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ABSTRACT
 This resource guide provides help for the counselor attempting to give career advice to Spanish-speaking and Chicano students in high schools and community colleges. The guide is presented in nine sections. The first section provides an overview and general information about Hispanics, along with a review of the literature and an annotated bibliography. Sections 2-4 concern student assessment, language program placement, and affective considerations (such as self-image and decision making) of the student. Section 5 concentrates on techniques for retaining students in school and counseling those who are leaving school. Section 6 describes the education-work relationship and suggests such strategies as cooperative work experience programs, vocational programs, and career guidance. In section 7, job search and interview techniques to be taught to students are presented. Section 8 is an annotated bibliography of Spanish language materials for students; while section 9 suggests additional program development resources, including vocational education law as it applies to minorities, student recruitment strategies, and evaluation of counseling programs. (KC)

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RESOURCE GUIDE FOR CAREER COUNSELING SPANISH- SPEAKING & CHICANO STUDENTS

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Abbreviations

LEP - Limited English Proficiency

LES/NES - Limited English Speaking/Non-English Speaking

SES - Socioeconomic Status

Definitions

The following definitions are limited to the way the words are used in the text.

Career Counseling - Counseling that helps individuals make decisions about future areas of work. This includes vocational counseling, academic counseling insofar as education is necessary to the career goal, and personal counseling to the extent that the student needs to clarify values and solve problems that could interfere with his/her career goal. The goal of career counseling is to assist individuals in finding a fulfilling career path that is compatible with their interests, values, and/or aptitudes.

Spanish language dominant - A student who is more fluent in Spanish than in English.

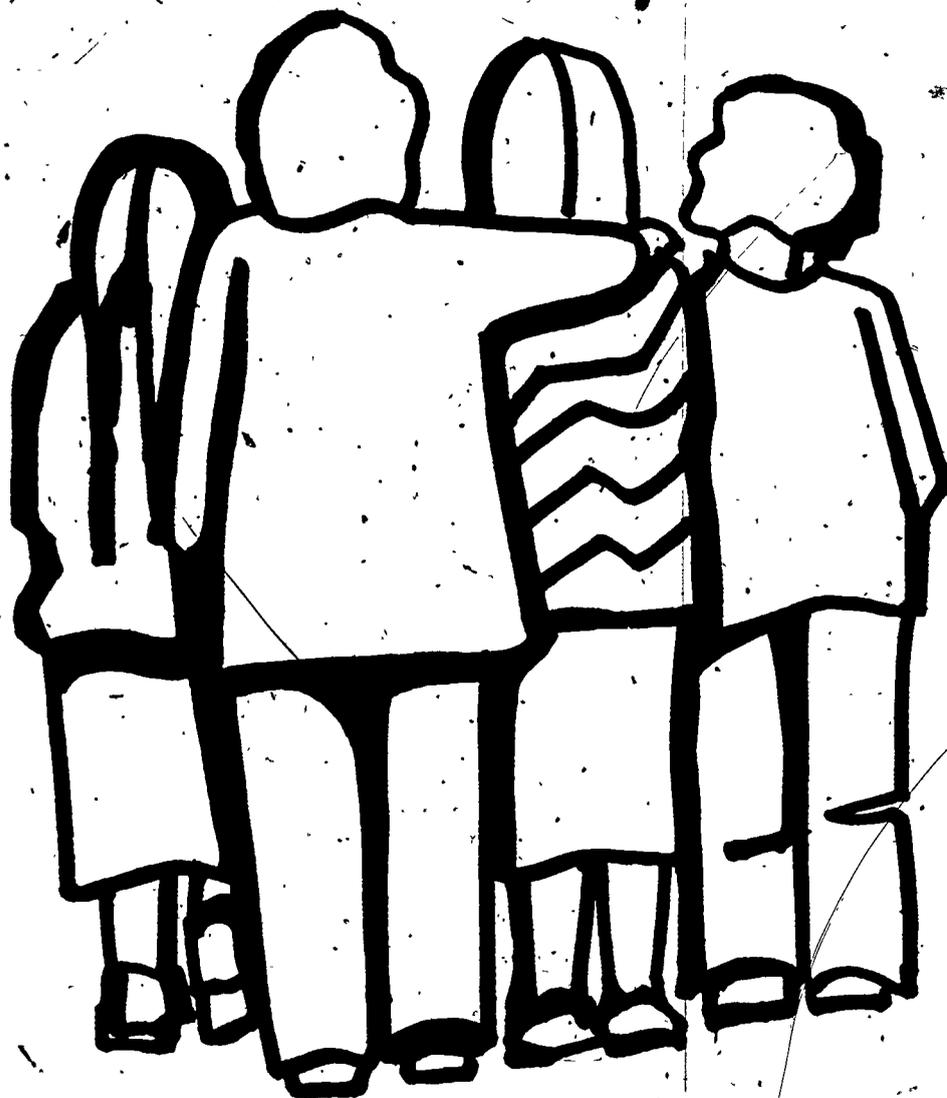
Chicano - See definitions of Chicano and other ethnic designations in Chapter One.

Hispanic - A general term that includes Chicano and Spanish language dominant individuals.

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Section I: OVERVIEW

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THE CHICANO AND SPANISH-SPEAKER: SOME GENERAL INFORMATION

Before appropriate counseling strategies can be discussed and assessed, a general idea is needed of the characteristics of the population to be served. This chapter will summarize some demographic information, provide a definition of terms, and discuss some factors that need to be considered in counseling Chicano and Spanish-speaking students.

Demographic Summary

According to preliminary 1980 census information, Hispanics represent 19.2% of the population of California, or more than 4.5 million people. The majority (91%) are Mexican American, but there are significant numbers of individuals from Central and South America, Puerto Rico and Cuba. About one-third of the population identified as Hispanics use Spanish as their principal language. This amounts to over one million people (Brown, 1980).

These figures are considered a low estimate, and are presently in dispute. The actual number is expected to be slightly higher because of the difficulties of counting a population that includes non-English speakers, migrants, and undocumented workers. The actual proportion of Hispanics in California is likely to be above 20%.

Community college enrollment

Of all institutions of higher education the community college is the most accessible. Probably for this reason, there has been a higher percentage of Hispanic enrollment in two-year colleges than in four-year colleges (Rendon, 1980). In fact, approximately 9 out of 10 Hispanic students in any higher education program can be found in the community colleges (See Table 1).

Table 1

TOTAL PUBLIC POSTSECONDARY EDUCATION
ENROLLMENT OF BLACK AND HISPANIC STUDENTS IN CALIFORNIA ¹
Fall, 1977

U.C.	3.8%
C.S.U.C.	6.7%
Community Colleges	89.5%

¹From Increasing the Rate and Retention of Community College Transfers From Underrepresented Groups. Report to the California Legislature, April, 1979.

However, even the comparatively high community college enrollment in California is not proportionate to the population. The percent of Chicano enrollment in 1978 was 11.4% (California Post-secondary Education Commission, 1980) compared to the 1980 State census count of 19.2%.

The low participation of Chicanos in educational programs is even more critical considering that the average age of the Hispanic population is younger than the general population - 22.1 years compared to 30.6 years. One would expect to see Hispanics heavily represented in post-secondary institutions and training programs because so much of the population is at an age when people prepare for employment. Unfortunately, the kind of schooling most frequently received by Hispanics is least likely to lead to jobs requiring specialized education and training (see Table 2). Hispanic representation in educational programs is at least partially a result of the counseling services, or lack thereof, available to Hispanic students.

Table 2

An overview of Hispanic participation in post-secondary and adult education, by type of enrollment, (from Condition of Education for Hispanic Americans, 1980)

Type of enrollment	Hispanics as a percent of total enrollment
Adult basic and secondary education	21.3
Noncollegiate vocational schools.	5.3
Two year colleges	5.9
Four year colleges.	2.8

Employment.

The consequences of underrepresentation in education and training are demonstrated by the results in the labor market. The national unemployment

rate for Hispanics rose from 8.1% in the second quarter of 1979 to 11% in the third quarter of 1980. The unemployment figure for Hispanics in all of these instances is higher than the figure for the general population. As employment becomes more technical and employers require more education from job applicants, the need for education to provide the necessary knowledge and skills or the entry credentials, will become even more important for Hispanics.

The representation of Hispanics in various occupations is related to lower levels of education and training. For example, 76.3% of Hispanic men were blue collar workers in 1977 compared to 59.1% of the total population. (See Table 3). In turn, this has an effect on income. The earnings of adult Hispanic men were 25% below the average of white men (U.S. Department of Labor, 1980).

Table 3

Percentage of employed persons by occupation, sex and ethnicity, 1977

	Men		Women	
	Total	Hispanic	Total	Hispanic
White collar workers	40.8	23.7	63.3	45.5
professional/technical	14.6	7.3	15.9	7.7
managers/administrators	13.9	7.1	5.9	3.1
salesworkers	6.0	3.2	6.8	4.7
clerical workers	6.3	6.1	34.7	30.0
Blue collar workers	59.1	76.3	36.8	54.5
Service Workers	8.8	13.3	20.9	23.6
Farm workers	4.2	5.5	1.3	2.6

The group versus the individual

The purpose for the preceding summary of demographic characteristics of Hispanics is to increase understanding and improve services for that group. However, if certain characteristics are ascribed to Hispanics, all individual members of the group may be perceived as sharing those characteristics, and this obviously is not true. There may be the tendency on the part of the counselor to see only the group characteristics, and to ignore individual differences. In its extreme, this leads to stereotyping. Therefore, it is important to remember that group descriptions do not define specific individuals.

Hispanics are not a homogeneous group in any historical or cultural sense. Although language and some cultural characteristics cause us to group together Spanish surnamed individuals, differences in Spanish/English competencies, custom and history are many and significant. Certain characteristics attributed to Latin culture -- such as fatalism, romanticism, low self-concept, and passivity -- have not been substantiated by empirical research. Social scientists have stated that such characteristics formerly attributed to culture may be really a function of low socio-economic status (Casavantes, 1970).

While the Hispanic is more likely to come from a background of poverty than the Anglo-American, there are numerous exceptions both among the resident population and among the new immigrants, many of whom are business and professional people transplanted to the U.S. because of upheavals in their own countries.

The history of the Hispanic American is likely to be as varied as that of other Americans. Newly-arrived Salvadoreños and New Mexicans may share a language and a religion, but will have very different life experiences. The

Spanish language itself is comprised of numerous varieties peculiar to specific geographic locales. In New Mexico, for example, old Spanish forms persist much as Old English forms persist in Appalachia. In addition, individuals of Hispanic background in the U.S. include monolingual Spanish-speakers, different degrees of bilinguals and monolingual English-speakers.

Finally, individuals differ in their degree of participation in Latin culture, including language, food, ethnic identification, and association with others. Therefore any generalizations made about Hispanics will have numerous exceptions.

Hispanics by nature are not inclined to any type of behavior. Hispanics do not lean towards a particular field of study. What appears as a predilection for the social sciences and humanities stems more from accessibility to careers in those fields than from any natural predisposition to be historians, social scientists or language teachers--although the desire to define historical parameters is still strong among Mexican Americans (Castaneda and Ramirez, 1974).

Definition and Discussion of Ethnic Labels

The total Hispanic population can be seen as composed of subgroups, but, other than terms descriptive of national origin such as Cuban, Mexican, Puerto Rican, the terms that are used are not always mutually exclusive. The discussions offered here are not fixed, definitive or all inclusive. Rather, this is an attempt to provide some general background material.

CHICANO - A self-imposed term referring to persons of Mexican descent living in the United States. Chicanos share historical, social and cultural traits with others who originate in Mexico. The major difference between Chicanos and other Mexican groups concerns the level of political awareness: the Chicano is more likely to be involved in activities conducive to social change. Some Latin Americans also tend to affiliate with Chicanos when their political

philosophies are similar. Chicanos are interested in Spanish language maintenance or revitalization. These statements apply to Chicanos in general; localized groups, however, may define themselves more restrictively, according to specific political or social bent. The origin of the term Chicano is a matter of controversy. Some link the term to the zoot-suit movement in the U.S. because of its popularity in the forties. Others believe the term derived from the Indian (Nahuatl) pronunciation of the word Mexicano (MEH-CHEE-CAHNO).

MEXICAN AMERICAN - (sometimes written with a hyphen) A sociological description of all persons of Mexican origin living in the U.S. or as a result of the 1848 Treaty of Guadalupe Hidalgo granting the territory which now constitutes the five southwestern U.S. states from Mexico to the U.S. (McWilliams, 1968) or as a result of immigration. On the level of popular use, the term refers to U.S. citizens of Mexican descent who hold political beliefs more conservative or assimilationist than the Chicano. Mexican Americans tend to emphasize the mastery of English, though they see bilingualism as an increasing plus in the job market. The term Mexican-American also is the focus of heated debate when it is hyphenated. The argument maintains that all persons in the U.S. are Americans unless everyone is prepared to adopt a hyphen.

U

MEXICAN - This term refers to those born in Mexico who migrated to the United States. The Mexican's first language is Spanish. Some Chicanos and Mexican Americans would call themselves Mexican, depending on the situation or tenor of the conversation. Most older persons, for example, will be more comfortable with the term MEXICANO (Meh-hee-cahno) (Spanish translation of Mexican). With the passing of time, Mexicans living in the U.S.--especially the children -- think of themselves as either Chicano or Mexican American.

LATIN AMERICAN - Anyone from a country in the western hemisphere south of the United States, such as El Salvador, Nicaragua, Mexico, Argentina, where Spanish is spoken, or Brazil where Portuguese is spoken. Latin refers to the common Latin root of all Romance languages. In the U.S. it is commonly used in reference to the Spanish-speaking countries south of Mexico. Many Latin Americans resent U.S. residents claiming exclusive right to the term "American"--an assertion of political dominance and geographic inaccuracy. They prefer the term North American.

PUERTO RICAN - Anyone residing in the island of Puerto Rico or a person of Puerto Rican descent living in the continental United States. Because Puerto Rico is politically a part of the United States, all Puerto Ricans are U.S. citizens. Next to Mexican Americans, Puerto Ricans represent the second most numerous Hispanic group in the United States. Several other terms, such as Boricuas or Nuyorican, have also been used by Puerto Ricans to identify themselves.

SPANISH-SURNAME - A person with a Spanish surname, frequently assumed to belong to one of the above groups. However this category includes other groups such as some Portuguese and Filipino and women of other nationalities married to Hispanics. Conversely some people from Mexico and other Latin American countries have French, Italian, German or other names associated with international migrations to their countries.

HISPANIC/LATINO - These two terms are often used by government officials and researchers to include all people of Spanish heritage. The terms are not claimed by any individual group. One of the problems with some government effort, such as the census, is that different terms have been used for successive efforts and the population included may be slightly different in each case. The term Hispanic is used in this manual to refer to Chicanos, Spanish language dominant individuals, and others of Spanish or Latin-American heritage.

Possible Advantages and Disadvantages Affecting Hispanic Students

Any program that makes the effort to serve a special group is based on some generalized needs of that group. However, one must keep in mind that not all members of the group will share the identified group needs or, if they do, there will be a range of degrees. Conversely, the various needs of the group are not unique to that group alone, and there may be considerable similarity in some areas across groups. For example, the experience of being a low-income student attending a middle class institution is shared by members of many American ethnic groups. With these cautions in mind, a series of disadvantages and advantages which are likely to affect a number of Chicano and Spanish-speaking students are presented here. The counselor's understanding of these advantages and disadvantages can be helpful in determining counseling strategy.

SOME POSSIBLE DISADVANTAGES

- Language:

Problem - The most obvious disadvantage of a student conversant and educated in Spanish and possessing limited English skills, is language. Until the student has mastered enough English to participate in college, most educational paths will remain closed. The problem of not knowing English can be compounded by poor academic preparation in Spanish, in which case the discussion of poor academic preparation will apply. On the other hand, some students may be very well prepared in Spanish and, once they have learned enough English, will be able to transfer this knowledge into English.

Implications For Counseling - The student who needs to learn English will require classes in English as a Second Language (ESL). Because of the complexities of guiding the ESL student, a separate section has been written for this purpose (See Section III).

● Economic Disadvantages:

Problem - According to our social ideals, educational opportunity is not affected by economic status. Much of our California public educational system is free or low cost, and education has frequently been seen as a solution to other social inequalities. In fact, economics may be the single greatest determinant of educational opportunity. Lopez and Enos (1972) found that the correlation between post-secondary career or college choices and the financial situation of the student at the time of graduation was stronger than any other single variable. Similarly, scores on tests such as the Scholastic Aptitude Test have been found to correlate more highly with economic status than with any other variable (Fallows, 1980). The experience of economic disadvantage is not unique to Chicanos and is not applicable to all Chicanos. However, when present, it is a significant influence on educational achievement.

The low-income student may experience all or some of the following: absence of financial support from family, inability to delay working because of the need to be self-supporting or even to help others in the family, poor counseling and academic preparation in high school, limited awareness of educational and career options, limited knowledge of the college environment and the requirements made of students, and difficulty in meeting the expenses associated with education.

Implications For Counseling - The low income student may require assistance in order to remain in school. The counselor may need to inform the student about services such as financial aid, EOPS, job placement and the work experience program. In addition the counselor may need to help the student adjust to and develop the skills necessary for functioning in an academic environment.

Poor Academic Preparation:

Problem - Although poor academic preparation is frequently a result of economic disadvantage, one is not a prerequisite of the other. Declining test scores and the poor writing skills of college freshmen have been characteristic of the general population for several years. However, the Chicano and the Spanish-speaking students will frequently require attention from the counselor to this area. The student may lack development in basic areas such as reading, writing and math, which are prerequisites for success in college. The absence of a foundation in the math area will preclude study in the science and technical areas, unless corrective steps are taken. In addition, the student may be unaccustomed to the discipline of study and may have no study and research skills.

Implications For Counseling - The community college is a unique educational institution in that many of its programs are designed to assist poorly prepared students. However, the counselor and the student need to determine the student's goal and the steps needed to get there. The student may require encouragement and motivation, especially if a series of remedial courses are in order, as these are likely to require hard work and may lack intrinsic appeal. The counselor can also make the student aware of tutoring services, study skills courses and other guidance classes, as well as the learning assistance center and other library services. On many campuses, a large number of resources are available but the student may need to be made aware of them.

● Experience of Discrimination and Prejudice and/or Experience of a Different Culture:

Problem - Chicano students who were either born in the United States or who have spent considerable time here have, regardless of personal experience or individual reaction, observed a society that exhibits discrimination and prejudice towards their ethnic group. Although this society is involved in corrective actions and programs as well, many of the original inequities persist.

Individuals will exhibit a great deal of difference in their reactions, some of which are discussed in an ethnic identity model (page 28). These reactions are too complex to be fully discussed here. However, one of the results of this experience may be that students lack confidence and ambition commensurate with their abilities.

For the immigrant student, the experience of leaving a familiar culture and living in a totally different environment may lead to a different set of problems. The student may experience some of the following: homesickness, misunderstanding of the new culture, inability to participate in the new culture because of limited English skills or because of differences in beliefs and values and rejection by both Hispanic Americans and majority culture individuals. The immigrant may be isolated and cling to the cultural enclaves that are comfortable.

Implications For Counseling- The counselor needs to be accepting of the student's background, experience, and feelings, and to try to develop a personal relationship with the student. Group counseling, peer counseling, and the use of role models are sometimes helpful. The student may benefit from communication with an individual who has had similar experiences.

SOME POSSIBLE ADVANTAGES

Usually difference from the norm is seen as a "problem," and the advantages of special group status are seldom discussed. However, the advantages which Chicano and Spanish-speaking students may have are relevant to the counseling process and should be noted:

- Bilingualism: While lack of English skills is a disadvantage, knowing both English and Spanish is a definite advantage. Albert & Obler (1978) found that

"Mastery of a second language affects perceptual strategies and capacities. In the bilingual there is a loosening of perceptual constraints, a new openness and flexibility... We found strong evidence to suggest that bilinguals are better able than monolinguals to deal with abstract aspects of language, that there is greater cognitive flexibility on the part of bilinguals...."

The desirability of knowing two languages is illustrated by the number of people who make the effort to learn foreign languages. The usefulness of Spanish-English bilingualism in the job market is enhanced by the acquisition of additional skills. A secretary, teacher, doctor, or business executive who is also bilingual will have a wider application for their skills. The need for bilingualism in international government or business affairs is becoming more apparent every day.

- Biculturalism: Language and culture are closely related, but, independent of bilingualism, there are advantages to belonging to a culture that is different from the majority culture. The bicultural individual may be able to draw from two reservoirs, as it were, for points of view, values, ideas, inspirations. This may enable the person from a minority culture to contribute a different perspective to participation in the majority culture. For certain positions and occupations, the ability to understand and communicate with a specific group may be an enormous advantage. The ability to understand and

experience group differences is in itself useful to a larger range of cultural and intergroup experiences. In addition, more choices can be available to the individual in terms of their own values and lifestyle.

Participation in Affirmative Action. Although enforcement of affirmative action has an uneven history, many companies and institutions are making an effort to equalize employment opportunities. As a result, the Chicano or Hispanic student may have a promising future in a career field which might otherwise be considered overcrowded. Recently, for example, counselors have been cautioning students against considering the teaching profession. However, despite the teacher surplus, there has been a shortage of bilingual teachers.

WHAT THE LITERATURE HAS TO SAY.

The importance of career counseling to community college students and educators.

The community college offers the student a wide variety of options - vocational training, academic programs leading to transfer to four year institutions, refresher and basic education courses, and the opportunity to learn English as a second language. Many students who attend community colleges are what has been termed "nontraditional students" because they are not on the educational track that assumes first year college students have just graduated from high school with a solid academic background. Perhaps for these reasons, community college students themselves perceive career counseling as a very important if not the most important student service.

A statewide task force on counseling reported the results of studies conducted at several California community colleges (Community College Counseling Services, 1979). The students consistently rated career counseling as very important; or, when given a choice, chose career over other forms of counseling.

There was some evidence to show that minority students felt more of a need for career and academic counseling than Caucasian students. For example, the College of Alameda surveyed 1,615 students and found that 88.5% of the minority students rated counseling as important, compared to 70% of the Caucasian students. A Los Angeles Harbor college study of 450 Hispanic students found that the students wanted increased counseling in the areas of employment, career planning, and development of self-confidence.

Educators who are concerned with increasing the enrollment and retention of minority students also consider career counseling essential. Roger Heyns, then president of the American Council on Education, stated at a conference on Chicanos in higher education that "counseling on careers, study habits, motivation, and discipline" were the most important areas in retaining minority students (Casso Ramon, 1976). Research has demonstrated that students who are unsure of their academic goals are more likely to drop out than students who have clear and realistic goals (Anderson, 1980). Career and academic counseling are therefore important tools in any effort to change Hispanic patterns of education and employment.

Career counseling theory from a minority perspective

Counselors are aware of several theories of career choice. Holland's frequently used typology, for example, identifies both individual personalities and work environments as Realistic, Investigative, Artistic, Social, Enterprising, or Conventional. Stated very simply, career counseling and career choice involve matching personality preference with work environment. Counselors who use interest tests such as the Kuder or the Strong-Campbell are subscribing to variations of the matching theory, sometimes called trait-and-factor counseling. Other theorists such as Super and Ginsberg view career choice as more of a developmental process, during which individuals may fantasize about careers, explore interests and options, and try them out. Super (1963) states that career choice is closely related to self-concept because an individual selecting an occupation is also saying "I am this or that kind of person."

Such theories are useful in career counseling, under optimal conditions. Ideally, clients should have a broad experience of activities and interests, information about numerous options, adequate resources to support further education, freedom from immediate survival-type problems, and the leisure to conduct the decision-making or developmental process. However, these conditions more frequently pertain to middle class Anglo students than to Hispanics. Therefore the standard career counseling models and theories have to be modified or supplemented.

Three areas that have been considered in the literature are the effects of income, self-concept, and access to information on career choice. Although these three areas will be considered separately, they are interrelated.

- Effects of income: Low income is frequently associated with minority group status, and, this has an effect on career decisions. Economic pressures can cause a vocational commitment to be made early in life (Rios, 1978; Ginsberg, 1979) especially when there is limited leisure to explore possibilities or continue education and training in preparation for a better paying or more satisfying job. The educational system has frequently been seen as the means of counteracting social inequity and providing equal opportunity, but education functions this way only for a small number of individuals. Ginsberg states:

We are unsettled by our review of the widespread malfunctioning of the educational system. All too frequently young people from low income homes fail to develop interests, acquire skills, or formulate aspirations. Our summary conclusion is that the school, instead of liberating these youngsters from the adverse environment into which they have been born and brought up, operates so that at the end of their educational experience they are even more firmly entrapped.

Specifically, De Hoyos (1961) found that the level of educational and occupational aspiration of Mexican American students correlated with their socio-economic status (SES). Smith (1980) attributes the lack of interest in career planning exhibited by minority students to more pressing problems. She states, "it is difficult to plan for the future when one's current personal, social, or economic survival is threatened (p. 19)."

For the low-income student who continues with school, limited resources will be a persistent problem, and the counselor should be aware of this additional burden. However, lack of financial resources necessary for an education is only the most obvious effect of lower socioeconomic status. Accompanying conditions are the lack of a self concept conducive to educational and career planning and the lack of information about educational and career alternatives.

● Effect of self-concept. Based on the belief that self-concept influences achievement, programs designed for Chicano students have included improving students' self-concept as an adjunct to their academic goals. Farmer (1978) conducted and reviewed research on the effect of self-concept variables on career-decision making. The variables examined were self-esteem and internal-external orientation (whether causality is perceived as being inside or outside the individual's control). She found that:

external-orientation persons with low self-esteem construe their world as chance determined, outside their personal control, or otherwise unpredictable. This perspective makes them less interested in seeking information and in trying out new behaviors related to their career goals (p. 469).

Farmer concluded that self-esteem and external-internal orientation are not stable personality characteristics; an individual's self-concept can change significantly depending on the environment. An appropriate educational environment with supportive counseling may provide that opportunity for change. Although Farmer's work was conducted with low-income individuals of unspecified ethnicity, her work is relevant to Hispanics who exhibit the characteristics she describes.

● Limited access to information: Both low income and migrant status frequently result in limited access to information which may be commonplace for middle class resident families. For example, many Hispanic students are the first generation in their families to go to college. Therefore, their parents are unable to provide very specific educational or career guidance, even though they may provide emotional support (Hoyos, 1961). Middle class children typically know more about occupational roles, undoubtedly due to the availability of such information in their home environment. (Parker and McDavis, 1979).

Many other factors are commonly cited as contributing to limited occupational awareness. They include the limited availability of role models, limited exploration of interests through reading and other activities, and disinterest in reading occupational literature perhaps because of the persistence of stereotypes. However, there can be no real choice that is not preceded by an awareness and understanding of the choices.

Challenges to traditional career counseling

The applicability of the traditional career counseling approaches for minorities has been challenged, and there is an effort to adopt practices and develop new theories. However, some of the assumptions of career counseling in general are being challenged from a variety of perspectives. For example, Overs (1979) points out that certain conflicts exist between the aims and assumptions of vocational counselors and the principles of labor economics. The counselor functions under the assumption that unemployment is an undesirable state requiring counseling intervention, while the labor economist considers some unemployment necessary and a surplus labor pool as advantageous to the economy. The counselor functions under the assumption that work is important as a means of self-expression and self-fulfillment, while the labor economist sees work in terms of national productivity unrelated to particular individuals.

Warnath (1979) questions whether jobs in our "industrial-bureaucratic work structure" can provide the fulfillment and psychological rewards that career guidance theorists have taught us to expect.

Wharton (1979) challenges the whole idea of a career education that focuses on preparation for one specific entry-level job and may poorly equip the individual for further work opportunities in a changing economy. He also expresses the concern, shared by many ethnic minorities, that career educations should not result in class or racial stereotyping.

Sociologists, Duncan Feathermon and Duncan, have proposed a theory of career development (Farmer, 1978). They state that the two main influences on occupational choice are social class and personal contact both of which are arbitrary and accidental. Thus an individual of low socioeconomic status would most often be limited to a few occupations requiring little education or training and the exact occupation would frequently depend on chance personal contact. Farmer finds that this view is more accurate than some of the more idealistic career models based on interest and personality.

The suggestions developed by various authors are summarized below. In most cases, the same idea is suggested by more than one author, indicating that there is considerable agreement among theorists and practitioners.

- Personal relationship: Several authors see the traditional counseling role as a barrier to the effective counseling of minority students. (Pollack, 1971; Atkinson, 1979). Pollack states that most counseling theory should be disregarded, and that developing a personal relationship with the counselee is more important than using a particular counseling model. Pedersen (1976) also found that the counseling relationship rather than counseling models transcended cultural differences. It is suggested that the counselor develop a rapport and a personal relationship with counsees, which might involve sharing and disclosing personal information (Aguilar, 1979).

- Counseling setting and structure: Traditional counseling depends heavily on the appointment calendar and the office interview, but the counselor of minority students is urged to minimize the importance of these two conventions (Jackson, 1977; Ruiz, 1979; Draguns, 1976). The counselor is urged to get out of the office and develop relationships with students in their own environment, to actively recruit clients rather than waiting for the counselee to make the initial contact, and to be available for non-scheduled counseling whenever possible.

- Directive approach: The traditional counselor was quite likely trained to be professionally aloof from the counselee, and to be non-evaluative and non-directive. Although such an approach may work well with white, middle class student, the literature consistently recommends a different approach for minority students. The counselor is urged to provide encouragement (Pollack, 1971), and to take on the role of student advocate and helper (Atkinson, 1979). Many authors recommend that the counselor take a directive, action-oriented approach.

These challenges to traditional career counseling theory also need to be considered by the counselor seeking to develop appropriate services for minority students.

Adapting counseling to serve minority students

Because Chicano and Spanish-speaking students share certain experiences with other minorities and other minorities and because there is relatively little written exclusively about Hispanics, the literature reviewed in this section covers counseling minorities in general. Most of this literature has been written by minority scholars within the past two decades. These writers agree that traditional counseling has not been as helpful for minority students as for the general population. Evidence has shown that minorities do not seek counseling in proportion to their numbers, and that they receive less intensive counseling than majority individuals. Although education traditionally has been seen as the means of providing equal opportunity and of counteracting social inequity, "the promise of counseling and guidance for minorities remains unfulfilled" (Atkinson, 1979). There is widespread agreement that counseling practices for minority students must be modified because both the students and their problems are different. (Pollack, 1971; Atkinson, 1979; Sue, 1979)

First, the Chicano and Spanish-speaking students (within a range of individual differences) are participants in Latin culture and have a high probability of being of low socioeconomic status. Therefore the students' assumptions, attitudes, and forms of social interaction will differ to a greater or lesser degree from the middle class Anglo norm. Since counseling as it is currently practiced is a white, middle-class activity (Atkinson, 1979), some adaptation may be required in order to maximize communication.

Second, in traditional counseling the problem is seen as residing within the counselee, but in the case of minority students, such problems as poor academic preparation and limited awareness of career options, are likely to result from social conditions that are external to the counselee. The counselor will therefore have to consider the social context as well as the individual client.

- **Social context:** The importance of considering the counselee in a wider social context is stressed throughout the literature. Due to the extraordinary importance of the family in Latin culture, several authors suggest including the family or at least acknowledging the role of the family in the counseling and decision-making process (Christensen, 1979; Ferguson, 1980). Smith (1980) and Pollack (1971) advocate the use of role models so that minority clients can see that persons from a cultural and educational background similar to their own have been successful in the field of their choice. Other authors emphasize the importance of focusing on the social conditions that have contributed to the counselee's situation. (This model, termed extrapsychic counseling, is discussed below.)

- **Client's identity:** The counselor should be aware of the client's self-perception and degree of participation in Hispanic culture. These include ethnic identity, language skills, and degree of acculturation (Ruiz, 1979). The counselor should have a knowledge of the culture; the ability to speak the language is also desirable.

Two Counseling Models for Minority Students

Although most authors discuss strategies, there have been several theories developed to help the counselor understand the needs of the minority student. Two of these are extrapsychic counseling and the minority identity development.

- **Extrapsychic (or systemic) counseling:** Much attention has been placed on the problem of the student, with the result that the student is inevitably seen as the cause of the problem. Extremes of this form of thinking have been documented in Ryan's Blaming the Victim (1971). Gunnings and Simpkins (1972), writing about Black students, argued that the basis of the problem be shifted from the individual to society and coined the term systemic counseling. Ruiz and Amado (1979) adopted the idea and called it extrapsychic counseling. The term makes a distinction between individual or intrapsychic problems, and extrapsychic problems, that are societal and environmental. Ruiz and Amado

argue that many problems can more usefully be seen in a societal rather than in an individual context. For example,

It is at least as conceivable that a Latino youngster who expends minimal effort in pursuit of scholastic or academic goals is responding realistically to societal constraints based on discrimination and prejudice, rather than displaying deficiency in 'achievement motivation.' (p. 174)

Adoption of the extrapsychic model of counseling implies an active role for the counselor. The counselor may be required to assist the student with the process of self-awareness, to expound the choices and options open to the student, to mobilize resources that the student may need for support in pursuing a new goal, to provide the student with encouragement, support, and even practical strategies for dealing with the environment, and to become an advocate/change agent vis-a-vis the institutions affecting the student. It may be unrealistic to expect every counselor to play all these roles with all their Chicano and Spanish-speaking students and not every student may require it. Nevertheless many minority counselors favor this approach. Programs that have been unusually successful in counseling minority students have frequently adopted an extrapsychic counseling model.

● Minority Identity Development Model: Siegel stated that the self identification of Black students provided an important key for counseling. For Hispanics, the degree of acculturation, including language and attitudes, also has implications for counseling. Some counselors maintain that a student who identifies as Mexican American would require different counseling from one who identifies as Chicano. There are two difficulties with providing counseling procedures for each stage of ethnic identity. First, the terms lack precision and may even be used by the same person in different situations, and second, little research has been conducted in this area to support concrete divisions. However, minority scholars emphasize the importance of some understanding of both ethnic identity and acculturation.

Atkinson, Morten and Sue (1979) have developed a minority identity development model that may be useful for counselors. According to this model, minority group members may originally accept the prejudices of the majority culture, including negative feelings towards their own ethnic group. After becoming aware of conflicts, minority group members move towards an appreciation of their own ethnic group and a selective appreciation of the majority culture. Intermediate stages contain conflicts that may affect counseling. A summary of the model is presented in Figure 1. The model has not been the subject of empirical research, but it may serve as a way for the counselor to better understand the attitudes and assumptions that may arise in the counseling process.

Figure 1. Summary of Minority Identity Development Model
 (from Atkinson, Donald R., George Morton, Derald Wing Sue,
 COUNSELING AMERICAN MINORITIES: A CROSS-CULTURAL PER-
 SPECTIVE (c) 1979 Wm. C. Brown Company Publishers,
 Dubuque, Iowa. Reprinted by permission.)

Stages of Minority Development Model	Attitude toward self	Attitude toward others of the same minority	Attitude toward others of different minority	Attitude toward dominant group
Stage 1 - Conformity	self-depreciating	group-depreciating	discriminatory	group-appreciating
Stage 2 - Dissonance	conflict between self-depreciating and appreciating	conflict between group-depreciating and group-appreciating	conflict between dominant held views of minority hierarchy and feelings of shared experience	conflict between group-appreciating and group-depreciating
Stage 3 - Resistance and Immersion	self-appreciating	group-appreciating	conflict between feelings of empathy for other minority experiences and feelings of culturcentrism	group-depreciating
Stage 4 - Introspection	concern with basis of self-appreciation	concern with nature of unequivocal appreciation	concern with ethnocentric basis for judging others	concern with the basis of group depreciation
Stage 5 - Synergetic Articulation and Awareness	self-appreciating	group-appreciating	group-appreciating	selective appreciation

Who should the counselor be?

Some authors maintain that minority students can best be counseled by a person from a similar cultural and linguistic background (Maes, Escobedo 1974). This belief would require non-minority counselors to become fluent in Spanish and to thoroughly understand Latin culture in order to be effective.

Other authors state that while some knowledge of culture and even of language is necessary or at least very helpful, other areas of knowledge are at least as important. Pollack (1971) sees an understanding of the social system as a requirement, and such an understanding is a prerequisite to the extrapsychic counseling model.

According to Atkinson, Morten, Sue (1979) different barriers and benefits are experienced by the counselor from the same ethnic group as the counselee and by the counselor from a different ethnic group. Little attention has been focused on the problems experienced by the minority counselor, and perhaps expectations made of such individuals have been too stringent. A Chicano counselor may have a common mode of communication and some shared cultural experiences with the Chicano student; however, each may make unjustified assumptions of similarity. Both the students and the institution may expect more from the Chicano counselor than one individual can provide. The non-Hispanic counselor may encounter many initial barriers such as client resistance, language differences and value conflicts. During the counseling process, the counselor may patronize the client's culture, misunderstand the cultural components of the problem, or exhibit inappropriate missionary zeal. The non-Hispanic counselor who is aware of past discrimination, needs to beware of erring in the opposite direction and reacting to students with guilt or patronization (Smith, 1980). However, the cultural difference between counselor and client provides the opportunity for cultural learning to take place, and sensitivity and training will minimize the barriers.

Therefore all counselors very definitely have something to offer the Chicano and Spanish-speaking student, and each will have different advantages and disadvantages. Perhaps the most effective counselor is the individual, of whatever ethnicity, who is willing to assist the student with information, resources, advocacy, and personal encouragement.

APPLICATION OF COUNSELING PRINCIPLES FOR
CHICANO AND SPANISH-SPEAKING STUDENTS

Some general considerations

1. Learn as much as you can about Latin/Hispanic culture and the specific group (e.g., New Mexican, Central American, Chicano) with which you are working. Remember that individuals differ in cultural dimensions such as language skills, degree of acculturation, and ethnic identification.
2. Try to understand the student's background. What obstacles are in the student's path? How can a skilled professional help?
3. Develop a personal relationship with the counselee. A relationship of trust and helping can transcend cultural differences.
4. Be active and directive as appropriate in assisting the student. Organize resources and serve as a consultant to the student. Be prepared to be an advocate.
5. Remember that the student is part of a family. If the family cannot participate in counseling, the views and opinions of the family should be discussed since they can influence the student.
6. For some types of counseling, the use of role models of the same ethnicity as the counselee can be helpful. A counselor of the same ethnic group can serve as a role model. A counselor from a different ethnic group can use prominent individuals as models, or can involve individuals of the same ethnicity as consultants.

7. Provide encouragement, emotional support, and positive reinforcement. Just being interested in the student, and interested enough to follow up, may serve this purpose.

8. If students don't fill up your calendar, don't wait in your office. Circulate on campus. Talk to students in other places. Recruit students. Accept drop-ins.

9. Be aware of the social and historical context of intergroup relations in the United States. The fact that one individual received an outstanding high school education and another did not can be attributed to environment, parental income and education, and other social factors as much as to the individuals' own motivation, intelligence and abilities. Do not blame the student or allow the student to feel stupid.

10. Be aware of both the barriers and benefits of counseling someone from your own ethnic group or from a different ethnic group.

11. Be open-minded and experimental. Learn from the counselee. If a particular strategy does not work, try something else.

Specific Strategies for Career Counseling

Some strategies specific to career counseling Hispanic or other minority students have been advanced. They are summarized below, divided between overall approaches and specific actions that can be taken.

● Approaches:

1) *bilingual approach* - For bilingual students, use Spanish if possible for affective development. Career exploration is more appropriately approached in English which will be the language of the work world (Rios, 1978).

2) *serve as a role model* - The counselor can share personal educational and career development with the client (Martinez, 1980).

3) *behavior modification* - Reinforce positive and discourage negative behaviors (Martinez, 1980).

4) *be an advocate* - The counselor may need to identify resources and help the client obtain materials, scholarships, part-time jobs, access to school personnel (Smith, 1980).

5) *provide a climate of support for students' career goals* - Research shows that individuals who perceive the environment as supportive aim for higher-level careers (Farmer, 1978).

6) *educate and inform student* - Inform students about the vocational and educational program; discuss self-concept issues as they relate to education; educate students about the concept of career guidance (Ferguson, 1980).

● Actions:

1) *Organize a minority job fair* - Invite Hispanics from local industry to represent and discuss their occupational area (Souther, 1972).

2) *Organize a group of minority occupational consultants* - Collect names of Hispanics in various positions who are willing to talk to students (Smith, 1980).

3) *Assemble a resume book* - Print the resumes of Hispanic students seeking full-time positions and sell the book at cost to local industries. The book may help students and local affirmative action programs (Souther, 1972).

4) *Survey the community for jobs requiring bilingual skills* - Using a survey of local industry, develop a list of which jobs may or are required to use bilingual skills. Make the list available to students and counselors (Locci, 1976).

5) *Educate students about employment laws* - Inform students about laws that make certain professions more accessible (Farmer, 1978).

6) *Develop internships or other forms of work experience* - Provide opportunities for students to experience working environment and test out occupational choices (Hart, 1969).

7) *Provide long-term group counseling* - The occupational growth of peers can provide reinforcement and growth for others (Farmer, 1978).

ANNOTATED BIBLIOGRAPHY

The annotated bibliography describes books that could be part of a professional library for counselors who career counsel Chicano and Spanish-speaking students. The bibliography is divided into three sections: information on counseling minorities, information on career guidance, and additional resources.

I. INFORMATION ON COUNSELING MINORITIES

Career and Vocational Development of Bilingual Students.

E.T. Reis W.E. Hansen. Austin, TX: National Educational Laboratory, 1978.

This monograph provides theories and models of the relationship between the bilingual person and the world of work. Selected literature, model projects, and the current role of the state and federal government are reviewed. The needs of the migrant, bilingual child are identified and recommendations are provided.

Chicano Counselor.

A.E. Escobedo. Lubbock, Texas: Trucha Publications, 1974.

This book is the story of one counselor's experience in a secondary school with a large Chicano population. The book makes interesting reading, providing a lot of information about the education and miseducation of Chicano students, but it offers little in the way of counseling methodology.

Counseling across Cultures

P. Pedersen, W.J. Lonner and J.G. Draguns (Eds). Honolulu: University Press of Hawaii, 1966.

This anthology focuses on the issues of cross cultural counseling and psychotherapy. Eleven separate articles address issues such as the use of tests in intercultural counseling, barriers to intercultural counseling, the counseling relationship across cultures, and the appropriateness and inappropriateness of various techniques. As stated in the introduction, "all of the authors are involved in the struggle to separate the humanly universal and culturally particular elements of experience as these factors enter into the counselor-counselee relationship." Two of the articles (Pederson and Stewart) provide insight and perspective on American culture and the cultural assumptions built into counseling. The perspective of the book is international, although two articles are specifically about American ethnic minorities.

Counseling American minorities: A cross cultural perspective

D.R. Atkinson, G. Morten and D.W. Sue. Dubuque, IA: Wm. C. Brown Co., 1979.

This anthology presents articles specifically related to Blacks, Latinos, American Indians, and Asian Americans. In addition, the authors have developed a cohesive approach to counseling minorities. They define common terms, discuss the problems of various inter- and intracultural counseling dyads, and they propose a minority identity development model. This collection seems to be the most useful anthology for community college counselors.

Counseling with Mexican American Youth

Preconceptions and processes

R. R. DeBlassie. Austin, Texas: Learning Concepts, Inc., 1976.

Summarizes and integrates literature on the Mexican American, adolescent development, and counseling. Provides a good discussion of racial stereotypes. BeBlassie believes most aspects of human behavior "run across ethnic lines," and that counseling for Mexican American youth should not be radically different from traditional counseling methods, but should be occasionally adapted to specific needs and contexts. He offers practical suggestions some of which are applicable to the community college counselor, but the book is intended for the high school counselor.

Guidance in Other Countries

V. Drapela, et al., Tampa, FL: University of South Florida, 1977.

This book is of interest to the counselor who wishes to learn about practices and assumptions in other parts of the world. This may be useful reading for the foreign student counselor. The section on guidance in Latin American by Olivia Espin provides useful background information about the educational climate and developments in Spanish-speaking countries.

Opening Doors for the Limited English and Non English-Speaking by Improving Vocational Guidance Programs

C. Ferguson (Ed). Ceres, California: Ceres Unified School District, n.d.

This handbook provides concrete suggestions for working with high school students who are LES/NES and who wish to take a vocational program. Most of the information is based on the experience of the Ceres program.

Spanish-Speaking Students and Guidance

Guidance Monograph Series (Séries IV: Minority groups and Guidance)

E. Pollack and J. Menacker. Boston: Houghton Mifflin, Co., 1971.

This monograph is designed for secondary school counselors, but much of the information can apply to community colleges. The authors discuss the socioeconomic conditions, culture, and language of both Puerto Rican and Mexican-American students.

Information from many sources is summarized for the guidance practitioner, and specific principles and practices are suggested. The authors are eloquent advocates for modifying some of our educational processes. Though ten years old, the message is still relevant.

Understanding and Counseling Ethnic Minorities

G. Henderson (Ed.). Springfield, IL: Charles C. Thomas, 1979.

This anthology contains reprints of a large number of articles about the following specific ethnic groups: African Americans, Mexican Americans, Puerto Ricans, American Indians, Chinese Americans, and Japanese Americans. The book serves as a good collection of readings on culturally specific counseling, but there is little useful synthesis, conclusion, or direction supplied by the editor.

II. INFORMATION ON CAREER GUIDANCE

California Employment Development Department Publications

Information that is regularly made available by the State Employment Service can be used by counselors to increase students' understanding of the local economy. The most useful are:

Projections of Employment by Industry and Occupation, 1980-1985
(available by region).

Projections of Employment by Industry and Occupation, 1980-1985,
California.

Annual Planning Information (available by region).

Career Counseling

S.G. Weinrach (Ed.). New York, NY: McGraw-Hill; 1979.

This anthology on career counseling provides an update on traditional theories and methods, and discusses specific populations, although not ethnic minorities.

A section called "The Counselor and Society: Pressure from all Sides" examines the role of career counseling from many perspectives: How realistic is it given certain economic conditions? Does career guidance merely perpetuate the status quo? To what extent can career counselors have an effect on the world around them?

Overall, this is a good, general reference book that challenges some assumptions.

Career Counseling in the Community College

C. Healy. Springfield, IL: Charles C. Thomas, 1974.

Healy describes replicable techniques in career counseling. This is a carefully done text written for the counselor who wants applicable directions and plans, not just great ideas. The section of most interest is entitled "Counseling procedures for resolving deficits in vocational development," which takes into account that not all community college students are ready to make vocational decisions.

Chicano Workers: Their Utilization and Development

F.E. Romero. Los Angeles, CA: Chicano Studies Center Publications, University of California, 1979.

This monogram provides a statistical portrait of the Chicano worker and a discussion of the labor market experience of Chicanos. The role of education and training and of existing institutions and the political process are also analyzed. Contains information on many specific topics such as labor unions and problems specific to the Chicano worker.

Classroom Activities to Combat Stereotyping in Career Choice

American Institute for Research. Palo Alto, CA: 1980.

Provides specific classroom activities. None are intended for community college level, but some of the secondary level activities could be applicable. All of the activities were collected from a national-level review of projects.

Using four career guidance strategies with ethnic minorities (Module 45).

Competency-Based Staff development in comprehensive career guidance

W.M. Parker and R.J. McDavis. Palo Alto, CA: American Institute for Research, 1979.

This module consists of a series of exercises for a 6-hour workshop for educators. The strategies are designed to be adapted for any educational level. The four areas covered are self-concept enhancement, information about and perceptions of occupations, personal assessment, and decision-making. An introduction to each area explains the needs of minority students and summarizes the issues. These introductions, to the extent that they increase counselor awareness, may be useful.

The strategies for self-concept enhancement and for information and perceptions of occupations appear well suited to the stated needs of minority students. The strategies for assessment and decision-making are techniques that can and have been used by counselors with a variety of clients, but they have little that is appropriate for minorities.

Using self awareness and effective communication for helping ethnic minorities with career guidance (module 46). Competency-Based Staff Development in Comprehensive Career Guidance.

R.J. McDavis and W.M. Parker. Palo Alto, CA: American Institute for Research, 1979.

The module consists of a series of exercises for a 6-hour workshop. The goal of the workshop is to increase awareness of stereotyping, to improve communication, and to develop plans for adapting or for developing culturally relevant guidance materials.

The workshop plan assumes no prior intercultural sensitization, which may not be true for California educators. The section on culturally relevant materials is limited to the development of a scrapbook. This module has limited utility for California community college staff.

Programs to Combat Stereotyping in Career Choice

American Institute for Research. Palo Alto, CA: 1980.

This report lists a national selection of educational programs that combat stereotyping according to sex, race, or handicap. The book is intended to assist other educational agencies replicate the projects. Information about the effectiveness and organization of each project is provided.

The Chicano Worker

V. Briggs, Jr., W. Fogel and F.H. Schmidt. Austin, TX:
University of Texas Press, 1977.

Provides an overview of the historical role of the Chicano worker in the United States and a profile of the current Chicano labor force. The role of history, education and prejudice are analyzed and recommendations are provided for working towards equal employment opportunities.

The Work Ethic in Career Education Materials

R.M. Peterson and J.N. Johnson. San Francisco: Far West Laboratory,
1977.

The authors examined a sample of career education materials and concluded that they present an idealized view of freedom of choice, career opportunities, and dignity of work. The principal factors omitted are the boredom of many jobs, the imperfect relationship between reward and performance and the inequities in career opportunities.

Workers of Spanish Origin: A Chartbook

U.S. Department of Labor, 1978.

Provides charts and statistics illustrating the income, employment level, and occupations of Hispanic workers. Provides useful information for counseling and for program development.

III. ADDITIONAL RESOURCES

EPIE Institute Career Education S.E.T. Volume I: How to select and evaluate instructional materials.

New York, NY: Author, 1975.

The section of interest in this guide is a discussion of racism in career education materials. Specific assessment and selection instruments are provided, and the most recent materials are reviewed. The results of the reviews make a good case for the need for different materials. Although the guide was written in 1975, the criticism is still applicable. The book is useful in creating an awareness of existing bias in materials, especially the subtle bias that is easy to overlook. Techniques for compensating for bias are also suggested, since realistically, not all biased material can be discarded.

Guide to Publishers and Distributors Serving Minority Languages

H.K. Sandhu, L.A. Bukkila. Rosslyn, VA: National Clearinghouse For Bilingual Education, 1980, 155 pp.

This guide provides addresses and telephone numbers of publishers of Spanish and other language material. Information about each source includes grade level, content area, type of material and language of material:

Bibliography of Curriculum Materials, Limited English Speaking Program In Kentucky. An assessment of Needs, Programs and Instructional Resources.

Bowling Green: Western Kentucky University, 1979.

This volume is one of the most recent and comprehensive bibliographies of materials for adult LEP students. Unfortunately it is not annotated; discussion of objectives and difficulty levels would have enhanced the value of the work.

The bibliography is divided into two sections based on language:

- 1) native language (mostly Spanish) material for vocational education, career education, and consumer education, and
- 2) vocational ESL materials, including career information, consumer information and survival skills. Publishers addresses are included. Since this bibliography is recent, it is useful in locating vocational materials in Spanish.

Resources For Working with Disadvantaged Students and Limited English Speaking Students: An Annotated Bibliography.

Los Angeles Community College District, (1978?)

The listings are divided into sections on the following topics: assessing needs, training the trainer, employment, model programs, recruitment and retention, and student materials of various kinds. In addition, journal articles, agencies, and newsletters that are concerned with the community college LEP student are also listed. In most cases ordering information and price are included. Although the focus is southern California, the resource guide has state-wide applicability.

Searchlight: relevant resources in high interest areas.

Ann Arbor, Michigan: ERIC Counseling and Personnel Services, Clearinghouse, 1980.

Computer searches of the ERIC data base are now available on selected topics for the period 1966-1979. The titles that may be of interest are:

Transcultural Counseling: Needs, Programs and Techniques (no. 47)

Vocational Counseling of Disadvantaged Youth (no. 12)

Counseling For Achievement Motivation (no. 5)

Counseling Unemployed Youth (no. 44)

Educational Advising and Vocational Choice (no. 18)

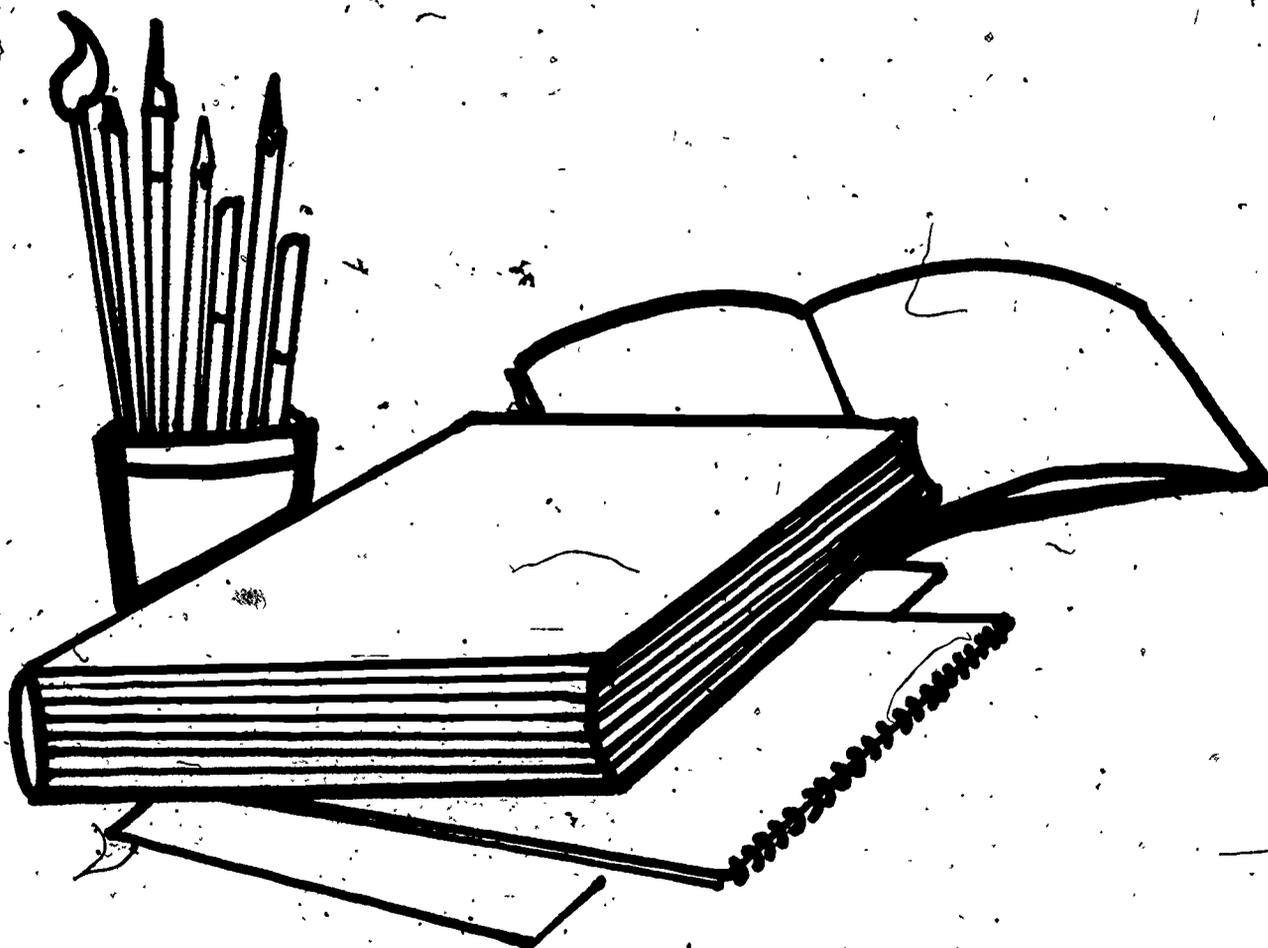
The Condition of Education for Hispanic Americans

G.H. Brown, N.L. Rosen, and S.T. Hill, and M.A. Olivas
Washington, D.C.: National Center for Education Statistics, 1980.

This book contains little narrative, but includes a wealth of statistics on almost all phases of the education of Hispanics. The major sections are: an overview, elementary and secondary education, post-secondary education, and the outcomes of education. There are 112 tables presented both numerically and graphically. Not all of the statistics are based on large samples and the breakdowns may not serve everyone's purpose but this may be due to availability of data.

This book is useful to counselors in the following ways: 1) program development and planning, such as proposal writing, 2) evaluation of programs, e.g., comparing the local drop out rate to national statistics, and 3) sharing with students to enhance their social awareness.

Section II: ASSESSMENT



Section II: ASSESSMENT

ACADEMIC ASSESSMENT

Students from Latin America

Academic assessment of students from U.S. high schools is generally accomplished by means of a placement test and evaluation of transcripts. However, tests of academic content are rarely appropriate for immigrant students and transcripts are often difficult to obtain and evaluate.

A brief overview of the educational system of Latin America has been provided so as to clarify the educational backgrounds of students from Latin American countries. The overview includes a general description of the educational systems found in most countries, a comparison chart of years and levels of schooling, a list of commonly taught courses, and a checklist for evaluating the academic readiness of limited- and non-English speaking students.

Structure and Nature of Education in Latin America

There are three distinct levels of education: primary, secondary (or middle-level), and higher education. Primary schooling provided by the state is tuition free but state secondary schools generally charge tuition fees. The middle and upper classes usually place their children in private schools.

With the exception of the universities, all levels of education in Latin America are centralized under the control of the Ministries of Education. The Ministries provide curriculum, select textbooks, and determine teaching strategies. Private institutions may have some degree of autonomy in these areas. However, students who complete secondary school in Latin America will have followed a uniform academic curriculum. They will not have had choice of electives, as they do in the U.S.

At age six or seven, children start compulsory elementary education which lasts six years. The secondary (or middle) schools may be (a) academic college preparatory, (b) commercial, (c) normal, (d) industrial, or (e) agricultural schools. In addition, there are night schools offering the whole range of middle school programs. Night schools make middle-level education available to a very large number of young people who are employed during business hours. Secondary schooling may last from ~~five to~~ six years.

University study is free in the national universities and tuition is low in Catholic institutions, yet many students are employed and attend courses in the evening. It is possible for students to take a few courses from time to time or to work consistently towards a diploma. It is common in Latin American countries for students to be actively involved in the political process of their countries.

Interpreting Educational Backgrounds - Students from Latin America

Some Useful Definitions

- Primaria /Primary or elementary school, usually from kindergarten through sixth, possibly through seventh grade.
- Escuela media /Equivalent to a combination of U.S. middle and secondary school years, usually from seventh through twelfth grade; sometimes called secundaria/sekoondarea/.
- Escuela normal /Teacher preparation.
- Preparatoria /Any post-secondary schooling that prepares students for higher education.
- Bachillerato /Usually refers to a diploma from "high school;" not a bachelor's degree from four-year school.
- Titulo /May refer to a degree or even diploma from high school.
- Licenciatura /Equivalent to bachelor of arts or science status; may also permit one to teach.
- Licenciado /Lawyer; or one who holds B.A. or M.A.
- Abogado /Lawyer.
- Maestro o Profesor / One who teaches elementary or secondary school.
- Maestria /Master Degree.
- Doctorado /Doctor Degree.

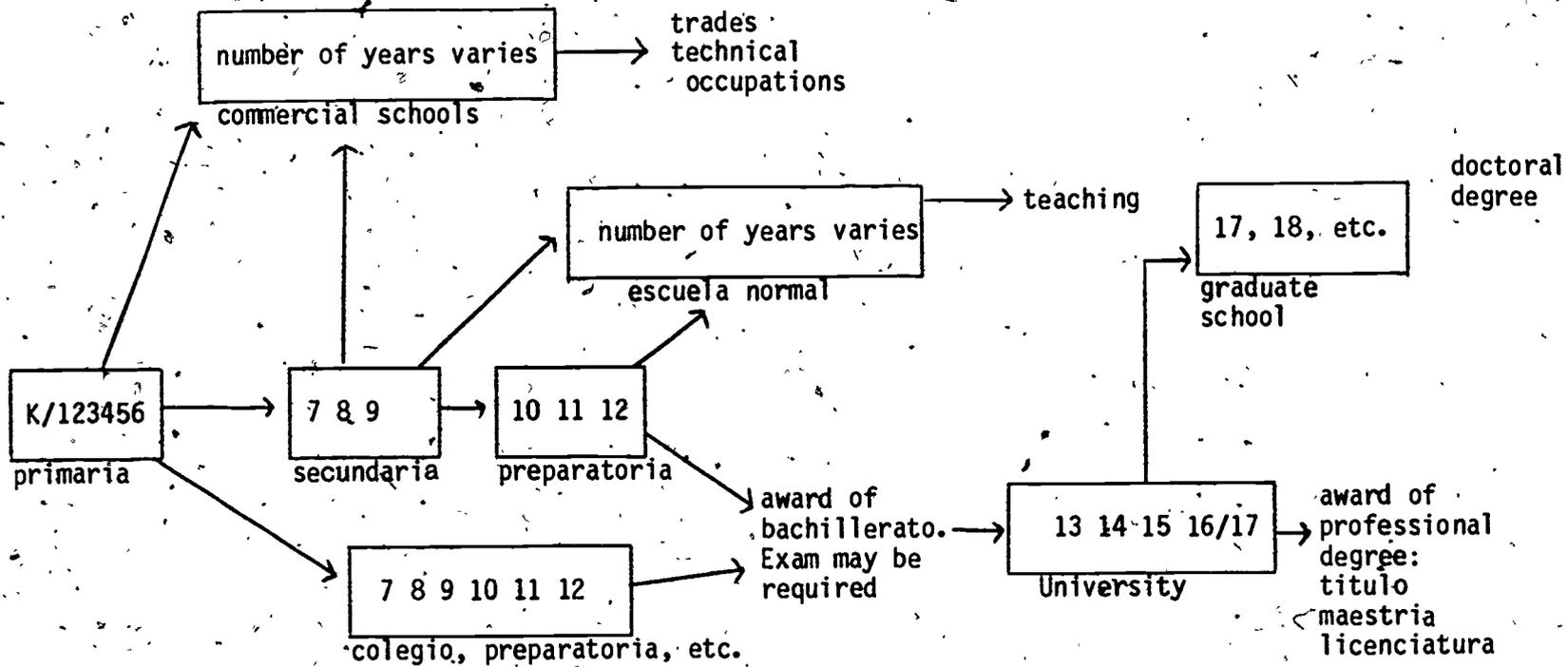


Figure 2. Educational System in Latin America
 (Note - there are many variations, not all of which are represented here)

Checklist for Evaluating Academic Readiness

English proficiency, educational background in home country and in the U.S., course work completed, grades, and present/past work experience provide valuable information for counseling Latin American students. Of all the variables, English proficiency is probably the most elusive. For example, a student may have studied "classroom" English for many years in his/her home country but still experience difficulty in understanding. On the other hand, a high school graduate from Latin America who learned English in the U.S. may be better prepared to succeed in college course work.

A variety of grading systems are used in Latin America. Mexico currently uses a letter system that translates as follows: E: excellent; BM: very good; R: regular; and NC: no credit. Other grading systems work on the 100 point scale, in which a 90 or above would be equivalent to on a grade in the usual U.S. system. Some systems are based on a 10 or even 5 point scale. "A" and "B" grades in the humanities and mathematics are good indicators of high achievement. Grades in practical or technical courses may be a little misleading, however. They tend to indicate a student's achievement in memorizing material rather than "hands-on" skills.

Some colleges have systems for evaluating international transcripts. However, sometimes the transcripts are not available when students are being counseled. The following checklist can be used by the student and counselor to assess the readiness of the student for academic course work: A careful distinction must be made between academic and language abilities. A student who has taken algebra in Spanish should not be scheduled into a basic math course because of poor English skills.

ENGLISH PROFICIENCY

Discrete Test Results

Oral Interview

• Speech	_____	Speech	Poor	Fair	Good
• Comprehension	_____	Comprh	Poor	Fair	Good
• Reading	_____				
• Writing	_____				

Global Test Result _____

OTHER LANGUAGES SPOKEN

	Speak	Comprehend	Read	Write
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

YEARS SCHOOL IN HOME COUNTRY

Primary _____

Secondary _____

Normal _____

Technical _____

Commercial _____

Industrial _____

Agricultural _____

College Prep _____

University _____

COURSE WORK COMPLETED IN HOME COUNTRY

	Years	Grade(s)
Algebra		
Anatomy		
Biology		
Botany		
Chemistry		
English		
Geometry		
Geology		
History - home country		
Logic		
Other foreign languages		
Physics		
Pre-military or military training		
Psychology		
Religion		
Spanish Language		
Spanish Literature		
Trigonometry		
World History		
Other:		



YEARS SCHOOL IN U.S.

Primary _____

Secondary _____

Technical _____

Business _____

Community College _____

College _____

University _____

Comments

WORK EXPERIENCE

PREVIOUS (home country and U.S.)

PRESENT

GOALS

COMMENTS

LANGUAGE PROFICIENCY TESTS

The counselor who works with students who are learning or who have learned English as a Second Language may want to become familiar with language proficiency testing. The counselor may be required to interpret test scores in order to place students in English as a Second Language (ESL) or other classes. Normally, the ESL department will select or test and determine interpretation of the scores as they relate to the ESL courses. However, as the person responsible for integrating information about a student in order to assist with academic and career planning, the counselor needs to be informed about the language proficiency tests.

A language proficiency test measures the degree of mastery a student exhibits over one or more language dimensions; i.e., reading, listening, etc. A test of proficiency can be given in any language, but the language of interest here is English. The tests reviewed on the following pages were suggested by community college ESL instructors and are either commonly used tests or highly recommended. Not all of the tests serve the same purpose or are designed for the same type of student, so they are described in enough detail to enable the counselor to judge the test's strengths and weaknesses.

BVOPT (Bilingual Vocational Oral Proficiency Test)

Author/Source	Developed for the Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education by the Research Development Institute, Inc., 314 Highland Mall Blvd., Suite 450, Austin, Texas 78752.
Description	An oral interview to measure listening and speaking proficiency of adults. Uses photographs and objects to stimulate responses. Both a screening and achievement test. Two alternate equivalent Forms A and B available for test/retest. As of this printing, the BVOPT is not yet available for use; however, compilation and analysis of field test data are in progress. Five subtests: 1. Questions/Answers (20 items); 2. Open-ended Interview; 3. Elicited Imitation (20 items); 4. Imperative (20 items); and 5. Same/Different (20 items). Examiner needs administration manual, two sets of photographs for Questions/Answers; two sets of photographs for Open-ended Interview; kit of plastic objects; and scoring sheets.
Intended Audience	Adults who participate in (or are being screened to participate in) bilingual vocational training; appropriate for community college.
How administered	One-on-one only; no group testing possible. Examiner must speak student's native language well enough to explain test instructions and to put student at ease. May be administered by a paraprofessional, although a professional examiner is recommended. Test includes stop points to allow examiner to stop questions when student reaches frustration level.
Time	Approximately 1/2 hours to one hour, since length of testing depends upon student's proficiency. Examiner must explain instructions for each of five subtests.

BVOPT (Cont.)

Scoring/ Interpretation

Each subtest has its own scoring procedure; however, this factor does not complicate administering the test. Scoring seems quite natural, since it is based on the general criteria of intelligibility and appropriateness. That is, is the student's response intelligible and appropriate from the point of view of a native speaker of English?

Scoring/interpretation information is not yet available; however, it should be available in the near future.

Validity/ Reliability

Not yet available. This information will probably be published along with information on scoring and interpretation. The test (Forms A and B) is being field tested throughout the United States in many diverse educational settings, for several language/cultural groups participating in a wide range of vocational training programs.

Comments

A carefully designed test that is useful for vocational ESL programs but not necessarily useful for traditional ESL programs. All test items are drawn from language used in vocational instruction, yet no one vocational area is emphasized. Remember, the test is not intended as an indicator of potential success in any particular vocational area. It is designed to identify limited-English speakers so bilingual vocational programs can identify and serve their intended populations. The BVOPT can be time-consuming because it requires the examiner to first prepare the student with an explanation of the test (in student's native language) and second to wait until the student feels at ease. Also, the examiner (again, in student's native language) must explain the instructions for each of the five subtests and make sure the student understands each subtest before proceeding. Of course, the test must be administered one-on-one only.

CELT (Comprehensive English Language Test for Speakers of English as a Second Language)

Author/Source McGraw Hill, 1971, New York.
(developed by David P. Harris and Lesley Palmer, Georgetown University, Washington, D.C.)

Intended Audience general non-native English speaking with high school education and above, and an intermediate or advanced command of English.

Description **Listening:** students listen to cassette and select from among four multiple-choice answers.
Vocabulary: 75 multiple-choice questions, to be completed in 30 minutes.
Structure: 100 multiple-choice items to be completed in 45 minutes.

How administered group/individual. Both may be administered by a para-professional.

Time **Listening:** 45 minutes.
Vocabulary: 30 minutes.
Structure: 45 minutes.

Scoring/ Interpretation Can be scored on scantron.

Validity/ Reliability Reliability coefficients varied from .82 to .97 depending on subtest and population. The CELT correlated very highly with the respected Test of English as a Foreign Language (TOEFL). High school students who were native English speakers scored above 96% correct on the CELT. However, all of the research cited above involved very small, non-random samples.

Comments Can be used for placement, and as a general measure of achievement. Only one form of this test is currently available. It is suggested that each institution using it develop its own norms.

English Placement Test

Author/Source English Language Institute.
University of Michigan, Ann Arbor

Description 100 multiple-choice items; accompanied in part by a cassette recording. Tests listening and reading comprehension, grammar in conversational contexts, vocabulary.

Intended Audience general non-native English speakers, requires literacy, upper elementary through college.

How administered group/individual; both can be administered by a paraprofessional.

Time 75 minutes

Scoring/ Interpretation Can be scored on scantron. Only one score provided, not a breakdown of specific language skills. No norms provided.

Validity/ Reliability Not available.

Comments Can be used for placement of students in beginning, intermediate, or advanced level ESL classes. Three different forms are available at the present time.

ELSA (English Language Skills Assessment in a Reading Context)

Author/Source Donna Ilyin, Cecelia Doherty, Lauri Fried Lee, and Lynn Levy. Available through Newbury House Publishers, Rowley, Massachusetts 01969, (617) 948-2704.

Description ELSA is a paper-pencil series of five reading tests with scores keyed to the San Francisco Community College District* six-level curriculum. ELSA covers beginning, intermediate, and advanced levels. The beginning and intermediate levels have a narrative (N) format and a conversation (C) format. The advanced level has a narrative format only. Multiple choice close (fill in) format--no writing required. Students select from four choices (distractors) which reflect common student errors. Five versions (BC, BN, IC, IN, AN) with 25 items each version.

Intended Audience Upper elementary through college.

How administered Group or individual. May be administered by para-professional.

Time Approximately 1/2 hour.

Scoring/ Interpretation Scoring is objective, quick. For placement, use BC and IN (i.e. Intermediate Narrative). For achievement, use BN and IC for beginning and intermediate and IC and AN, for advanced. Refer to San Francisco Community College District placement breakdown (helpful but not necessary in order to use the test).

Look for upcoming ELSA Technical Manual: A User's Guide (Newbury House Publishers).

Validity/ Reliability Not Available.

* Contact San Francisco Community College District, Counseling Office, Alemany Community College Center, 750 Eddy Street, San Francisco, California. (415) 885-5215.

ELSA (Cont.)

Comments

ELSA can be used for both large groups and individuals. The test items are presented in connected discourse, that is, they are related in narrative or conversational contexts that make sense.

ELSA forms can be used for both reading placement and achievement testing. Although the test items are set in a reading discourse context, they test knowledge of structures also. It is best used in conjunction with an informal or structured interview, since it tests reading and structures only.

EPT (English - Second Language Placement Test for Adults)

Author/Source	Forms A and B, Donna Ilyin. Forms G and H, Donna Ilyin, Jeannette Best, Virginia Biagi. Available at cost from San Francisco Community College District, Counseling Office, Alemany Community College Center, 750 Eddy Street, San Francisco, California 94109. (415) 885-5212.
Description	A 50-item pencil-paper, multiple-choice test of structures. Two levels (consisting of two forms each) place students in one of six course levels at San Francisco Community College District. (Forms A and B place in ESL 100, 200, 300; Forms G and H, in 400, 500, 600.)
Intended Audience	Adults; appropriate for community college.
How administered	Group or individual. May be administered by para-professional.
Time	Approximately 1/2 hour.
Scoring/ Interpretation	Objective scoring; easy, quick. EPT 100, 200, 300: Raw score 0-19 = Level 100; 20-30 = Level 200; 30-40 = Level 300. EPT 400, 500, 600: Raw score 0-19 (and over 40 on EPT 100, 200, 300) = Level 400; 29-29 = Level 500; 30-40 = Level 600.
Validity/ Reliability	Standardized on California adult populations. Reliability of EPT 100, 200, 300, Forms A and B, .91-.92; correlation between A and B forms, .93. Reliability of EPT 400, 500, 600; Forms G and H, .88 - .89; correlation between G and H, .86.
Comments	Easy administration and scoring by professional or paraprofessional, in or out of class, in test center or center for special services (EOPS, for example). Can be given to large groups or individuals. Availability of two forms allows for test security. Best used for placement but could work in a limited way for structures achievement testing. Best used in conjunction with an informal or structured interview since it tests reading and structures only.

IOI (Ilyin Oral Interview Test)

- Author/Source - Donna Ilyin. Available through Newbury House Publishers, Rowley, Massachusetts 01969 (617) 948-2704.
- Description - The IOI is a structured interview which tests accuracy of student answers in terms of content and English structures. 50 or 30 items - listening and speaking production only; requires student to respond with answers, questions, or statements.
- Intended Audience - Secondary and Adult.
- How administered - One-on-one only; no group testing possible. May be administered by a paraprofessional.
- Time - Approximately 1/2 hours or when student reaches frustration level.
- Scoring/ Interpretation - Two forms available for test/retest or to obtain higher reliability. Each form consists of a 50-item version recommended for lower level students and a 30-item version for intermediate and advanced levels.
- Scores distinguish students who can ask and answer questions with correct content or information but who use incorrect structures.
- Two types of scoring possible: a short form may be done on the spot; a more analytical form can be done by taping student answers.
- San Francisco Community College District publishes placement data that relate IOI scores to their ESL program. Their placement breakdown could be matched to ESL courses in most community colleges. Contact San Francisco Community College District, Counseling Office, Alemany Community College Center, 750 Eddy Street, San Francisco, California. (415) 885-5215.

IOI (Cont.) |

Validity/
Reliability

Standardized on California adult populations.

Comments

The IOI can be administered by a paraprofessional, but the linguistic analysis of any taped student responses would probably have to be done by a professional. Linguistic analysis is not necessary, however, to use the test effectively.

In addition, the IOI is a good example of an integrative or pragmatic test. That is, it gives a global picture of student proficiency rather than unrelated scores for speaking and listening.

The IOI is an effective placement test for both traditional and vocational ESL programs. It also measures student growth in acquisition of structures as they work through an ESL program. It is in wide use throughout the United States.

The John Test
A Test of Oral Proficiency for ESL Placement Language Innovations

Author/Source Linda Kunz, et al
2112 Broadway, Room 515
New York, NY 10023

Description Tests oral proficiency. Pictures and score sheet
for tester.

Intended Audience illiterates or little educated

How administered group/individual

Time 5 minutes per student

Scoring/
Interpretation Not Available

Validity/
Reliability Forms not provided; guidelines for establishing
reliability within a program are suggested but
not set.

Comments Suitable for screening lower proficiency of ESL
students into ESL classes or into community college
ESL programs.

Michigan Test of English Language Proficiency (MTELP)
Michigan Test of Aural Comprehension

Author/Source English Language Institute
Ann Arbor, Michigan

Description MTELP is a three-part multiple-choice test of grammar, vocabulary, and reading comprehension. Aural Comprehension is 60-item test of understanding of spoken English; one part requires matching or oral cues to pictures and can be used with non-readers; cassette provided.

Intended Audience college entrants; high school and above

How administered group/individual

Time MTELP: 1 1/2 hours
Aural: 1 hour

Scoring/ Interpretation Examiner's manual converts raw scores to percentile scores; can be done on scantron.
Scores of 96%-100% - can compete with native speakers in undergraduate liberal arts, science, engineering, graduate studies.
90%-95% - full time in liberal arts
85%-89% - up to 3/4 load in liberal arts
85%-95% - full time in undergraduate science and engineering with allowance for written work.
80%-84% - 1/2 normal load in liberal arts
3/4 normal load in sciences and engineering plus a special ESL course
70%-79% - 1/4 to 1/3 normal load for liberal arts plus an intensive ESL course.
65%-69% - 1/2 normal load in science/engineering plus an intensive ESL course.
69%-0% - no academic work in liberal arts
64%-0% - no academic work in science or engineering

MTELP/Michigan Test of Aural Comprehension (Cont.)

Validity/
Reliability

The mean for form A is 75. The standard deviation is 12.77.

Comments

Used for placement in college programs. Some problems with the discrimination of lower levels of English ability. Form A - J exist (A, B & C are not for sale) so high security exists.

Institutions using this test also require a writing example on a topic that is changed each term.

75

CAREER INTEREST TESTS

The use of career interest tests is an established practice in career counseling. Several of these tests have now been translated into Spanish, and the practice can be carried over into a bilingual or cross-cultural setting. However, the use of career interest tests with minority students, whether translated or not, has been the focus of research and discussion.

Some of the most commonly used tests are based on a comparison of the test-taker to successful individuals in various occupations. Since minorities have been traditionally excluded from successful participation in all occupational levels, some researchers question the validity of the comparison. The following studies are summarized in an article by Harrington and O'Shea (1980). Strong conducted early studies with blacks that showed mixed results for the Strong Vocational Interest Blank. Some occupations, such as lawyer and life insurance agent, exhibited similar interest patterns for black and white subjects, but others, such as physician, did not. Several other researchers found little difference between blacks and whites who took the SVIB. Borgen and Harper, for example, found the predictive validity of the SVIB to be very similar for blacks and whites. On the other hand, Chu, using the same test, found evidence of cultural factors influencing vocational interest. Wakefield and others investigated the appropriateness of Holland's typology of personality for blacks. They found that there was a general correspondence, but that the "fit" was not as good as it was for white subjects.

Harrington and O'Shea designed and translated a test based on Holland's hexagonal model,¹ called the System For Career Decision Making (CDM). They field tested the CDM with a Chicano and Puerto Rican sample. They found similar intercorrelations between the six Holland types for Holland Vocational Preference Inventory and for the Spanish Version of the CDM. They concluded that Holland's six types are valid for Spanish-speaking cultures.

Even if a parallel validity exists between English and Spanish versions of a test, some counselors have objected to the use of interest inventories with individuals who have had limited opportunities to explore their own interests. Test results from such clients frequently show little differentiation of interests or a very narrow range of interests. Smith (1980) suggests that the tests be used, but that the potential bias and limitations of the test be explained to the client. However, sometimes the tests do show information that could be useful in career counseling. For example, Harrington and O'Shea (1980) found that Spanish-speaking women showed a high interest in enterprising and investigative activities, even though the women in the sample had little opportunity to develop these career interests. They suggest that one use of career interest tests with Spanish-speaking clients is to identify interests to be expanded and explored, rather than to narrow career possibilities to one decision.

For some students, an interest test may have little to offer and other forms of assessment may be more appropriate. The counselor who wishes to use an interest test should explain some of the limitations of this type of test to the client. A fairly diverse group of tests are now available in Spanish. They are described on the following pages so that counselors can select the test that is most appropriate to the needs of their client.

¹ A division of interests and personalities into Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Adult Career Planning Profile (no date)

Author/Source: San Bernadino County Schools Office

Intended audience: adults in community college, adult school, or agency training.

Description: The inventory solicits information in the following areas:

- educational level attained and educational goal
- time willing to spend in training/education
- past employment
- evaluation of aptitudes
- physical limitations
- desired work environment and conditions
- immediate ability to work
- desired job characteristics
- interest in working with people, data, or things

Finally, the test requires the selection of three career cluster areas and of three job titles. Detailed information is provided about how the selections increase their usefulness.

The ACPI is a counseling aid, not a test. The answer sheet could serve as the basis of a counseling session.

Administration time: Approximately 30 minutes

Scoring and interpretation: The ACPI is computer scored. Interpretation involves examining the answers provided both individually and in relation to each other. The Interpretation and Administration Guide provides explanations of scores and suggests which scores should be compared. Scores are compared to see if there is consistency between goals and training time.

Reliability and Validity No information provided.

ACPP (Cont.)

Spanish Version:

The translation is clear and easy to understand.

Comments:

The ACPI is a locally developed counseling instrument. It provides a rapid summary of information that could take hours of discussion to obtain. However, there is no information on the source of the occupational clusters and job titles used. Other information that is needed is the intended audience and administration time. The instrument appears to be targetted to the individual with short-term training needs. For example, the ability section includes few abstract or complex abilities.

Career Assessment Inventory (CAI)
English Version, 1976. Spanish Version, 1978

Author/Source:

National Computer systems
4401 West 76th Street
Minneapolis, Minnesota 55435

Intended audience:

grade 8 - adult who are planning
0 - 4 years of post-secondary education

Description:

The CAI requires evaluating one's likes and dislikes on a five point scale to 305 items in the following categories:

activities (151 items)
school subjects (42 items)
occupations (112 items)

The CAI is designed to be used in career counseling individuals who do not plan extensive post-secondary studies.

Administration time:

approximately 30 minutes.

Scoring and interpretation

The CAI requires machine scoring and can provide either a one page summary sheet very similar to the SCII printout, or a multi-paged narrative printout that provides scores and interpretation very much like what might occur in a counseling session.

Scores are provided in three areas that closely parallel the SCII: general themes, basic interest areas, and occupational scales. However, the range of occupations listed in the CAI is limited to occupations requiring high school or some post-secondary training.

Validity and Reliability:

Scores on the CAI have a high correlation to other tests such as the Strong Campbell. The CAI has a high test/retest reliability.

CAI (cont.)

Spanish version:

The translation is well done.

Comments:

The one page printout is very easy to read because it is color coded and in large type. The multi-page printout represents an intriguing innovation in that it provides some of the commentary that a counselor would provide. The results for each section are listed from the greatest to the least interest, scores in the three major areas are clustered by theme, and examples of tasks in the most likely occupations are provided along with suggestions for further research. The reading level of this section appears to be quite a bit higher than the rest of the test. Some of the more subtle and personal aspects of test interpretation cannot be put on computer, and of course, the test results cannot be put into the context of other information. However, a printout such as this is much better than no counseling at all, and may be very useful to some students.

California Occupational Preference System (COPS)

English version, 1975

Spanish version, 1978

Author/Source: Educational and Industrial Testing Service
San Diego, CA. 92107

Intended audience: high school, college, adult

Description: The COPS requires selecting on a four point scale the degree of like or dislike for 168 activities. The activities are described in a phrase such as, "Create exterior designs for homes or buildings."

Administration time: approximately 30 minutes.

Scoring and Interpretation: The COPS can be self-scored to yield raw scores or percentiles in 14 occupational areas. Many of the areas, such as Technology, are divided into a professional and a skilled category. The instrument contains a list of occupations for each area keyed for reference to the Occupational Outlook Handbook, the Dictionary of Occupational Titles, VIEW Microfilm Systems.

Validity and Reliability: The construct validity of the COPS is good; predictive validity has not been tested. Scores on the COPS are subject to variation depending on how individuals interpret choices such as "like very much" or "like moderately." Therefore high scores may not correspond strictly to interest.

Spanish version: The translation of the test items is adequate; however some of the occupational titles do not represent common Spanish usage.

Comments: The COPS is a carefully designed instrument that is useful in focusing career exploration. Since the COPS' items consist of activities rather than occupational titles, the instrument does not handicap students with limited career awareness.

Harrington/O'Shea Career Decision-Making System (CDM)
English and Spanish Editions, 1978.

Author/Source: Chronicle Guidance Publications, Inc.,
Aurora Street, Monrovia, N.Y. 13118

Intended audience: Grade 8 - adult, including college. The
test can be used with low literacy
individuals, if it is read to them.

Description: The first part of the CDM calls for selecting
from a list occupational areas of interest,
subjects of interest, work related values, and
abilities. The second section requires a response
of like, dislike or unsure to 120 activities and
occupations. CDM is a career planning and explor-
ation instrument.

Administration time: Approximately 30 minutes. The exam may be
read to individuals with limited literacy skills,
in which case it would take longer.

Scoring and interpretation: The instrument comes in Form P which requires
computer scoring and Form S which is self scoring.
The score provides for self ratings of interests
and aptitudes and provides an occupational interest
classification based on Holland's typology.

Validity and Reliability: The CDM is based on Holland's well researched
hexagonal model. There is a high degree of
agreement between corresponding scales of the CDM
and other instruments based on the Holland theory.

Spanish version: The Spanish version contains a few words that are
not correct, but this should not be an obstacle to
native speakers.

The Spanish version of the CDM, (called ECP
eleccion de Carreras Profesionales) was field
tested with Mexican and Puerto Rican subjects.
Because the Spanish language calls for a masculine
or feminine ending for most job titles, both forms
are used for any such titles in the ECP, e.g.,
obrero/obrero. Although the sentences are some-
times rather clumsy, the message that all jobs
are open to both sexes is clear.

CDM (Cont.)

Comments:

The test is easy to administer and to score, and the results can be obtained immediately. The CDM can perhaps best be used to identify broad areas for further exploration. The inclusion of a work values section allows discussion of this important area.

Inventory of Interests.
English and Spanish, Forms, 1971.

Author/Source: Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78284

Intended audience: high school and adults

Description: The first section consists of ten questions about education and work. The second and third sections are lists of occupations (136 items) and school subjects (56 items) requiring a response of no interest, some interest, much interest, and insufficient information. There is a final section to summarize the responses. This test can serve as a basis for a counseling session.

Administration time: approximately 20 minutes

Scoring and interpretation: The summary which is completed by the test-taker allows the answers to the job titles to be summarized by category. Other information in the test is not scored or summarized.

Validity and interpretation: The occupations and school subjects are grouped according to the manual "on apparent relations among occupations rather than on statistical evidence (p. 25)."

Spanish version: This test is the only interest test that was originally developed as a bilingual test. Therefore, the Spanish version was part of the original test, and not an adaptation.

Comments: Because the instrument was developed for a bilingual audience, it has some valuable features. The introductory questions include items such as "Do you think that you have the ability to do the work which you would like to do?" and "Do you think your opportunities will be as good as those of similar ability?" Answers to these questions can be helpful to a counselor in understanding the client's self-image and in discussing some of the obstacles that may exist.

Inventory of Interests (Cont.)

The inventory of interests is the only test that provides for an "insufficient information" response to occupations and school subjects. Such a category may be useful in counseling students who have had limited exposure to occupations and school subjects. Another unique feature is the opportunity to add and respond to job titles not listed in the inventory.

The format of the inventory is poor. The print is small and close together. Also, the inventory is old so that changing trends in employment are not reflected. Nevertheless, the instrument could provide the counselor with information useful in planning further exploration and discussion.

The inventory of interests is more of a counseling tool than a test. The occupations are not grouped according to any commonly used system. Social service, for example, is grouped with welfare and religion. The summary does not provide results that coincide with tests based on the Holland model, but the results appear accurate enough to be useful in counseling.

JOB - 0 English and Spanish Edition, 1978

Author/Source:

CFKR Career Materials
P.O. Box 4, Belmont, CA 94002

Intended audience:

Intermediate, secondary, college, and
adult school students

Description:

The instrument requires the student to respond to nine questions about years of schooling planned, occupational interest areas and work environment. The student then compares the resulting 9-digit score to the corresponding 9-digit scores provided for 120 occupational titles.

The manual states that the JOB - 0 is not a test, but an exploratory instrument, whose purpose is "to start the student in the process of self-awareness, career awareness, and career exploration."

Administration time:

approximately 45 minutes.

Scoring and interpretation:

The instrument does not require scoring. Each occupational title will have received a number from 0 (indicating no similarity to the student's preferences) to 9 (indicating total correspondence). The student is instructed to consider and select from any occupational title receiving a similarity score of 5 or above.

Reliability and Validity:

The test developers assigned the 9-digit scores to each occupational title based on descriptions in the Dictionary of Occupational Titles and the Occupational Outlook Handbook. A cross-validation of the scores was conducted, but no description is provided about its nature. Scores of persons employed in a sample of occupations were compared to the scores assigned directly to the occupations themselves. For some occupations such as college teacher there is a lot of similarity (7 out of 9 scores match); but for others such as firefighter there was very little similarity (only about 2 out of 9 scores match). Therefore the ability of the JOB - 0 to match individual and job characteristics is fairly rough. The developers are continuing to field test and revise their instrument.

JOB - O (Cont.)

Spanish version:

The Spanish version contains enough errors to be a significant disadvantage.

Comments:

On the positive side, the JOB - O is inexpensive and provides immediate feedback. The list of occupational titles, which is revised every two years, is a useful tool in itself because it contains the training requirements, average salary, and employment outlook for each title. However, the process of completing the JOB - O which involves comparing the student's nine responses to 120 sets of nine responses is laborious and can lead to errors. The resulting list of occupations that resemble the student's responses can consist of 30 or more titles, still requiring a great deal of investigation and decision-making on the part of the student. The instrument is not fine-tuned enough at this point to be used to say very much about the student. The best use of the test may be to compare 120 job titles and to encourage further investigation.

A revised version is planned for both the Spanish and English versions of the JOB - O.

The Self-Directed Search
English edition, 1974 Spanish edition, 1981

Author/Source:

John L. Holland
Consulting Psychologists Press
577 College Avenue, Palo Alto, CA. 94306

Intended audience:

high school, adult, college

Description:

The SDS elicits existing occupational daydreams; responding like or dislike to lists of activities, competencies and occupations; and rating one's abilities and skills in general areas.

Administration time:

Approximately 30 minutes

Scoring and interpretation:

The instrument is self-scored and provides a 3-letter occupational or interest code based on Holland's model, e.g., SIA (Social, Investigative, Artistic).

Validity and Reliability:

Holland's theory has been the subject of extensive research. Most data have yielded support for a clustering of career types, similar to the Holland model. Predictive validity has been good. However, quoting from the manual:

the role of social class, special advantage or disadvantage, intelligence, and special aptitudes are incorporated only indirectly or ignored in the typology, so these personal and environmental characteristics must also be weighed (p. 40).

The counselor should take these factors into consideration in interpreting the instrument with Hispanic clients.

Spanish version:

The translation is carefully done.

Comments:

The SDS is a well researched instrument that can be a useful counseling aid.

Strong-Campbell Interest Inventory (SCII)

English edition, 1974

Spanish edition, 1980

Author/Source:

Stanford University Press, Stanford, CA.

Intended audience:

high school, college, adult

Description:

The 365 items on the test generally require a response of "like", "indifferent", or "dislike" to the following categories:

Occupations (131 items)

School subjects (36 items)

Activities (51 items)

Amusements (39 items)

Types of people (24 items)

Preference between two activities (30 items)

Your characteristics (14 items)

The SCII is intended for use in career counseling, research, and personnel selection.

Administration time:

Approximately 40 minutes.

Scoring and interpretation:

The SCII requires machine scoring resulting in a one page printout. Three major sets of scores are provided. The General Occupational Themes scale is composed of items clustered according to Holland's occupational typology. The student is compared to a general reference sample in each of six "themes": realistic, investigative, artistic, social, enterprising and conventional. The basic interest scales are composed of statistically related items that are usually similar in content, e.g., social service. Again the student is compared to a general reference sample. The occupational scales are composed of items that discriminate between successful and satisfied practitioners of a specific occupation and the general reference sample. Additional administrative indexes provide information on academic orientation, introversion, extroversion, and on the student's test-taking strategy. Although a great deal of information is provided in the printout, the assistance of a trained counselor may be necessary for analyzing the relationship between the various scores.

SCII (Cont.)

Reliability and Validity

Test-retest reliability with test sessions two weeks apart is high (in the .8 to .4 range). Reliability goes down over time, but can still be as high as .6 or .7 for a test-retest interval of 20 years.

Concurrent validity (the ability of the test to discriminate between two different groups) varies according to the occupational scale. The Predictive validity of the SCII has been widely studied and seems to be between 50 and 75%. Predictive validity seems to be higher for occupations with specific scale than for related occupations, and for students whose occupational themes, interests, and occupational scales reflect a clear and consistent pattern. Predictive validity for black students is reported at least as good as for white students.

Spanish Version:

The translation is well done. Inevitably, several job titles may have a different connotation in Spanish. A field test of the comparability of the Spanish and English versions is presently in progress.

Comments:

The SCII is a comprehensive and well researched interest inventory. In order to be effective, use of the SCII requires individual counseling and interpretation with each student.

In counseling Spanish-speaking students, it may be important to heed the following warning from the manual:

Although we do not have much scientific data about how a person's patterns of vocational interests are initially formed, it seems likely that the major influence is past experience. Consequently, if those experiences have been limited, the resulting patterns of interest may be more constricted than they need to be.

Keeping the student's past experience in mind and assessing the range of experience should form

INFORMAL ASSESSMENT OF STUDENT NEEDS

Assessing a student's academic preparation, English language proficiency and career interest follows a traditional and well organized pattern of becoming acquainted with a student's counseling needs. Counselors also conduct numerous informal assessments each time they talk to students. For the counselor of Spanish-dominant and Chicano students, topics that might be covered in an informal assessment are outlined below. The areas of concern are almost all stated negatively, because that is where the counselor's intervention is most often needed.

It is not suggested that a counselor ask a student all of the assessment questions. In fact, much useful information may be obtained merely through listening. The purpose of the informal assessment is to alert the counselor to possible areas of counseling need that may not be identified through testing.

AREA OF CONCERN	QUESTION	POSSIBLE STRATEGY
Inadequate finances	We have financial aid, job placement, and work experience. Would you like information about any of these programs?	<ul style="list-style-type: none"> ● Provide information about financial aid, placement.
Lack of familiarity with college	Do you have a friend who can show you around the school?	<ul style="list-style-type: none"> ● Explain any school procedure in detail even if you assume most students know it. ● Suggest guidance class. ● Suggest support group, student club, Chicano club.

Poor study skills

How did you do in high school?

- Suggest study skills class, tutoring, or library materials.
- Check on student 6 weeks into the term.

Time planning

Are you able to budget your time?

- Suggest study skills class.
- Discuss time planning.
- Suggest book, tapes, etc.

Not receptive toward learning

What are your reasons for coming to school? What obstacle do you have to overcome in order to do well in school?

Strategy depends on response. Counselor may have to help student deal with distractors before studying is possible. Some students may not be ready for school; the counselor can remind the student that school can be a future option.

Lack of support from family

How does your family feel about your decision?

- Discuss with student possibly peer support or other forms of motivation may be helpful.

Little self-confidence

Observation

- Praise the student when this can be honest and sincere.
- Give the student credit for past achievement.
- Suggest peer group, clubs.

Career or educational goal seems modest in comparison to student capabilities

Have you thought of a secondary goal? Further training?

- Use career ladder concept of counseling.*
- Help student consider all possible options before making a choice.
- Find out why student is limiting choice.

*e.g., student's career choice is not treated as final choice, but only as an intermediate step in a ladder of occupations requiring more training or experience.

No work experience to help student understand world of work

What kind of jobs have you held?

- Suggest work experience or part-time work.
- Suggest career guidance.
- Suggest learning about work environments through visits, shadow experiences, contacting minority career consultants.

Limited occupational interests

Explore interests with students through discussion or through administration of an interest inventory

- Explore any area of interest.
- Encourage student to broaden knowledge and experience of careers through reading, interview, hobbies, media, etc.

High occupational aspiration but low English proficiency

Observation

- Discuss short and long term goals.
- Discuss language learning strategies.
- Help the student develop a long range plan.
- Discuss alternatives.

Hostility, anger that may be due to minority group status.

● Observation

- Develop positive, individual relationship with student, but do not accept blame for societal conditions.
- Educate student regarding education, economics, politics and minorities
- Refer student to Chicano groups or clubs.



Section III: LANGUAGE CONSIDERATIONS

Section III: LANGUAGE CONSIDERATIONS

The counselor who is faced with a student of limited English skills may experience a communication problem. This resource book cannot teach a new language. The purpose of this section is to summarize information about students of limited English proficiency and about second language learning so that the counselor can understand the students' needs and provide appropriate assistance.

LEP Students: Some Basics

LEP (limited-English proficiency) is a recent but synonymous version of the more familiar term limited-English-speaking (LES). This discussion does not include the term non-English-speaking (NES) or not-English proficient (NEP), since the distinction between LEP and NEP in post-secondary education is not a useful one. Unlike K-12 schools, post-secondary schools do not generally report on LEP and NEP enrollments. Most community college ESL programs sort students by levels of proficiency rather than whether they are non- or limited-English speaking.

Further, a term such as ESL students is probably more useful than LEP students, since ESL carries no negative connotation (i.e., such as the word limited or not proficient). ESL students are simply those who are learning English as their second, possibly third or fourth, language. That instruction must necessarily be very different from English courses for native speakers, and different again from foreign language courses for native speakers.

ESL students differ from other students in that they are often trying to learn English and simultaneously benefit from instruction in English in courses such as mathematics or history. Many suffer from culture shock in college and in the community. Others may have reached a plateau where they temporarily (hopefully) stop learning or improving their English skills and may need a gentle shove "forward." These factors make their second-language learning experience different from others who study second language to meet education requirements, for pleasure, or travel.

Student Characteristics

o Foreign Students: Generally, in both two- and four-year schools, foreign students (with I-20 or F1 visas) come with solid academic backgrounds. Some have experience using English in their home countries but most have been exposed to "classroom" English only. This may mean that their reading and writing skills are more developed than comprehension or speaking skills. Further, foreign students may require some assistance adjusting to instruction offered by independent study centers, computer assisted instruction, and modularized/individualized courses. This is because foreign students may not feel instruction has validity unless delivered by lectures in traditional settings.

Foreign students often have educational goals that include university and graduate study. Because of time and money constraints, many foreign students feel pressed to meet English composition graduation requirements as soon as possible, so most are unwilling to take non-credit/non-transfer ESL classes, even when ESL is the better choice based on their proficiency.

Foreign students may be limited English proficiency students, but not all LEP students are foreign students. It is useful to reserve the term foreign student to describe only those who hold foreign student visas (sometimes called I-20s or F1s). Technically, legal U.S. residents who happen to be limited-English are not foreign students. Indeed, most LEP students in post-secondary schools are residents, if not citizens by birth or naturalization. So the distinction between foreign students and LEP

resident/citizen students is important for both counseling and registrar personnel. A common mistake, for example, is for registrar personnel to mistakenly refer resident LEP students to the foreign student advisor or to charge them foreign student tuition.

- LEP Vocational Students: LEP vocational students often lack formal academic backgrounds; many are refugees and older adults; most require financial assistance and seek vocational training for employment within a year. Sometimes, LEP vocational students may enroll in vocational programs before attaining adequate language skills, and inadequate English skills inevitably increase their dropout rates. LEP vocational students are clearly high-risk students, yet many schools are committed to serving their educational needs.¹ Bilingual vocational education provides vocational training bilingually with ESL instruction provided concurrently. In this way, LEP vocational students can benefit from content instruction in their native languages and not delay content learning.

- LEP Residents/Citizens: Post-secondary schools are recruiting and providing services for LEP residents/citizens more than ever before. Many schools have responded by creating or expanding ESL programs including vocational English as a second language (VESL). Others have developed bilingual programs. Many LEP students are high school graduates, either in home countries or the United States. Yet, many may have limited or interrupted academic backgrounds. Most are under-employed or unemployed and need English proficiency for employment, as well as job upgrading, change, or promotion. Some are in transition from work or home to school, are disabled and seeking retraining, or are refugees in need of a total package of social and educational services.

¹See summary of Federal regulations regarding vocational programs for LEP's students in Section IX.

Second Language Learning: What's Involved?

Just what is involved in learning a second language? What helps and what hinders? Clearly, the whole person is involved. There is no way to say that second-language learning is a cognitive process, only dependent on intelligence. It is much, much more. Most would agree with Schumann (1976) that second-language learning involves three factors: Why? How? and What?

In response to "Why?" we need to consider, for example, student motivation. Do students want to learn English to graduate from a U.S. university and return to their home countries? Do they want to join the U.S. mainstream? Are students pleased to be "taken for" native Americans? Are they willing to let down ego defenses in order to take risks using English? Do they persevere in their efforts to communicate in English?

Probably students who learn English quickly, although not always perfectly, are perseverant, have positive motivation and strong drive to participate in the English-speaking culture. Others may learn quickly because there is no one to interpret for them.

The "How?" question involves cognitive processes, such as generalization, imitation, inference, analogy, memory, etc. The extent to which students utilize these cognitive processes is not visible, although language learning aptitude can be measured.

Another important aspect of "How?" is that of language learning strategies, which overlap affective variables, such as motivation. Few people know how to learn languages. It can be useful to know whether students employ certain language learning strategies. Do students:

-- Expose themselves to English spoken by native speakers?

- Consistently imitate native speakers whom they have chosen as models?
- Select and practice subvocally language they hear in conversations and classrooms?
- Exploit their best learning modes, for example, listening versus reading?
- Study and practice a little each day, rather than for longer periods of time at greater intervals?
- Practice English rather than only study English? (since studying a language is not the same as learning a language).

Consideration of "What?" is learned is generally assessed by language instruments that reveal what language forms students command and at what level of proficiency. In addition to proficiency tests, however, there are several other types, for example, diagnostic, placement, and achievement. College ESL and counseling staffs must determine how best to use test results. However, placement in ESL classes based solely on test results may limit effectiveness. Placement should also include the factors already discussed (motivation, goals, previous education, grades, etc.). Even with sufficient placement data, it may still be difficult to determine when students are ready to benefit from English instruction in content courses.

"What?" and how much English has been learned is also a function of time. There is no timeline that applies to everyone. Because of the many language learning variables involved, each individual learns at a different pace and to a different degree of proficiency. Most second-language specialists agree, however, that language learners require ample time as well as exposure to the second language. It does not necessarily follow that students who have completed ESL level one are ready for level two, in the same way chemistry students may be ready for Chemistry 1B, for example. And intensive language courses cannot compensate by doubling or tripling exposure in shorter time frames.

● Community College ESL Programs

Traditionally community college ESL programs are designed to offer language training for students whose native language is other than English. The assumption is that once students complete the ESL program, they are ready to mainstream into other college programs. Sometimes, students with very little proficiency are referred to other educational agencies, most commonly adult education centers.

The community college ESL program usually includes courses devoted to speech, reading, and writing. Language laboratory facilities are usually available, and with less frequency, independent study/tutorial centers. Frequently, students are screened and placed by results on standardized reading/composition tests designed for native speakers. A better method is to use a proficiency test.

Many community college ESL programs have expanded course offerings and modified teaching approaches because enrollments are increasing and student characteristics changing. ESL programs designed for foreign students fail to meet the needs of the new clientele--immigrant residents, LEP citizens, and refugees. Some ESL programs offer course sequences which allow students more time to acquire English and may also offer vocational English as a second language. VESL integrates vocation-specific vocabulary and structures into the ESL curriculum.

Comprehensive ESL programs, although still rare, offer from ten to twenty courses, grouped by levels (basic, intermediate, advanced). They include speech, listening, conversation, reading, vocabulary, writing, and sometimes composition that meets transfer/graduation requirements. They may also include English for science and technology, VESL, ESL typing, crosscultural studies, and accent reduction. Such comprehensive programs may be coordinated with bilingual education programs. Bilingual education and bilingual vocational education allow students to receive content/vocational area instruction in their native languages along with instruction in English as a second language.

COUNSELING LEP STUDENTS

DETERMINING ENGLISH LANGUAGE SKILLS

OBSERVATION	SUGGESTED STRATEGY
A. <u>Motivation to learn English</u>	
1. eager to learn English	1. Encourage, suggest second language learning strategies
2. prefers to stay in Spanish-speaking environment	2. Discuss importance of out-of-class effort in language learning.
B. <u>English literacy and fluency</u>	
1. literate but not fluent	1. Program into conversation class, suggest school activities, tutoring
2. fluent but not literate	2. ESL class that stresses reading; reading class.
3. illiterate in Spanish and English	3. Ideally, program into totally oral ESL class, and find tutoring to learn to read in Spanish. (May not be served by existing program.)
C. <u>English language skill and previous education</u>	
1. ESL student with strong Spanish academic background	1. May be able to take some academic subjects in English, perhaps with aid of tutoring, Spanish texts, or special programs such as tapes in Spanish.
2. ESL student with little Spanish academic background	2. Should be given courses that do not require academic background and/or remedial courses.
D. <u>Scores on language proficiency test. Impressions from counselor interview</u>	
	1. Schedule into appropriate level in school's ESL sequence, taking into account above factors.

Steps in Assisting LEP Students to Make Career Decisions

1. Determine previous training
 - nature and duration of training
 - student reaction
2. Determine work experience in Spanish-speaking environment
 - nature and duration of work
 - student reaction
3. Determine work experience in English-speaking environment
 - nature and duration of work
 - student reaction
4. Determine present English language proficiency
 - oral
 - written
 - command of any specialized work-related vocabulary
5. Determine English proficiency goal; and academic/training goal
 - specific goals
 - when they can expect to be reached
 - (Interest testing in Spanish may be included as part of step 5.)
6. A. If student does not want long term English or training, explore jobs where a high degree of language fluency is not needed. The Dictionary of Occupational Titles (DOT) code which quantifies the degree a job involves working with people, data, and things can be used for this purpose.
B. Although credential and training obtained in another country may not be recognized, explore the skills the student has used in the past that may of use in employment.
C. Because the process of learning English lengthens the preparation time for a career, it is a good idea to establish both short term and long term goals. A career ladder approach permits the student to work at a less skilled job while continuing to prepare for a more skilled job.

Assistance and Resources that can be Provided to LEP Students

1. Order parallel Spanish versions of English language textbooks.
2. Place general and technical Spanish/English dictionaries in library, career center, language lab, and if appropriate, in the classroom.
3. Provide Spanish reinforcement for courses taught in English. This may be in the form of
 - bilingual tutors
 - written summaries of lectures
 - taped summaries of lectures
 - a vocabulary study group specific to the course
4. Organize a buddy system. The LEP student can be teamed up with a fluent English-speaker in each class.
5. Advocate for the LEP student with instructors as needed. This may involve requesting extra time for exams because it takes longer to read in second language, discussing the student's academic needs, and arranging for an individual learning plan.



Section IV: AFFECTIVE CONSIDERATIONS

Section IV: AFFECTIVE CONSIDERATIONS

Why will counseling sessions about academic and career choices be effective with one student, while similar sessions with another student will have no result? The difference is frequently in the readiness of the student to participate in decision-making, to assume responsibility for setting a goal, and to believe that he or she can succeed. The student most in need of counseling services is also the student most difficult to serve within the time limits of a typical counseling appointment.

The student from a background of poverty and educational failure has a bank of negative experiences which reinforce the message: "you won't" as in "you won't try very hard nor for very long because you won't get there anyway."

Some students have not had the experiences of reaching beyond the welfare office and probation officer. The counselor will need to realize that it will be necessary to draw from every support system imaginable to offset the magnetic lure of a familiar (often dependent) role.

Other students will have had very little practice establishing goals and working towards them. They may have a sense of surviving or living without a sense of direction, perhaps feeling overwhelmed by external events over which they have no control. Many students enter the school hoping for success but fearing a failure due to past experiences.

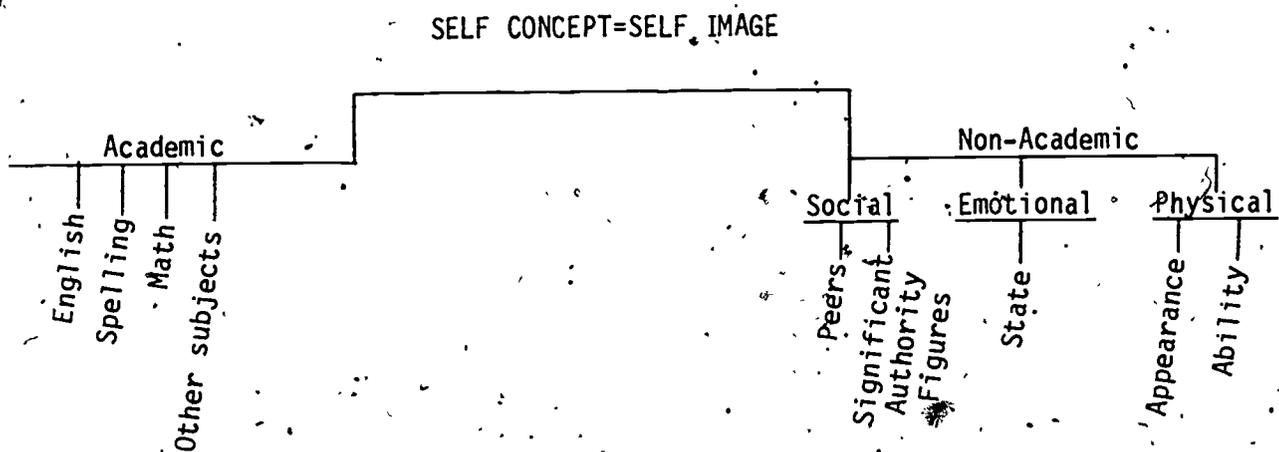
The counselor has a very short amount of time with each student for advising, counseling and class programming. In addition to certain very concrete outcomes such as selection of classes and a college major, the counselor wants the student to leave the counseling session with positive feelings and motivation. These feelings, or affective outcomes, include perceiving the counselor as a good counselor who cared, satisfaction with the goals, and a self-belief which whispers "I can."

The affective component of counseling is crucial to student perseverance and success. Students with a good self-concept can be motivated within a counseling session, but other students may not accept encouragement and the counselor will have to start with the student's self image.

Self-image

The counseling task, then, must be approached not only as a 'program and advise' session but as the first step in the search for self-belief. As recent research on learning reveals, it is nearly impossible for the brain to accept information (learn) when the anxiety level is high and the self-belief is low. A low self-image, therefore, will interfere not only with counseling but with successive course work as well.

As described in the work of Shavelson, Hubner and Stanton (1960) it is postulated that the self-concept is made up of several intertwining components.



If self-image is the key to any change in attitude, what is the most efficient process teachers and counselors can use to bring the student to the desired outlook: "I will move towards my goal, the certificate, with a reasonable (even unreasonable) amount of dedication and assurance"?

Self-image techniques for Counselors

● The East Los Angeles College Program:

Many approaches have been used under different names and definitions which collectively have been referred to as behavior modification. One approach used at East Los Angeles College and replicated at various other community colleges, is self-programmed counseling (Mireles, 1973). Because it was designed originally for use by counselors and instructors seeking to assist the Chicano student, it is defined and explained here:

DEFINITION:

Self-Programmed Counseling is defined as a counseling approach presented as a series of response steps that provide feedback leading to visualization, concentration and relaxation which enables the counselee to more readily accept counsel, i.e., to develop Self-Programmed Control (SPC). The response steps are presented by the instructor from a written format which assists the student to develop a goal, to examine the steps to be taken to achieve the goals, and to measure his progress in a self-programmed instruction approach, using behavioral objectives.

The process, which draws heavily from the visualization of Maxwell Maltz (1960) is a systematic method of assisting students to practice imagery, receive encouragement, practice goal setting (with good feeling), and monitor (self-evaluating) their progress as they practice on cassette at home what was demonstrated in class. The physical relaxation and emotional life which the student gains from listening to the instructor's guiding encouragement allows the brain to accept words (especially praise) which might otherwise be rejected.

The following comments were made by students who participated in the Self-Programmed counseling at East Los Angeles College:

It helped me to concentrate in my studies, and to listen to the lectures and be able to make the words mean something.

When I was in class before, before a test I used to be really nervous and really uptight and I couldn't concentrate on the test it got me nervous. But after these relaxation exercises I could really relax.

I was afraid I couldn't go on in college and be a good student but this has really built up my self esteem, and helped me a lot.

I got involved with this particular program and the uniqueness of it was that I was able to set goals, I was able to visualize and get into the whole concept of you know who I am, where I'm going, and what I want to be. (Mireles, 1976)

At East Los Angeles College, self-programmed counseling is incorporated into a personal and scholastic development class and is also available on cassette from the library. The content of the personal development component consists of concepts from Psychocybernetics by Maxwell Maltz, and the self-programmed counseling. The relaxation, stress reduction, goal setting, and concentration learned by the student can then be applied in the scholastic component, which consists of study skills and vocabulary development. These improved scholastic skills acquired by the student are necessary to realistically succeed in any academic goals beyond the class.

For enhancing self-image, the group approach is preferable to individual counseling. It is often easier to lead a group or class into the state of relaxation, concentration and visualization than a single individual. This avoids a feeling of loneliness and of being singled out for "special treatment."

In addition, the group members motivate each other and encourage each other to do better. The counselor should not underestimate the importance of the group interaction. Credit counseling seminars such as personal development classes can provide the suggested group setting. If a credit class is not possible, a non-credit class or counseling group may be possible.

The extensive use of cassette tapes in the East Los Angeles College Program offers a partial solution to the problem of limited counselor time. Although many commercial motivational tapes are available, we are much more likely to respond to words when they trigger off a memory of a familiar (presumably) friendly counselor.

The counselor can also select a style that is appropriate for the local audience. Taping basic skills information allows both for choice of materials and for blending motivational and study skills techniques. Whenever possible, a counselor should accept the responsibility of creating a taped self-image and basic skills "packet."

The cassette system is useful to the institution because it is relatively inexpensive -- a cassette recorder costs no more than a book. Students benefit from the flexibility offered by the cassette programs. They can listen to them any time and as often as desired. The cassettes can also be shared with the student's family.

• Other approaches:

Other successful strategies for developing students' self confidence and self-image include various mini-courses, involvement in Chicano cultural awareness, and individual counseling.

The mini-course offers the opportunity to focus on a specific area such as assertiveness training, decision-making, time planning, values clarification, or goal setting. Students who have not had the opportunity to practice setting goals and planning steps to achieve them, for example, can be taught a model within the span of several class meetings. Having gone through the process once, students have a better idea of how to approach the problem in the future. Such courses can be offered as part of the regular college schedule, as group counseling session, or as part of the college's continuing education program. Several mini-courses can also be combined into a full length course.

Many students derive benefit from involvement in Chicano cultural awareness activities. The role of cultural awareness has frequently been misunderstood. A student who has experienced failure, social inequality, and prejudice may have negative attitudes that are not conducive to academic aspiration and success. According to the minority identity development model developed by Atkinson, Morten, and Sue (see Section I), minority individuals may accept society's stereotypes either consciously or unconsciously. As a result, such individuals will depreciate themselves and their ethnic group. Participation in a Chicano studies class can provide students with historical and cultural information that can lead to feelings of cultural pride, appreciation of self, and a more balanced world view. There is a risk of arousing students' anger by focusing on past injustices. However, such feelings can be motivating and eventually focused in a very constructive direction. The anger may be a necessary and liberating stage for both the individual and society. Even students who already have positive images of their culture state that they benefited from the group support available in a Chicano studies class or in a Chicano student organization.

Individual counseling is the final and most time-consuming option, and for that reason is best used in addition to some combination of the above activities. The counselor, of course, may be instrumental in assessing students and suggesting courses for them. In the absence of courses, the counselor may form groups or work with students individually. Continued personal interest on the part of the counselor is very important for some students. Another successful strategy is to provide students with

responsibility for others by assigning peer tutoring or peer counseling positions. Often these are thought of as paid positions whose principal function is to serve other students. However, the increased confidence and feelings of importance and satisfaction derived by the peer tutors and counselors is immensely beneficial for their own self-development.

Goal setting and decision-making

A prerequisite to making decisions and setting goals is a belief in one's freedom to choose, and a belief in one's capacity to follow through until the goal is reached. Some studies have reported that Chicanos, and low-income people in general, are externally directed or have an external locus of control. If this is true, it may reflect the reality of living under certain social and economic conditions. However, participation in group counseling activities such as those described above provides practice and encouragement in feeling that control is within us (internal locus of control). Students who believe they are in control and have the capacity to achieve something are ready to discuss academic and career goals.

Some students may arrive for the first counseling appointment already prepared to consider facts and alternatives and arrive at a career decision. Such individuals have had past practice in making decisions. Other individuals may lack practice and confidence in acting independently. Still other individuals may limit their power to make decisions according to a cultural role. For example, the wishes of parents may be very important for a young woman from a traditional family. Some students may even put the counselor, as an authority figure, in the position of making decisions that should be made by the student. While there is no substitute for assisting the student towards self confidence and independence, the counselor needs to understand the cultural context in which a decision may be made. It may be appropriate sometimes to involve the family in a difficult decision or to enlist support from individuals whose opinion will be respected by the family. The counselor should also be careful not to view all decisions to consider family wishes as evidence of dependence, since an individual who is free to choose may make any number of choices.

Once the student is truly ready to make choices and to plan for the future, the counseling process consists of providing information and serving as a consultant. Of course, the student can continue to be encouraged and reinforced.

Summary of Self-Concept Strategies

Assuming the self-concept to be made up of the various components discussed earlier, the counselor may want to recommend specific activities depending on the students' needs.

<u>component of self-concept</u>	<u>possible strategy for improvement</u>
academic self-concept	A self-image/study skills class. Group, class, or individual work in speed reading, time management, vocabulary development or other identified area of need. Every successful academic experience thereafter counteracts the "fear of failing" syndrome.
social self-concept	Participation in peer group or Chicano student club. Speech class. Work as a peer counselor or peer tutor. Participation in work experience program.

emotional self-concept

Personal development class, such as assertiveness training, decision-making, or self-programmed counseling.

Chicano studies class.

Participation in group, individual, or peer counseling.

physical self-concept

Physical ability can be developed at the college through numerous activities such as exercise class and team sports. A feeling of well being and positive feedback are often the results.

Section V: RETAINING STUDENTS



Section V: RETAINING STUDENTS

In the course of assisting students with educational and career decisions, counselors may have to discuss whether a particular individual should stay in school or drop out. Frequently, this discussion will not take place because the student's departure will be unannounced. An alert counselor may avert some of the problems that cause students to drop out by dealing with them initially.

The statistics show that Hispanic students are less likely to complete college programs than are students in general. Statistics for California Community Colleges are unavailable, but a study of the California State University System (California Post Secondary Education Committee, 1980) found that 34 percent of the white students who entered as freshmen had graduated five years later compared to 15 percent of the Chicano students. The National Statistics show an even higher rate of withdrawal from academic programs. (See Table 4). The statistics for students of high socioeconomic status (SES) are similar to those found in the California study -- 13.8% completion rate for Hispanics compared to 32.2% for non-Hispanics. However, since many Hispanic students are low SES, the findings for that group are of interest. Although almost twice as many low SES Hispanics attempt college as low SES non-Hispanics, the completion rate for Hispanics is still lower. A study of Hispanic community college students (Brown, 1980) reported a completion rate of less than 10% for Hispanics, while another 10% transferred to four-year colleges. (See Table 5). Almost half dropped out of school.

Table 4

Highest level of educational attainment as of October 1976 of Hispanics and whites in the high school class of 1972, by socioeconomic status

Highest level of educational attainment	Low SES		Middle SES		High SES	
	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic
Sample Size	532	3,067	245	7,988	50	4,307
Total	100.0	100.0	100.0	100.0	100.0	100.0
No College	50.4	67.0	43.9	45.5	32.8	14.1
Some College	45.7	27.3	50.9	41.6	53.4	53.6
BA or higher	4.0	5.7	5.3	12.9	13.8	32.2

¹Socioeconomic status (SES)--three subgroups. The SES index used here is a composite of five components: father's education, mother's education, parent's income, father's occupation, and household items. Each component variable was standardized and then given equal weight in calculating the composite index. The terms low, medium, and high refer to the lowest, middle two, and highest quartiles, respectively, of the distribution of index values. Over 99 percent of all respondents were classified by SES.

NOTE:--Details may not add to totals because of rounding.

Table 5

Educational status as of October 1974 of Hispanics and whites in the high school class of 1972 who entered 2-year colleges in fall 1972, by sex

Educational Status	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
	(percent distribution)			
Total	100	100	100	100
Completed program	5	9	11	18
Still enrolled in a 2-year institution	38	40	24	20
Transferred to a 4-year college	11	7	27	25
Dropped-out of school	47	45	39	37
Academic reasons	13	6	6	5
Non-academic reasons	34	38	32	33
Number of respondents	102	83	1,244	1,135

NOTE--Details may not add to totals because of rounding.

Factors that influence student retention. While there is need for further study, two factors have been shown to be related to student retention. First, programs that provide extensive support services, such as EOP/S and Re-Entry Programs, have a higher rate of retention than the general program. Second, students who have declared a major and who have established realistic educational goals, are less likely to drop out than students with undeclared majors.

The counselor is instrumental to both factors. First, counseling is a support service, and the counselor can, in the absence of student participation in a program such as EOP/S, make referrals to a large number of available services. The counselor can, in fact, help the student put together an appropriate combination of support services. The active counselor will not only make the referral, but follow it up, and even become an advocate for the student. Second, the counselor is the person a student usually sees in the process of declaring a major. The counselor can discuss the appropriateness of the choice and help establish an educational plan that fits the student's needs. If the student is in doubt about a direction, the counselor again is the individual to assist the student in career exploration and a discussion of options. The counselor can also actively seek out students in order to more accurately determine their needs.

The role of the counselor in student retention is one that cannot be minimized for students in general, and because the retention of Chicano and Spanish-speaking students is more difficult, the counselor's responsibilities toward this population are that much greater. Strategies for the counselor in the areas of supportive services and assisting students develop educational goals are discussed below.

Support Services

The awareness of counselors of the support services on their own campus varies widely. Some counseling departments are part of a unified student service center and others are physically isolated. No matter what the system, the counselor who is going to help Chicano and Spanish-speaking students needs to know basic information such as the requirements for EOP/S and the deadlines for financial aid.

Financial Aid. Students who are considering any form of financial aid will want to fill out the Student Aid Application for California (SAAC) which serves as a single application for Cal Grants, Basic Educational Opportunity Grants (BEOG), Supplementary Educational Opportunity Grants (SEOG), Educational Opportunity Programs and Services (EOP/S). The counselor will want to pick up a copy of the California Student Aid Financial Aid Workbook from the school financial aid office. All the forms of aid and their respective deadlines are explained in this booklet. Additional community and national level scholarships are available through organization and business groups. The interested counselor can research these scholarships, but probably one counselor already has been assigned that responsibility.

EOP/S. It would be a good idea to ask all Hispanic students if they have considered applying for financial aid and specifically for EOP/S, although such questions should be asked with tact. The principal criteria for qualifying are full-time enrollment (defined by the college) and low income status (\$9,999 for a family of four, adjusted up or down \$1,000 for more or fewer family members).

Tutoring. Tutoring services are usually offered as part of a learning skills center, but the program organization varies from school to school. Find out what is available, and what students must do in order to obtain services.

Referring Students to Support Services. A skeleton bilingual student information sheet has been prepared. Local information such as application dates, and names and telephone numbers of contact can be filled in before the information sheet is reproduced. The information sheet can be a handy way to inform students of services when counseling time is not available. The information sheet can also be mailed out to prospective students who call the college. Finally, because it is bilingual, the information sheet allows English-speaking staff to communicate basic information to Spanish-speaking students. The pictures of Chicano students also reinforce the students' image of the college as a place for them.

However, referrals to support services should not be limited to disseminating printed matter. The more personal method calls for the counselor sending the student to a specific place and person, e.g., the director of tutoring services, and then calling the next day to follow-up on the referral.

Finally, not all student problems can be taken care of on campus. The counseling department may want to prepare a short list of agencies that offer certain services and make this list available to students and counselors.

School is for you if

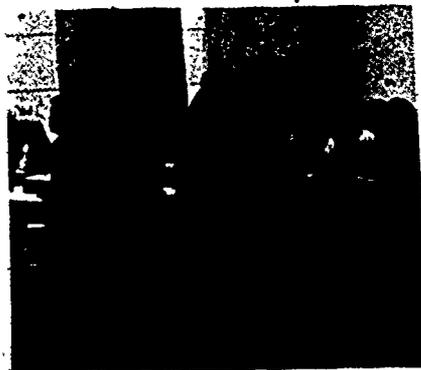
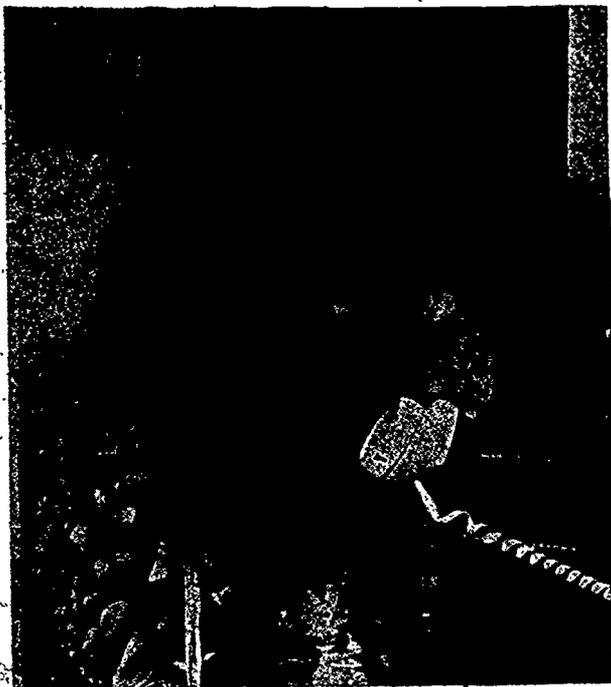
- ...you want job training
- ...you want to enrich your knowledge
- ...you want to improve your skills
- ...you want to meet different people
- ...you want to develop a new interest
- ...you always wanted to get a degree

MAKE THIS YEAR A SCHOOL YEAR.

La escuela es para usted si

- ...quiere entrenamiento para trabajar
- ...quiere enriquecer sus conocimientos
- ...quiere mejorar sus habilidades
- ...quiere conocer personas diferentes
- ...quiere desarrollar un interés nuevo
- ...siempre quiso obtener un título universitario

HAGA DE ESTE AÑO UN AÑO ESCOLAR.



Programs Offered:

- English as a Second Language
- Basic education courses
- Vocational programs
- Courses that transfer to four year colleges

Requirements:

- Have a high school diploma or be over 18 years of age.
- Be a resident within district, except for certain programs.

Programas Ofrecidos:

- Inglés como Segundo Idioma
- Cursos de educación básica
- Programas vocacionales
- Cursos transferibles a la universidad

Requisitos:

- Tener diploma de la escuela superior (high school) o tener más de 18 años de edad.
- Ser residente del distrito, exceptuando ciertos programas.

Admission:

Term Begins Application Period



- Fill out application and take placement test.
 - Bring proof of residency or a visa.
 - Send your high school transcripts, if they are recent.
- Spanish-speaking admissions staff:

Special Admissions Procedures:

Some programs can be applied to directly. Frequently this means placement tests are not required. These programs are:

EOPS Assistance for low income students
Contact:

REP Re-entry program for women and others who have been out of school for a long time.

Contact:

Admission

Término Empieza Período Para Llenar Solicitudes



- Llene la solicitud y tome los exámenes de colocación.
- Presente prueba de su residencia o visa.
- Envíe sus transferencias de la escuela superior (high school), si son recientes.

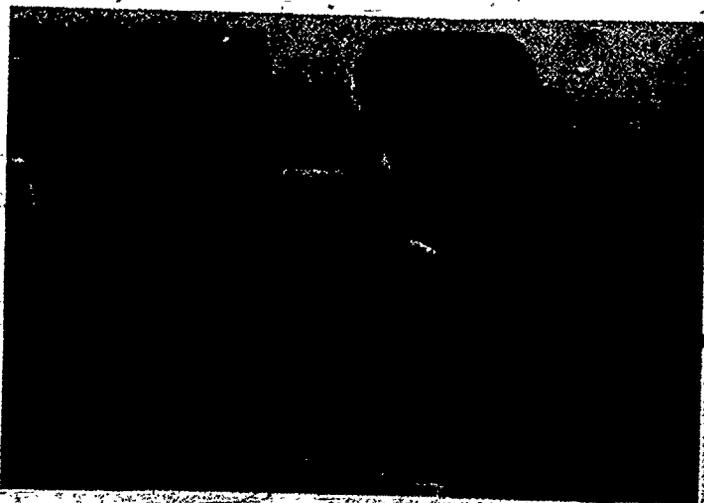
Personal de habla hispana en la oficina de admisiones:

Procedimientos Especiales de Admisión:

Se puede solicitar admisión a algunos programas directamente. Frecuentemente, esto significa que los exámenes de colocación no son un requisito. Estos programas son:

EOPS Asistencia para estudiantes de bajo ingresos
Pongase en contacto con:

REP Ré-ingreso para mujeres u otras personas que han estado fuera de la escuela por largo tiempo.
Pongase en contacto con:



Financial Aid

Student Aid Application

By filling out one application, the Student Aid Application for California, you can apply for federal, state, and school administered financial aid. (This includes BEOG, Cal GRANT, EOP/ EOPS, work study programs and federally-insured student loans.) Applications are available at the school Financial Aids office.

Financial aid awards are based on need, but after eligibility is determined, awards are sometimes made on a first come first served basis. January 1 is the earliest the Student Aid Application can be filed. Deadlines for applying are:

- CAL GRANT** - mid February for first time applicants, end of February for renewals
- BEOG - EOP/EOPS** - mid-March applications available early April



In addition to the application, you or your parents' income verification for the preceding year is required. A copy of the income tax return is the easiest way to do this. The Financial Aid Office answers questions about aid and offers some assistance in applying. Other campus programs such as EOPS and Re-entry programs also help students fill out forms.

Spanish-speaking staff:

Federal Veterans Educational Benefits

If you have ever served in the U.S. armed forces, you may be eligible for educational benefits of a minimum of \$156 a month. Eligibility continues for up to 10 years after discharge. Apply to the school office of veterans affairs.

Contact:

Other Sources of Financial Aid

Many local groups and special interest groups give scholarships. Ask the counselor, financial aid officer, and librarian for help.

Asistencia Económica

Asistencia Económica Para Estudiantes

Al llenar una sola solicitud, la Solicitud de Asistencia Económica para Estudiantes de California, usted puede solicitar asistencia económica federal, del estado y de la escuela. (Esto incluye BEOG, Cal GRANT, EOP/EOPS, programas de trabajo y estudio, y préstamos federales para estudiantes.) Las solicitudes se encuentran en la oficina de Asistencia Económica de la escuela.

La asistencia económica de becas está basada en la necesidad, pero una vez que la elegibilidad se determina, las becas se ofrecen a quienes las hayan solicitado primeros. Enero 1, es lo más pronto que la Solicitud de Asistencia Económica para Estudiantes puede llenarse. Las últimas fechas para hacer solicitudes son:

- CAL GRANT** - Solicitantes por primera vez: A mediados de febrero
Renovaciones: A fines de febrero.
- BEOG** - A mediados de marzo
- EOP/EOPS** - Disponibles a principios de Abril

Además de la solicitud, se requiere la verificación de sus ingresos o la de sus padres correspondiente al año pasado. La manera más sencilla de hacerlo es presentar una copia del pago de sus impuestos. La Oficina de Asistencia Económica contestará sus preguntas sobre asistencia y también le ofrecerá ayuda en su solicitud. Otros programas como EOPS y programas de Re-ingreso también ayudan a llenar formas.

El personal de habla hispana es:

Beneficios Federales Educativos a Veteranos

Si usted ha servido en la fuerzas militares de los U.S., podría ser elegible para beneficios educativos con un mínimo de \$156.00 mensuales. La elegibilidad continúa hasta 10 años después de ser dado de baja. Haga su solicitud en la oficina de veteranos de la escuela. Póngase en contacto con:

Guidance

Counseling

New students are required to make an appointment with a counselor before registration in order to select classes. Make an appointment by phone or stop by the counseling office.

Counseling:

Counselors who speak Spanish:

Guidance Courses

These courses help you become familiar with college, plan a career, improve study skills, or increase self-awareness. They are especially helpful to new students. Courses offered:



Orientación

Consejeros

Se requiere que los estudiantes de primer ingreso hagan una cita con un consejero antes de inscribirse, para seleccionar sus clases. Haga una cita por teléfono o vaya a la oficina de consejeros.

Oficina de Consejeros:

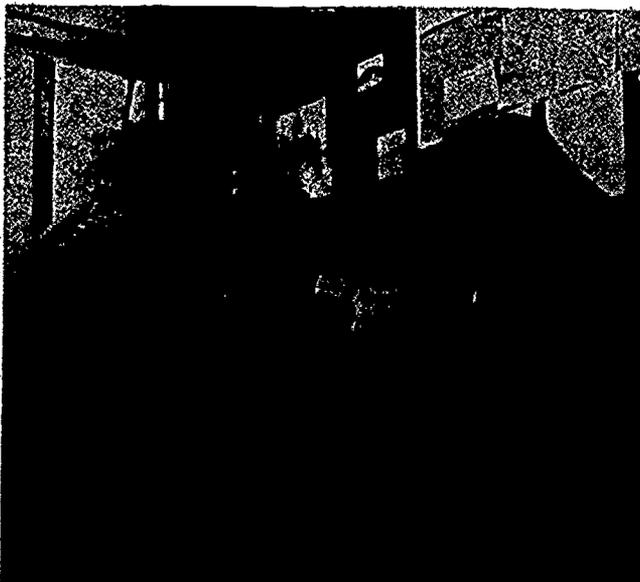
Consejeros que hablan español:

Cursos Instructivos

Estos cursos le ayudan a familiarizarse con el colegio, a planear una carrera o a desarrollar sus habilidades interpersonales. Son muy útiles a los estudiantes de primer ingreso. Los cursos que se ofrecen son:

Servicios Instructivos Para Carreras

Usted y su consejero pueden discutir sus planes académicos y de su carrera. El puede darle exámenes de interés, y orientarlo acerca de ocupaciones que se encuentran en el centro de carreras y en la biblioteca de la escuela. Puede usar estos servicios antes de inscribirse. Algunas veces es una buena idea discutir sus opciones educativas y de carrera antes de empezar un curso de estudio.



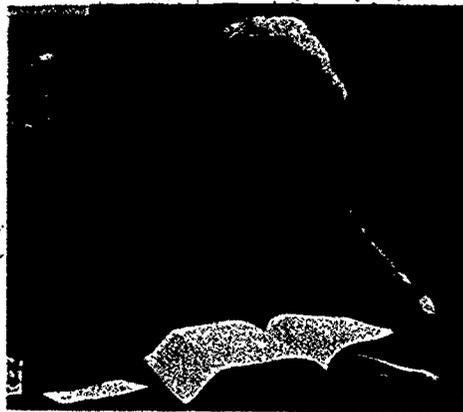
If You Need Help With Your Studies . . .

Basic Courses

The community college offers courses with a range of difficulties. There are some easy courses in math and reading, as well as some advanced courses. The placement test helps you start with the courses that are right for you.

Remedial Courses are basic or review courses in math, reading, and writing. If you have been out of school for a long time or did not finish high school, you may need some remedial courses before you take more advanced college courses.

English as a Second Language (ESL) classes help speakers of other languages learn English. To find the best ESL class for you:



Learning Center

This is a library to help you study. There are tapes, materials, and tutors. You may even earn course credits for the work you do in the center.

Tutoring

You can sign up for free tutoring. The tutor, who is usually an experienced student, can help you understand your work. Contact:

Vocational Tutors

Tutors and aides are sometimes available in vocational lab classes. These tutors are often bilingual and can help students in Spanish.

Special Programs

Many programs such as Veterans programs, Re-entry programs, or EOPS also offer tutoring or special classes for the new student.

Study Skills Course

Do you have good study skills? If not, ask your counselor for a course, group, or book that can help improve your study skills.

Si Usted Necesita Ayuda Con Sus Estudios . . .

Cursos Básicos

Los colegios de la comunidad ofrecen cursos de variada dificultad. Hay algunos cursos fáciles en matemáticas y lectura, así como cursos avanzados. El examen de colocación le ayuda a empezar con los cursos que son adecuados para usted.

Cursos Correctivos son cursos básicos o de revisión en matemáticas, lectura y escritura. Si usted ha estado fuera de la escuela durante largo tiempo o si no terminó la escuela superior (high school), usted pudiera necesitar algunos cursos correctivos antes de tomar cursos más avanzados en el colegio.

Inglés Como Segunda Idioma (ESL) es una clase que ayuda a aprender inglés a personas que hablan otras lenguas. Para encontrar la mejor clase de ESL para usted:



Centro de Aprendizaje

Esta es una biblioteca que le ayuda a estudiar. Hay grabaciones, materiales y tutores. Usted puede ganar créditos en sus cursos por el trabajo que haga en el centro.

Tutorado

Usted puede inscribirse para tener tutores gratuitos. El tutor, que usualmente es un estudiante experimentado, puede ayudarlo a entender su trabajo. Póngase en contacto con:

Tutores Vocacionales

Los tutores y ayudantes están disponibles algunas veces en prácticas de clases vocacionales. Estos tutores son bilingües a menudo y pueden ayudar en español a los estudiantes.

Programas Especiales

Muchos programas como el de Veteranos, Re-ingreso, o EOPS ofrecen también tutores o clases especiales para el estudiante nuevo.

Curso de Hábitos de Estudio

¿Tiene usted buenos hábitos de estudio? Si no, pida a su consejero un curso, grupo o libro que pueda ayudarlo a mejorar sus hábitos de estudio.

How School Can Help You With Work

Co-op Work Experience Education?

You may be able to earn college credit for the job you now hold if you enroll in classes at the same time, or if you alternate periods of work and school. Participants who enroll in co-op work experience education often perform so well on their jobs that they are promoted.

Placement

The placement office can help you find part-time or full-time work while you go to school. When you graduate, the placement office can help you find work in your field.

Vocational Programs

Vocational programs train you for a specific occupation, such as court reporter or solar technician. You can take just the vocational courses and get a certificate, or you can take general education courses and get an Associate of Arts (A.A.) degree.

Career Center

Are you thinking of preparing for a job, of changing careers, or of getting ahead in your present field? The career center has information on job responsibilities, salaries, and employment trends, as well as a library of job-related material. Counseling and testing services are also available.

Cómo Puede Ayudarle La Escuela En Su Trabajo

Programa de Obtención de Créditos Para Empleos

Usted podría obtener créditos de colegio para el trabajo que tiene ahora si se inscribe en clases al mismo tiempo, o si alterna periodos de trabajo y de escuela. Los participantes que se inscriben en este programa a menudo desempeñan su trabajo tan bien, que son promovidos.

Colocación

La oficina de colocación puede ayudarle a conseguir empleo de tiempo medio o tiempo completo mientras usted asiste a la escuela. Cuando usted se gradúa, la oficina de colocación puede ayudarle a encontrar trabajo en su nuevo campo de acción.

Programas Vocacionales

Los programas vocacionales lo entrenan para una ocupación específica, tal como reportero de la corte o técnico solar. Usted puede tomar solo los cursos vocacionales y obtener un certificado, o usted puede tomar cursos de educación general, y obtener un título de Asociado en Artes (A.A.).

Centro de Carreras

¿Está usted pensando en prepararse para un empleo, o en cambiar de carrera, o en avanzar en su campo de acción actual? El Centro de Carreras tiene información sobre descripción de empleos, salarios y mayores posibilidades de empleos a si como una biblioteca de materiales relacionados con lo mismo. También están disponibles los servicios de consejeros y de exámenes de carreras.



COUNSELING STUDENTS WHO ARE LEAVING SCHOOL

What to discuss with a student who is considering leaving school

1. What are the student's reasons?

Here are the most common reasons listed in a study of college withdrawals¹ and possible counselor strategies:

- Financial difficulties

Discuss financial aid, including loans, and part-time employment. (Ideally this should be discussed before the situation has become so critical the student is considering leaving school.)

If the student has good prospects of working part-time, discuss possibility of part-time school attendance including night school. Explore the possibility of the student transferring from day classes to night classes without loss of credit. (Some colleges provide for this, but many more need to consider this procedure.)

Discuss long and short term financial benefits of withdrawing from school. Share statistics with students.

¹From Brown, 1980

- Wants to get practical experience

If the student has a job or job prospect, discuss career plans. What are the possibilities for advancement? Will further training be required? Can the community college provide that training now or later? Leave the door open; perhaps schedule a re-evaluation appointment with the student in a year or six months. Also discuss the possibility of cooperative work experience should the student want to alternate periods of work and study.

- Failed or not doing as well as wanted

Is the failure a result of poor study skills, an unrealistic program, or lack of application and motivation? Again early counseling is helpful. Tutoring, rescheduling, lightening the course load or taking less advanced courses may ameliorate the problem. An alternative is for student to drop a difficult course but continue to audit the class (if this is allowed) as a means of becoming familiar with the material and then repeating the class for credit. Talk to the instructor to get instructor's cooperation and assessment. Suggest that the student take classes in speed reading, study skills, time management. If the student is isolated, participation in a group with peers, or joining a Chicano student group may help provide the incentive for the necessary work. The counselor can also help (See Section 4).

2. If the student persists in plans to withdraw, the counseling relationship need not end at that point.

- For the student who is seeking employment

Provide assistance, job search skills (Chapter 7).

Provide contacts for job possibilities developed as part of minority career consultant bank (Chapter 6).

Write a letter of recommendation.

Refer to placement center and career center.

- For the student who is seeking other training

Discuss adult education, job training, vocational schools, other colleges, apprenticeship or whatever is relevant.

- Leave the door open

Convey to the student that you are still interested and available career discussions at a future date.

Does the student want to be put on a mailing list for next year's registration?

Convey to the student that the decision to leave school is not an irrevocable decision. However, if student persists in pattern of attending and withdrawing, also convey the importance of consistency and persistence.

TRANSFER TO FOUR YEAR INSTITUTIONS

The transfer of minority students from community colleges to the University of California and the California State University and college systems has recently been of concern to the legislature. (Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups, 1980). This is because 89.5% of Black and Hispanic college students are found in the community colleges in a state where these groups are projected to comprise more than 50% of the population by 1990. The above quoted report states that minority students are likely to require more assistance with the transfer process than traditional students. The California Community Colleges are developing a system of identifying potential transfer students from underrepresented groups. Also, training programs will be developed to help counselors meet the needs of these students.

The effort to retain and recruit students is related to the transfer function. The counselor can help the potential transfer student decide on a career goal so that the required courses can be taken. The following pages list common questions students may have about transferring. This section may be used as a checklist for counselors or may be handed out to students.

TRANSFERRING TO A FOUR YEAR COLLEGE.

● What is transferability of credit?

California Community Colleges offer many programs which provide California residents with learning opportunities to fulfill a variety of goals. Each community college has an agreement with different universities and colleges that specify the transferable courses that each institution will accept. This transferability agreement enables community college students to take programs at their local community colleges that are fully equivalent to those offered to freshman and sophomores at the colleges and universities which they plan to attend. Some AA degrees are transferable and some are nontransferable.

How can I find out which courses are transferable?

There is a list of nontransferable courses. Check with your counselor and the school to which you want to transfer.

How many units can be transferred?

The four-year institution will accept 70 semester units or 105 quarter units. However acceptance of specific units may vary from school to school.

Is there a limit to the number of courses I may take for pass/fail credit?

If you are required to earn 56 semester (84 quarter) units of transferable work as a condition for your admission to the college or university, at least 42 semester (63 quarter) units must have letter grades. This means only 14 semester or 21 quarter units may be pass/fail courses.

If I take a full two years of transferable course work at a community college, can I graduate two years after I transfer?

Yes. However, you must select carefully your courses and plan your program to fulfill the university or college requirements. All transferable courses receive graduation credit, but a number of specific requirements must be met in order for you to graduate. Your program should be planned to fulfill the requirements of each institution.

Can I try out the four-year school while I'm still attending the community college?

This is called concurrent enrollment and it depends on the campus. Permission must be obtained from the four-year school. This may be a good way to become familiar with the four-year college.

Will I lose credit changing from a semester to a quarter system?

Theoretically, but try to complete series courses before transfer, e.g., Chemistry 1A, 1B, to avoid possible duplication. All transferable units are converted from semester to quarter units or vice versa. In reality, some loss of credit frequently occurs. Four-year colleges, for example, may differ slightly in the transferrable courses they will accept.

How is financial aid different at the four-year institution?

The expenses of attending a four-year school are greater. Similar financial aid programs exist, but it is wise to apply early because there is more competition for funds.

Does the college or university have any special programs for minority students?

Yes, and there are two particulars you might wish to know about -- EOP and SAA. The Educational Opportunity Program or EOP (sometimes referred also as Academic Advancement Program, AAP) provides opportunity for minority and low-income students who otherwise might not be able to come to the college or university. EOP and AAP are designed to help students overcome such obstacles as inadequate preparation and/or need for financial assistance by providing counseling and admission, housing and financial aid. Academic support is also available through advisory, tutoring, and learning skills services.

How are EOP students selected?

Before you can be admitted to EOP, you must be admitted to the college or university. If you do not meet the college or university regular admission requirements, don't be discouraged from applying. Recognizing that some students have not had the same opportunities to prepare for college or university work that others have had, the college or university offers special admissions consideration for some students who have not met all entrance requirements. This is called Student Affirmative Action (SAA). Each campus has different criteria -- letters of recommendation, personal interviews, personal essays, a minimal grade-point average or referrals from another institution such as a community college, or a community agency may be required. Contact the EOP or SAA office or the campus of interest to you.

How do I apply to EOP?

Obtain the college or university Undergraduate Application packet. When you apply for admission at a UC campus, be sure to answer "yes" to question 31 of the undergraduate application form. You should do the same for other colleges or universities that require marking or defining specific places on the application form. If you have any questions or doubts about the application, contact the EOP office immediately.

Can I enter the college or university in a summer session?

Community college students are welcome to attend a summer session at any college or university campus. Admission to a summer session does not constitute formal admission, however, and if you wish to study at the college or university during a regular quarter or semester term, you must still file an application for admission with the campus admissions office.

Can I attend the college or university on a part-time basis?

Undergraduates who have been admitted to the college or university and wish to attend on a part-time basis, (check each campus how many units constitute part-time basis), must obtain permission to do so from the appropriate authority.

What is college or university extension?

University or college extension is a continuing education service of the college or university which provides educational opportunities for many who cannot attend the college or university on a full-time day-to-day basis. The majority of courses offer credit that can be applied toward a degree. However, the university extension itself does not grant degrees.



**Section VI: THE LINK BETWEEN
EDUCATION AND WORK**

Section VI: THE LINK BETWEEN EDUCATION AND WORK

Certain components of the community college program relate directly to employment. They are career guidance, the career center, the work experience program, vocational programs and placement activities. Of course, the general educational program can also be considered as job preparation, but its role in that respect is assumed under career guidance. This chapter will examine how each of the areas mentioned can be adapted or supplemented to serve Chicanó and Spanish-speaking students.

Career Guidance

Career guidance is the counseling provided to individuals or groups for the purpose of assisting students' self-assessment, referring students to job information, and facilitating decision-making, goal setting and planning. Career guidance may be provided by a counselor, a counselor aide, or a peer tutor.

Suggestions for career guidance are:

1. Explain career guidance process, potential and limitations.
2. Develop a resource bank of Hispanic and/or other consultants that can represent various occupational areas and be available for speeches or for visits from students. The Hispanic consultants may also serve as role models.

3. Refer student to career center, work experience, or placement as appropriate. Develop cooperation between those components in order to better serve students.

4. In counseling students of limited English proficiency:

- discuss language goals
- discuss career goals
- define language requirements of career goals.
- if warranted, discuss long and short-term goals.

5. For student who needs assistance in decision-making, several exercises have been developed or adapted:

● Assessment

Objective: To develop student profiles

Activities:

Give one or more career interest tests to student in language of preference. (Also, you may use the test as an expansion technique, i.e., to encourage the student to explore and broaden his/her knowledge of career areas.)

It may be useful to administer a very short math and reading test, to examine placement test scores, or to send students to the Employment-Development Department to take a basic skills battery (for example, the GAIBE).

Discuss values, family support, finances and other factors that may be obstacles or advantages to career choice.

Discuss students' language skills in relation to employment.

- **Expanding Horizons**

Objective: To increase awareness of possible career choices.
(Assessment activities may have begun the process of expanding this awareness).

Activities:

Suggest that students:

Make arrangements to visit 4 work sites of interest to interview workers, and, if possible, shadow one worker for a few hours. Sites may be selected from a list of Hispanic career consultants or in any other way.

Ask 4 people that they run into for any reason about their jobs. Include questions about job requirements, advantages and disadvantages.

Think of 4 hobbies or activities that they would like to explore. Find some way to actually become involved.

Select 4 individuals that they admire. Learn about their lives, experiences, and career decisions.

- **Considering "non-traditional" career goals**

Objective: to encourage Chicano and other Hispanic students to consider careers in fields which have had under-representation of minorities.

Activities:

Discuss socio-political and cultural factors affecting students' backgrounds and preparation.

Share information on Hispanic representation in various fields of education and employment.

Discuss economic statistics (e.g., earnings of Hispanics compared to the general population).

Discuss recent opportunities - new legislations, programs, efforts to make up for past inequalities.

- Economic awareness

Objective: To provide the low income student information about the economic system.

Activities:

Discuss changing labor market, and changing economic conditions.

Discuss different forms of pay such as salary, commission, profit.

Discuss and explore entry pay level and learning possibilities in jobs under consideration and in related positions. (One counselor does this visually, with stacks of paper money.)

Career Center

The career center is the place on campus that houses information on specific occupations. Frequently a counselor, counselor aide, or both are present to assist students locate materials. The career center may also give career interest tests, organize special programs of speakers, and hold career fairs.

The following suggestions can be used to adapt the career center to the needs of Spanish-speaking and Chicano students.

- Staff the center with a Spanish-speaking career counselor or counselor aide.
- Purchase or develop Spanish-language material pertaining to employment.
- Develop a consultant bank of Chicanos employed in different career areas available and willing to be visited and interviewed by students or to participate in a speaker's bureau.
- Develop a videotape library of interviews with Chicano workers.
- Provide bilingual information on employee rights.
- Provide career interest tests in Spanish.
- Provide basic job search information in Spanish, including definitions of terms commonly used in applications and interviews.
- Review and select English language material according to principles of race and sex fairness.

Cooperative work experience education

Every community college is required to have a plan for extending credit for work experience, although programs vary across schools. The student is required to develop objectives related to growth and learning on the job. These objectives are reviewed by both the student's work supervisor and the college work experience instructor/coordinator. Credit is awarded on the basis of one unit per 75 semester hours (50 quarter hours) of paid work or 60 semester hours (40 quarter hours) of non-paid work. A maximum of 16 semester (24 quarter) units may be earned in cooperative work experience education, however, not all of these credit are transferable to four year colleges.

There are two kinds of work experience credit. Occupational work experience provides credit for work in a job related to the student's major. The student must perform the work in conjunction with occupationally related classes. General work experience allows the student to work in an area not related to any major. The general work experience student is required to take a guidance class, as the purpose of the work experience is to develop career awareness and good work habits and attitudes.

Cooperative work experience programs can be organized two ways. Parallel programs allow students to work and study at the same time, while the alternate programs allow for alternate terms of work and study.

Cooperative work experience education has some definite advantages for the Hispanic student. First, if a student has limited funds and must work anyway, the program incorporates the job into the learning and educational process. Second, the work experience program can often place students; for Hispanic students who may have limited access to informal job placement networks, this can be valuable. Finally, work experience students receive more promotions sooner than other college graduates, so participation in the program extends the students' advantage into their work life.

The following are suggestions for adapting the cooperative work experience program for Chicano and Spanish-speaking students.

- Develop a list of employers who will take students who are not totally proficient in English.
- Provide description of work experience program in Spanish
- Use work placement as an opportunity for students to learn how to function in a different environment. They may need to adapt, dress, behavior, or language.

- Coordinate work experience with career counseling. Emphasize the opportunity for exploring and gathering information and career.

- Provide bilingual supervisors.

Placement

Most community colleges have placement offices to help students find full time employment following graduation, or other employment while attending school. Usually the placement office is a branch of the State's Employment Development Department (EDD).

Here are some suggestions for assisting Chicano and Spanish-speaking students through job placement.

- Develop a list of employers who hire individuals with bilingual skills.
- List employers who are willing to hire workers of limited-English proficiency.
- Print a resume book of Chicano, and other minority students, to sell at cost to employers who are interested in improving their affirmative action programs.
- Do follow-ups of students placed in order to evaluate the program and develop additional components if necessary.

Vocational Programs

Each community college offers a selection of vocational programs to train individuals for specific jobs. Some colleges have already considered the needs of Spanish-speaking students in the design of these programs. The following are some strategies for increasing the participation of Spanish-speaking students in vocational programs.

- Provide recruitment and informative literature in Spanish.
- Coordinate ESL courses with vocational offerings so that students are learning job-related English, known as vocational ESL or VESL.
- Develop a bilingual vocational program in which students receive vocational instruction in Spanish while they learn English. Eventually most of the vocational instruction may be in English.
- In the absence of a bilingual vocational program, make parallel Spanish language texts and bilingual tutors available.
- Hire bilingual vocational instructors or aides to assist Spanish-speaking students.

RESOURCES

Education/Employment

What is Needed

Hispanic consultants (to speak at Career Fairs, for students to visit, etc.)

Information on Federal and state regulations regarding employee rights and affirmative action.

Information on salaries, labor market forecasts.

Where to get it

- Publications such as California Minority Resource Directory (Civil Rights Office)
- National Minority Business Directory, 1981
- Mexican-American Chamber of Commerce (exists in Los Angeles, San Francisco, San Jose, Sacramento, and many other cities)
- Local agencies and schools
- EEOC (Equal Employment Opportunity Commission - Federal)
- FEP (Fair Employment Practices - State)
- Office of local Congress persons and state legislators.
- Publications of the California Employment Development Department (EDD) including:

California Labor Supply and Demand
(published quarterly).

Projections of Employment by
Industry and Occupation 1980-1985
(published for state and for regions)

A general test of aptitudes

The Employment Development Department administers the GATBE upon request in English or Spanish.

Bilingual education resources

National Clearinghouse for Bilingual Education

1300 Wilson Boulevard, Suite B2-11
Rosslyn, Virginia
(800) 336-4560

Organizations working in areas of Hispanic education and employment

MALDEF (Mexican American Legal Defense and Education Fund)-- offices in San Francisco and Los Angeles.

LULAC (League of Limited Latin American Citizens) Educational Service Centers--offices in Pomona and San Francisco.



**Section VII: HELPING STUDENTS DEVELOP
JOB SEARCH AND INTERVIEW SKILLS**

Section VII:

HELPING STUDENTS DEVELOP JOB SEARCH AND INTERVIEW SKILLS

This section consists of a brief introduction for the counselor and a bilingual packet for students providing summary information on the following topics:

- researching a job
- resumes
- locating employment possibilities
- application letters
- application forms
- interviews
- how the law protects job applicants

FOR THE COUNSELOR

The steps an individual must go through in order to get a job are the same regardless of ethnicity or language abilities. Therefore, job search skills, per se, are not cultural. However, students differ greatly in their knowledge of job search skills and in the problems encountered. Some of the issues that a counselor may need to consider are discussed below.

How much help?

Some students may be experienced job seekers and may need no help from the counselor. Other students may be unfamiliar with the work world and with the basic steps of a job search. The counselor needs to be aware of the different needs and react appropriately. The accompanying handouts for students may be sufficient for some individuals. Others may need the additional help provided by a career planning class.

Corporate culture

A lot has been written about intercultural communication and the importance of communicating the intended message. The work world can be seen as having a "culture" of its own that some individuals are familiar with and others are not. Videotaped practice interviews are an excellent way of helping students analyze how well they are communicating in the job world. Students can also learn "corporate culture" by visits to work sites, interviewing employees, and participating in the work experience program.

Job network

Many jobs, some say as many as 80%, are never formally advertised. Employers rely on various informal networks, giving individuals connected with those networks an enormous advantage. Students who are unaware of this system and who have few job related contacts are at a disadvantage. The accompanying handouts explain how to tap the hidden job market.

Discrimination

The amount of discrimination in employment practices varies widely. Some individuals may never encounter it and others, undoubtedly, will. If students feel that they have been discriminated against, they are free to take legal action. No one can fight all battles, however, so students may have to decide which activities have the greatest priority. On the other hand, not all rejection is prejudice. The student handout discusses both possibilities.

FOR THE STUDENT

FIRST DO SOME RESEARCH

The time you spend investigating and exploring the types of jobs you might be interested in is well worth while. Once you are working, you will spend a great deal of time at work and it may as well be the best job you can find.

There are two times when research is appropriate. First, research should be part of career planning when you are considering entering a certain occupation. Before you undergo the necessary training, you should research the job well enough to know that this is what you want. Otherwise, you may spend time and money preparing for something you do not like. Second, you need to do some research as the first phase of actually looking for a job.

Here are three steps to follow in researching a job:

- First, be sure that you've read as much as possible about your interest areas. Use career center and other libraries until you feel pretty knowledgeable.
- Second, begin to gather information about companies and other employers. Again, start with libraries. Get acquainted with your local librarian and ask for help with the business reference section. There is a great deal of data available about companies, especially the large ones. Many periodicals can be helpful. The Chamber of Commerce is also another resource. Some state employment offices may also be stocked with material about companies. Some companies have a public relations department that can send you information if you write or call.

- Third, after you have researched your field and places where you could work, begin the PEOPLE SEARCH.

It is important to meet people in work areas you are considering:

1. To find out what they really do and how they like it
2. To see the various workplaces and workstyles for yourself
3. To make contacts for future use
4. To get into the "information network" so that you can find out about opportunities, hiring practices and answers to your questions
5. To find out the needs and problems in your area to help you decide where you can be of assistance
6. To find out some of the latest techniques being used
7. To be able to make an informed decision on where you would like to work, why, and what you would enjoy doing there.

There are various ways to begin. Talk to friends and relatives. Read the newspaper, especially the financial pages. Don't be afraid to call or write to people who seem interesting. Perhaps ask them to tell you more about what they do, or congratulate them on some accomplishment or promotion. Tell them if you are sincerely interested in some aspect of the company. People appreciate positive feedback.

If you feel timid about approaching a stranger, begin by interviewing someone in your family about his or her job, then a friend or neighbor. Ask people who you know for names of willing interviewees. It's amazing how you can usually find someone who knows someone who knows someone....!

If you feel uncertain about going alone, ask your friend to go with you to introduce you, or ask someone with a mutual interest to go along. Invite the person to be interviewed to join you for coffee or lunch--always ahead of time--by appointment--at their convenience. If you want things to go smoothly, do not drop in on a busy person unexpectedly and expect time.

Use the information interview sparingly, not casually. Wait until you have done all your homework carefully and have some idea of your direction. Most people are sincerely interested in helping information seekers but sometimes cannot honestly afford the time. Don't feel discouraged if you are refused an interview.

Seek someone close to the level at which you are applying. Don't ask to see the president of a company if you are searching out information about safety engineer. Rather find a person who is involved with this area--a safety engineer or industrial technologist, or technical supervisor.

There are other ways to meet people in your area of interest besides calling companies. Many professional groups welcome students at their meetings and have special rates for student/lay participation. The Chamber of Commerce, and various community clubs often have luncheons with speakers. In social settings like these it's possible to make contacts more easily and explore possibilities for on-site visits. By attending workshops, work fairs, or classes in your area of interest you may find that speakers and participants can share information with you both formally and informally. Much of your success will come from keeping your eyes and ears open. Become CAREER AWARE. Begin to wonder what all these FOLKS you meet do all the livelong day. Just about everyone you meet is DOING. Almost every media news item is about people DOING. What attracts you? How can you find out more? Keep looking, listening and asking questions. It's your best source of information.

Keep practicing and enlarging your "bravery scope". Be prepared for some job offers as your confidence grows. By the time you go to a real interview, it will be duck soup instead of sitting duck.

Preparing a Resume

Once you have developed an interest in a particular kind of job, you may want to prepare a resume, or summary of your education, experience and qualifications for the job. Preparing a resume gives you the chance to select and emphasize those facts about you which would make you a qualified and desirable employee. There are several ways the information can be arranged, but resumes usually contain the following information:

- (a) identifying information (name, address, telephone number)
- (b) your vocational objective
- (c) educational history
- (d) employment record
- (e) other information (if pertinent) such as military service, hobbies, awards.

The fact that you want your resume to reflect your individual and distinctive qualities does not mean that you should include information that is not relevant to the kind of employment you are seeking. For example, eye color and weight are rarely relevant factors in performing a job. The prospective employer does not need a physical description of you unless those physical attributes are important in the job you are applying for. You do not need to state your race, sex, age, marital circumstances, or nationality unless you want to. Instead, emphasize your qualifications for the position you are seeking.

It used to be a common practice to include references with every resume or letter of application. Now, however, the feeling of most employment experts is that they can be omitted at this stage. After an employer has expressed some interest in hiring you, you should be prepared to give references promptly. The advantages of waiting are (1) it makes the employer concentrate on you in your letter and resume, and (2) it makes more space available for the attractive arrangement of other information. You can, if you like, mention that references are available on request. Most employers do not check them until after a personal interview anyway.

The purpose of a resume is to attract positive attention to your assets, experiences, and potentialities so that an employer will give serious consideration to you for a position. It should be no more than one or two pages in length.

Resume Do's

- DO include a logical, concise, well defined statement of your career objective (What job do you want?)
- DO include an obvious phone number (and message number) where you can be reached.
- DO show exactly what you can do for a company or organization by using your past activities as examples of your skills and abilities.
- DO use proper grammar, correct spelling and punctuation.
- DO review several formats and modify the one that can show you to best advantage.

Resume Don'ts

- DON'T go over two pages.
- DON'T include any personal items - like weight and marital status.

Suggested Formats for Your Resume

- 1) Name:
Address: (It's important to be able to be reached)
Phone: (Work or Home; Day or Evening)

2) State: JOB OBJECTIVE

3) State: QUALIFICATIONS IN BRIEF

4) EXPERIENCE: There are several ways to do this: Chronological,
Functional or Combined.

● Chronological:

List all jobs starting with the present (or last) stating first the dates, months, and years begun and ended; then the company; then your job title, and a description, of your actual accomplishments.

This style is advantageous because it is most familiar to employers, it is easy to write and straightforward. Because it emphasizes your job history, it is disadvantageous if you are older, have had many jobs, have gaps in your employment or have not worked before in the field in which you seek a job.

In this type of resume, you may wish to include a section on community service, military service or whatever else applies.

EXAMPLE: CHRONOLOGICAL RESUME

JOSE LOPEZ

ADDRESS
TELEPHONE

OBJECTIVE: Technical Illustrator

WORK EXPERIENCE: RS, Inc., Cupertino, CA.

Prepared graphs and charts for reports. Designed covers and title pages of publications. Organized materials for printing. Purchased office supplies and maintained purchase records, 1980-81.

U.S. Navy, San Diego, CA.

Supply sergeant, 1975-78.

EDUCATION:

A.A. Graphic Design
San Jose City College, 1980

Cartography course, San Diego State University, 1977

AWARDS:

First place, Graphic Design Contest, San Jose City College, 1979

EXAMPLE: FUNCTIONAL RESUME

SILVIA M. PEREZ

1 Career Avenue
San Jose, CA. 95120

Telephone:
Message phone:

GOAL: Position in real estate sales or property management.

EXPERIENCE: Real Estate: Completed basic courses in real estate and passed state exam.

Business: Worked as a bilingual receptionist for a county program. Member of school business and investment club. Courses in business math and business correspondence.

Sales: Coordinated fund raising campaign that raised \$2,000 through the sale of food and other items. Worked as a clerk in a department store.

Public contact: Worked as a peer counselor for community college program. Participated in school-wide speech contest. Volunteer counseling for telephone hotline service.

LANGUAGES: fluent in Spanish.

EDUCATION: Business and Real Estate courses, San Jose City College, 1979-81.

Interior Design course, University of California extension, 1980

REFERENCES AVAILABLE UPON REQUEST

Job listings in a chronological resume might look like this:

March, 1973: Company, Job Title.

June, 1973: Company, Job Title. (If it seems helpful, add what you did very briefly and concisely).

- Functional Resume:

Categorize your experiences and skills related to your job target. Identify your areas of expertise, e.g., Public Relations, Management, Organization, Sales. Follow these with action words to describe your role: planned, implemented, designed, etc. Functional style highlights abilities and nonpaid experience related to your goal or shows "progressive experience"; deemphasizes gaps and less relevant parts of your work experience, and eliminates an overlong and detailed account. It is ideal for older persons and re-entry women for these reasons. The most serious disadvantage is that some employers may distrust the lack of disclosure of a year by year report; and may not follow it easily in an interview.

- Combination of Chronological and functional styles:

Here the functional organization and target-directed skill categories are supplemented by a list of organization names and dates. You must trade off the value of having desirable features from both other styles against the longer length.

5) Personal Paragraph

You may wish to include a statement describing your personal attitudes towards your work that make you a valuable and unique employee.

6) Educational Background

The purpose of listing educational background is to indicate general and/or specific training for a job. If a person has little or no educational training, this would be omitted.

BRIEFLY LIST:

- College: Degrees, major, date, place. If no degrees, give college units completed, major, date.
- High School: List diploma if no college attendance.
- Also Add: Relevant workshops, adult education, vocational training either in summary form or chronological order.

If you have more relevant education than work experience, you may want to describe your education first. If your experience is more impressive, then that should appear first on the resume.

Tips on Resume Production and Reproduction

Be as meticulous about the appearance of your resume as you are with its content. Once you decide what to say and how to say it, consider these items:

- The layout or design

Experiment with **S P A C I N G**, **D O U B L E S P A C I N G**, Indentation, **C A P I T A L I Z A T I O N**, underlining, **bold type**, *italics*, etc.; techniques which can make your resume more interesting visually, more readable, and therefore, more effective.

- **Method of Production**

Typing: If you are typing your own resume, you may want to invest in a new ribbon to ensure an original that is dark enough to reproduce. And, if your own machine is not quite up to the job, you may want to borrow a more dependable one. Electric or selectric typewriters can produce excellent resumes.

Several copy and printing establishments offer typist services for the non-typer.

Typesetting: Resumes can be "set-up" professionally for printing. Assorted type styles, sizes, as well as graphic effects, can be coordinated. Be sure that you proof the master before the copies are printed.

- **Reproduction**

It is not necessary to send the original of a typed resume each time you apply for a job. Your original may be duplicated by "xerox" or offset printer. Carbon copies, mimeographed, or dittoed resumes are not recommended. "Xerox" style copiers vary greatly in their quality. Shop around to find a good one.

- **Paper**

For resumes, most copy services recommend a paper with some cotton or rag content. The additional cost for the higher grade paper is minimal, and the product is well worth it.

Paper is available in a variety of colors. White and off-white are appropriate colors for a resume.

Locating Employment Possibilities

Assume that you are in the market for a job. How do you go about getting one? Information about job openings has to be gathered from many sources. It is not an easy or comfortable search, and you have to work at it and be very persistent. Here are ten suggestions. You should use more than one of them in a search for a job.

1) REGISTER WITH THE COLLEGE PLACEMENT CENTER.

Helping students secure full-time job placement when they leave or graduate is increasingly being recognized by colleges as their responsibility. The placement center can provide you with specific information on conditions of supply and demand in your field.

2) SEEK HELP FROM FAMILY MEMBERS, RELATIVES, AND FRIENDS.

The best and simplest method for learning about job openings is through people. Make certain that your family, your relatives, your friends and acquaintances are aware that you are looking for a certain kind of job. Keep in touch with them. They often learn of job opportunities in their contacts at work and in social relationships. Have them let you know when they hear of an opportunity.

Probably more jobs are obtained by this method than any other. But remember, even though you hear about a job opportunity from others, you have to apply for and get it yourself.

3) REGISTER WITH THE STATE EMPLOYMENT AND TRAINING OFFICE.

Every state has a number of employment and training offices. These offices are usually located in the major cities of the state. They register, classify, select, and refer workers to prospective employers. Orders for workers are received from employers, and an applicant's qualifications are matched with the employer's specification to determine whether a referral should be made.

The state employment and training office will also provide assistance to those who do not have any previous work experience. They provide aptitude testing and counseling so that they can classify workers and make good referrals to employers.

The state employment and training office collects information about the labor market. Changes, trends, and opportunities in the local employment situation are regularly assessed. This information is pooled at the state and national levels. Local offices can provide information about employment, not just in their service area, but throughout the state and nation. There is no fee of any kind for using a state employment and training office. Those who serve in these offices are there to provide help to people who want to find employment.

4) CHECK WITH COUNSELORS AND INSTRUCTORS.

You may get help from college officials. They are often called by employers who are seeking workers. Your counselors and instructors are interested in you. Let them know what your vocational plans are and what kind of job you want. Give them a chance to help you. A counselor may know more about job opportunities for young people than any other person in your community and may help you get a job well suited to your abilities and interests.

5) READ NEWSPAPER ADVERTISEMENTS

You may learn about job opportunities from help-wanted columns in newspapers. Some magazines also carry such columns and some radio and television stations present job opportunities. If you see or hear of a job opening that interests you, apply for it immediately.

6) WRITE LETTERS OF APPLICATION AND PREPARE RESUMES

Some advertisements call for a letter of application. You may want to write letters of application to companies or industries in your area even though they have not advertised for workers. Sometimes it is appropriate to enclose a resume of your education and experience along with the letter of application.

7) MAKE PERSONAL APPLICATIONS

Many people have been successful in getting a job by making an application in person. It is not always necessary to wait for a vacancy or an advertised job opportunity. First, make a list of the companies or organizations that employ people in the occupation in which you are interested. After compiling the list, ask for an interview with the personnel director of each company and systematically follow through with your interviews. If you can find out who your immediate supervisor would be if you were hired, it is even more effective to approach that person for an interview. Even if they do not need someone like you now, he/she may be able to steer you to companies that do have openings; that is, if you make a good impression.

8) CHECK TO DETERMINE WHETHER ANY NON-PROFIT ORGANIZATION PROVIDES PLACEMENT SERVICES THAT YOU CAN USE. Often professional associations, unions, government agencies, and other organizations provide placement services for those entering or progressing in their fields of endeavor.

9) CONSIDER REGISTERING WITH A COMMERCIAL PLACEMENT OFFICE.

You should probably consider this suggestion as a last resort, because there are a few organizations that charge high fees but fail to deliver appropriate representation and placement. Nevertheless, many reliable commercial organizations are available to help find employment. If you do plan to use such placement agencies, be sure to check out whether other individuals have been helped in locating and securing jobs and what the fees are before you sign any agreement.

Such fees vary considerably, from less than 5 percent of the first year's salary on up. As the applicant's salary goes up the fee for placement also increases. Most commercial agencies, however, are paid by the employer rather than the job-seeker. Naturally, an arrangement like that is much more attractive to an unemployed person.

Before entering into any agreement with a commercial agency, find out who pays the fees. Do not sign any documents until you have read every word of them. Take them home to read at your leisure if you need to. A commercial agency may be surprised by such a request, but a reputable one will let you do so. After all, it is your career and your money that is involved.

10) TAP THE HIDDEN JOB MARKET

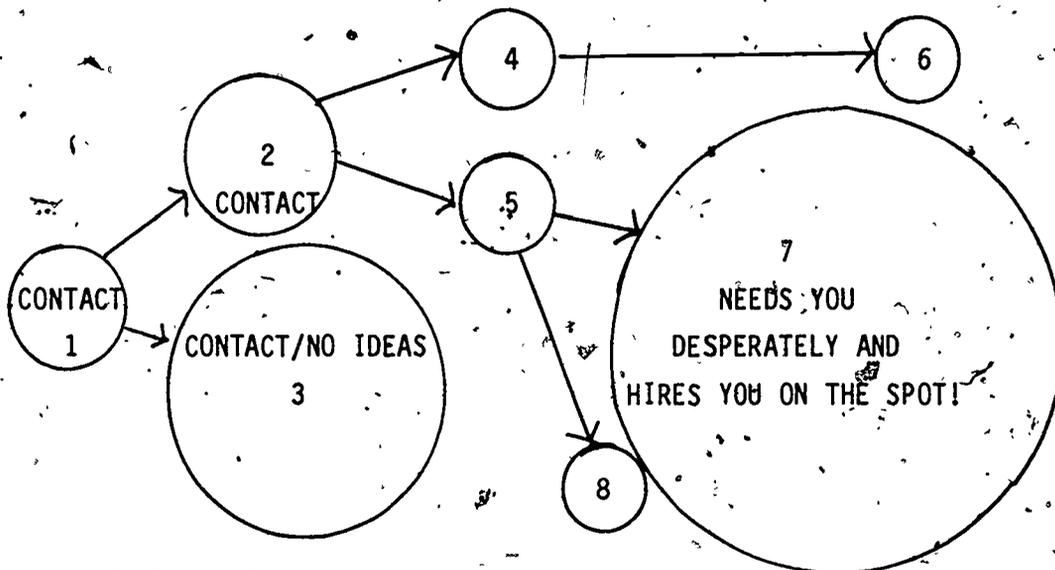
How do people actually get jobs? Through newspapers? State employment services? Private agencies? Word of mouth?

All of the above are correct, but the important question is which gives the highest pay for the amount of time and energy committed? Surprisingly, "word of mouth" has historically accounted for about 80 percent of job placements. The unpublished nature of those job openings have caused it to be known as the "Hidden Job Market".

How do you penetrate the hidden job market? A variety of techniques are useful, but the most successful and practical way is to do a lot of inquiring. Talking with as many people about job openings as you can manage.

Whom do you talk to for openers? Obviously the best bets are people employed in companies in which you are interested...People who are knowledgeable about the community...People who have a lot of contacts...People who can provide the names of other people and who will make a phone call to introduce you.

The number of contacts you make is of utmost importance. The way this works is diagrammed below; each arrow represents a referral.



Each of these suggestions is easier to make than to follow through. Many young people become discouraged because they do not get hired after one or two job interviews. Their discouragement then begins to work against them in further attempts to get a job. You must keep working on each of the suggestions to make them work for you.

WRITTEN JOB APPLICATIONS

● Application letters.

Many advertised job openings require letters if you are interested in the positions. Your interest in getting a job in a certain occupation may also mean that you have to send letters to companies and organizations that have not advertised and have never heard of you.

Your goal in writing a letter is to interest an employer in meeting you. However, your chances of being employed solely on the basis of a letter are practically zero. Few employers hire people until they have interviewed them. Because they receive many letters, your letter must create a good impression and stand out from the others.

Here are some suggestions on writing a letter for employment:

- The letter should not be too long. One page letters are preferred.
- Write the letter yourself. However, you may obtain help in spelling, phrasing, sentence structure, and spacing.
- Summarize your training and education as it relates to the job you are seeking.
- Type the letter, especially if your handwriting is poor. You can ask someone else to type it, unless you are applying for a job that involves typing.

- Most of all, the letter should show your interest in the job for which you are applying. It should request the opportunity for a personal interview.

Most people draft or rewrite application letters several times before sending them. It is a good idea to have another person read the final draft before sending it to a company. The same or a very similar letter can be sent to several companies.

COMPLETING JOB APPLICATION FORMS

Almost all companies have application forms that must be completed before an offer of employment is made. Here are some suggestions for completing application forms.

- Read the directions and each item carefully so that you can give the exact information wanted.
- Try to complete every item. The company probably considers each item important or it would not be on the application. If for some reason an item does not apply to you, write "NA" (not applicable) and tell why it does not apply. In connection with not filling in certain items, refer to "How the Law Protects Job Applicants" (pp.180).
- Be prepared to give your social security number and if you are male, your selective service number.
- Be able to list the schools you have attended (starting with elementary) and the dates of attendance.
- Be prepared to give your employment record, including beginning and ending dates, names of employers, location, positions held and salary.
- Be prepared to list at least three people (other than employers) who will give character references. Know their addresses and telephone numbers. (Before you begin your job search, you should get their permission to use them as references).
- Complete the form as neatly as possible.

The application form is used by employers and personnel officers to get basic information about you. This information is then used to decide whether they want to interview you or to consider you as a possible employee.

THE INTERVIEW

Although it has been denounced by some as a barbaric custom, the interview is likely to remain an employer ritual for some time to come. Usually an employer interviews someone whose applications, letter and/or resumes have proven interesting or someone who has made a personal contact or been referred.

An interview is a "structured conversation" between an employer or his/her delegated interviewer and a prospective employee. Its purpose is to exchange information. The interviewer needs to find out if the interviewee has the qualifications necessary to do the job. The applicant needs to make sure he/she understands the job, the company and what is expected of him/her.

Who is the Interviewer?

It may be a department head, project director or even a series of people from various aspects of the job. It may be a group of staff members acting together as an interviewing committee. But most important, the persons that are doing the interviewing have personal and professional expectations that the interviewee has to anticipate.

In the case of the Hispanic, this complex and delicate interaction may be further complicated by the existence of ethnic stereotypes. The majority group interviewer may need to be convinced of the Hispanic's capabilities, if such an interviewer subscribes to common stereotypes. Even the minority interviewer, who may be subject to charges of bias, can be extra thorough with the Hispanic applicant.

The Hispanic has two choices: play the game of the employer and answer the questions with suitable answers or not answer the questions and not be hired.

The Interview Structure

Like a good English composition, the interview will usually have a beginning, a middle and an end. Introduction and casual conversation begin the interview and are designed to help the job seeker feel at ease.

After a few minutes most interviewers will guide you to the purpose of the meeting and will then begin inquiries about your qualifications. A good interviewer will also give you information along the way to help you make your decision, too.

Depending on the level for which you are hired, an interview might be over in fifteen minutes or last several hours. Most information can be exchanged in thirty to forty-five minutes.

Getting Prepared

You are meeting someone you wish to impress and you do this all the time. Common sense and courtesy are the best guides. Be slightly conservative in dress and manner if you have any doubts along this line. A genial, positive, low-keyed manner and sense of humor are probably valuable assets. Generally let the interviewer set the pace and "be in charge".

The best preparation for the interview is practice. Practice talking to people about their jobs; practice calling for appointments to see people in order to ask for career information. Write down sample interview questions and have a friend interview you. Go on interviews even if you think you might not get or take a job and then honestly assess your performance.

Do your homework on the company you are approaching (see research). Know the important facts about the job and if possible the salary range. Prepare to bring any relevant examples of your work such as sketches, designs, writing.

In some career areas, salaries are non-negotiable and not an issue--the teaching profession and unions are such examples. In some they are negotiable. In such cases the interviewer may ask what you expect. If you have no idea of the range and were not able to find out ahead of time, ask. Unless you are a superstar, don't ask for the top of the range but don't undervalue yourself either. Place yourself somewhere in the middle and leave it open to negotiation. Also, you might ask for a review in six months or so.

After you have been offered the job you may want to ask about disability and life insurance, vacation, and retirement plans before you make your final decision. Ask the personnel office for brochures on their benefit plan.

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TIPS FOR THE INTERVIEW

1. Put yourself in the employer's shoes, and decide what skills and assets make you right for the job. Be prepared (practice) to talk about your past experience as it relates to the job.
2. Answer questions honestly, but try to put negative answers in a positive light. Example: I am not able to work overtime because of other obligations, but I usually get a lot done during the regular day.
3. Try to show that you are adaptable, that you have certain skills, but that you are willing to learn the company's procedures.
4. Make sure you get enough information about the job duties, hours, and responsibilities, so that you can make a decision, should you be offered the job. If you are offered the job, it is usually possible to ask for a day or so to think the offer over before accepting.
5. Try to appear calm and relaxed, but definitely interested in the job.
6. Don't answer questions with one word or with a long story. Talk enough to make your point, and try to relate all answers to your career, even to open-ended questions like "Tell me about yourself."

HOW THE LAW PROTECTS JOB APPLICANTS

Along with other civil rights legislation enacted since the mid-1960s, laws have been passed to protect job applicants against discrimination. A key phrase you may have heard is *EQUAL EMPLOYMENT OPPORTUNITY*. This means that everyone has an equal right to be considered for a job, regardless of race, sex, age, religion, or national origin. Nearly all employers are required by federal law to offer equal employment opportunities.

Because these anti-discrimination laws are relatively new, the details of their application are still being worked out, mostly in the courts. In general, however, it is up to the employer to prove, if challenged, that he or she is not being discriminatory. If you are a well qualified female-Hispanic accountant, and an accounting firm turns down your application for employment, the court (if the case gets that far) will want to know whether the employer has ever hired Hispanic women as accountants, and whether the employer encourages Hispanic women to apply for that position. If the answer to both questions is no, then the company may be found to be discriminatory. But if the company has turned you down in favor of an Anglo man with six years more experience, and it has hired three other women, two of them Hispanic, in the last year, it can be assumed that the situation involves no gender or racial bias at all.

If you feel that you have been discriminated against in securing employment or promotions, you can report your case to either the state agency, California Fair Employment and Housing, or the Federal agency, Equal Employment Opportunity Commission. The agency will review your case and, if warranted, file a complaint. All of this may take several years, but can be beneficial to you and others in the long run.

In general, employers are required by law to ask only those questions and set only those standards (such as the ability to type 80 words a minute) that are related to the actual work that the job entails. For example, an employer cannot require that a welder be fluent in English, because fluency in English is not necessary to get the work done. Such a requirement would be considered by the Equal Employment Opportunity Commission as evidence of discrimination on the basis of national origin. An employer is permitted to ask questions about age, national origin, and so on, but the burden is on the employer to show that the information is job-related and is not being used as a basis for illegal discrimination against certain classes of applicants. In addition, there are some questions concerning sex, marital status, and family status, that can no longer be asked at all unless the gender or family circumstances are bona fide requirements for the job to be done.

Some of the lawful questions and a list of the unlawful questions are listed below:

LAWFUL/UNLAWFUL QUESTIONS: CALIFORNIA FAIR EMPLOYMENT PRACTICE ACT

Lawful Pre-Employment Inquiries

- whether you have used a different name and either
worked for this company
or have been convicted of a crime (not the same as arrests)
- information regarding:
 - residence and length of residence
 - name of spouse and minor children
 - language spoken
 - ability to prove citizenship (but not the proof itself)

- hair/eye color
- organization, clubs, professional societies, except for any that indicate race, religion or nationality.
- names of relatives already employed by the company
- residence with parents
name and address of parents or guardians of minor applicant.

Unlawful Pre-Employment Inquiries

- information regarding race, religion, or nationality.
- name change by court order or otherwise
- birthplace of applicant or relatives
- documents indicating origin such as birth certificates, naturalization papers, etc.
- color of skin
- photograph
- nationality of relatives, descent, date of arrival in U.S.
- languages spoken and how acquired

- organizations of racial, religious or national groups.
- names or addresses of any relatives beyond spouse and children.

AFTER BEING EMPLOYED YOU MAY BE ASKED TO SUPPLY

- A birth certificate or other proof of U.S. citizenship
- a photograph
- proof of age (if relevant to the job)

On Resumes

It is not necessary to volunteer information about your physical appearance or personal life unless you especially want to do so. For example, a resume does not need to provide either birthdate or marital status. If you have any reason to believe that a particular piece of information (such as the fact that you are divorced) might be used to discriminate against you, do not mention it. The purpose of a resume is to stimulate a prospective employer to call you for an interview, not to provide information that may be used to eliminate you from consideration.

On Application Forms

Because some employers are still unaware of the legal restrictions on the questions they may ask, their application forms still have items about age, sex, marital status, and family circumstances. If they do, you may simply write N.A. (not applicable). If you are queried, you may politely reply that you do not believe that the information is needed in evaluating your qualifications for the job.

Concerning other items about your personal life, such as credit rating, height, weight, age, state of pregnancy, languages spoken, and so on, some employment counselors suggest that they be left blank. It should not matter whether or not a journeyman electrician is pregnant, tall or short, or fluent in Spanish, but if the employer can show you how these questions are related to the work to be performed, then you will want to answer them.

In Interviews

If you are asked personal questions that you feel may lead to illegal discrimination against you, you may politely ask whether the information is needed to evaluate your ability to do the work you are applying for. You can say that you would prefer to concentrate on your work-related qualifications and that you would be happy to go into detail about them and into any factors that might make it difficult for you to do a good job.

Sometimes an interviewer will say that certain personal information is needed for tax and insurance records, in the event that you are hired. But the courts have held that an employer does not need to know this information until your first day on the job. In the interview, simply say that you can fill in those details later, after you are hired, but that now you would much rather concentrate on discussing the job and your qualifications for it.

YOU MAY WIN THE BATTLE AND LOSE THE WAR IF YOU REFUSE TO ANSWER UNLAWFUL QUESTIONS. YOU MUST DECIDE HOW MUCH IT'S WORTH TO YOU TO DO SO. When all is said and done, the employer has the power to hire you or not to hire you, and even if you decide to question the procedure, you should keep that in mind.

PARA EL ESTUDIANTE

PRIMERO, HAGA ALGUNA INVESTIGACION

Valé la pena tomar tiempo para investigar y explorar los tipos de trabajo en que usted esté interesado. Una vez que trabaje, casi todo su tiempo lo usará allí, y es mejor que sea en el mejor trabajo que usted encuentre.

La investigación es apropiada dos veces: Primero, la investigación debe ser parte de la planeación de su carrera cuando usted considera entrar en cierta ocupación. Antes de meterse en el entrenamiento necesario, debe usted investigar bien todo lo que se refiere al trabajo, para saber si es esto lo que quiere. De lo contrario, usted gastará tiempo y dinero en algo que no le guste. Segundo, cuando ya este listo para buscar empleo, el primer paso es más investigación.

Aquí tenemos tres pasos a seguir al buscar empleo:

- Primero. Esté seguro de leer tanto como sea posible acerca de sus áreas de interés. Use el centro de carreras y otras bibliotecas hasta que usted crea que ya ha aprendido suficiente.
- Segundo. Empiece a juntar información acerca de compañías y otros lugares de trabajo. Otra vez empiece con las bibliotecas. Conozca a su bibliotecario local, y pídale ayuda con la sección referente a negocios.

Hay mucha información disponible acerca de compañías, especialmente las grandes. Muchas publicaciones son útiles. La Cámara de Comercio es también otro recurso. Algunas oficinas de empleos del estado pueden tener material informativo acerca de compañías. Algunas compañías tienen departamentos de relaciones públicas que pueden enviarle información si usted les escribe o les llama.

Tercero. Si usted ha investigado su campo y lugares donde pueda trabajar empiece a BUSCAR GENTE.

Es importante conocer gente en áreas de trabajo que usted esté considerando:

1. Saber lo que ellos hacen y si les gusta.
2. Ver varios lugares de trabajo y estilos de trabajo ara usted.
3. Hacer contactos para su uso futuro.
4. Meterse en la "red de información" para poder enterarse de las oportunidades, prácticas de contratación, y respuestas a sus preguntas.
5. Conocer las necesidades y problemas en su área para ayudarle a decidir en que puede usted servir.
6. Conocer algunas de las nuevas técnicas en uso.
7. Poder decidir, basándose en su información, donde quisiera trabajar, por que, y que le gustaría hacer allí.

Hay varios modos de empezar. Hable con amigos y parientes. Lea los periódicos, especialmente las páginas financieras. No tema llamar o escribir a gente que parece interesante. Podría preguntarles más acerca de lo que hacen, o felicitarlos por algo logrado o por una promoción. Dígales que usted está interesado sinceramente en algunos aspectos de la compañía. La gente aprecia una opinión positiva.

Si siente timidez para aproximarse a un extraño, empiece entrevistando a alguien de su familia acerca de su trabajo; siga con un amigo o vecino. Pida a gente que conoce, nombres de personas que aceptarían ser entrevistados. ¡Es sorprendente lo usual que es encontrar a alguien que conoce a alguien...!

Si usted teme ir solo, pídale a un amigo que lo acompañe a presentarlo, o vaya con alguien que comparta su mismo interés. Invite a la persona que va a entrevistar a almorzar a tomar café -- haga la cita con anticipación y cuando sea conveniente para la persona. Si usted quiere que todo salga bien, no llegue de improviso a hablar con una persona ocupada y espere que lo atienda.

Use cuidadosamente la información obtenida. Espere hasta completarla y tener alguna idea de su propia dirección. La mayoría de la gente está sinceramente interesada en ayudar a quienes buscar información, pero algunas veces no pueden usar tiempo en eso. No se descorazone si algunos rehusan las entrevistas.

Busque hablar con alguien que este al nivel que usted está solicitando. No pida ver al presidente de la compañía en que usted busca informes acerca de ingeniería. Es mejor encontrar una persona que este envuelta en esta area como un ingeniero o un tecnólogo industrial, o un supervisor técnico.

Hay otras maneras de conocer gente dentro del área de su interés, además de llamar a compañías. Muchos grupos profesionales aceptan estudiantes en sus juntas y les ofrecen descuentos especiales si desean participar en ellas. La Cámara de Comercio y varios clubs de la comunidad, a menudo tienen almuerzos en que hay conferencistas. En esta forma es posible hacer más contactos con facilidad, y explorar más posibilidades para hacer visitas. Al asistir a talleres, o a clases en el área que le interesa puede encontrar que los conferencistas y los participantes pueden compartir información formal e informalmente. Gran parte de su éxito depende de tener los ojos y los oídos bien abiertos. Póngase vivo! Su carrera es importante. Piense en lo que hacen durante todo el día, esas personas que ha conocido. O en lo que hace cada persona que conoce. Casi cada noticia que oímos es acerca de lo que la gente hace. ¿Qué le atrae más a usted? ¿Cómo puede saber más? Siga buscando, escuchando y preguntando. Es la mejor fuente de información.

Continúe practicando y agrandando su "campo de acción." Este preparado para algunos ofrecimientos de empleo a medida que aumenta su confianza. Cuando llegue el momento de tener una entrevista real, será bastante fácil para usted.

Preparación de un Resumen

Una vez que; haya desarrollado interés en un campo de trabajo específico, usted quizá desee preparar un resumen o un sumario de su educación, experiencia y calificaciones para el trabajo. El preparar un resumen le da la oportunidad de seleccionar y enfatizar aquellos hechos acerca de usted que lo presenten bien calificado y un empleado deseable. Existen varios caminos para presentar esta información, pero los resúmenes generalmente contienen la siguiente información:

- (a) identificación (nombre, dirección, número de teléfono),
- (b) su meta vocacional,
- (c) historia de su educación,
- (d) record de empleos, y
- (e) otra información (si es pertinente) como servicio militar, pasatiempos, honores.

El hecho de que usted desea que su resumen refleje sus cualidades no quiere decir que usted deba incluir información que es inadecuada para el tipo de trabajo que esté buscando. Por ejemplo, el color de ojos y su estatura raramente tendrían algo que ver con la clase de trabajo que usted desempeñe. El posible patrón no necesita una descripción física de usted a menos que esos atributos físicos sean importantes para el trabajo que solicita. Usted no necesita indicar su raza, sexo, edad, estado civil o nacionalidad a menos que así lo desee. En vez de eso, haga énfasis en sus calificaciones para la posición que desea.

Antes era común incluir referencias con cada resumen o carta de solicitud. Ahora, la mayoría de los expertos en empleos piensan que dichas referencias pueden omitirse en este punto. Ya que el patrón haya expresado interés en contratarlo, usted debe estar preparado para proporcionarlas de inmediato. Las ventajas de esperar son (1) el patrón se concentra en su carta y en su resumen, y (2) deja más espacio para el arreglo del resto de la información. Mencione, si lo desea, que puede proporcionar referencias si se le piden. La mayoría de los patrones no las leen hasta después de la entrevista personal.

El propósito de un resumen es atraer atención positiva a sus cualidades, experiencia y potencial, para que el patrón lo tome seriamente en consideración para un empleo. Una o dos páginas son suficientes para un resumen.

Que Poner en el Resumen

- PONGA en forma lógica y concisa, la definición del objetivo de su carrera.
- PONGA el número de teléfono y número para recibir mensajes a donde comunicarse con usted.
- MUESTRE exactamente lo que usted puede hacer por una compañía u organización, utilizando sus actividades pasadas como ejemplo de sus habilidades.
- REVISE varios formatos, y modifique el que lo muestre a usted ventajosamente.
- USE gramática, ortografía y puntuación correctas,

Que No Poner en el Resumen

- NO escriba más de dos páginas
- NO incluya datos personales, como peso o estado civil.

Formato Sugerido Para su Resumen

- 1) Nombre
Dirección
Teléfono (Es importante que se puedan comunicar con usted durante el día o la noche: trabajo o casa)
- 2) Declare: OBJECTIVO DE TRABAJO
- 3) Declare: CALIFICACIONES (En Forma Breve)
- 4) EXPERIENCIA: Hay varios modos de hacerlo: Cronológico, Funcional o Combinado.

● Cronológico:

Haga una lista de todos los trabajos empezando con el más reciente, poniendo las fechas al principio, mes y año en que empezó y terminó; luego la compañía; entonces el título de su trabajo, su descripción y lo que allí logró.

Este estilo es conveniente por ser más familiar a los patrones, es fácil de escribirse y es directo. Como hace énfasis en su historia de trabajo, es desventajoso si usted tiene más edad, ha tenido muchos trabajos, hay vacío entre sus empleos o no ha trabajado antes en el campo en el que está buscando trabajo.

EJEMPLO: RESUMEN CRONOLOGICO

JOSE LOPEZ

DIRECCION:
TELEFONO:

OBJETIVO: Ilustrador Técnico

EXPERIENCIA DE TRABAJO: RS, Inc., Cupertino, CA.

Preparación de gráficas y cuadros para reportes.
Diseño de portadas y primeras páginas de
publicaciones. Organización de materiales para
publicación. Compra de materiales de oficina y
mantener récords de las compras.

U.S. Navy, San Diego, CA.

Sargento de Mantenimiento, 1975-78

EDUCACION:

A.A. Diseño Gráfico
San José City College, 1980

Curso de Cartografía, Universidad del Estado de
San Diego, 1977.

PREMIOS:

Primer lugar, Concurso de Diseño Gráfico,
Colegio de la ciudad de San José, 1979

EJEMPLO: RESUMEN FUNCIONAL

SILVIA M. PEREZ

1 Career Avenue
San José, CA. 95120

Telefono:
Tel. para mensaje:

OBJETIVO: Posición en ventas de bienes raíces o administración de propiedades.

EXPERIENCIA: Bienes raíces: Terminé cursos básicos en bienes raíces y pase el examen del estado.

Negocios: Trabajé como recepcionista bilingüe para un programa del condado. Miembro de la escuela comercial y club de inversiones. Cursos en matemáticas y correspondencia comercial.

Ventas: Coordiné campaña para reunir fondos. Se juntaron \$2,000.00 vendiendo alimentos y otras cosas. Trabajé como empleada de una tienda.

Contactos publicos: Trabajé como consejera para condiscipulos en un programa del colegio de la comunidad. Participé en un concurso de oratoria entre escuelas. Consejera voluntaria por telefono para línea de emergencia.

IDIOMAS: Fluente en español.

EDUCACION: Cursos de Comercio y Bienes Raices, Colegio de la Ciudad de San José, 1979-81
Curso de Diseño de Interiores, Extensión de la Universidad de California, 1980.

RECOMENDACIONES DISPONIBLES

En este tipo de resumen, usted podría incluir una sección sobre servicios en la comunidad, servicio militar o algo más que sea adecuado.

La lista de empleos en un resumen cronológico puede hacerse así:

Marzo, 1973: Compañía, Título de Trabajo

Junio, 1973: Compañía, Título de Trabajo

(Si parece que ayude, añada lo que hizo breve y concisamente).

● Funcional:

Categorice su experiencia y habilidad relacionada con el trabajo. Añada un estilo funcional para hacer resaltar sus habilidades y su experiencia como voluntario, relacionados con su meta, o muestre "experiencia progresiva;" no haga énfasis en los vacíos ni en las partes menos importantes de experiencia de trabajo; elimine una descripción muy detallada. Esto es ideal para personas de más edad y para mujeres que vuelven a trabajar después de tiempo. La desventaja es que algunos patrones pueden desconfiar de un reporte que no va de año en año, y que no sea fácil de aclararse durante una entrevista.

- A. Identifique sus áreas de más experiencia, ej., Relaciones Públicas, Administración, Organización, Ventas. Siga con el uso de verbos que describan su capacidad: Planear, Implementar, Diseñar, etc.

Planear campaña de publicidad para un restorán nuevo;
diseñar folletos; implementar un programa de acción afirmativa.

● Combinación de estilos cronológico y funcional.

Aquí la organización funcional y la presentación directa de sus habilidades es suplementada por una lista de nombres de organizaciones y fechas. Este estilo tiene la ventaja de presentar sus cualidades deseables como en los otros dos, y la desventaja de ser más largo.

5) Párrafo Personal

Usted pudiera desear incluir un párrafo describiendo su actitud personal hacia su trabajo, que lo presente como un trabajador valioso y único.

6) Declare: Educación Recibida

El objeto de hacer una lista de su educación, es indicar su entrenamiento general o específico para un trabajo. Si la persona tiene muy poca o ninguna educación, esto puede omitirse.

Colegio: Títulos, especialidad, lugar. Si no hay títulos, dé el número de unidades completas, especialidad y fecha.

Escuela Secundaria: Declare si tiene diploma si no ha asistido al colegio.

También añada: Talleres relevantes, educación para adultos, entrenamiento vocacional, ya sea en forma de sumario o en orden cronológico.

Si usted tiene mas educación que experiencia de trabajo, sería mejor describir su educación académica primero. Si su experiencia es impresionante, ésta debería aparecer antes en su resumen.

Consejos en Producción y Reproducción de Resúmenes

Sea tan metódico con la apariencia de su resumen como con su contenido. Una vez decidido lo que va a decir y cómo decirlo, considere estos puntos:

- El Diseño

Experimente con E S P A C I O S, D O B L E E S P A C I O, Indentación, MAYUSCULAS, subrayado, tipo **grueso**, *italico*, etc., técnicas que pueden hacer aparecer su resumen más interesante visualmente, más fácil de leerse, y por eso, más efectivo.

- Metodo de Producción

Escrito a máquina: Si usted lo va a escribir, asegúrese que la cinta de la máquina va a producir un original bastante obscuro para su reproducción. Si no es así, pida prestada otra máquina de la que pueda depender. Las máquinas eléctricas and selectricas hacen un trabajo excelente.

Varios establecimientos de máquinas copiadoras ofrecen servicio de mecanógrafo/a para quien no sabe escribir a máquina.

Impreso: El resumen puede ser impreso profesionalmente. Se pueden coordinar varios tipos de estilo, tamaño y efectos gráficos. Coteje el original antes de que lo impriman.

- Reproducción

No es necesario enviar el resumen original escrito en máquina, cada vez que solicita un empleo. Su original puede duplicarse en las máquinas copiadoras de "xerox" o en imprenta. No se recomienda que mande copias hechas en mimeógrafo, ditto o de carbón. Las copias "xerox" varían en calidad. Busque donde se hagan mejor.

- Papel

Para un resumen, se recomienda papel que contenga algodón. El costo adicional es mínimo y el resultado vale la pena. Hay papel de varios colores. Blanco y blanco perla son colores apropiados para un resumen.

Como Encontrar-Posibilidades de Empleo

Usted necesita trabajo. ¿Cómo lo va a obtener? Hay varias fuentes de información de empleos disponibles. No es muy fácil ni cómodo andar en su busca. Usted tiene que ser persistente. Aquí están 10 sugerencias de las cuales usted debiera usar más de una al buscar trabajo.

- 1) INSCRIBASE EN EL CENTRO DE LOCALIZACION DE EMPLEOS

Los colegios reconocen su responsabilidad para ayudar a los estudiantes a encontrar trabajo al dejar la escuela o al graduarse. El centro de colocaciones puede informarle de la oferta y demanda en su campo.

2) OBTENGA AYUDA DE PARIENTES Y AMIGOS.

El método más simple para saber de vacantes de empleo es por medio de la gente. Asegúrese que su familia, amigos y conocidos saben que usted está buscando trabajo. Comuníquese con ellos a menudo. Ellos pueden saber de algunas vacantes a través de su empleo y relaciones sociales. Pídales que le informen si saben de alguna oportunidad.

Es posible que por este método se consigan más empleos. Pero no olvide que es usted mismo quien debe solicitar y conseguir el trabajo.

3) INSCRIBASE EN LAS OFICINA DE EMPLEO Y ENTRENAMIENTO DEL ESTADO.

Cada estado tiene oficinas de empleo y entrenamiento. Generalmente están localizadas en las ciudades más importantes del estado. Estas oficinas inscriben, clasifican, seleccionan y refieren a los trabajadores a posibles patrones. Los patrones especifican que clase de empleados desean, las calificaciones del empleado se comparan con las que el patrón ha descrito, para determinar si se hace la referencia.

Las oficina de empleo y entrenamiento ayudará también a quienes no tienen ninguna experiencia de trabajo. Les dan exámenes de aptitud y los aconsejan y guían. Así pueden ser clasificados como trabajadores, y referidos a posibles patrones.

La oficina de empleo y entrenamiento colecta información referente al mercado de empleos. Lo que se refiere a cambios, tendencias y oportunidades en los empleos locales se valúa regularmente. Esta información se refiere a los niveles del estado y nacionales. Las oficinas locales tienen información de empleos en su área, en su estado y en la nación. No se cobra nada por dar estos informes, en las oficinas arriba mencionada. Quienes trabajan en estos lugares están allí para ayudar a la gente a encontrar empleo.

4. HABLE CON SUS CONSEJEROS E INSTRUCTORES

Usted puede obtener ayuda de oficiales del colegio. Los patrones que buscan empleados se comunican con ellos a menudo. Sus consejeros e instructores están interesados en usted. Hágales saber cuales son sus planes vocacionales y que clase de trabajo quiere. Déles la oportunidad de que lo ayuden. Un consejero sabe más de oportunidades de empleo para jóvenes que ninguna otra persona en su comunidad. El tratará de ayudarlo a encontrar un trabajo que se amolde a sus habilidades e intereses.

5. LEA LOS ANUNCIOS EN EL PERIODICO

Usted puede encontrar oportunidades de trabajo en la sección de "empleos" de los periódicos. Algunas revistas también publican columnas de este tipo, y algunas estaciones de radio y televisión anuncian oportunidades de trabajo. Si usted se o escucha que hay alguna vacante que le interese, solicítela inmediatamente.

6. ESCRIBA CARTAS DE SOLICITUD Y PREPARE RESUMENES

Algunos anuncios piden cartas de solicitud. Puede también, escribir a compañías o industrias locales aunque no hayan anunciado vacantes de empleo. Algunas veces es apropiado incluir un resumen de su educación y experiencia con la carta de solicitud.

7. HAGA SOLICITUDES EN PERSONA

Mucha gente ha obtenido trabajo haciendo una solicitud en persona. No siempre es necesario esperar a que haya una vacante o un anuncio de empleo. Primero, haga una lista de las compañías u organizaciones que emplean gente en el área que a usted le interesa. Enseguida pida una entrevista con el director de la oficina de personal y prosiga con sus entrevistas.

Si puede enterarse de quien sería su supervisor inmediato en caso que fuera empleado, es más efectivo conseguir la entrevista con esa persona. Aún en el caso que no necesite a alguien como usted, podría guiarlo a otras compañías que tengan vacantes, si es que usted le dió buena impresión.

8. Investigue si hay organizaciones no-lúcrativas que suministren servicios para ayudarle a encontrar trabajo. Las asociaciones profesionales, uniones, agencias de gobierno y otras organizaciones proporcionan estos servicios a quienes empiezan o desean progresar en su campo.

9. TAMBIEN PUEDE INSCRIBIRSE EN UNA AGENCIA COMERCIAL DE EMPLEOS.

Esta sugestión quizá deberá ser su último recurso porque existen algunas agencias que cobran honorarios muy altos, pero fallan en conseguir colocaciones apropiadas.

Hay muchas organizaciones comerciales que ayudan a encontrar trabajo. Si va a usar alguna, no firme ningún convenio con la agencia antes de cerciorarse si ha ayudado con éxito a otras personas y de cuánto cobran por sus servicios. Estos varían considerablemente de menos del 5 por ciento del salario del primer año de trabajo, para arriba. Los honorarios de la agencia suben a medida que el salario del aplicante aumente. Sin embargo, la mayor parte de las agencias son pagadas por los patrones en vez de por quienes buscan trabajo. Este tipo de arreglo es más atractivo para quien está desempleado.

Antes de aceptar un convenio con una agencia comercial de colocaciones, pregunte quien va a pagar los honorarios. No firme ningún documento sin antes leerlo completamente. Lléveselo a su casa y léalo y estúdielo con calma si es necesario. La agencia pudiera sorprenderse de su petición, pero le permitirá hacerlo si es una negociación seria. Después de todo, es la carrera y el dinero de usted lo que está en juego.

Es más fácil hacer estas sugerencias que seguirlas. Muchos jóvenes se decepcionan si no son aceptados después de una o dos entrevistas de trabajo. Y esto empieza a reflejarse en su contra en otros intentos de buscar empleo. Usted debe seguir insistiendo en cada una de las sugerencias para que tengan un buen resultado.

10. METASE EN EL MERCADO ESCONDIDO DE EMPLEO.

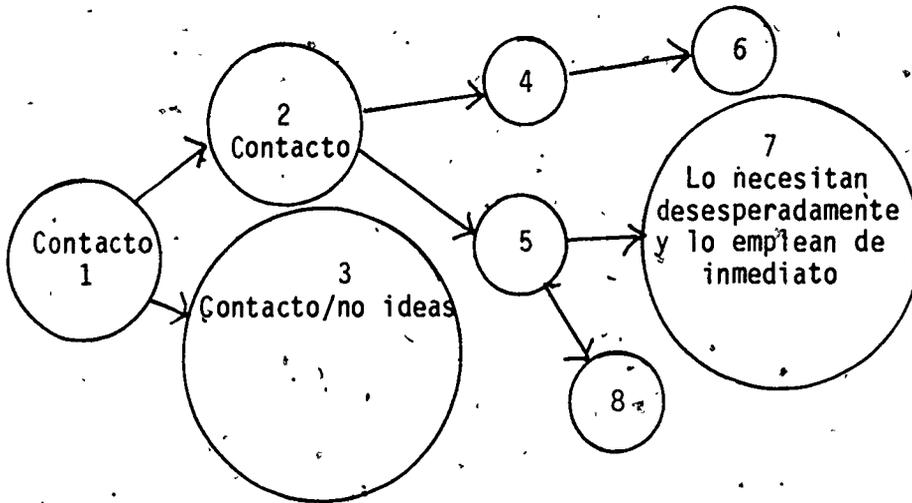
¿Cómo consigue trabajo la gente? ¿Por los periódicos? ¿Por las agencias de empleo del estado? ¿Por agencias particulares? ¿De boca en boca?

Todo esto es correcto, ¿pero cuál de estos medios es más efectivo considerando el tiempo y la energía usada? Sorprendentemente "de boca en boca" es responsable por un 80% de los empleos obtenidos. Se conoce por "Mercado Escondido de Empleos," a esta forma, no publicada, de empleos vacantes.

¿Cómo penetrar en este mercado? La técnica más práctica y que da mejor resultado es preguntar y hablar con tanta gente como se pueda.

¿Con quién hablar? Lo mejor es hacerlo con gente que trabaja en compañías en las que está interesado...Gente que conoce la comunidad...Gente que tiene muchos contactos...Gente que puede darle nombres de otra gente, y que estará dispuesta a llamar por teléfono para presentarlo a usted.

La cantidad de contactos que haga es muy importante. El siguiente diagrama muestra como trabaja esto. Cada flecha representa una referencia.



SOLICITUDES DE EMPLEO POR ESCRITO

- Cartas de solicitud

En muchos de los empleos anunciados, se requieren cartas de los interesados en las vacantes. Si quiere cierta ocupación, tendrá que escribir a compañías y organizaciones que no han anunciado empleos ni saben quien es usted.

La idea de enviar una carta es interesar al patrón en conocer a usted. Sin embargo, es casi imposible conseguir empleo basándose únicamente en la carta. Pocos patrones ocupan gente sin haberla entrevistado. Como reciben muchas cartas, la suya debe crear una buena impresión y sobresalir entre las otras.

Aquí van algunas sugerencias para escribir cartas para pedir empleo:

- La carta no debe ser muy larga. Una página es suficiente.
- Escriba la carta usted mismo. Es posible que necesite ayuda en la ortografía, vocabulario y construcción gramatical.
- Haga un sumario de su entrenamiento y educación relativos al trabajo que usted busca.
- La carta deberá estar escrita a máquina, especialmente si su letra es poco clara. Pídale a alguien más que se la pase en máquina si es que no está usted solicitando un empleo que requiera mecanografía.
- Lo más importante es que muestre su interés en el trabajo que está solicitando. También debe solicitar en ella la oportunidad de tener una entrevista personal.

La mayoría de la gente hace varios borradores o vuelve a escribir sus cartas antes de enviarlas. Es buena idea que otra persona lea su carta antes de enviarla. La misma carta u otras semejantes pueden enviarse a otras compañías.

COMO LLENAR SOLICITUDES DE EMPLEO

Casi todas las compañías tienen formas de solicitud que deben llenarse antes de que se haga el ofrecimiento de trabajo. Aquí tienen algunas sugerencias para llenar dichas formas:

- Lea cuidadosamente las direcciones y cada pregunta para que pueda dar exactamente la información requerida.
- Trate de completar todos los puntos. La compañía debe considerarlos importantes o no los incluiría en la forma. Si algún punto no está relacionado con usted, escriba "NA" (no se aplica), y explique por qué. Para saber qué no llenar, consulte "Como Protege la Ley a Solicitantes de Empleo" (pp.211).
- Prepárese a dar su número de seguro social, y si es usted varón, número de su servicio selectivo.
- Haga una lista de las escuelas a que ha asistido (empezando con la primaria) y las fechas en que lo hizo.
- Dé su record de trabajo. Incluya fechas de comienzo y fin, nombres y direcciones de patronos, título de su empleo y salario.
- Tenga a mano los nombres, direcciones y teléfonos de por lo menos 3 personas (que no hayan sido sus patronos) que den recomendaciones de su carácter. (Antes de empezar a buscar trabajo, obtenga su autorización para usar sus nombres como referencias.)
- Llène la forma tan limpiamente como sea posible. Los patronos y jefes de personal usan esta forma para tener información básica acerca de usted, y para decidir si quieren entrevistarle o considerarlo como un posible empleado.

LA ENTREVISTA

A pesar que algunos han denunciado las entrevistas para empleos como una costumbre de bárbaros, éstas serán un rito de los patrones por mucho tiempo más. Usualmente un patrón entrevista a aquellos cuyas solicitudes, cartas o resúmenes ofrecen más interés, a alguien que ha hecho un contacto personal o que ha sido recomendado.

Una entrevista es una "conversación estructurada" entre un patrón o su representante y un posible empleado. El objeto es intercambiar información. Quien entrevista necesita saber si el entrevistado tiene las calificaciones necesarias para hacer el trabajo. El solicitante debe estar seguro de entender el trabajo, la compañía, y lo que se espera de él/ella.

Quien Hace las Entrevistas?

Podría ser un jefe de departamento, un director del proyecto o una serie de personas que tienen que ver con varios aspectos del trabajo. Podría ser un grupo de empleados actuando como un comité entrevistador. Lo más importante es que quienes hacen las entrevistas tienen ideas personales y profesionales que el entrevistado necesita anticipar.

En el caso de los hispanos, esta compleja y delicada interacción pudiera complicarse por la existencia de estereotipos étnicos. La mayoría de quienes hacen las entrevistas pudieran necesitar ser convencidos de la capacidad de los hispanos, si parecen inclinarse a aceptar estereotipos comunes. A veces sucede que un entrevistador perteneciente a las minorías, y que ha cambiado su manera de pensar, es bastante estricto con los hispanos que entrevista.

El hispano puede escoger entre seguir el juego del patrón, y contestar en forma adecuada, o no contestar, y naturalmente, no conseguir el trabajo.

La Estructura de la Entrevista.

Tal cual una buena composición en español o en cualquier otra lengua, la entrevista contendrá generalmente: principio, mitad y fin. La presentación y un poco de conversación comienzan la entrevista. Esto ayudará al entrevistado a calmarse.

Después de unos minutos casi todos los entrevistadores inquirirán acerca de las calificaciones del entrevistado puesto que es el objeto de la entrevista. Quiénes hacen una buena entrevista ofrecen al entrevistado suficiente información para ayudarlo también en su decisión.

La entrevista puede durar de 15 minutos a varias horas, dependiendo del tipo de trabajo. La mayor parte de la información puede intercambiarse en unos 30 o 45 minutos.

Como Prepararse

Usted va a conocer a alguien a quien desea impresionar. Sentido común y cortesía son las mejores guías. Sea un tanto conservador en su forma de vestir y de actuar si tiene dudas al respecto. Quizá lo mejor sea adoptar una actitud afable, positiva, reposada y con sentido de humor. Preferiblemente, deje que el entrevistador conduzca la conversación.

Práctica es la mejor preparación para la entrevista. Practique hablando con la gente acerca de sus trabajos; practique pidiendo citas por teléfono para preguntar acerca de su carrera. Escriba ejemplos de posibles preguntas y respuestas y pídale a un amigo que lo entreviste. Vaya a las entrevistas que le den a pesar de que no crea obtener el trabajo o que no lo desee; evalúe su actuación en ellas. (Vea investigación). Aprenda todo lo que pueda de la compañía con que tratará. Conozca los hechos importantes del trabajo y si es posible los niveles de salario. Prepare para su presentación cualquier documento importante referente al trabajo como esbozos, diseños, escritos.

En algunas carreras, los salarios no son negociables, como en la enseñanza y en las uniones. Cuando se puede negociar, el entrevistador puede preguntarle cuánto espera. Si usted no tiene la menor idea y no pudo saberlo con anticipación, pregúntelo. No pida el máximo que se ofrezca a menos que sea usted un super-estrella, pero tampoco se devalúe. Coloque más o menos a la mitad y deje el resto para ser negociado. También, usted puede pedir una revisión en unos 6 meses más.

Después de que le ofrezcan un empleo, pregunte a la oficina de personal acerca de vacaciones, seguro médico, seguro de vida, incapacidad, y vea si le conviene antes de hacer su decisión final.

CONSEJOS PARA LA ENTREVISTA

1. Póngase en lugar del patrón, y decida que habilidades y ventajas lo hacen a usted adecuado para el trabajo. Esté listo (practique) a hablar acerca de su pasada experiencia que se relacione con el trabajo.
2. Contesté las preguntas honestamente, pero trate de poner una contestación negativa dentro de una luz positiva. Ejemplo: "No puedo trabajar horas extra porque tengo otras obligaciones, pero usualmente hago muchísimo durante las horas de trabajo normales."
3. Trate de mostrar que usted es adaptable; que usted tiene ciertas habilidades, pero que está dispuesto a aprender los procedimientos de la compañía.
4. Esté seguro de informarse suficientemente, acerca de los deberes y responsabilidades del trabajo, para que pueda hacer una decisión si se lo ofrecen. En este caso es posible que pida uno o dos días para pensarlo antes de aceptar.
5. Trate de aparecer calmado y relajado, aunque definitivamente interesado en el trabajo.
6. No conteste a las preguntas hechas con una sola palabra ni con una larga historia. Diga lo que haga hincapié en el asunto, y relacione sus respuestas con su carrera, aún en preguntas tan indefinidas como "Dígame algo acerca de usted."

COMO PROTEGE LA LEY A QUIENES SOLICITAN EMPLEOS

Desde mediados de la década 1960-70 se han pasado leyes en contra de discriminación a quienes solicitan empleo. Quizá haya usted escuchado la frase OPORTUNIDAD IGUAL PARA EMPLEOS. Esto significa que todo el mundo tiene el mismo derecho de ser tomado en cuenta para un trabajo, no importa cuál sea su raza, sexo, edad, religión u origen nacional. La ley federal exige que casi todos los patrones ofrezcan oportunidad igual para empleos.

Estas leyes antidiscriminatorias son relativamente nuevas; los detalles de su aplicación aún se están probando en las cortes. Sin embargo, generalmente el patron tiene que demostrar (si se le pide) que no ha hecho discriminación. Si usted es una contadora hispana, bien calificada, pero una firma de contabilidad rechaza su solicitud de empleo, la corte (si el caso llega tan lejos) querrá saber si esa compañía ha contratado antes a contadoras hispanas, y si ha alentado a mujeres hispanas para solicitar ese empleo. Si no se han hecho ninguna de las dos cosas, la compañía puede ser acusada de discriminación. Pero si la firma toma en vez de usted, un contador anglo que tiene 6 años mas de experiencia, y durante el año pasado empleó 3 mujeres, dos de ellas hispanas, puede asumirse que la situación no es discriminatoria.

Si usted piensa que ha sido discriminado para obtener un empleo o promoción, denuncie su caso a la Agencia del Estado de California Para Empleos y Viviendas, o a la Agencia Federal de Comisión de Oportunidad Igual Para Empleos. La agencia revisará su caso y si se prueba, presentará una queja. Todo esto puede tomar varios años, pero a la larga puede beneficiarlo y también a otros.

De acuerdo con la ley, los patrones sólo pueden preguntar y requerir lo que se relacione con el trabajo, como la habilidad de escribir a maquina 80 palabras por minuto. Por ejemplo, un patrón no puede requerir que un soldador sea fluente en ingles, ya que esto no es necesario para hacer el trabajo. La Comisión de Oportunidad Igual Para Empleos consideraría tal requisito como evidencia de discriminación basada en el origen nacional. Un patrón puede inquirir acerca de edad, origen nacional, y otras cosas así, pero él es responsable de demostrar que dicha información se relaciona con el trabajo, y

que no está siendo usada como base para discriminación ilegal contra cierta clase de solicitantes. Además, algunas preguntas referentes a sexo, familia y estado civil no deben de hacerse en absoluto, a menos que sean requisitos de buena fe para desempeñar el trabajo.

A continuación tenemos una lista de preguntas dentro y fuera de la ley:

PREGUNTAS FUERA Y DENTRO DE LA LEY. DECRETO DE PRACTICAS DE EMPLEO JUSTO DE CALIFORNIA

Indagaciones legales antes de ser empleado

- ya sea que usted haya usado un nombre diferente
haya trabajado para esta compañía
haya sido convicto de algún crimen (no es lo mismo, que arrestado)
- Información referente a
residencia y su duración
nombre de esposo/a e hijos menores
que pueda identificar que es ciudadano americano o que tiene residencia legal
- Color de cabello y ojos
- Organizaciones, clubs, sociedades profesionales, exceptuando las que indiquen raza, religion o nacionalidad.
- Nombres de parientes empleados por la compañía
residencia con padres de familia
nombre y dirección de los padres o
guardianes legales de solicitantes menores de edad

Indagaciones ilegales antes de ser empleado

- Información respecto a raza, religión o nacionalidad
- cambio de nombre por la corte u otros medios legales
- lugar de nacimiento del solicitante o sus parientes
- documentos indicando origen, tales cuales certificados de nacimiento, papeles de naturalización, etc.
- color de la piel
- fotografía
- nacionalidad de parientes, decendencia, fecha de arribo a E.U.
- lenguas que habla y como las aprendio
- organizaciones de grupos raciales, religiosos o nacionales a que pertenece
- nombres y direcciones de otros familiares aparte de esposo/a e hijos

PREGUNTAS QUE PUEDEN HACERSE DESPUES DE SER ACEPTADO

- Certificado de nacimiento
- otra prueba de ciudadanía de los E.U.

- una fotografía
- prueba de edad (pertinente al trabajo)

Sobre Resúmenes

No proporcione información sobre su apariencia física o vida personal a menos que específicamente quiera hacerlo. Por ejemplo, un resumen no necesita dar su fecha de nacimiento ni su estado civil. Si cree que cierta información (como el estar divorciado/a) pueda usarse en su contra, no lo mencione. El objeto de un resumen es estimular al posible patrón para que usted sea llamado a una entrevista, y no dar información que pudiera ser usada para eliminarlo.

Sobre Formas de Solicitud

Como algunas firmas desconocen aún las restricciones legales en las preguntas que pueden hacer, sus formas de solicitud de empleo pueden contener preguntas referentes a edad, sexo, estado civil y otras circunstancias familiares. Si es así, usted puede escribir N/A (no se aplica). Si le insisten para hacerlo, puede decir que no cree que esa información sea necesaria para evaluar sus calificaciones para el trabajo.

En lo que respecta a preguntas sobre su vida personal, como crédito, estatura, peso, edad, tiempo de su embarazo, lenguas que habla, y así por el estilo, algunos consejeros sobre empleos sugieren que se dejen en blanco. No debería importar si una electricista está embarazada, si es alta o baja, o fluente en español; no obstante, si el patrón puede demostrarle que estas preguntas están relacionadas con el trabajo que va a hacerse, usted preferirá contestarlas.

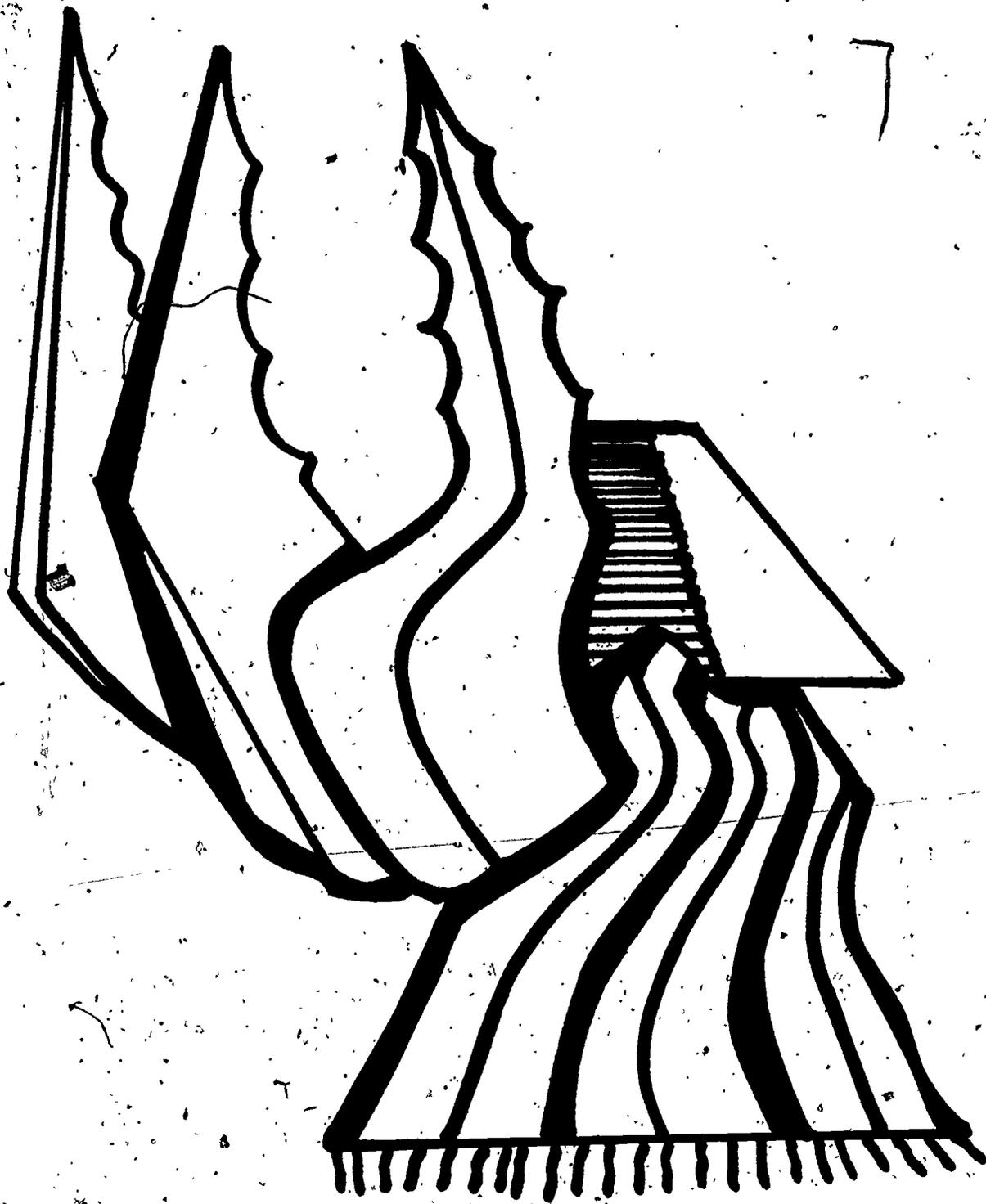
Sobre Entrevistas

Si usted piensa que las preguntas personales que le hacen podrían ser usadas para su discriminación ilegal, pregunte cortesmente si esa información se necesita para evaluar su habilidad para el trabajo que solicita. Puede añadir que preferiría que se concentraran en sus calificaciones relacionadas al trabajo, y que usted tendrá mucho gusto en hablar más detalladamente de ellas y de otras circunstancias que podrían dificultarle hacer un buen trabajo.

Algunas veces quienes entrevistan dicen que cierta información personal se necesita para los récords de impuestos y seguros en caso que sea usted aceptado. Pero las cortes sostienen que el patrón no necesita conocer esta información hasta su primer día de trabajo. Durante la entrevista diga sencillamente que usted completará esa información después de que lo empleen, pero que por lo pronto preferiría concentrarse en discutir el trabajo y sus calificaciones para él.

USTED PUDIERA GANAR LA BATALLA Y PERDER LA GUERRA SI SE REHUSA A CONTESTAR PREGUNTAS FUERA DE LA LEY. DEBE DECIDIR SI VALE LA PENA HACERLO. Tenga presente que ya que todo se ha dicho y hecho, el patrón tiene el poder de contratarlo o no, a pesar de que usted ponga objeción a sus procedimientos.

Section VIII: SPANISH LANGUAGE MATERIALS FOR STUDENTS



Section VIII: SPANISH LANGUAGE MATERIALS FOR STUDENTS

Materials included in this section were selected according to the following criteria: 1) current availability, 2) availability in Spanish or applicability to LEP students, 3) appropriateness for community college students, and 4) applicability to some general area of career counseling.

Title: Buscondo un Empleo by J.P. Lenox
(A. Mintz, translator). New Brunswick,
Source: New Jersey: New Jersey Department of
Education, 1979.

Media: print

Target Audience:
Educators all
levels

General area covered:

- | | |
|---|---|
| <input type="checkbox"/> assessment | <input checked="" type="checkbox"/> job search/interview skills |
| <input type="checkbox"/> career decision-making | <input type="checkbox"/> work experience/cooperative education |
| <input type="checkbox"/> process | <input type="checkbox"/> other |
| <input type="checkbox"/> job info | |
| <input type="checkbox"/> other info | |

Summary of content:

General information on where to look for work, getting social security card, how to act and dress for a job interview, question to ask about a company, application, and resume.

Format and language:

The whole booklet is in Spanish (primarily Puerto Rican). Some words may be unfamiliar to Chicanos. Level is fairly general and basic, for example: how to dress tells men to wear a suit - does not adapt to job. Vocabulary of job application is explained extensively.

Cultural factors:

No attempt to relate job search techniques to a cultural context.

Comments:

Some comments and sections seem fairly arbitrary. Directions are fairly limited. For example, the section on interview techniques only covered posture, gum chewing, paying attention, and remaining calm.

Suggested use:

Would be useful with adults or high school students interested in understanding vocabulary and mechanics of job search in Spanish. However, at some point, for most students, this must be converted to English. Could be used with English version.

Title: Careers by Gould
Source: Gould Inc., Educational
Systems Division
4423 Arden Drive
El Monte, CA. 91731

Media: Film strips
target audience:
high school,
college, adult

General area covered:

- assessment
 career decision-making
 process
 job info
 other info
- job search/interview skills
 work experience/cooperative education
 other

Summary of content:

Career connections consists of a filmstrip describing each of 15 career clusters and 5 filmstrips on job search skills.
300 career titles is a set of filmstrips each showing and discussing a specific occupation. An interest test and forms for appraising individual careers are also available. A counselor's guide defines the occupations and relates career titles to the 15 career clusters.

Format and language:

Both series are available in English and Spanish. Filmstrips are concise. Level of language varies according to the job.

Cultural factors:

The narrator is a native speaker. Slides show a good ethnic balance.

Comments:

This system represents the most complete bilingual career information package reviewed.

Suggested use:

The career titles could be used in a career center. Career connections could be used in the classroom as well. The interest test and appraisal forms seem minimally useful for the community college level.

Title: Careers for Bilinguals by
Z.V. Oppenheimer
Source: Relatina Publications, 1975
Chicago

Media:
Print tape

target audience:
junior high -
adult

General area covered:

- assessment job search/interview skills
 career decision-making work experience/cooperative education
 process other
 job info
 other info

Summary of content:

Job information is only provided indirectly. The text consists of seven dramatic dialogues and accompanying language development exercises. A discussion of the occupations appearing in each episode is always included but is not the main focus of the series.

Format and language:

Student workbook and taped dialogue are in English.

Cultural factors:

Stereotypes may be reinforced by this text.

Comments:

The approach of discussing occupations encountered in literature could be used in any language development or ESL class.

Suggested use:

The materials are not appropriate for career counseling purposes.

Title: Careers for Bilinguals
Source: Regents Publishing Co., Inc.
2 Park Avenue
New York, NY 10016

Media: Filmstrip
target audience:
high school, adult

General area covered:

assessment job search/interview skills
 career decision-making work experience/cooperative education
 process other Values, advantages and disadvantages of various occupations, application of bilingual skills.
 job info
 other info

Summary of content:

Careers For Bilinguals is comprised of six film strips that can be used with both Spanish and English cassettes. The titles are Health Services, Business and Finance, Public Service, Communications, Transportation, and Marketing and Distribution. Within each general area, individuals in a dozen different jobs are shown at work or telling about their work. The discussion includes the job definition, necessary training, how to find the job, advancement opportunities, growth potential of the industry, personal and financial rewards, and working conditions. The filmstrips come with accompanying dittos.

Format and language:

The language is vivid and realistic. The advantages and disadvantages of various occupations are discussed. Native speakers recorded most of the Spanish track.

Cultural factors:

The workers presented are all Hispanic. Care is taken to avoid regional speech. The advantages of bilingualism in addition to other skills is well presented.

Comments:

Careers for Bilinguals is one of the few materials to inject some realism into job descriptions: "Much of his work is repetitive and uninteresting, but Efren doesn't plan to keep this job forever." The format is appropriate for adult audiences.

Suggested use: career center.

Source: Coronet Instructional media
65 E. South Water Street
Chicago, IL. 60601
(88) 621-2181

Media: Films

target audience:
high school
senior, adult,
college

General area covered:

- assessment
- job search/interview skills
- career decision-making
- work experience/cooperative education
- process
- other Fitting in on the job
career advancement
- job info
- other info

Summary of content:

Each film is devoted to one theme that is well developed with examples that are acted out. Some of the subjects covered are how to investigate and choose a career, how to find a job, how to get ahead in your career, how to get along with co-workers. The titles available in Spanish are:

- Aptitudes y ocupaciones (Aptitudes and occupations)
- Consigue ese empleo: Seleccionando una profesion
(Get that job: Choosing a career)
- Habilidades basicas en el trabajo: Manejo de Critica
(Basic skills: handling criticism)
- Tu empleo: como solicitarlo (Your job: Applying for it)
- Tu empleo: buenos habitos de trabajo (Your job: Good working habits)
- Tu empleo: como encajar en el (Your job: Fitting in)
- Tu empleo: en busca del mas conveniente (Your job: Finding the right one)
- Practica de oficina: Trabajo con otros (Office practice: Working with others)
- Practica de oficina: Tu actitud (Office practice: Your attitude)

Format and language:

Films are available in Spanish, but only English version was available for preview. The language is adult but simple.



Cultural factors:

The six films previewed showed minorities and women in occupations of all levels. There was only one Hispanic, however.

Comments:

Some of the films are aimed at young people entering the job market; however, a variety of ages are represented in other films, such as the film on handling criticism. Other Coronet Films exist on specific career areas. They were not previewed because the company said they were aimed at a younger audience.

Suggested use:

Supplementary material for a course or part of a Career Fair.

Title: Emerging Vocations for Bilinguals
Source: Bilingual Education Services, Inc.
South Pasadena, CA.

Media: Filmstrip

Target Audience:
high school/
adult

General area covered:

- assessment job search/interview skills
 career decision-making work experience/cooperative education
 process other
 job info
 other info - info about training (voc. ed.
emphasis) changing labor market

Summary of content:

Introduction to Vocational Education - goes over career cluster areas; mentions community college, apprenticeship.

Why Vocational Education - Discusses variety of jobs, necessity of preparation, changes occurring in world (energy shortage) population growth.

Preparing for Tomorrow's Careers - Addresses changing job market, requirements of various occupations, necessity of training, supply and demand in various occupations.

Business and Commercial Careers for Bilinguals - Summarizes careers, requirements, and role of bilingual personnel.

Personnel and Social Service Careers for Bilinguals - Summarizes careers, requirements, and role of bilingual personnel.

Format and language:

Filmstrips have tapes in English and Spanish. Language is adult - helpful, informative, not patronizing.

Cultural factors:

Pictures show a large proportion of Hispanics. Spanish narrator is clear and a native speaker.

Comments:

The language is informal and vivid. The jobs described are placed in a context that includes requirements, outlook and status of job in the U.S.

Suggested use:

Useful in a career center or in a guidance class for students who need to make training and educational decisions.

Title: En el empleo (World of Work)
Consiguiendo trabajo (Getting a Job)
Source: Educational Designs, Inc.
47 W. 13th Street
New York, N.Y. 10011

Media:
Tapes and
booklets.

target audience:
high school
seniors, adults

General area covered:

- assessment job search/interview skills
 career decision-making work experience/cooperative education
 process other getting along on the job
 job info
 other info

Summary of content:

En el empleo contains 14 tapes that cover situations that might arise on the job. Consiguiendo trabajo contains 9 titles that discuss job search and interview skills. The exact titles included in each series are:

En El Empleo (On the Job)

NEW ON THE JOB

Los primeros dias (The First Few Days)
Obteniendo ayuda (Getting Help and Information)
Amigo y busca pleitos (My Man, My Creep)
Mucha habladuria (Too Much Talk)

DEALING WITH SUPERVISORS

No pierdes la cabeza (Don't Blow Your Cool)
Las palabras magicas que conseguiran que te despiden (The Magic Words that Get You Fired)
Disculpas (Excuses)
Los patrones son humanos tambien (Supervisors are Human, Too)

THE RULES OF THE GAME

Dinero, dinero, dinero (Money, Money, Money)
Reglamentos y costumbres de la compania (Company Rules and Company Customs)
Defiende tus derechos (Stick up for your Rights)

MOVING UP OR OUT

Promociones (Promotions)
Anunciando con anticipacion (Giving Notice)
Renunciar asi no mas (The Fast Exit)

Consiguiendo Trabajo (Getting a Job)

Pidiendo una entrevista (Contacting Job Interviewers)
La entrevista con la agencia (The Agency Interview)
Palabras que deben aprender (Words You Must Learn)
Informacion para Solicitudes de empleo (What You Need to Know
to Fill Out an Application Form)
Causando buena impresion (Making a Good Impression)
Convenciendo al entrevista (Selling Yourself)
La actitud positiva (The Positive Approach)
Contestando preguntas dificiles (Handling Difficult Questions)
El final de la entrevista (The Wrap-Up)

Format and language:

Each unit consists of a tape of 10-20 minutes. An answer sheet accompanies all of the tapes. Students record a few one word answers to questions on each tape. The language is simple but adult.

Cultural factors:

The Spanish is informal and realistic for the situation. The job situations dramatized have been successfully translated into a Hispanic cultural context. The actors are native speakers from Mexico, Cuba or Puerto Rico.

Comments:

The material does not require literacy in either English or Spanish. The tapes cover human relations and basic information needed on a job. The occasional humor and the dramatization help to keep the listener's interest. Employee rights as well as responsibilities are covered.

Suggested Use:

Could be used by individuals in career center or by a career counseling class.

Title: English that Works
Source: Scott, Foresman

Media:
print

target audience:
vocational ESL
students

General area covered:

assessment

job search/interview skills

career decision-making

work experience/cooperative education

process

other English as a Second
Language

job info

other info

Summary of content:

The material includes units on personal data, skills and interests, time sheets, occupations and duties, sick leave, wages and hours, work experience, help wanted ads, and skills training.

Format and language:

The material is competency based so that students are tested on objectives and only complete units in which they need practice. The units are in English, Spanish and several other languages. The Spanish version provides an explanation rather than a direct translation.

Cultural factors:

Mainstream cultural customs are explained, e.g., when and how to shake hands, how to address people.

Comments:

The emphasis is primarily on language learning through topics related to employment.

Suggested use:

Vocational English as a Second Language (VESL) Class. Possible career center reference.

Title: How to apply for a job by M.J. Hassman
(C. Babilon; translator) Sacramento:
Source: California State Department of Education, 1979

Media: print

Target Audience:
high school

General area covered:

- assessment job search/interview skills
 career decision-making work experience/cooperative education
 process other
 job info
 other info

Summary of content:

Gives detailed instructions for applying for social security card, reading want ads, phoning for an appointment, and writing letters of inquiry. Teaches relevant vocabulary.

Format and language:

Bilingual.

Takes book "How to Apply for a Job" English version and adds instructions and vocabulary in Spanish. English instructions are sometimes confusing, e.g. "list the last job you had next." The Spanish additions are to help the student with English and do not represent a translation.

Cultural factors:

Minimal. A Spanish surname appears on one letter. Illustration of a person who might be Hispanic is called Mr. White.

Comments:

Jobs mentioned are entry level. Difficulty of getting job not discussed. No cultural adaptation.

Suggested use:

Because of the very basic information provided, this text is more appropriate for a community job training program than for a community college.

Title: It's up to you: Language skills and Strategies for getting a job
by J. Dresner
Source: Longman, Inc.
19 West 44 Street
New York, NY. 10038

Media: book
target audience: ESL students

General area covered:

- assessment job search/interview skills
 career decision-making work experience/cooperative education
 process other
 job info
 other info

Summary of content:

This book covers self assessment, ways of finding and applying for jobs, and interview skills.

Format and language:

The book is in English. The format consists of oral drills, short reading, and exercises.

Cultural factors:

Written with the ESL student in mind. The emphasis on individual choice and responsibility may provide a lesson about job search in the U.S.

Comments:

The book provides useful information to a specialized audience.

Suggested use:

Could be used as a basis for a short course in connection with a VESL program or a bilingual vocational training program.

Title: Job Orientation Unit - Spanish
Version
Source: Wisconsin Vocational Studies Center
University of Wisconsin - Madison
964 Educational Science Building
1025 W. Johnson Street
Madison, WI 53706

Media:
print

target audience:
vocational
education

General area covered:

- assessment
 career decision-making
 process
 job info
 other info
- job search/interview skills
 work experience/cooperative education
 other Employee responsibilities and attitudes

Summary of content:

The 59 page booklet explains the concept of career counseling and gives an overview of personal assessment, job search, application, interviews, and behavior on the job. Some sections are covered in more detail than others.

Format and language:

The booklet is in simple Spanish. The format is more similar to school produced materials than to commercial materials.

Cultural factors:

The book is aimed at the Spanish speaker with few job skills, but there is no discussion of the use of language.

Comments:

The Job Orientation Unit is rather didactic and does not allow for a diverse audience. Some of the advice it gives may not be accepted by all career counselors, e.g., hair length does not matter, if you work hard your boss will praise you. Some information such as addresses are only locally appropriate.

Suggested use:

Reference - The best sections are a list of common interview questions and a dictionary of commonly used terms and abbreviations in want ads.

Title: Job Skill Series
Source: RMI Media Productions, Inc.
Kansas City, MO.

Media:
Film strips

target audience:
high school

General area covered:

assessment

job search/interview skills

career decision-making

work experience/cooperative education

process

other

job info

other info

Summary of content:

The Job Skills series includes the following titles:

Know Yourself and Find a Career
How to Find a Job
How to Apply for a Job
How to Dress for an Interview
Your Job Interview
Your First Job
Your Attitude/Your Job
How to Use the telephone at Work

Format and language:

Most of the tapes are all in Spanish, but the interview tape is bilingual: English interview, Spanish commentary. This is a realistic approach not often seen. Designed to be used with worksheets. More useful for young (high school) students.

Cultural factors:

Minorities do appear in slides, but always as applicant and worker, never boss. The view of work is very much that of the majority culture, e.g., work is a privilege, not a right.

Comments:

The sound is not consistently good. The Spanish is occasionally unintelligible. Some useful and standard information is provided. Some advice is exaggerated.

Suggested use:

Has some utility, but other materials may be more appropriate for community college use. The best tape is the bilingual job interview.

Title: Leamos sobre veinte ocupaciones
by R. Lamatino.
(A. Mintz, Ed. and translator).
Source: New Brunswick: New Jersey Department
of Education, 1978.

Media: print

Target Audience:
Spanish ESL
students

General area covered:

assessment

job search/interview skills

career decision-making

work experience/cooperative education

process

other

job info

other info

Summary of content:

Twenty units, each describing a specific vocational area (e.g. autobody, plumbing, commercial art).

Format and language:

Short readings about each occupation appear in both English and Spanish, as do all instructions to exercises. More exercises appear in Spanish at the beginning of the book, and gradually shift to English. Exercises involve vocabulary and reading comprehension.

Cultural factors:

None in text. Illustrations are general, but show good gender and ethnic balance.

Comments:

Primarily designed to increase language skills while providing very general job information. No attempt is made to provide information, for example, about training, advancement, etc. of various occupations.

Suggested use:

More appropriate for vocational ESL than for career counseling.

Title: Life Style 70's
Relevant Productions
Source: Wieser Educational
P.O. Box 538
El Toro, Ca. 92630

Media:
cassette and
booklet

target audience:
adult education

General area covered:

assessment job search/interview skills
 career decision-making work experience/cooperative education
 process other
 job info
 other info decision-making

Summary of content:

The lifestyle series includes diverse topics, but three are relevant here:

Preparing for Work
Finding a Job
Decision making

Topics are covered at an introductory level.

Format and language:

The bulk of the information is presented on tape, but key phrases appear on a follow-along booklet. The taped narration is very slow which detracts from the interest of the subject.

Cultural factors:

The Spanish version is taped by native speakers, there is no other attempt at cultural appropriateness.

Comments:

The primary intent of the materials is to develop or reinforce literacy skills.

Suggested use:

Possible use in adult literacy program.

Title: Safari by R. Ciuri
Source: San Bernardino County Schools

Media:
Print

target audience:
high school

General area covered:

assessment

job search/interview skills

career decision-making

work experience/cooperative education

process

other: recreation, setting goals,
problem solving

job info

other info

Summary of content:

Classroom activities on self-assessment, career exploration, job hunting techniques, problem solving, career development, recreation, personal relations, and values clarification.

Format and language:

Discrete sections are one or two pages long and consist of an information summary or an exercise. Safari is in Spanish, but an English version exists. The language is of average difficulty and requires good literacy skills in Spanish.

Cultural factors:

Safari is a well done translation, but the exercises and information have not been culturally adapted.

Comments:

A source of many activities, but adaptation may be needed for community college audience.

Suggested use:

Some of the activities could be used with adults in a personal development group or a career planning group.

Title: Self-programmed counseling and self-programmed control: A guide to self-image development with emphasis on the Chicano student.

Media: tape and manual

Source: Dr. Ray Mireles
East Los Angeles College
1307 Brooklyn Avenue
Monterey Park, CA.

Target Audience:
Community college students

General area covered:

assessment

job search/interview skills

career decision-making

work experience/cooperative education

process

other confidence, study skill, goal development

job info

other info

Summary of content:

The objectives of the material are to teach students to relax, to gain control over their own experience, to develop goals, to be open to learning, to relax during times of stress such as exam time, and to feel good about themselves.

Format and language:

A workbook and tapes are provided in both English and Spanish.

Cultural factors:

Developed for and with Chicano students at East Los Angeles College. The material is not new, but the adaptation for a bilingual audience is.

Comments:

This system has been used by several community colleges with positive results.

Suggested use:

Can be used or adapted to accompany a guidance course or made available in a learning center.

Title: Singer Vocational Evaluation System (VES)
Source: 80 Commerce Drive
Rochester, NY 14623

Media: multimedia

target audience:
potential
vocational
students

General area covered:

assessment vocational
skills interests

job search/interview skills

career decision-making

work experience/cooperative education

process

other

job info

other info

Summary of content:

VES consists of over 20 work stations, permitting students to try out tasks in over 20 occupational areas, and an Evaluator's manual that provides additional information and criteria for judging work performed. Titles of work stations are:

Sample Making
Bench Assembly
Drafting
Electrical Wiring
Plumbing and Pipe Fitting
Woodworking
Refrigeration and Air
Conditioning
Welding
Sales Processing
Needle Trades
Masonry
Sheet Metal Working

Cooking and Baking
Small Engine Service
Medical Service
Cosmetology
Data Calculation and Recording
Soil Testing
Photo Lab Technician
Production Machine Operating
Household and Industrial Wiring
Filing, Shipping and Receiving
Packaging and Materials Handling
Electronic Assembly

Format and language:

The VES consists of a work station complete with tools and materials accompanied by a filmstrip giving directions for a series of tasks.

Cultural factors:

Not available.

Comments:

Due to the large amount of space required, this system is not practical for most career centers.

Suggested use:

It would be desirable to have this in a career center or to have access to one from a central, perhaps, county-wide career center.



**Section IX: ADDITIONAL PROGRAM
DEVELOPMENT RESOURCES**

Section IX: ADDITIONAL PROGRAM DEVELOPMENT RESOURCES

VOCATIONAL EDUCATION LAW AS IT APPLIES TO LANGUAGE MINORITIES

The regulations summarized here apply to recipients of Federal Vocational education funds, but, even for those programs that are not federally funded, they indicate the minimum standards considered equitable by the U.S. Office For Civil Rights. The complete regulations can be found in the Federal Register, March 21, 1979, Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap.

1. Criteria for admission to vocational programs may not discriminate on the basis of race, color, national origin, sex or handicap.
2. Vocational education facilities must be located at sites that are readily accessible to both minority and nonminority communities.
3. Participation in vocational education programs cannot be denied to applicants who are members of a national origin minority with limited-English language skills. On the contrary, the vocational education program should identify those applicants, assess their ability to participate in the program, and make efforts to open all vocational programs to national origin minority students.
4. If students with limited-English language skills are concentrated in one vocational program, the recipient of funds must demonstrate that the disproportionate enrollment is not the result of limited opportunity to participate in other programs.

5. Students cannot be assigned or denied access to vocational education programs solely on the basis of limited-English language skills.

6. The program must publicly announce that vocational training will be offered without regard to race, color, national origin, sex, or handicap. This announcement should make use of media that reach prospective students including those with limited-English skills.

7. If the program serves an area with a community of national origin minority persons with limited-English language skills, information about the vocational program must be disseminated to the community in the minority language. There must be a statement to the effect that the school will take steps to assure that lack of English language skills will not be a barrier to admission and participation in the program.

8. The school must insure that counselors can effectively communicate with students; this may require the use of a translator.

9. Counseling materials and activities cannot discriminate on the basis of race, color, national origin, sex, or handicap. Counselors cannot urge students to enroll in a program based on the student's minority group status.

10. Recruitment activities should not discriminate on the basis of minority group status.

11. Any portrayal of the vocational and career opportunities should not be limited by race, color, national origin, sex, or handicap in a manner that creates or perpetuates stereotypes.

RECRUITMENT STRATEGIES

Hispanics, historically, have been underrepresented in higher education. Even those Hispanic students who begin college are subject to factors which result in higher non-completion rates and higher attrition rates than the general population. (See Table , Section V).

In the face of declining enrollments, it would be practical for colleges to address themselves to the Hispanic population. The main age of Hispanics in the United States is 22.1 years, as compared to 30.6 years, the average age of the general population. A large portion of the Hispanic population is of "college age." Recruitment of Hispanics is crucial; specialized recruiting techniques are essential.

The following models for recruitment strategies are based on efforts made at Imperial Valley College. Strategies may vary, with modifications for geographical conditions, size, and nature of target populations.

Recruitment Units

● The Parent Recruitment Unit

This recruitment strategy includes the organization of a large number of parents in the community. This unit can be very effective for targeting recent high school graduates and youth in various communities. After a series of orientations on the college programs and services, the selected parents are assigned home visitations. Respected parents have a positive influence on other parents and potential students in the Hispanic household.

This particular recruitment model has its limitations. Many of the parents themselves have not experienced the college classroom and may have difficulty in demonstrating confidence in stated information. Implementation of this strategy in Arizona revealed a useful fact: in almost all cases, the woman of the household was the ultimate decision maker as to the enrollment or non-enrollment of the potential student. This very important outcome should be taken into account when planning for recruitment.

- The Summer Student Recruitment Unit

Another successful strategy for recruiting the Hispanic population is the unit composed of peer counselor/recruiters. The focus of this recruitment strategy is to make a home contact with every high school graduate or adult in targeted neighborhoods. The objectives of this strategy are directed to identification, recruitment, and retention of students. Some of these recruiters are also retained during the academic year as peer counselors and continue their contact with the enrollees.

The peer counselor/recruiters are especially effective as they draw on their own experience as students. They can be an excellent source of information on the academic and vocational programs available, as well as financial assistance and the registration process.

This particular model may be more practical than the Parent Recruitment Unit since recruiters are not inhibited by time constraints.

Some California institutions have received Title IV funding for Talent Search Projects which can further strengthen this effort.

● An External Campus as a Recruitment Program

This activity has proven to be the most far-reaching and effective strategy for enrolling large numbers of Hispanics residing in scattered population clusters over large areas consisting of several square miles. This same concept can be generalized in application to large metropolitan centers. Already incorporated by several institutions, this system of satellite centers provides classes to Hispanic adults in the barrios or neighboring communities. Designed to provide access, these centers provide a "readiness" base for enrolling on the main campus or immediate progress in the educational program.

This concept facilitates the development of programs to meet specific educational needs and dramatically reduces transportation costs normally required for travel to a central location. Comprehensive planning involves the dividing of the smaller communities into quadrants or sections for locating classes within walking distance for students.

The relevant curriculum and effective instruction strengthens the institutional mission in a community which may otherwise be neglected.

● Recruitment Support System:

1. Newspaper Ads.....Printed in Spanish and English.
2. Townhall Meetings.....Conducted in Spanish and English in selected neighborhoods.
3. Video Tapes.....Short presentations on occupational information to be aired on local television in Spanish/English.

4. Radio.....Structure short course announcements. Explore innovative programming for reaching the home or the occupationally-based student. Keep in mind learning performances such as signal learning, stimulus-response learning, chaining, verbal association, multiple discrimination, concept learning, principle learning and problem solving. All these learning performances are incorporated into the dissemination strategies.
5. Flyers.....Distributed in the neighborhoods. Distributed at elementary schools as educational information for parents.
6. Telephone Campaign.....Organized and concentrated in target areas. A strong appeal to the women in target areas is recommended.
7. Advisory Committees.....Members of target areas are valuable sources for information and monitoring progress.
8. Class Schedules.....Unique design and attention is essential in format of class schedules and brochures. (Avoid "burying" courses in a list of 1200 classes.) Mini-schedules strategically located at neighborhood grocery stores go home with each grocery bag.
9. Direct Mail.....Acquire mail lists commercially or telephone directories.

10. Personal Visitation....Missionary selling is time consuming if not directed to large groups. Used for recruiting full-time students, explaining financial assistance forms, etc.

The above dissemination strategies should be considered as a support system for the recruitment unit in operation. The information "blitz" approach will make the recruiter's job much easier and more effective. It also provides a level of legitimacy to the recruitment effort if it is a well known fact and recruiters are not considered as intruders.

EVALUATION OF COUNSELING PROGRAM

The task of evaluating services to Spanish-speaking students is but one portion of the larger task of evaluating student services in general. Community college personnel who are in need of a general evaluation plan for student services may want to consult two recent models developed by D.M. Anderson of Grossmont College, El Cajon, California (Note 1) and Henry Busky of Prince George Community College, Largo, Maryland (Note 2). Both models contain detailed samples of evaluation and accountability instruments that could be adapted to other community college settings. Evaluation of counseling services is necessary both to document their usefulness and to make the best use of existing resources.

For the more specific tasks of examining services to Hispanic students from the perspective of the content of this manual, the following steps are suggested:

1. Assess the adequacy of existing services to Hispanic students (Sample A)
2. Meet in a day-long working session with all interested personnel to develop an improved service plan (Sample B)
3. Assign tasks and agree on completion dates for service improvement plan (Sample C)
4. Design assessment instruments specifically to measure the success or degree of implementation of the plan, as part of total evaluation of student services.

Each step is discussed in greater detail below.

1. Assess the adequacy of existing services to Hispanic students. This important task requires collecting information from a variety of sources, and summarizing the results. Sample A represents a possible summary table. Information about staff characteristics could be collected by polling staff; student demographics can be assembled from college records and from census information; institutional capability can be summarized from course offerings, programs, and staff evaluations; and counseling procedures can be collected from staff and student evaluations. It is important that the individuals contributing to this assessment represent a cross section of the college community.

2. Meet in day-long working session. Once an assessment is conducted, it is possible to discuss areas that need to be improved. One method of making sure that there is agreement on the problem and participation in the solution is to involve all concerned. Sample B is a blueprint for a workshop to develop an improved service plan. Students participate as well as staff because, as the recipients of the services, their perspective is essential. At the end of the working session, participants should have developed a consensus about which service areas should be improved and how to go about this task.

3. Assign tasks. Once areas have been identified for improvement, the specific tasks must be assigned to individuals. There is a greater chance for successful implementation if specific individuals are assigned tasks and completion dates, and if adequate resources are available. Sample C illustrates how assignments could be made. Some individual or group should monitor the completion of all tasks.

4. Design specific instruments. Once certain services for Hispanic students have been developed or improved, they should be evaluated just like other student service components. The form of evaluation will depend on the nature of the service or program.

SAMPLE A

ASSESSMENT OF EXISTING SERVICES
TO HISPANIC STUDENTS
SUMMARY SHEET

I. Staff characteristics number of staff percent

- Hispanic
- bilingual (Spanish)
- participated in course or workshop on Latin culture
- participated in course or workshop on counseling minorities
- have experience or training in counseling LEP students

II. Student demographics

- percent of Hispanics in community _____
- percent of Hispanics enrolled _____
- percent of Hispanics that graduate _____
- percent of Hispanics that transfer _____
- dropout rate of Hispanics _____
- distribution of Hispanics among college programs such as ESL, day, evening, vocational _____
- percent of LEP students on campus _____
- dropout rate of LEP students _____

Assessment of existing services (Cont.)

III. Institutional Capability

	non-existent	inadequate	adequate	Comment
<u>Courses</u>				
study skills				
personal development				
ethnic studies				
basic skills/remedial courses				
career planning				
ESL				
content courses in Spanish				
<u>Services</u>				
peer tutoring				
peer counseling				
counseling in Spanish				
learning center				
tutoring				
financial aid				
career center				
placement				
coop work experience program				



Assessment of existing services (Cont.)

IV. Counseling procedures

routine rare comment

drop-in counseling available

students can transfer day/night
without loss of credit

students on probation are contacted

students who qualify to transfer are
contacted

exit interview conducted with dropouts
and graduates

counselors follow-up students

recruitment of students who do not
seek counseling

recruitment of Hispanic students

students are informed of and referred
to other services

coordination of counseling services
with work experience, career center,
placement, etc.

when appropriate, students are
referred to study skills class

when appropriate, students are
referred to ethnic studies or
personal development class

career counseling is initiated with
student

school information is available in
Spanish

specific areas such as career center,
placement office, etc., have
capability to serve Spanish-speaking
students

Assessment of existing services (Cont.)

IV. Counseling Procedures (Cont.)

routine rare

comment

LEP students are counseled into appropriate courses

students are helped to acculturate to college

V. Other information

(Summary of evaluations by students, etc.)

SAMPLE B

BLUEPRINT FOR WORKING SESSION TO DEVELOP IMPROVED SERVICE PLAN

PARTICIPANTS

Dean of Student Services

Counselors

Students (Hispanic, LEP)

Other staff (career center, work experience, placement)

Facilitator

ACTIVITIES

Individuals responsible

Presentation of results of survey, definition of problem, and list of student service areas suggested for adaptation and improvement

Dean of Student Services
Facilitator

Sharing of perspective

Students

Sharing of perspective

Counselors

Sharing of perspective

Other staff

Discussion and decision on specific service areas for adaptation and improvement

Group

Small group development of detailed plan for adapting and improving a specific service area

Group

Discussion, revision, and consensus

Group

SAMPLE C.

SERVICE IMPROVEMENT PLAN FOR: Career Center
(designated area)

ACTIVITIES:

1. Select and purchase a Spanish language career interest test comparable to English tests presently in use.
2. Develop a list of Hispanic career consultants.

PERSON IN CHARGE: Career Center Director

ADDITIONAL FUNDS NEEDED: YES NO

IF YES, AMOUNT: _____ SOURCE: _____

TARGET COMPLETION DATE: end of current semester

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