and Mrs. Jean Cherry,

Associate Director of Urban League of Greater New Haven.

Discussion centered on Ethnic and Sex Stereotyping and this particular guest's success in seeking and achieving added, and more challenging responsibilities approaching the age of 40.

During this three week period Radio Station WAVZ-FM broadcast a 30 minute forum program on career education on both Saturday and Sunday of each week. The content of the broadcast was in keeping with the theme identified by all the media for that particular week.

During this same period extensive print material was released through the local newspapers and in-house journals. Editorials, feature stories, career education activities in the New Haven schools, unique career case studies, comments and endorsement by prominent figures were published in the two local newspapers, as well as business and industry communiques that were distributed and posted upon billboards of large industries. (Addendum A)

The combined thrust of the television, radio and printed material was completed on schedule. A professional rating company the Starch-Inra-Hooper Co. conducted an impact study. This is the company that conducts the nationally known Hooper Ratings for radio programs. Under the direction of its vice-president, Dr. Morgan Neu, who developed a personal interest in the concept career education, an extensive random telephone poll was conducted. Four thousand telephone calls were made in the greater New Haven area. A scientific designed questionnaire provided some interesting and constructive information for continuing and expanding a mass media campaign. (This study is included as Addendum B)

It had been anticipated that the project might continue for an additional year as a pilot project and then launched into a national campaign. Twelve additional topics stand ready for development, as were the original three. This would provide a fifteen week campaign. Our experience and the evaluation of the media impact has provided criteria for developing this continued effort. It is regrettable that the project life was not extended. Some efforts, however, are being made to expand the original 3 week effort in the one pilot community into a state wide project saturating all communities within the state with the material developed thus far.

A limited quantity of the following materials developed in connection with the project are available for dissemination.

1. Copies of the 20 minute color video cassette "Well, It's A Living" (This cassette has been re-edited and now has included within it the three television spots).
2. Script copies only of the TV spots, including the video and audio content.
3. Script copies only of the Radio Spots.
4. Script copies of the introduction to the Radio Forum Programs.
5. Copies of the newspaper and in-house journal materials.
6. Copies of the Starch-Inra-Hooper study.
7. A list of 20 items identified by mini-conference respondents as suggested ways to use the mass media.

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ABSTRACT OF FINAL REPORT

Coordinated Use of the Mass Media for the Development and Delivery of  
Career Education

A 20 minute color television video cassette was developed to orient groups of diverse populations to the concept of career education.

This video cassette was presented at the opening of each session in a series of mini-conferences held in six regions of the state. Forty seven such conferences were held with separate groups of (a) parents, (b) teachers, (c) counselors, (d) representatives of business, (e) industry, (f) the professions, (h) school administrators/supervisors, (i) school superintendents/board of education members. A total of 635 people participated in the breakfast, lunch and dinner conferences. The variety of locations and the number of groups that participated produced a broad sampling and a reasonable cross section of the diverse population which represent the total community needed for the furtherance of the career education concept.

After viewing and discussing the video presentation participants in each conference responded in an ideation session to the following question:

"What information do you think should be included to deliver to the general public, through the mass media, the concept of career education, foster the philosophy, and encourage its adaptation within education?"

All comments were recorded stenographically and on audio cassette. The responses then were summarized and combined into topics that might be the basis for a mass media campaign.

This material then was developed into television and radio spot announcements and forum discussion programs. A series of editorials, feature stories, and news reports was developed with the cooperation of the local newspapers and the in-house trade and industrial publications. A single theme was selected for each of the three week campaign; (1) the need for planning in career development; (2) options in our society for career changes; and (3) the need to eliminate sex and ethnic

stereotyping and discrimination.

New Haven, Connecticut was selected as the site for the pilot project because of its size, location and cultural mix. The cooperation of top level managers of the mass media was solicited at a luncheon meeting. It was readily provided and a "kick-off" luncheon was provided to initiate the pilot project. Community leaders in every branch of society were in attendance and thereby provided a sound endorsement for the project.

The three week campaign was completed and its impact professionally evaluated by the polling agency that conducts the nationally known "Hooper Ratings"

# Career Education In New Haven

What is "Career Education?"

Educational authorities in Washington and in Hartford agree about the importance of Career Education.

Two Presidents of the United States have espoused it.

Two United States Commissioners of Education have made it one of their prime goals.

In New Haven, as in cities in all 50 states, it is beginning to take hold.

"There will be large rewards for educators and students in Career Education," said S. P. Mallard Jr., former United States Commissioner of Office of Education and one time Connecticut educational leader.

"School administrators and teachers will gain a renewed sense of accomplishment in giving students realistic, effective preparation for life in the society into which they will be graduated. Schools will become animated, joyful places rather than the fortresses of despair that so many of them are today.

"Career Education is an effort to make education more meaningful to the student. It can assist adults with their mid-career change decisions. It can be influential in the reduction of sexist and minority stereotypes which cause discrimination.

"Particularly can Career Education help the student enter the world of work with a specific career goal."

In Connecticut, Career Education is reaching about 25 per cent of Connecticut's student population. Some 60 per cent of all school districts are developing Career Educational

## Endorsement By Logue

We should be proud that the City of New Haven has been selected as the site of this unique Career Education project by the United States Office of Education and the Connecticut State Department of Education.

As I have observed the educational process, I have become increasingly impressed with Career Education as a means of helping students learn basic education skills as well as preparing them for satisfying and productive work.

The increasing integration of Career Education into the school curriculum, a goal in which New Haven has been a leader, can do much to make academic instruction more meaningful to students.

Career Education helps provide students with the urgently needed motivation to learn by strengthening the bridge between academic learning now and getting a job later.

An on-going process, Career Education starts in the kindergarten but does not end with a diploma. It is also a means of providing confidence and direction to the growing number of adults who seek a career change in mid-life.

It is with great pleasure that I add my endorsement to the principles of Career Education and to this particular program. At the same time I want to express the City of New Haven's appreciation to my good friend Mark Shedd, Connecticut's Commissioner of Education, and to Dr. Saul Dulberg who have helped State funding for New Haven's Vocation and Career Education efforts grow from \$5200 for one program in 1967 to \$275,000 for 39 programs this year. That, I think, speaks well for the State of Connecticut and for the City of New Haven.

activities. Of these, some 70 per cent have named some individual specifically in charge of Career Educational work. New Haven is included in that number — especially its middle schools.

There are some 34,000 teachers involved in Career Education in Connecticut, represent-

ing some 1,500 Connecticut schools.

On the secondary school level, 90,000 students — or about 45 per cent of the students in grades 9 through 12 — are enrolled in programs of career preparation which provide specific skills and related information leading to employment

or to further vocational training.

The specific objectives of Career Education are that every student, from the mentally retarded to the gifted, be able to choose a career that is consistent with the student's aptitudes and interests. To make this possible, the student is exposed from kindergarten to adulthood to experiences which make him more aware of his own aptitudes and weaknesses as well as of the available careers that exist in the world of work.

One of the means by which Career Education is made meaningful to the student is the involvement of many separate educational disciplines in the Career Education process. Where vocational education merely involves guidance assistance, Career Education can and does involve such diverse learning disciplines as the language arts, social studies, math, sciences, fine languages, art, music, physical education, reading, industrial arts, home economics, etc.

Some concern for the career development of students has always been a concern and responsibility of the schools' professional guidance staff. However, the current interest in Career Education has greatly emphasized this concern. As a result, Career Education has become a responsibility shared with teachers and others. Professional guidance personnel now have been pressed into leadership roles which in turn has demanded more aggressive action.

## City School Project

# Career Program Called Success

By BOB GREENLEE

According to those responsible for the city's pilot career education program, dramatic progress has been made in reducing disciplinary problems and absenteeism among hundreds of students in the last three years.

Participating students reportedly scored much higher in academic achievement than a "control group" selected at random from those not in the program.

The three-year pilot Career Education program, which runs out of funding shortly, was sponsored by the state Department of Education, division of Career and Vocational Education.

Vincent M. Gagliardi, career education program director for the city, said a study showed that hundreds of young people involved in career education in Troup, Conte, Sheridan and Betsy Ross Middle Schools achieved "outstanding progress

in some of the most knotty academic problems."

Initially, the program began at Troup Middle School, with about 500 students from 2,700 who attended the school during the three-year project who were randomly selected from the seventh and eighth grades.

One of the key factors in making the program a success, according to faculty members participating in the project, has been the minimal "disciplinary action among the 500 students in the program."

The report says those middle school students involved in the project showed a much lower incidence of the type of disciplinary problems which haunt inner-city schools throughout the country.

But the major area of concern — high rate of absenteeism — showed a marked decrease in student absences.

When compared with the "control group," attendance for career education participants indicated that they attended

school at a 32.6 higher frequency than those who were not directly involved in the program.

And in the area of academic achievement, the study indicated that career education participants "achieved first, second, or third honors during the academic year at a 40.5 per cent higher rate than the control group."

Another facet of the program is that participants are provided with increased knowledge and understanding of career opportunities available.

There are approximately 25,000 job classifications in America. These jobs have been placed in 15 job "clusters" to

facilitate career education studies.

Dr. Saul Dulberg, coordinator of career education for the state Department of Education, points out, however, that "career education" is obviously not the complete answer to all our problems.

"But it has been our experience," he explained, "that Career Education can make a significant contribution to problem-solving."

New Haven Register--May 5, 1976

# Experts Laud City Teaching About Careers

By BOB GREENLEE  
Staff Reporter

Two authorities in child development have welcomed the introduction of career education in New Haven schools as an important step toward meeting present and future needs of young people.

The two are Dr. Albert J. Solnit, director of the Yale University Child Study Center and president of the International Association for Child Psychiatry, and Dr. James P. Comer, associate dean, Yale School of Medicine, and author of the new book "Black Child Care."

The statements, issued separately, were reactions to published reports of the results of a three-year pilot career education program in the city's middle schools, which had been released by the state Department of Education.

The study noted "dramatic progress made in reducing disciplinary problems and absenteeism and improving academic achievement."

Dr. Comer, who has been involved in a variety of projects in city schools and is one of the outstanding black psychiatrists in the nation, stated, "One of the problems confronting young people is having a sense of tomorrow, a sense of the future."

"A career education program, of the kind indicated in the recent Troup Middle School report," Dr. Comer added, "does apparently begin, without explicitly spelling it out, to give young people a focus for their present and future."

Comer indicated that he was not "surprised" at the results of the Troup study, but added, "so little is written on this subject, that such results appear to be surprising."

"The fact is that many young people respond by improved performance to almost anything that demonstrates concern for them," he said.

Dr. Solnit, who is past president of the American Psychoanalytical Association, pointed out that "the earlier onset of puberty underscores the need for providing career education as well as sound education in the humanities and sciences for all our children."

He concluded, "The career education program in New Haven is evidence that our public education system is moving in the right direction to meet the present and future needs of our children and youth."

Comer, as mentioned, no stranger to a number of innovative programs within the school system, noted "the trouble too often is that very little is done for or with many young people on a systematic, businesslike basis."

"Those addressing themselves to social problems," he continued, "usually do not run their activities like a business. People who administer social programs are not business people."

And he added, "As a result, most social programs seek to do for people; but don't ask anything from them in return. What is needed are social programs executed like a business but in human terms."

The three-year study of the pilot program contended that "career education is obviously not the complete answer to all our problems. But our recent experience tends to show that career education can make a significant contribution to problem-solving."

# The New Haven Register

THURSDAY, APRIL 29, 1976



## Careers Project For City

A selection of New Haven as a pilot area for a program to inform the public about career education was announced at a breakfast session today at the Sheraton-Park Plaza Hotel. From the left are State Education Cmsr. Mark Shedd, Moshe Reiss, Mrs. Griswold, Mayor Logue and Dr. Saul Dulberg. Shedd and Mrs. Griswold hosted Reiss and Dulberg were speakers. (Story, Page 1) (Staff Photo by

## Career Education

# City Program Pilot For U.S.

By BOB GREENLEE  
Staff Reporter

Photo, Page 34

New Haven has been selected by the U.S. Department of Health, Education and Welfare (HEW) as a pilot area to inform the public about career education, an approach to learning that prepares a child for his life's work.

The announcement was made today by Dr. Saul Dulberg, coordinator of career education for the state Board of Education, at a breakfast gathering at the Sheraton-Park Plaza Hotel.

The project is aimed at a three-week campaign which will attempt to inform and

make the public aware of career education.

According to Dulberg, career education currently is demonstrating in all 50 states that it can help make education more meaningful for all students.

In addition, it can help adults with mid-career change decisions, as well as be influential in the reduction of sexist and minority stereotypes which cause unnecessary discrimination.

Dr. Dulberg, speaking to a gathering of educators, business leaders and state officials,

said, "career education can help the student enter the world of work with preparation for a specific career goal."

"If New Haven responds well to this endeavor to acquaint the public with career education, the program will be broadened to include the entire state," Dr. Dulberg added.

If the city program is successful, according to Dr. Dulberg, "the entire nation may be involved in a similar educational effort."

In addition to Dr. Dulberg, Mayor Frank Logue and State

(Continued on Page 2)

## City Cited On Career Program

(Continued from Page 1)

Education Cmsr. Mark Shedd also addressed the gathering.

Logue welcomed those from out of state and cited the positive results of career education within the city's school system and praised the efforts of those within the system as well as business leaders who have participated in projects with the schools.

Shedd noted that the undertaking was "an effort to reinvent the educational wheel in the area of career education which is essential in these times."

## Value Of Career Education

Career Education, one of the answers to serious problems plaguing public schools, is being accepted in New Haven this month. The May campaign is divided into three phases, one aimed at parents and students, another at the public and the third tailored to employers. We will discuss those three elements in editorials on three Sundays, starting today.

Career Education is gaining more and more support as a method of coping with school absenteeism, tardiness, dropouts and other signs of alienation and lack of motivation. A growing number of school authorities believe in the value of Career Education, which exists in all 50 states and starts at kindergarten to prepare students for the world of work.

There is unimpressive evidence that Career Education gives students an awareness of their own strengths and weaknesses, talents and interests so that they can make a valid career decision when the time comes to do so. A knowledge of self — and the world of work — permits the student to make the jump into that world more easily. That's what Career Education is all about.

Career Education can make the big difference to the boy who sees no

meaningful relationship between what he is being asked to learn and what he will be doing when he leaves the educational system. It can avert the misdirection of young people in their choice of careers. And it can spare young people the difficulties and disappointments that inevitably occur when they just stumble into jobs when they can find them. Too often, when they locate a job, it is usually by accident or luck.

Whether the student drops out or goes to college, Career Education means less frustration and more motivation. It makes for a more meaningful relationship between what the student learns and what he or she will do upon leaving school.

"Every student should graduate from high school with a college acceptance or a marketable skill — or both," states Dr. Sidney Marland, former U. S. Commissioner of Education and Career Education pioneer. "Career Education is the beginning of the most exciting period in the history of education in this country."

Inspiring young people to want to learn is one of the great needs of our era — and Career Education appears to do this.

New Haven Sunday Register

May 2, 1976

# The Journal-Courier

Established 1755

Lionel S. Jackson, Publisher

Robert J. Leeney, Editor

Donald A. Spargo, General Manager

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WEDNESDAY, MAY 12, 1976

## For Pupils: A 'Sense Of Tomorrow'

New Haven's school system has been praised lately from several quarters for its middle-school pilot program in "career education" as a supplement to the Three Rs and other standard classroom work. This should be good news to school officials and the entire community.

A study report by the State Department of Education said the three-year project had reduced disciplinary and absenteeism problems, and improved academic achievement. These are precisely the goals city schools are seeking, and rightly.

This week two child-development experts at Yale offered some reasons for the favorable results. Dr. Albert J. Conit, director of the university's Child Study Center, said the age of today's middle-schoolers makes career education, of the kind recently assessed at Troup Middle School here, especially helpful as an adjunct to the humanities and sciences.

And Dr. James P. Comer, associate dean of Yale's School of Medicine,

called the program a welcome start on helping youngsters focus effectively on their present place in society and, importantly, on their future at the same time. He added: "... many young people respond by improved performance to almost anything that demonstrates concern for them."

Dr. Comer suggests, too, that social-service programs doing things "for people" often lack the businesslike quality of asking something in return. "What is needed are social programs executed like a business but in human terms. Thus, a career focus, I believe, is consistent with the developing needs of adolescents. This is especially true for children of low-income families, or families not oriented to having a sense of tomorrow—of the future."

These are weighty endorsements for the Troup type of program — a thoughtful backing that should encourage school authorities here and elsewhere to keep the "career education" idea alive and under close observation.

# The New Haven Register

SUNDAY, MAY 2, 1976

## EDITORIALS

AN INDEPENDENT NEWSPAPER

ESTABLISHED 1812

Lionel S. Jackson, Publisher

Robert J. Leeney, Editor

Donald A. Spargo, General Manager

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meaningful relationship between what he is being asked to learn and what he will be doing when he leaves the educational system. It can avert the misdirection of young people in their choice of careers. And it can spare young people the difficulties and disappointments that inevitably occur when they just stumble into jobs when they can find them. Too often, when they locate a job, it is usually by accident or luck.

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Inspiring young people to want to learn is one of the great needs of our era — and Career Education appears to do this.

# Career Education Students Design Own 'Model City'

Inner-city youngsters in New Haven are building a city.

It's part of New Haven's career education program, and the building of this special city involves everything from pollution control to getting to the hospital on time.

Early this year, 100 students at Troup Middle School on Edgewood Avenue were selected at random to take part in a special career education project. This project was planned to involve the use of as many different school studies and outside resources as possible.

The project was to plan for the building of a dream city as part of the school's pilot career educational program, sponsored by the state Board of Education.

Career education is a national educational curriculum effort, seeking to prepare students more effectively for their entrance into the world of work.

Career education — from kindergarten to adulthood — seeks to increase students' awareness of their own interests, talents, strengths and weaknesses. It also seeks to expose students to as many experiences as possible having to do with categories of job careers after school ends.

The project at Troup School is proving unique and exciting.

It began in September when the 100 youngsters drew up ideas of a model city. They

were told to include all items and services they thought essential.

These various ideas were pooled. Experts were then consulted to find out what ideas were practical and what ideas had been overlooked. The City Zoning Commission, for example, sent a representative to visit the school to make suggestions as to traffic flow, pollution control and legal requirements.

Then the students divided into groups to investigate New Haven to find out what should be included in the model city; and what should be omitted.

Parks were good and were included; slum housing was bad and was omitted.

Teams of middle school students visited Yale, the city's business district, factory buildings and hospitals. They discovered what it meant to plan a residential district, or an industrial park. They discovered the relationship of a hospital to the city. They studied aerial photographs to get the lay of the land. They studied banking, media, contributions of working people and how laws operate.

In studying health problems, they were visited by physicians, nurses, veterinarians and dieticians. They learned how a city seeks to solve its drug problem; how it copes with epidemics; sanitation needs; problems of alcoholism.

The project involved numerous school disciplines — thus

exposing the student in a practical setting to different studies. Mathematics was involved in insurance claims. Science was involved in medical care. English was involved in communication techniques. Social studies was involved in traffic control ideas, public safety techniques, fire control, etc.

The climax of the building a city project occurred recently when a "mock disaster" was staged at Troup to provide practical testing in handling a municipal crisis in the new city.

An imagined explosion in the school was conceived. Special arrangements were made to bring nurses and an emergency ambulance to the school. "Injured" children were attended. The services of the entire city were thus inspected under crisis conditions.

The students in the project are now making a videotape of their accomplishments.

Under the direction of Principal Vincent M. Gagliardi, assistant principal Barton Perry, team leader, the Career Education project is moving towards completion.

Other career education projects are under way at other Middle School in the city.

At Conte School, a project involves a study of public health including alcohol and drug involvement. At Betsy Ross School, the study is protective services. At Sheridan School, they are involved in a transportation project.

## New School Approach 'Clusters' Jell Jobs

There is a story of how a young lady named Sara decided what she was going to be when she grew up.

Sara explained to her friend: "I've made up my mind. I'm going to be a nurse."

Her friend asked why.

"Oh," answered Sara, "because I like to wear white shoes."

This story is used by school authorities in New Haven and

elsewhere to illustrate the haphazard manner in which many young people arrive at job career decisions.

Career Education, two words which represent one effort to reform current educational methods, seeks to establish a more rational basis for a student's choice of a career.

An integral part of Career Education is what is known as a

"cluster," a term used to designate a group of related jobs.

Authorities have found that there are some 25,000 separate and individual types of jobs in the country. The number of job definitions amazes even the experts.

Career Education authorities thus have to give guidance and leadership to young people faced with the choice of 25,000 job possibilities. "No wonder," school authorities say, "most students either have no clear idea of what they want to do — or else select customary categories like teaching or nursing.

Some sort of order had to be established out of this chaos. The result has been a general acceptance of the concept that there are 15 categories of job careers that exist, whether there are job openings in them at any given time or not.

cover such areas as health service, public service, transportation, fine arts and humanities, communications and media, business and office, hospitality and recreation, etc.

In New Haven, the cluster system of acquainting students with the "world of work" is becoming more widely used, especially in the middle schools.

With the help of these occupational and career clusters, the student is able to obtain an overall view of the enormity of the number of job careers that exist.

If he is not able to single out the specific job that may interest him, he may at least know into which cluster his interests and talents direct him.

That is what Career Education is all about, authorities explain.

Sunday Register  
May 9, 1976

## **Career Education For Adults**

In two very important ways, Career Education serves adults. It can provide "a way out" for those who, unaware of their talents and interests, are bogged down in a career for which they are unsuited. And it can open up suitable careers for those ready for different work in mid-life.

Many adults are rethinking their job career choice these days. They are ready to make changes. A wide variety of Career Education programs are available in the New Haven area to help make the right choice.

In an ever-changing job market, there are thousands of career options that exist. Career Education makes people aware of those options. It provides an inventory of personal strengths and weaknesses, talents and interests, so that valid decisions are made on career choices.

Today, there are many conditions that lead to mid-career changes. For one, there is the lengthened life span. This permits shifts in career at a time when, in the past, such changes were impossible.

Early retirement practices now allow many people to take up a new career in mid-life. The woman's movement also has tended to alert many women to the value of a new career when children are raised.

Through the Career Education process, many colleges in the area provide guidance and encouragement for adults who want to shift vocations. Career Education can provide people of all ages with broader exposure to and better preparation for the world of work. Career Education helps prevent waste of human resources in many ways.

# In Career Education, 'Male' Or 'Female'

## Courses Disappearing

A woman's place is in the kitchen?

Maybe. But also it's in the auto repair shop, and architectural drafting room.

Because an increasing number of young women and young men in New Haven schools are learning new trades and crafts — once reserved for one sex only.

Career Education teaching is leading the way to spreading knowledge of the world of work — regardless of sex, color or background.

Once upon a time, only males were assigned woodworking, metal working, drafting and such studies in the schools.

The females were directed towards classes in sewing, cooking and child development.

But no more. At least not at New Haven's Sheridan Middle School.

At Sheridan, every student learns the crafts of all shops. This rotating system permits boys to sew and girls to weld, to name but two of the activities.

And they love it, school officials report.

Boys take as much interest in planning a nutritious meal in the cooking class as girls do at sheet metal work.

It's part of what's happening.

Last year at Troup Middle School, students drew up a petition indicating their wish to experiment with new roles. The girls wanted to be involved in production in the school's four shops, not just the traditional Home Economics.

The result: as part of the Career Education program, the young ladies began to be active in the shops; and the young men in Home Economics.

At other schools in the city, similar trends are developing.

At Hillhouse High School, young women are beginning to become involved in vocational classes previously only attended by young men.

In their first year at Hillhouse, almost all students are involved in an orientation course of industrial and fine arts. During the next three years, both boy and girl students attend classes previously attended by one sex. About 20% of Home Economic classes are attended by boys. There are girls in the Hillhouse Vocational Program, who are obtaining training in such one-time "male" courses as drafting, graphic communications or auto mechanics.

Leo High School students are included with the Hillhouse Vocational Program. Female

students at Wilbur Cross High School are also involved in courses once only attended by males. Girls are attending courses in graphic arts, car repair, electronics (appliance repair) as well as architectural drafting.

Until recently, women were restricted to certain occupations. If you went to college, the job careers for women usually were: teachers, librarians, nurses, social workers, dietitians.

For the non-college woman, the jobs were: office workers, secretaries, retail saleswomen, telephone operators as well as production jobs, usually assembling.

Women workers now account for some 40% of the nation's work force. According to the American Council of Education, in the last decade, the percentage of women entering such

"men's" careers as business, law, medicine and engineering has tripled. Today one woman in six plans to go into those fields. Once it was one in 20.

With Career Education being emphasized in schools — from kindergarten to adulthood — it may be expected that this trend will continue.

The law has something to do with hastening this trend. Federal statutes prohibit color and sex discrimination and seek to eliminate all discriminatory policies. According to the New Haven Board of Education,

"The primary goal of this title is to give all students equal opportunity to all educational services provided by the Board of Education."

Career Education, as practiced in all 50 states of the Union including Connecticut, seeks to eliminate stereotypes in the approach to the world of work. Stereotypes — a fixed pattern of thinking about individuals — are on the way out. Non-traditional approaches to job careers are in.

The specific objectives of Career Education are that every

student, regardless of minority status or sex or talent, be able to choose a career that is consistent with that student's aptitudes and interests. To make this possible, students are exposed from kindergarten to adulthood to experiences which make them more aware of their own aptitudes and weaknesses as well as of the available careers that exist in the world of work.

One of the means by which Career Education is made meaningful to the student is the involvement of many separate

educational disciplines in the Career Education process: the language arts, social studies, math, sciences, fine languages, art, music, physical education, reading, industrial arts, home economics, etc.

Concern for the career development of students has always been a concern and responsibility of the schools' professional guidance staff. However, the current interest in Career Education has greatly emphasized this. As a result, Career Education has become a responsibility shared with teach-

ers and others.

There is an increasing belief that racial and sex discrimination causes a serious underutilization of talent; a waste of brain power.

## Career Education

## From Typewriter To Airport,

Want to change your job  
your career . . . your profession

Well, a lot of people are doing it — here in New Haven as elsewhere.

That's what the educational authorities are saying who are involved with the program of Career Education. According to them, an increasing number of adult men and women are dissatisfied with their day's work and want to do something else.

And not only do they want to do it, but they are doing it. Take the case of Carolyn Fields.

As a New York stenographer, Ms. Fields was dissatisfied with her nine to five job. She was a good stenographer, but the work didn't seem to be getting her anywhere.

One day, she clipped a coupon. This was followed with a governmental examination. Before long, she was Air Traffic Control Specialist at the Tweed Airport in New Haven. Ms. Fields first had to undertake some months of training at an academy in Oklahoma before assuming her new duties.

She is today involved, while on duty, in assisting planes taxi to and from the runway; clearing planes for takeoff; and handling any emergencies that might arise, whether in the air or on the ground.

Ms. Fields has been a specialist in the control tower for the last three years. She is not only the first woman to have held such a position in the New Haven area, but also the first black woman as well.

She is delighted with her work and is glad that she made the change from the typewriter to the airport.

"I really felt," says Ms. Fields, "that the secretarial field, being a stenographer, wasn't bringing me the satisfaction that I wanted. You couldn't go far. I felt that I wanted to get into something a little different."

Ms. Fields is one of a large number of adults today who are



Handyman Charley takes a break.

making mid-career changes . . . and liking it. Career Education specialists are trying to be of assistance to men and women who want to make changes and need assistance in making the leap.

Those in Career Education leadership believe that there are thousands of people in every area who would like to consider a change in career, but either do not know how to go about it, or do not know in what direction to turn. This is one of the contributions of Career Education as it increases its activity in all 50 states of the union including Connecticut.

Another local person who has successfully made a career change recently is Charles Cook, a clinical psychologist,

another one in Chaplin where he moved.

Always handy, Cook found that his talents for building things provided satisfaction surpassing his work as a psychologist.

Now living in New Haven, a few months ago he came to the conclusion that he would give up his job as a psychologist in Waterbury and Willimantic and devote his full time to working with his hands rather than with his head. He became a professional handyman, advertising to all who would listen, "Don't throw it away. If it is wood, I can probably fix it."

Known as Handyman Charley, Wood found himself increasingly in demand for painting houses, fixing bookshelves; building alterations, and repairing almost everything except appliances. He is now happier than he has been for years and is doing constructive work of a kind which seems to be in demand.

His career change was made after a long period of thought and consideration. "Don't think of yourself in a rut," he advises. "You should develop versatility. Try to free yourself from work which isn't satisfying to you if you can."

Then there is Mrs. Rosemary Booth of Branford. Mrs. Booth recently made the transition from a medical technician to an expert in criminal justice. Although at the present time looking for a job, she is determined to make her career change work out.

The mother of five children, Mrs. Booth became a medical technician, having had training in California and in Connecticut. She became very much interested in the laboratory technician's work and for years made a successful contribution in this field. She was employed at St. Raphael's Hospital as a clinical technician and later at the Yale-New Haven Hospital Department of Hematology.

o has turned carpenter-handyman. Cook, who lives in New Haven, spent several decades in one aspect or another of psychology, largely in the State of New Hampshire. A graduate of the University of New Hampshire and Clark University, Cook has a Master's Degree in clinical psychology. He has been practicing for some 29 years.

While he was very much interested in the subject of clinical psychology, Cook found himself becoming disillusioned with the assistance he was able to bring to people with problems. He became fed up with bureaucracy. On the side, he was involved in building a house in New Hampshire and

R, SUNDAY, MAY 9, 1976

**Brings Changes****From Teacher To Carpenter**

After most of her children were grown, Mrs. Booth came to the conclusion she wanted to change her occupation to one where she would have new challenges and interests. She attended courses at Southern Connecticut State College a few years ago, and passed her Master's program in criminal justice at the University of New Haven, receiving her degree earlier this year.

Her internship was spent at the New Haven Juvenile Court and the Valley Hospital in Middletown.

Even though Mrs. Booth is not working now at her new career, she has no regrets. She feels that something will come her way in the field of criminal justice and she is determined to stick it out.

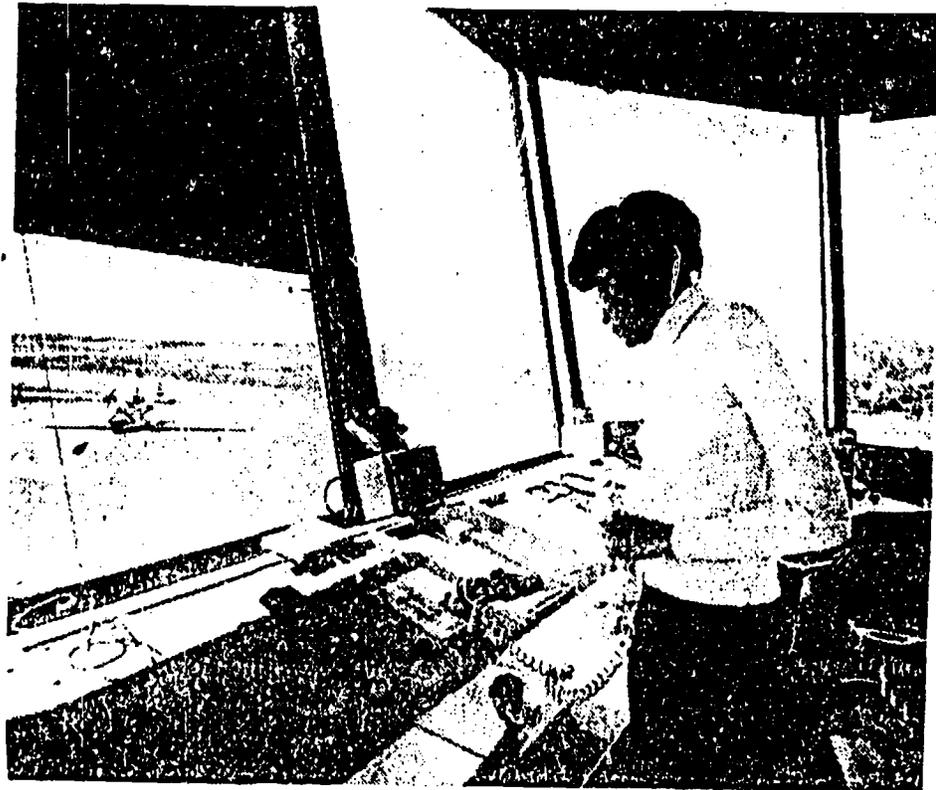
Then there is the case of Mrs. Phyllis Saranec, who changed her career from a housewife and kindergarten teacher to running her late husband's music store, which involves selling and servicing pianos in New Haven.

Mrs. Saranec was a kindergarten teacher and is a graduate of Southern Connecticut State College. She was involved in many areas of teaching in the lower grades as well as kindergarten, and is the mother of three children.

A short time ago, when her husband died, she found herself confronted with the decision of either giving up the business that he had developed or else running it herself.

She decided at that time to make a career change and is now involved in conducting the business of piano servicing and sales, an area of which she had previously little knowledge.

She is resolved to make her new career a success and finds the transition from teaching kindergarten to selling pianos



Carolyn checks a flight clearance.

one with which she is able to cope.

There is a national trend towards mid-career change, according to Dr. James M. Brine of the Department of Psychology at Southern Connecticut State College.

Dr. Brine is chairman of a Special Task Force at the college examining the needs of the community's older people.

"Since World War II," according to Dr. Brine, "there has been an increase in the number of men and women interested in making a change of career in their adult years."

The age of many of these people, according to Dr. Brine, ranges from 28 to 45. Many of these are women who have seen their children grow up and leave

parental care. Many of such women want to enter or re-enter the work force.

One of the reasons for mid-career change of jobs or professions has to do with increasing earning power. Another has to do with boredom. Another involves self-realization.

"We are becoming less and less 'a duty oriented' culture," Dr. Brine believes. This means that an increasing number of people are re-examining their careers and considering change, where once they might "grin and bear it."

There is also the influence of leisure time on career change, authorities state. The fact that there is more emphasis on

leisure activities today opens the way to new interests and activities. This, in turn, exposes people to possibilities of new careers not previously considered.

Officials state that New Haven is particularly helpful to adults seeking to learn about career change. Various courses at local colleges, which also provide opportunities for adults to learn more about opportunities and requirements of various careers. Schools providing information in various phases of Career Education include Southern Connecticut State College, Albertus Magnus College, University of New Haven, and Quinnipiac College.

# NEWS ITEMS!

All  
Bulletin Boards

TO OLIN EMPLOYEES

New Haven, Conn.  
May 4, 1976

## CAREER EDUCATION

Editorial below reprinted from New Haven Register, May 2, 1976.

Olin is cooperating with a City program to inform the community about career education during May.

### *Value Of Career Education*

Career Education, one of the answers to serious problems plaguing public schools, is being accentuated in New Haven this month. The May campaign is divided into three phases, one aimed at parents and students, another at the public and the third tailored to employees. We will discuss those three elements in editorials on three Sundays, starting today.

Career Education is gaining more and more support as a method of coping with school absenteeism, tardiness, dropouts and other signs of alienation and lack of motivation. A growing number of school authorities believe in the value of Career Education, which exists in all 50 states and starts at kindergarten to prepare students for the world of work.

There is impressive evidence that Career Education gives students an awareness of their own strengths and weaknesses, talents and interests so that they can make a valid career decision when the time comes to do so. A knowledge of self -- and the world of work -- permits the student to make the jump into that world more easily. That's what Career Education is all about.

Career Education can make the big difference to the boy who sees no

meaningful relationship between what he is being asked to learn and what he will be doing when he leaves the educational system. It can avert the misdirection of young people in their choice of careers. And it can spare young people the difficulties and disappointments that inevitably occur when they just stumble into jobs when they can find them. Too often, when they locate a job, it is usually by accident or luck.

Whether the student drops out or goes to college, Career Education means less frustration and more motivation. It makes for a more meaningful relationship between what the student learns and what he or she will do upon leaving school.

"Every student should graduate from high school with a college acceptance or a marketable skill -- or both," states Dr. Sidney Marland, former U. S. Commissioner of Education and Career Education pioneer. "Career Education is the beginning of the most exciting period in the history of education in this country

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which serve Olin's*

RICHARD J. CANNON,

Manager, Communications

*2900 employees at  
New Haven and Torrington*  
WINCHESTER GROUP **Olin**

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...on their 20-mile trip. The gathering takes place at Sheehan High School, Wallingford; fellow riders and well-wishers are invited. Employees can call them in to Judi or Chris.



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view Convalescent Home.

- Career education: The city of New Haven has been selected by the U.S. Office of Education as a pilot area for an effort to inform the public about career education—an approach to learning that prepares the student for his or her's life's work. The program also assists adults in making mid-career changes and serves as an influence for combating racial and sex stereotypes in employment. The New Haven program is underway this month and, if successful, will be expanded throughout Connecticut.
- Of human bandage: Meriden's Scoteam is tying one on with a first-aid refresher

STATE OF CONNECTICUT  
STATE DEPARTMENT OF EDUCATION

Box 2219 - Hartford, Connecticut 06115

DRAFT

OUTLINE FOR PROJECT PERFORMANCE REPORTS  
CAREER EDUCATION PROGRAM

1. Project No. : 554AH50737	2. Grant No. : G 007502391	3. Nature of Report : <u>      </u> Semi-annual <u>  X  </u> Final
4. Project Title: A Plan for the Coordinated Use of Mass Media DTD 04/15/75		5. Period Covered By This Report : From: 07/01/75 To: 06/30/76
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): <u>      </u> Incremental <u>      </u> Settings <u>      </u> Populations <u>      </u> Training <u>  X  </u> Communications <u>      </u> State Plan		
7. Project Director: Dr. Saul H. Dulberg State Coordinator Career Education	8. Grantee/Assistance Contractor Institution/Address/Phone Conn. State Department of Education State Office Bldg. Box 2219 Hartford, Conn. 06115 (203) 566-5287	

FINAL REPORT ----- G007502391

A Study of Awareness of  
and Interest in  
The  
Career Education Program  
in the  
New Haven Area

Prepared for

State Department of Education  
State of Connecticut

June, 1976



STARCH INRA HOOPER

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## I INTRODUCTION

Reported here are the findings of a survey among a random sample of people who work or reside in the New Haven area.

The sample was drawn from three sources:

- 1) The New Haven Telephone Directory
- 2) A list of middle school and high school students
- 3) A directory of businesses in the New Haven area.

On the basis of information supplied by the respondents, the total sample was divided into three groups:

1. Employers - Individuals who have as part of their job the responsibility of hiring employees.
2. Students - Individuals who are attending school from sixth grade to college.
3. General Public - Individuals who were interviewed but did not fall into the categories of employer or student.

Promotion material in the form of articles appeared in newspapers, in commercials and programs on radio and television during a three week period starting May 3, 1976. Interviews were conducted the week of May 24, 1976.

All interviews were conducted by telephone and 1410 interviews were completed for this survey. Of this number, 959 were designated as general public, 203 were students and 248 were employers.

It was the intent of the study to make approximately 4,000 telephone dialings and from these dialings complete between 500 to 2000 interviews. It was also hoped to include at least 200 students and 200 employers in the sample. The extent to which we were able to get this representation depended on our ability to complete the call. To this end, call backs were made for students and employers.

II STUDY CONCLUSIONS

Findings of this study can be divided into three areas:

1. Awareness of having heard, seen or read anything on the subject of "Career Education" and how they learned about it.
2. The meaning of the term "Career Education" as expressed by respondents.
3. The extent of interest in finding out more about the Career Education Program and whether they were aware of a place to write for more information.

1. Awareness of "Career Education"

Extent of Awareness - To ascertain to what extent people were aware of "Career Education", they were asked if they had seen or heard or read anything in the past few weeks on the subject of "Career Education". If they said "No" to this question, they were told that it was about how to seek help in planning a career and if they recalled anything about that.

In response to the unaided and aided probes, twenty-one percent of the total sample were aware of the subject of "Career Education". Of the three sub-groups, the highest response was for students where thirty-five percent were aware. Next, came employers with one-fourth being aware. Followed by the general public group in which seventeen percent were aware.

How awareness was obtained - Those who recalled "Career Education" were asked whether they had read about it in the newspaper, heard it on the radio or saw it on television. The source receiving the largest response (53%) was newspapers. Newspapers were also the main source for employers (67%) and the general public (68%). The main source for students was through their school (68%).

2. Meaning of the term: "Career Education"

In order to determine what was being communicated by the career education promotion, those that recalled material on "Career Education" were asked what it meant to them and what the material they saw or heard told them. The most predominant meaning expressed by fifty-four percent of the total group was "it meant education that prepares you for a career when graduated from high school or college". This was also the predominant meaning for each of the sub-groups (General Public 57%, Students 44%, Employers 55%).

The second most prominent meaning on the part of twenty-one percent was that "Career Education told you where your abilities lie, what job would suit you best when you graduate".

The student group was the only group that had a wide variety of meanings. Other meanings mentioned by them were: "How to Find a Job" (29%) and "Tells You Advantages and Benefits Associated With Specific Jobs or Careers" (23%).

3. Interest In Finding Out More About the Career Education Program

Extent of Interest - Those that recalled "Career Education" were asked if they would be interested in finding out more about the Career Education Program as a result of seeing or hearing about it. Forty percent of the sample said they would be interested. For the sub-groups, seventy-nine percent of the students were interested in finding out more as were thirty-nine percent of the employers and twenty-five percent of the general public.

Awareness of A Place to Write - This same sample also was asked if they recalled whether the announcement they saw or heard about the program told them where to write for more information. Fifteen percent of the total group recalled a place to write. For the sub-groups, seventeen percent of the general public recalled, sixteen percent of the employers recalled as did ten percent of the students.

#### Interpretation and Recommendations

Awareness of "Career Education" - On the basis of the findings of this study, one-fifth of population in the New Haven area had some awareness of the subject of Career Education. Considering that there was only three weeks of promotion, the level of one-fifth awareness would seem to be good.

It should be noted, however, that the primary source of exposure for students was through their school, not radio, television or newspapers. The primary source for employers was newspaper although radio and pamphlets helped. The primary source for the general public was the newspaper.

*when were  
TU spots  
aired?*

Meaning of "Career Education" - By far the vast majority of respondents had correct ideas about the subject of "Career Education". These meanings were: "Education that prepares you for a career when graduated. Where your abilities lie, what job would suit you best after graduation and the advantages and benefits associated with specific jobs or careers."

A critical area, however, was produced by some misunderstanding on the part of students. Nearly three out of five students thought the "Career Education Program" was to tell one how to find a job. Also, fourteen percent could not say what it meant. These findings would suggest the need for more explanation of the meaning of the Career Education Program.

Interest In the Career Education Program - The most encouraging results of the study was the high interest, particularly on the part of students and employers, in finding out more about the program. This finding indicated more than any other response the great need for a "Career Education Program".

On the other hand, the low awareness that there was an address to write to for information reveals the need for incorporating more details in any future promotion material on the Career Education Program.

### III SUMMARY OF FINDINGS

#### 1. Awareness of "Career Education"

Those people who were interviewed were asked, "In the past few weeks have you seen or heard or read anything on the subject of 'Career Education'?" Sixteen percent said they were aware of "Career Education".

The level of awareness varied considerably for the three groups with students being the most aware (30%). Nineteen percent of the employers and thirteen percent of the general public recalled the subject.

It was felt that some people might have been exposed to the promotion, but were not familiar with the term "Career Education". To cover this possibility, all persons who said they were not aware were told that "it was about how to seek help in planning a career". With this aid, another five percent recalled the promotion material.

#### Awareness of Career Education Program

<u>Recall.</u>	<u>Total Sample</u>	<u>General Public</u>	<u>Students</u>	<u>Employers</u>
Unaided	16%	13%	30%	19%
Aided	<u>5</u>	<u>4</u>	<u>5</u>	<u>6</u>
Total	21%	17%	35%	25%
Base	(1410)	(959)	(203)	(248)

Pop of 138,000 in 1970 Census  
No. of houses:

6. ~# reached  
TV: 12,420

2. How Awareness Was Obtained

Those who recalled the subject of "Career Education" were asked, "Do you recall whether you read it in the newspaper, heard it on the radio or saw it on television?" Fifty-three percent recalled reading about "Career Education" in the newspaper. Twelve percent said they became aware of it from radio and nine percent said television.

Percent of Sample Recalling "Career Education"

	Total	Public	Students	Employers
Newspaper	53%	68%	10%	67%
Radio	12	12	7	21
Television	9	10	7	8
School	23	9	68	4
Catalogs/Pamphlets	12	10	12	19
Base	(233)	(125)	(60)	(48)

How people were exposed to the subject of Career Education varied considerably for the three groups, particularly for students. Eighty percent of the aware student group learned of the program through the school or by catalogs or pamphlets which were probably obtained through the school. Newspapers, radio or television did little to communicate the message to them. For the other two groups, general public and employers, two-thirds of the aware sample learned of the program through the newspapers. Also, for employers, about one-fifth were exposed to the program by radio and pamphlets.

3. Meaning of the Term, "Career Education"

Those who were aware of career education were asked, "What does the term 'Career Education' mean to you? What did the material you saw or heard tell you?" Response to those questions could be put in ten different categories. Responses varied by groups, especially for students. For over half of the total sample (54%) and predominant for all three sub-groups was, "Education that prepares you for a career when graduated from high school or college". Ten percent did not know what it meant.

For students, twenty-nine percent said "Career Education" was to tell you how to find a job and twenty-three percent thought it told you of the advantages and benefits associated with specific jobs or careers.

One-fifth of each of the groups thought the "Career Education" was to tell you where your abilities lie, i.e., what job would suit you best when you graduate".

Meanings of Career Education

	<u>Total</u> <u>Sample</u>	<u>General</u> <u>Public</u>	<u>Students</u>	<u>Employers</u>
Education that prepares you for a career when graduated from high school or college	54%	57%	44%	55%
What job would suit you best when you graduate--where your ability is	21	21	21	21
Advantages and benefits associated with specific jobs or careers	11	7	23	7
How to find a job	11	5	29	10
Don't know what it means	10	8	14	10
What kind of education is required for different jobs	10	9	10	11
What careers are available	10	8	14	8
Education that doesn't necessitate four years of college	4	3	6	7
Learning a skill or profession and being paid while learning	4	2	3	10
An education to prepare you for a change in careers	1	1	1	0
Outlined what jobs graduates are going into	1	1	0	0
Base	(299)	(167)	(70)	(62)

4. Interest In Finding Out More About the  
Career Education Program

Those who were aware of the Career Education Program were asked if they would be interested in finding out more about it as a result of seeing or hearing about the program. Forty percent of the sample said they were interested.

There was a wide variance in interest between the groups. Students were the most interested. Seventy-nine percent wanted to find out more about it. Thirty-nine percent of the employers were interested in more information as well as one-fourth of the general public.

Interest in Finding Out More About  
Career Education Program

	<u>Total Sample</u>	<u>General Public</u>	<u>Students</u>	<u>Employers</u>
Interested in More Information	40%	25%	79%	39%
Base	(299)	(167)	(70)	(62)

5. Awareness of A Place To Write For More Information

Those who were aware of seeing, reading, or hearing something on Career Education were asked if they recalled whether the announcement told them where to write for more information.

Fifteen percent of the sample was aware. Unfortunately, the student group was the least aware with only ten percent responding.

Awareness of A Place To Write For  
More Information

	<u>Total Sample</u>	<u>General Public</u>	<u>Students</u>	<u>Employers</u>
Told Where to Write	15%	17%	10%	16%
Base	(299)	(167)	(70)	(62)

APPENDIX

Q.1A- IN THE PAST FEW WEEKS HAVE YOU SEEN OR HEARD OR READ ANYTHING ON THE SUBJECT OF 'CAREER EDUCATION'.

Q.1B- DO YOU RECALL WHETHER YOU READ ABOUT IT IN THE NEWSPAPER, HEARD IT ON THE RADIO OR SAW IT ON TELEVISION.

Q.1C- IT WAS ABOUT HOW TO SEEK HELP IN PLANNING A CAREER. DO YOU RECALL ANYTHING ABOUT THAT.

	TOTAL	GENERAL PUBLIC	STU-DENTS	EMP-LOYERS
	-----	-----	-----	-----
TOTAL RESPONDENTS	1410 100.0	959 100.0	203 100.0	248 100.0
YES (UNAYDED RECALL)	233 16.5	125 13.0	60 29.6	48 19.4
NEWSPAPER	124 8.8	66 9.0	6 3.0	32 12.9
RADIO	29 2.1	15 1.6	4 2.0	10 4.0
TELEVISION	21 1.5	13 1.4	4 2.0	4 1.6
SCHOOL	54 3.8	11 1.1	41 20.2	2 .8
CATALOGS/PAMPHLETS	28 2.0	12 1.3	7 3.4	9 3.6
ALL OTHERS	3 .2	1 .1	1 .5	1 .4
NO REPORT	6 .4	3 .3	3 1.5	-
NO	1177 83.5	834 87.0	143 70.4	200 80.6
YES (AIDED RECALL)	66 4.7	42 4.4	10 4.9	14 5.6
NO	1096 77.7	783 81.6	130 64.0	183 73.8
NO REPORT	15 1.1	9 .9	3 1.5	3 1.2
NO REPORT	-	-	-	-
SUMMARY (TOTAL RECALLING)	299 21.2	167 17.4	70 34.5	62 25.0

40

- Q.1A- IN THE PAST FEW WEEKS HAVE YOU SEEN OR HEARD OR READ ANYTHING ON THE SUBJECT OF 'CAREER EDUCATION'.
- Q.1B- DO YOU RECALL WHETHER YOU READ ABOUT IT IN THE NEWSPAPER, HEARD IT ON THE RADIO OR SAW IT ON TELEVISION.
- Q.1C- IT WAS ABOUT HOW TO SEEK HELP IN PLANNING A CAREER. DO YOU RECALL ANYTHING ABOUT THAT.

	TOTAL	GENERAL PUBLIC	STU- DENTS	EMP- LOYERS
YES (UNAIDED RECALL)	233 100.0	125 100.0	60 100.0	48 100.0
NEWSPAPER	124 53.2	86 68.8	6 10.0	32 66.7
RADIO	29 12.4	15 12.0	4 6.7	10 20.8
TELEVISION	21 9.0	13 10.4	4 6.7	4 8.3
SCHOOL	54 23.2	11 8.8	41 68.3	2 4.2
CATALOGS/PAMPHLETS	28 12.0	12 9.6	7 11.7	9 18.8
ALL OTHERS	3 1.3	1 .8	1 1.7	1 2.1
NO REPORT	6 2.6	3 2.4	3 5.0	-

Q.2A- WHAT DOES THE TERM 'CAREER EDUCATION' MEAN TO YOU.  
 Q.2B- ANYTHING ELSE.  
 Q.3- WHAT DID THE MATERIAL YOU SAW OR HEARD TELL YOU.

	TOTAL	GENERAL PUBLIC	STU- DENTS	EMP- LOYERS
	-----	-----	-----	-----
TOTAL HAVING RECALL OF 'CAREER EDUCATION'	299 100.0	167 100.0	70 100.0	62 100.0
HOW TO FIND A JOB	34 11.4	8 4.8	20 28.6	6 9.7
WHAT JOB WOULD SUIT YOU BEST WHEN YOU GRADUATE/WHERE YOUR ABILITY IS	63 21.1	35 21.0	15 21.4	13 21.0
WHAT KIND OF EDUCATION IS REQUIRED FOR DIFFERENT JOBS	29 9.7	15 9.0	7 10.0	7 11.3
EDUCATION THAT PREPARES YOU FOR A CAREER WHEN GRADUATED FROM H.S./COLL.	160 53.5	95 56.9	31 44.3	34 54.8
OUTLINED WHAT JOBS GRADUATES ARE GOING INTO	2 .7	2 1.2	-	-
WHAT CAREERS ARE AVAILABLE	29 9.7	14 8.4	10 14.3	5 8.1
LEARNING A SKILL OR PROFESSION AND BEING PAID WHILE LEARNING	11 3.7	3 1.8	2 2.9	6 9.7
EDUCATION THAT DOESN'T NECESSITATE FOUR YEARS OF COLLEGE	13 4.3	5 3.0	4 5.7	4 6.5
ADVANTAGES & BENEFITS ASSOCIATED WITH SPECIFIC JOBS OR CAREERS	32 10.7	12 7.2	16 22.9	4 6.5
AN EDUCATION TO PREPARE YOU FOR A CHANGE IN CAREERS	3 1.0	2 1.2	1 1.4	-
NO REPORT	30 10.0	14 8.4	10 14.3	6 9.7



Q.4- WOULD YOU BE INTERESTED IN FINDING OUT MORE ABOUT THE CAREER EDUCATION PROGRAM AS A RESULT OF SEEING OR HEARING ABOUT THE PROGRAM.  
 Q.5- DO YOU RECALL WHETHER THE ANNOUNCEMENT YOU SAW OR HEARD TOLD YOU WHERE TO WRITE FOR MORE INFORMATION.

	TOTAL	GENERAL PUBLIC	STU-DENTS	EMP-LOYERS
TOTAL HAVING RECALL OF 'CAREER EDUCATION'	299 100.0	167 100.0	70 100.0	62 100.0
INTEREST IN MORE INFORMATION				
YES	120 40.1	41 24.6	55 78.6	24 38.7
NO	176 58.9	124 74.3	14 20.0	38 61.3
NO REPORT	2 .7	1 .6	1 1.4	-
TOLD WHERE TO WRITE				
YES	46 15.4	29 17.4	7 10.0	10 16.1
NO	191 63.9	95 56.9	57 81.4	39 62.9
NO REPORT	60 20.1	41 24.6	6 8.6	13 21.0



- Q.1A- IN THE PAST FEW WEEKS HAVE YOU SEEN OR HEARD OR READ ANYTHING ON THE SUBJECT OF 'CAREER EDUCATION'.
- Q.1B- DO YOU RECALL WHETHER YOU READ ABOUT IT IN THE NEWSPAPER, HEARD IT ON THE RADIO OR SAW IT ON TELEVISION.
- Q.1C- IT WAS ABOUT HOW TO SEEK HELP IN PLANNING A CAREER. DO YOU RECALL ANYTHING ABOUT THAT.

GRADE IN SCHOOL

	GRADE IN SCHOOL								COLLEGE	NO REPORT
	TOTAL STUDENTS	6	7	8	9	10	11	12		
TOTAL RESPONDENTS	203 100.0	32 100.0	9 100.0	34 100.0	14 100.0	16 100.0	47 100.0	12 100.0	39 100.0	1 100.0
YES (UNAIDED RECALL)	60 29.6	16 50.0	-	21 61.8	2 14.3	1 6.3	11 23.4	2 16.7	7 17.9	-
NEWSPAPER	6 3.0	1 3.1	-	-	-	-	2 4.3	-	3 7.7	-
RADIO	4 2.0	-	-	1 2.9	1 7.1	-	-	-	2 5.1	-
TELEVISION	4 2.0	1 3.1	-	-	-	-	1 2.1	1 8.3	1 2.6	-
SCHOOL	41 20.2	13 40.6	-	19 55.9	1 7.1	1 6.3	5 10.6	1 8.3	1 2.6	-
CATALUGS/PAMPHLETS	7 3.4	3 9.4	-	1 2.9	-	-	3 6.4	-	-	-
ALL OTHERS	1 .5	1 3.1	-	-	-	-	-	-	-	-
NO REPORT	3 1.5	-	-	-	-	-	-	-	3 7.7	-
NO	143 70.4	16 50.0	8 100.0	13 38.2	12 85.7	15 3.8	36 76.6	10 83.3	32 82.1	1 100.0
YES (AIDED RECALL)	10 4.9	2 6.3	-	1 2.9	-	-	3 6.4	1 8.3	3 7.7	-
NO	130 64.0	12 37.5	8 100.0	12 35.3	-	15 93.8	33 70.2	9 75.0	28 71.8	1 100.0
NO REPORT	3 1.5	2 6.3	-	-	-	-	-	-	1 2.6	-
NO REPORT	-	-	-	-	-	-	-	-	-	-
SUMMARY (TOTAL RECALLING)	70 34.5	13 56.3	-	22 64.7	2 14.3	1 6.3	14 29.8	3 25.0	10 25.6	-

Q.2A- WHAT DOES THE TERM 'CAREER EDUCATION' MEAN TO YOU.  
 Q.2B- ANYTHING ELSE.  
 Q.3- WHAT DID THE MATERIAL YOU SAW OR HEARD TELL YOU.

GRADE IN SCHOOL

	GRADE IN SCHOOL								COLLEGE	NO REPORT
	TOTAL STUDENTS	6	7	8	9	10	11	12		
TOTAL HAVING RECALL OF 'CAREER EDUCATION'	70 100.0	18 100.0	-	22 100.0	2 100.0	1 100.0	14 100.0	3 100.0	10 100.0	-
HOW TO FIND A JOB	20 28.6	4 22.2	-	10 45.5	-	-	4 28.6	-	2 20.0	-
WHAT JOB WOULD SUIT YOU BEST WHEN YOU GRADUATE/WHERE YOUR ABILITY IS	15 21.4	2 11.1	-	7 31.8	1 50.0	-	3 21.4	-	2 20.0	-
WHAT KIND OF EDUCATION IS REQUIRED FOR DIFFERENT JOBS	7 10.0	2 11.1	-	3 13.6	-	1 100.0	1 7.1	-	-	-
EDUCATION THAT PREPARES YOU FOR A CAREER WHEN GRADUATED FROM H.S./COLL.	31 44.3	6 33.3	-	7 31.8	-	1 100.0	9 64.3	2 66.7	6 60.0	-
OUTLINED WHAT JOBS GRADUATES ARE GOING INTO	-	-	-	-	-	-	-	-	-	-
WHAT CAREERS ARE AVAILABLE	10 14.3	4 22.2	-	4 18.2	1 50.0	-	-	1 33.3	-	-
LEARNING A SKILL OR PROFESSION AND BEING PAID WHILE LEARNING	2 2.9	-	-	1 4.5	-	-	1 7.1	-	-	-
EDUCATION THAT DOESN'T NECESSITATE FOUR YEARS OF COLLEGE	4 5.7	-	-	-	-	-	4 28.6	-	-	-
ADVANTAGES & BENEFITS ASSOCIATED WITH SPECIFIC JOBS OR CAREERS	16 22.9	6 33.3	-	2 9.1	-	-	3 21.4	2 66.7	3 30.0	-
AN EDUCATION TO PREPARE YOU FOR A CHANGE IN CAREERS	1 1.4	-	-	-	-	-	-	-	1 10.0	-
NO REPORT	10 14.3	5 27.8	-	5 22.7	-	-	-	-	-	-

Q.4- WOULD YOU BE INTERESTED IN FINDING OUT MORE ABOUT THE CAREER EDUCATION PROGRAM AS A RESULT OF SEEING OR HEARING ABOUT THE PROGRAM.  
 Q.5- DO YOU RECALL WHETHER THE ANNOUNCEMENT YOU SAW OR HEARD TOLD YOU WHERE TO WRITE FOR MORE INFORMATION.

GRADE IN SCHOOL

	TOTAL STUDENTS	6	7	8	9	10	11	12	COLLEGE	NO REPORT
TOTAL HAVING RECALL OF 'CAREER EDUCATION'	70 100.0	18 100.0	-	22 100.0	2 100.0	1 100.0	14 100.0	3 100.0	10 100.0	-
INTEREST IN MORE INFORMATION										
YES	55 78.6	17 94.4	-	18 81.8	1 50.0	1 100.0	13 92.9	-	5 50.0	-
NO	14 20.0	1 5.6	-	4 18.2	1 50.0	-	1 7.1	3 100.0	4 40.0	-
NO REPORT	1 1.4	-	-	-	-	-	-	-	1 10.0	-
TOLD WHERE TO WRITE										
YES	7 10.0	-	-	1 4.5	-	-	5 35.7	-	1 10.0	-
NO	57 81.4	18 100.0	-	20 90.9	2 100.0	1 100.0	9 64.3	3 100.0	4 40.0	-
NO REPORT	6 8.6	-	-	1 4.5	-	-	-	-	5 50.0	-

OCCUPATION / SEX

	<u>TOTAL</u>	<u>GENERAL PUBLIC</u>	<u>STU- DENTS</u>	<u>EMP- LOYERS</u>
TOTAL RESPONDENTS	1410 100.0	959 100.0	203 100.0	243 100.0
STUDENT	203 14.4	-	203 100.0	-
HOUSEWIFE	447 31.2	440 45.9	-	-
UNEMPLOYED	22 2.0	28 2.9	-	-
RETIRED	68 4.9	58 7.1	-	-
EMPLOYED	671 47.6	423 44.1	-	248 100.0
NO REPORT	-	-	-	-
MALE	525 37.2	253 26.4	100 49.3	172 69.4
FEMALE	885 62.8	706 73.6	103 50.7	76 30.6

QUESTIONNAIRE

5-1

1A. IN THE PAST FEW WEEKS HAVE YOU SEEN OR HEARD OR READ ANYTHING ON THE SUBJECT OF "CAREER EDUCATION"?

Yes (Ask Q.1B).....6-1  
No (Skip to Q.1C)....2

1B. (If Yes to Q.1A, ask:) DO YOU RECALL WHETHER YOU READ ABOUT IT IN THE NEWSPAPER, HEARD IT ON RADIO OR SAW IT ON TELEVISION?

Newspaper (Skip to Q.2A&2B).....7-1  
Radio (Skip to Q.2A&2B).....2  
Television (Skip to Q.2A&2B).....3  
Other (Write in) \_\_\_\_\_ 4  
(Skip to Q.2A&2B)

1C. (If No to Q.1A, ask:) IT WAS ABOUT HOW TO SEEK HELP IN PLANNING A CAREER. DO YOU RECALL ANYTHING ABOUT THAT?

Yes (Ask Q.2A&2B)...8-1  
No (Skip to Q.6).....2

2A. (If Yes to either Q.1A or 1C, ask:) WHAT DOES THE TERM "CAREER EDUCATION" MEAN TO YOU?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2B. ANYTHING ELSE?

\_\_\_\_\_  
\_\_\_\_\_ 9-  
\_\_\_\_\_ 10-

3. WHAT DID THE MATERIAL YOU SAW OR HEARD TELL YOU?

\_\_\_\_\_  
\_\_\_\_\_ 11-  
\_\_\_\_\_ 12-

4. WOULD YOU BE INTERESTED IN FINDING OUT MORE ABOUT THE CAREER EDUCATION PROGRAM AS A RESULT OF SEEING OR HEARING ABOUT THE PROGRAM?

Yes.....13-1  
No.....2

5. DO YOU RECALL WHETHER THE ANNOUNCEMENT YOU SAW OR HEARD TOLD YOU WHERE TO WRITE FOR MORE INFORMATION?

Yes.....14-1  
No.....2

5

WHAT IS YOUR MAIN OCCUPATION?

- Student (Skip to Q.8B).....15-1
- Housewife (terminate).....2
- None/Unemployed (Skip to Q.8A).....3
- Retired (Skip to Q.9).....4
- Other (Write in) \_\_\_\_\_ (Ask Q.7A&7B)..16-

(If "Other" in Q.6, ask:) WHAT KIND OF BUSINESS OR INDUSTRY DO YOU WORK FOR? \_\_\_\_\_  
 \_\_\_\_\_ 17-

(If "Other" in Q.6, ask:) AS PART OF YOUR JOB DO YOU HAVE DECISION-MAKING RESPONSIBILITY FOR HIRING NEW EMPLOYEES?  
 Yes (Terminate)....18-1  
 No (Terminate).....2

(If "None/Unemployed" in Q.6, ask:) ARE YOU A STUDENT?  
 Yes (Ask Q.8B).....19-1  
 No (Skip to Q.9).....2

(If "Student" in Q.6 or "Yes" in Q.8A, ask:) WHAT GRADE ARE YOU IN?  
 \_\_\_\_\_ (Terminate) 20-  
 \_\_\_\_\_ 21-

(If "No" in Q.8A or "Retired" in Q.7 and respondent is adult female, ask:)  
 ARE YOU A HOUSEWIFE?  
 Yes.....22-1  
 No.....2

Record sex of respondent).....Male.....23-1  
 Female.....2

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Respondent's Name \_\_\_\_\_ Phone No. \_\_\_\_\_

Address \_\_\_\_\_  
 Street City State

Interviewer's Name \_\_\_\_\_ Number \_\_\_\_\_ Date \_\_\_\_\_

