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ABSTRACT

A project was designed to give 43 students enrolled in a GED (General Educational Development) program the opportunity to combine educational and vocational training in order to succeed in both. By focusing on self-awareness, career awareness, career counseling, job shadowing, and job-site mentoring activities while studying for a GED diploma, students began to formulate a lifelong learning plan and view passing the GED as the first step toward the goal of full employment or further training and self-fulfillment. During the program, partnerships were formed with businesses, schools, and community-based organizations. Students were given a program with emphasis on career exploration and portfolio development. During the program, portfolios were developed for 27 participants, 5 students received job-site experiences, 10 students obtained jobs and 8 students entered other training programs. In addition, 25 students took their GED and 28 students were referred to other programs. The project participants recommended that adult literacy programs build relationships with area agencies and businesses and work closely with established school-to-work consortiums in order to facilitate student job-site experiences and job placement. (Includes a curriculum resource list, a student activity log, and sample student portfolios that were developed as part of the project.) (KC)

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# Work Beyond GED

Sue R. Conrady  
ABLE Coordinator  
Intermediate Unit I

1996-97

One Intermediate Unit Drive  
Coal Center, PA 15423  
412-938-3241  
\$22,500.00

Project #98-7011

FINAL REPORT

## BEST COPY AVAILABLE

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# Introduction

## Work Beyond GED

The School-To-Work Opportunities Act was established to enhance the educational, career, and economic opportunities available to all students by creating partnerships between businesses, schools, community-based organizations, state and local governments. Through the School-To-Work core elements of school-based, work-based, and connecting activities, students have a comprehensive, effective program to help them prepare for and enter the workforce. Educators and employers become partners in learning. This innovative concept of educator and employer partnerships was explored in the Special Demonstration Project Work Beyond GED.

Work Beyond GED targeted students studying to obtain a GED at the Adult Learning Center, Uniontown, Fayette County, Pennsylvania during the 1996-97 project year.

The staff and other personnel who contributed to the success of this project are as follows:

The **director** of the project, Sue Conrady, was responsible for all preparation and planning, all ordering of materials, and all staff development.

The **coordinator** of the project, Marleen Maskara Porter was responsible for all scheduling of career presentations, job shadowing and job-site mentoring and training opportunities.

The **instructor** of the GED class, Jacqui King, was responsible for GED preparation studies as well as career portfolio development.

The **counselor** of the program assisted students with their GED and career portfolios preparation. The counselor also administered interest inventories and career decision-making inventories to students. These duties were shared by Jacqui King and Mary Korcheck.

This report would be of interest to all practitioners in adult basic and literacy education who feel that adult education is the avenue to better personal and career opportunities for students.

This project is disseminated by:

**Bureau of Adult Basic and Literacy Education**  
Commonwealth of Pennsylvania  
Department of Education  
333 Market Street  
Harrisburg, PA 17126-0333

**Advance**  
Commonwealth of Pennsylvania  
Department of Education  
333 Market Street, 11th floor  
Harrisburg, PA 17126-0333

**Western Pennsylvania Adult Literacy Resource Center**  
5347 William Flynn Highway, Rt. 8  
Gibsonia, PA 15044-9644

# **Final Report Narrative**

## **Statement of Problem**

From current data indicators, both nationally and state-wide, 75% of all jobs require some post-secondary education. Of this 75%, 30% require four-year degrees but 45% require technical or other post-secondary training.

These data enunciate the critical need for School-To-Work programs especially for adults who have begun their educational and vocational attainment without success.

Work Beyond GED gave the opportunity for 30 students enrolled in a <sup>City</sup> Adult Learning Center GED program to not only combine educational and vocational training but to succeed in both. By focusing on self-awareness, career awareness, career counseling, job shadowing, and job-site mentoring activities while studying for a GED diploma, students began to formulate a lifelong learning plan and view passing the GED as the first step towards the goal of full employment and self fulfillment. Entrance into further training or employment was the ultimate goal.

## **Goals and Objectives**

The specific goals and objectives of Work Beyond GED , a school-to-work initiative, were as follows:

- To develop career portfolios for 30 GED students.
- To provide work-based job shadowing and job-site mentoring experiences for 30 students based on their career portfolios.
- To place 30 GED students into training programs or jobs based on their career portfolio.

## **Objective I-Portfolios**

**To develop career portfolios for 30 GED students.**

The development of portfolios for students was the initial emphasis of Work Beyond GED. Upon entering the program, each student was given a folder that served as the working or collection portfolio. A Sample Student Portfolio was a product of this project. From this portfolio a showcase or interview portfolio was developed. Articles from the working portfolio were placed in the showcase portfolio when participating in a job shadowing experience or a job or training interview. This objective was easily met although all portfolios were not the same and not all completed. The evaluation of the student working portfolio was the usage by the student to gain insight into their interest, aptitudes and career orientation. The evaluation of the showcase portfolio was the usage by students during job interviewing and training placement. Since the portfolios are the property of the students, future use of the information and documents collected during the project is expected.

## **Objective II-Work-Based Experiences**

**To provide work-based job shadowing and job-site mentoring experiences for 30 students based on their career portfolios.**

This objective was the most difficult to meet. Building an information base for businesses and then communicating this information to the businesses was a more involved process than initially anticipated. Liability insurance issues for businesses needed to be addressed. Time and travel concerns by students needed to be alleviated. Only five (5) students took advantage of job shadowing experiences available to them through this project.

Job-site mentoring was even more of a challenge for the students. Mentoring involved more time and travel and most students did not have either resources readily available so as to take advantage of this project option.

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## **Objective III-Job or Training Placement**

**To place 30 GED students into training programs or jobs based on their career portfolio.**

From the experience of combining GED studies with career awareness and exploration, students were more prepared to select training options or job interests to pursue.

As a result of participation in the Work Beyond GED project ten (10) students obtained jobs and eight (8) students entered other training programs. In addition twenty-eight (28) students were referred to other agencies. These positive results were tracked by the teacher and reported as program standards.

The products of this demonstration project, the Student Activity Log and Curriculum Resource List are available from the following:

Bureau of Adult Basic and Literacy Education  
Commonwealth of Pennsylvania  
Department of Education  
333 Market Street  
Harrisburg, PA 17126-0333

AdvancE  
Commonwealth of Pennsylvania  
Department of Education  
333 Market Street, 11th floor  
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center  
5347 William Flynn Highway, Rt. 8  
Gibsonia, PA 15044-9644

Any questions or comments may be directed to

Sue R. Conrady, Coordinator  
Adult Basic and Literacy Education  
Intermediate Unit I  
One Intermediate Unit Drive  
Coal Center, PA 15423

412-938-3241 Phone  
412-938-8722 Fax

### **Conclusion/Recommendations:**

Two brief recommendations became evident during this project:

- \*Build relationships with area businesses and other agencies
- \*Work closely with established school-to-work consortium

In addition, the activity of job shadowing and mentoring with adults was a new request and experience for local agencies and businesses. Information on responsibilities and communication of expectations was vital to the successful placements of adults into shadowing or mentoring experiences. The development of these two areas was the outcome of this project that will make the continuation of school-to-work activities more beneficial in the future.

In conclusion, the school-to-work activities undertaken by the students during the Work Beyond GED project were invaluable to the lifelong learning pursuits of the participants. The knowledge of their interests, their goals and aspirations, their career orientation and career preparation will be utilized throughout all decision-making processes encountered in their adult life. The experiences and attitudes developed during the Work Beyond GED project will benefit the participants long after their formal adult education course ends.

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**Grant Recipient:**

Intermediate Unit I  
One Intermediate Unit Drive  
Coal Center, PA 15423-9642  
412-938-3241

**Program Name:**

Work Beyond GED

**Grant Allocation:**

\$22,500.00

**Project Period:**

July 1, 1996 to June 30, 1997

**Project Director:**

Sue R. Conrady

**Project Purpose:**

The purpose of the special demonstration project Work Beyond GED was to enhance the educational, career, and economic opportunities available to Adult Basic and Literacy Education students through partnerships with businesses, schools, and community-based organizations. Through the School-To-Work Opportunities Act core elements of school-based, work-based, and connecting activities, students had a comprehensive, effective program that helped them prepare to enter the workforce. An emphasis on career exploration and portfolio development stressed the continuum of career training and job placement as the ultimate goal of the GED class. Career development combined with GED preparation was the priority of Work Beyond GED.

**Project Outcomes:**

Work Beyond GED proposed to serve thirty (30) students at the Adult Learning Center in Uniontown, PA. A total of forty-three (43) students entered the program throughout the 1996-97 program year. Portfolios were developed for twenty-seven (27) participants. A sample portfolio is a product of this project. Thirty (30) students were also to receive job-site shadowing and mentoring experiences. This proved to be a difficult objective. Only five (5) students received job-site experiences. Thirty (30) students were to be placed into training programs or jobs based on their portfolios. Ten (10) students obtained jobs and eight (8) students entered other training programs. In addition, twenty-five (25) students took their GED and twenty-eight (28) students were referred to other agencies. Furthermore, a Curriculum Resource List and a Student Activity Log were products developed as part of this project.

**Impact:**

The impact of this project cannot fully be defined by the numbers of students completing a portfolio, entering jobs or training, or earning a GED diploma. The impact was most evident by the increase of communication and cooperation between the Adult Learning Center, other community agencies, area businesses and the Fayette County School to Work Partnership. Although job shadowing and mentoring experiences were not easily available during the project, continued attention to contacting and communicating with area businesses has resulted in a greater commitment to providing shadowing experiences in the future.

**Products or Training Developed:**

Three products were developed as a result of the Work Beyond GED project:

Sample Student Portfolio  
Curriculum Resource List  
Student Activity Log

**Products Available From:**

Intermediate Unit I  
Sue R. Conrady, Coordinator  
Adult Basic and Literacy Education  
One Intermediate Unit Drive  
Coal Center, PA 15423

**Project Continuation and/or Future Implication:**

A continuation of this project was proposed and accepted as a special demonstration project for the 1997-98 program year with an emphasis on adding technology to the school-to-work process. The activities and emphasis of school-to-work activities has been incorporated into other Intermediate Unit I adult education classes and can easily be incorporated into adult education activities elsewhere.

**Conclusion/Recommendations:**

Two brief recommendations became evident during this project:

- \*Build relationships with area businesses and other agencies
- \*Work closely with established school-to-work consortium

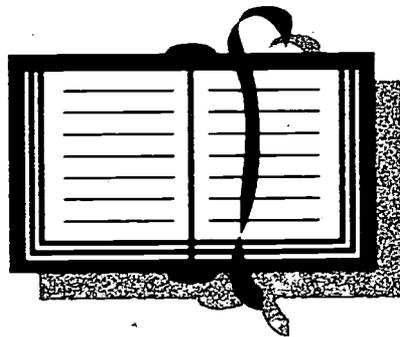
In addition, the activity of job shadowing and mentoring with adults was a new request and experience for local agencies and businesses. Information on responsibilities and communication of expectations was vital to the successful placements of adults into shadowing or mentoring experiences. The development of these two areas was the outcome of this project that will make the continuation of school-to-work activities more beneficial in the future.

# WORK BEYOND GED

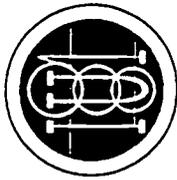
Sue R. Conrady,  
ABLE Coordinator  
Intermediate Unit I

1996-97  
Project 98-7011  
PRODUCT

## Sample Student Portfolio



# Certificate of Merit



*This is to certify that*

Has Successfully Completed the  
Components Below for the Program of

## Work Beyond GED

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Career Exploration           | <input type="checkbox"/> Interviewing Techniques | <input type="checkbox"/> Job Shadowing       |
| <input type="checkbox"/> Career Search                | <input type="checkbox"/> Business Correspondence | <input type="checkbox"/> Mentorship          |
| <input type="checkbox"/> School/Business Applications | <input type="checkbox"/> Computer Awareness      | <input type="checkbox"/> Transferable Skills |
| <input type="checkbox"/> Resume Writing               |  | <input type="checkbox"/> Job Related Skills  |

Samuel J. Craighhead  
Executive Director

Roy E. Shook  
Asst. Executive Director

\_\_\_\_\_  
Instructor

Sue R. Comrady  
Coordinator, Adult Education

Francis Lemansky  
Head Teacher

## BEYOND THE GED RESOURCE LIST

- |  |                                   |
|--|-----------------------------------|
| 1. Career Decision Making System Revised<br>Harrington, O'Shea                                       | American Guidance Service         |
| 2. Enter Here  | Video Series<br>Enter Here L.L.C. |
| 3. Getting The Job you Really Want<br>J. Michael Farr  | Text and Teacher's Guide<br>Jist  |
| 4. The Very Quick Job Search<br>J. Michael Farr  | Text and Teacher's Guide<br>Jist  |
| 5. The Quick Interview and Salary<br>Negotiation Book<br>J. Michael Farr                             | Text<br>Jist                      |
| 6. Why Should I Hire You?<br>J.M. Farr & Susan Christopher   | Text<br>Jist                      |
| 7. An Introduction to Job<br>Applications<br>J.M. Farr & Susan Christopher                           | Text and Teacher's Guide<br>Jist  |
| 8. I Am Already Successful<br>Dennis Hooker  | Text (Guide with #7)<br>Jist      |
| 9. The JIST Career Planning &<br>Job Search Course   | Curriculum<br>JIST                |
| 10. The JIST Career Planning &<br>Job Search Course  | Transparency Set<br>JIST          |
| 11. Essential Skills for the<br>Workplace: Level One<br>Obtaining Information and<br>Using Resources | Text<br><br>Contemporary Books    |
| 12. Essential Skills for the<br>Workplace: Level Two<br>Improving Workplace<br>Competencies          | Text<br><br>Contemporary Books    |
| 13. Essential Skills for the<br>Workplace: Level Two<br>Improving Workplace<br>Performance           | Text<br><br>Contemporary Books    |

## BEYOND THE GED RESOURCE LIST

- |   |   |
|---|---|
| 14. Essential Skills for the<br>Workplace   | Instructor's Guide<br>Contemporary Books            |
| 15. You're Hired! Book One:<br>Charting your Career Path                                  | Text<br>Contemporary Books                          |
| 16. You're Hired! Book Two:<br>Getting The Right Job                                      | Text<br>Contemporary Books                          |
| 17. You're Hired!   | Teacher's Guide<br>Contemporary Book                |
| 18. Job Savvy: How To Be A<br>Success At Work<br>LaVerne Ludden, ED.D.                    | Text<br>JIST  |
| 19. Job Savvy: How To Be A<br>Success At Work<br>LaVerne Ludden, ED.D. &<br>Marsha Ludden | Teacher's Guide<br><br>JIST                         |
| 20. Dictionary of Occupational<br>Titles<br>Fourth Edition, Revised 1991                  | JIST  |
| 21. Occupational Outlook<br>Handbook<br>1996-97 Edition                                   | JIST  |
| 22. Business To Business<br>Yellow Pages  | Bell Atlantic                                       |
| 23. Telephone Directory<br>Uniontown and Pittsburgh                                       | Bell Atlantic                                       |
| 24. Daily Herald,<br>Pittsburgh Post Gazette  | Local and City<br>Newspapers                        |
| 25. Policy Manuals  | IDC<br>The Dick Group<br>of Companies               |
| 26. How to Choose The Right<br>Career<br>Louise Welsh Schrank                             | Text<br><br>VGM Career Horizons<br>(NTC Publishing) |

27. Discover The Best Jobs  
For You!  
Ronald Krannich and  
Caryl Rae Krannich, Ph.Ds

Text

Impact Publications

28. Building a Career Development  
Program  
Richard L. Knowdell

Manual

Davis-Black Publishing

29. Discover Yourself, Discover  
a Job

charts

Opportunities For Learning, Inc.  
(Elementary Specialties)

**ADULT LEARNING CENTER  
School-To-Work  
Activities Log**

Entry Date \_\_\_\_\_

Name \_\_\_\_\_

Grad. Date \_\_\_\_\_

ACTIVITY	RESOURCE	COMP. DATE	CRITERION	EVALUATION/ COMMENT	CAREER ED. COMP.
1. Career Decision Making System			Completed Survey		
2. Interest/Ability (Informal)			3 Careers or 2 Clusters		
3. Skills inventory			Completed Survey		
4. Newspaper classifieds			10 Local and Pittsburgh		
5. Newspaper			Records of 10 businesses or schools/career related		
6. Telephone directory			10 business/training schools (CC related)		
7. Application (Simple)			Complete/Accurate		
8. Application (Complex)			Complete/Accurate		
9. Resume (Speaker)					
10. Resume (Rough Draft)					
11. Resume (Professional)			Accurate. Neat. Complete		
12. Informational Interview			1 Completed Interview Card		
13. Mock Interview (Demonstration)			Evaluation/Comment Form		
14. Interview Preparation					
1. Mock Interview (Video-taped)			Evaluation/Comment Form		

**School-To-Work  
Activities Log**

Name \_\_\_\_\_

Entry Date \_\_\_\_\_

Grad. Date \_\_\_\_\_

ACTIVITY	RESOURCE	COMP. DATE	CRITERION	EVALUATION/ COMMENT	CAREER ED. COMP.
16. Career Research File Cards			3 Cards completed utilizing DOT & OOH		
17. Cover Letter			Neat. Concise		
18. Job Shadowing			Evaluation Summary		
19. Job Shadowing			Evaluation Summary		
20. Speaker			Evaluation Summary		
21. Speaker			Evaluation Summary		
22. Mentorship			Evaluation Summary		
23. Career Cluster Video					
24. Career Cluster Video					
25. Small Group Inventory			Completed Form		
26. Self-inventory			Completed Form		
27. Getting along with supervisor			Completed Unit		
28. Getting along with workers			Completed Unit		
29. Policy Manuals			Completed Unit		
30. Purchasing & Selling Unit			Completed Forms		

**School-To-Work  
Activities Log**

Name \_\_\_\_\_

Entry Date \_\_\_\_\_

Grad. Date \_\_\_\_\_

ACTIVITY	RESOURCE	COMP. DATE	CRITERION	EVALUATION/ COMMENT	CAREER ED. COMP.
31. Shipping & Receiving Unit			Completed Forms		
32. Production of Goods and Services Unit			Completed Forms		
33. Workplace Competencies			Completed Unit		
34. Workplace Performance			Completed Unit		
35. Problem-Solving Skills Unit			Completed Unit		
36. Work Ethics Unit			Completed Unit		
37. Cooperative Team Simulation			Evaluation/Comment Form		
38.					
39.					
40.					
41.					
42.					
43.					
44.					
45.					

FIGURE 2-2  
 Life Centered Career Education Competencies (Revised 1/87)

Curriculum Area	Competency	Subcompetency: The student will be able to:	
DAILY LIVING SKILLS	1. Managing Personal Finances	1. Count money & make correct change	2. Make responsible expenditures
	2. Selecting & Managing a Household	7. Maintain home exterior/interior	8. Use basic appliances and tools
	3. Caring for Personal Needs	12. Demonstrate knowledge of physical fitness, nutrition & weight	13. Exhibit proper grooming & hygiene
	4. Raising Children & Meeting Marriage Responsibilities	17. Demonstrate physical care for raising children	18. Know psychological aspects of raising children
	5. Buying, Preparing & Consuming Food	20. Purchase food	21. Clean food preparation areas
	6. Buying & Caring for Clothing	26. Wash/clean clothing	27. Purchase clothing
	7. Exhibiting Responsible Citizenship	29. Demonstrate knowledge of civil rights & responsibilities	30. Know nature of local, state & federal governments
	8. Utilizing Recreational Facilities & Engaging in Leisure	33. Demonstrate knowledge of available community resources	34. Choose & plan activities
	9. Getting Around the Community	38. Demonstrate knowledge of traffic rules & safety	39. Demonstrate knowledge & use of various means of transportation
PERSONAL-SOCIAL SKILLS	10. Achieving Self Awareness	42. Identify physical & psychological needs	43. Identify interests & abilities
	11. Acquiring Self Confidence	46. Express feelings of self-worth	47. Describe others perception of self
	12. Achieving Socially Responsible Behavior	51. Develop respect for the rights & properties of others	52. Recognize authority & follow instructions
	13. Maintaining Good Interpersonal Skills	56. Demonstrate listening & responding skills	57. Establish & maintain close relationships
	14. Achieving Independence	59. Strive toward self-actualization	60. Demonstrate self-organization
	15. Making Adequate Decisions	62. Locate & utilize sources of assistance	63. Anticipate consequences
	16. Communicating with Others	67. Recognize & respond to emergency situations	68. Communicate with understanding
OCCUPATIONAL GUIDANCE AND PREPARATION	17. Knowing & Exploring Occupational Possibilities	70. Identify remunerative aspects of work	71. Locate sources of occupational & training information
	18. Selecting & Planning Occupational Choices	76. Make realistic occupational choices	77. Identify requirements of appropriate & available jobs
	19. Exhibiting Appropriate Work Habits & Behavior	81. Follow directions & observe regulations	82. Recognize importance of attendance & punctuality
	20. Seeking, Securing & Maintaining Employment	88. Search for a job	89. Apply for a job
	21. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate stamina & endurance	95. Demonstrate satisfactory balance & coordination
	22. Obtaining Specific Occupational Skills		

3. Keep basic financial records	4. Calculate & pay taxes	5. Use credit responsibly	6. Use banking services	
9. Select adequate housing	10. Set up household	11. Maintain home grounds		
14. Dress appropriately	15. Demonstrate knowledge of common illness, prevention & treatment	16. Practice personal safety		
19. Demonstrate marriage responsibilities				
22. Store food	23. Prepare meals	24. Demonstrate appropriate eating habits	25. Plan/eat balanced meals	
28. Iron, mend & store clothing				
31. Demonstrate knowledge of the law & ability to follow the law	32. Demonstrate knowledge of citizen rights & responsibilities			
35. Demonstrate knowledge of the value of recreation	36. Engage in group & individual activities	37. Plan vacation time		
40. Find way around the community	41. Drive a car			
44. Identify emotions	45. Demonstrate knowledge of physical self			
48. Accept & give praise	49. Accept & give criticism	50. Develop confidence in oneself		
53. Demonstrate appropriate behavior in public places	54. Know important character traits	55. Recognize personal roles		
58. Make & maintain friendships				
61. Demonstrate awareness of how one's behavior affects others				
64. Develop & evaluate alternatives	65. Recognize nature of a problem	66. Develop goal seeking behavior		
69. Know subtleties of communication				
72. Identify personal values met through work	73. Identify societal values met through work	74. Classify jobs into occupational categories	75. Investigate local occupational & training opportunities	
78. Identify occupational aptitudes	79. Identify major occupational interests	80. Identify major occupational needs		
83. Recognize importance of supervision	84. Demonstrate knowledge of occupational safety	85. Work with others	86. Meet demands for quality work	87. Work at a satisfactory rate
90. Interview for a job	91. Know how to maintain post-school occupational adjustment	92. Demonstrate knowledge of competitive standards	93. Know how to adjust to changes in employment	
96. Demonstrate manual dexterity	97. Demonstrate sensory discrimination			
There are no specific subcompetencies as they depend on skill being taught.				9

FIGURE 2-3  
LCCE Transition Model

Level	Elementary	Junior High	Senior High	Post-Secondary	Adult Services
C U R R I C U L U M	100%	BASIC ACADEMIC SKILLS EDUCATION			CAREER ASSIMILATION  (PLACEMENT, FOLLOW-UP, CONTINUING EDUCATION)
	50%	CAREER PREPARATION			
R E S P O N S I B I L I T Y	LIFE CENTERED CAREER EDUCATION (Daily Living, Personal-Social, Occupational Skills)				
	0%	CAREER AWARENESS			CAREER EXPLORATION
	SPECIAL EDUCATION (Primary) Guidance/Regular Education (Secondary) Parents Business and Industry Community Agencies	Special Ed. (P) Voc. Ed. (S) Regular Ed./Guid. Parents Bus. & Industry Community Ag.	Special Ed. (P) Voc. Ed./VR (S) Comm. College Rehab. Facilities Parents Bus. & Industry Community Ag.	Voc. Rehab. (P) Independent Living Programs Rehab. Facilities Develop. Disabil. & other agencies Parents Bus. & Industry	

should begin in the late elementary years with a "Worker Profile" and by late junior high or early senior high years be a more highly organized, formal assessment by a trained certified vocational evaluator (CVE) using a broad armamentarium of reliable and valid measures including specialized/standardized interest and aptitude tests, work samples, job analysis, and job-site evaluations.

11. A Career Education/Transitional Resource Coordinator is necessary to assume responsibility for monitoring and carrying out the program. The Coordinator should have a local team to carry out the program as noted by the Harold Russell Associates study. The most logical disciplines to assess are the special educator (to age 21) and the vocational rehabilitation counselor thereafter.

The TPS and the cumulative TPS must be calculated for each administration since the number of rated items may vary with each administration. The cumulative TAS can be calculated by adding the TASs from the three domains. The cumulative AS can be calculated by adding the ASs from the three domains and dividing by 3. Thus, the user can evaluate performance and behavior for each domain as well as the three domains combined. There is space provided for comments at the end of each Record Form.

### SECTION III—BEHAVIORAL CRITERIA FOR RATING SUBCOMPETENCIES

A list of the 97 subcompetencies grouped into the three career education domains follows. Each subcompetency is conceptually described and further defined by behavioral criteria. A rank ordering of the criteria for each subcompetency in order of importance for the subcompetency was performed by five national education experts. Further revision of the original criteria considered clarity and specificity. As discussed in Section I, the rater should compare student performance to the behavioral criteria for each subcompetency to determine the degree of mastery. The ratings from the rating key can then be assigned to each subcompetency (item) based on the number of criteria that the student is able to perform for each subcompetency.

*These pages provide in-depth expansion of the first 3 charts.*

#### DAILY LIVING SKILLS

##### 1. Managing Personal Finances

###### 1. Identify Money and Make Correct Change

- a. Identify coins and bills less than or equal to \$100 in value.
- b. Count money in coin and bill denominations with sums less than or equal to \$20.
- c. Make correct change from both bills and coins for amounts less than or equal to \$50.

###### 2. Make Responsible Expenditures

- a. Identify prices on labels and tags of merchandise.
- b. Choose most economical buy among like items of similar quality.
- c. Identify purchases as necessities or luxuries in the areas of food, clothing, housing, and transportation.
- d. Determine amount of money saved by buying sale items.
- e. Compare prices of an item in three stores.

###### 3. Keep Basic Financial Records

- a. Construct a monthly personal budget for your present income.
- b. Identify financial information and financial records that should be retained.
- c. Record personal major income and expenses for 1 month.
- d. Calculate balances of major debts
- e. List basic terms used in keeping financial records.

4. *Calculate and Pay Taxes*
  - a. Know types of taxes normally assessed in the geographic area.
  - b. Know penalties and deadlines for the payment of taxes.
  - c. Know sources of assistance for the filing of taxes.
  - d. Complete a 1040 tax form.
5. *Use Credit Responsibly*
  - a. Identify resources for obtaining a loan.
  - b. Name advantages and disadvantages of using credit cards.
  - c. Complete a loan application.
6. *Use Banking Services*
  - a. Open a checking account.
  - b. Open a savings account.
  - c. Write checks, make deposits, and record checking transactions.
  - d. Make deposits and withdrawals, and record savings transactions.
2. *Selecting and Managing a Household*
7. *Maintain Home Exterior/Interior*
  - a. Identify basic tools used in exterior maintenance.
  - b. List routine cleaning and maintenance activities.
  - c. Outline a weekly housekeeping routine.
  - d. Identify the uses of common household cleaning products and equipment.
8. *Use Basic Appliances and Tools*
  - a. Name common appliances and tools found in the home and tell how each is used.
  - b. Demonstrate appropriate use of basic appliances and tools.
  - c. Name safety procedures to follow when using appliances and tools.
  - d. Perform basic home care tasks.
9. *Select Adequate Housing*
  - a. List personal or family housing requirements, including space, location, and yard.
  - b. Identify different types of housing available in the community.
  - c. Identify advantages and disadvantages of different types of housing.
  - d. Identify procedures for renting a house or apartment.
  - e. Identify procedures for buying a house.
10. *Set Up Household*
  - a. Describe procedures for connecting utility services.
  - b. Acquire or ensure presence of basic household items.
  - c. Acquire or ensure presence of furniture and major appliances.
11. *Maintain Home Grounds*
  - a. Perform common home maintenance and repairs (e.g., grass cutting, painting, bush trimming, etc.).
3. *Caring for Personal Needs*
12. *Demonstrate Knowledge of Physical Fitness, Nutrition, and Weight*
  - a. Know ways nutrition relates to health.
  - b. Know a meal balanced for nutritional and caloric content.
  - c. Know ways in which exercise relates to health.
  - d. Identify and demonstrate correct ways of performing common physical exercises.
13. *Exhibit Proper Grooming and Hygiene*
  - a. Demonstrate basic aspects of proper hygiene.
  - b. Identify proper grooming.
  - c. Identify proper products for hygiene and where to obtain them.
  - d. Identify proper products for grooming and where to obtain them.
14. *Dress Appropriately*
  - a. List clothing appropriate for different weather conditions.
  - b. List clothing appropriate for different activities.
  - c. Given an occasion, choose the appropriate clothing to be worn.
15. *Demonstrate Knowledge of Common Illness, Prevention, and Treatment*
  - a. Identify major symptoms of common illnesses.
  - b. State how cleanliness is related to health.
  - c. Locate sources of assistance with medical problems.
  - d. Identify dosage information from a medicine bottle label.
  - e. List common medicines found in the home and their uses.
  - f. Demonstrate basic first aid techniques.
16. *Practice Personal Safety*
  - a. Identify ways to secure home from intruders.
  - b. Identify things to do to avoid personal assault.
  - c. Identify and demonstrate self-protection or self-defense behaviors and techniques.
  - d. Identify precautions to follow when dealing with strangers.
  - e. Identify potential safety hazards in the home.
  - f. List and demonstrate actions to take in the event of an emergency.
4. *Raising Children and Meeting Marriage Responsibilities*
17. *Demonstrate Physical Care for Raising Children*
  - a. List physical responsibilities involved in child care.
  - b. Given a hypothetical situation, demonstrate basic safety measures for a child who has ingested poison or is severely cut.
  - c. Identify common childhood illnesses and a symptom and treatment for each.
  - d. Identify basic stages of child development and a characteristic of each.
  - e. Identify potential dangers to children outside the home.
  - f. Demonstrate procedures for care of child's physical health.
18. *Know Psychological Aspects of Raising Children*
  - a. Identify changes when a child enters the family.
  - b. Name psychological needs of the child and tell how these can be provided.
  - c. Identify parental responsibilities involved in the psychological care of the child.
  - d. Identify common family problems and a way of dealing with each of the problems.

19. *Demonstrate Marriage Responsibilities*
  - a. Identify reasons for marriage.
  - b. Identify a personal responsibility in marriage.
  - c. Identify joint responsibility in marriage.
5. **Buying, Preparing, and Consuming Food**
20. *Purchase Food*
  - a. Construct a weekly shopping list within a budget.
  - b. List characteristics of perishable foods.
  - c. Identify types and cuts of meat, fish, and poultry.
  - d. Identify how to use newspaper ads to take advantage of sales.
21. *Clean Food Preparation Areas*
  - a. Identify importance of personal hygiene in food preparation areas.
  - b. List reasons for cleaning work area and materials after food preparation.
  - c. Identify and demonstrate appropriate cleaning procedures.
  - d. Identify and demonstrate appropriate waste disposal procedures.
22. *Store Food*
  - a. Identify the need for proper food storage.
  - b. Identify appropriate food storage techniques.
  - c. Identify appearance of foods when they have spoiled.
  - d. Identify and demonstrate food storage procedures.
23. *Prepare Meals*
  - a. Identify food preparation procedures.
  - b. Identify and demonstrate the use of basic appliances and tools.
  - c. List basic recipe abbreviations and cooking terms.
  - d. Practice kitchen safety procedures.
  - e. Prepare a full-course meal for one or more people.
24. *Demonstrate Appropriate Eating Habits*
  - a. Identify the need for proper manners and eating behavior.
  - b. Identify and demonstrate proper manners and eating behavior at a meal.
  - c. Identify and demonstrate the proper way to set table and serve food.
  - d. Identify and demonstrate proper manners and eating behavior at a public place.
25. *Plan and Eat Balanced Meals*
  - a. List the basic food groups required in each meal.
  - b. Identify appropriate foods eaten at typical daily meals.
  - c. Plan a day's meals within a given budget.
6. **Buying and Caring for Clothing**
26. *Wash/Clean Clothing*
  - a. Identify the following laundry products and their uses: bleaches, detergents, and fabric softeners.
  - b. Identify and demonstrate appropriate laundering procedures for different types of clothing.
  - c. Demonstrate use of laundry facilities at a laundromat.
27. *Purchase Clothing*
  - a. List basic articles of clothing.
  - b. Identify personal body measurements and clothing sizes.
- c. List major clothing categories by dress, work, casual, sports, school.
- d. Given a hypothetical budget, select a school wardrobe.
- e. State the importance of matching colors and fabrics.
28. *Iron, Mend, and Store Clothing*
  - a. Identify and demonstrate proper ironing procedures for common fabric.
  - b. Demonstrate appropriate safety precautions for using ironing equipment.
  - c. Identify when, how, and where to store clothing.
  - d. Identify and demonstrate procedures for mending clothing.
7. **Exhibiting Responsible Citizenship**
29. *Demonstrate Knowledge of Civil Rights and Responsibilities*
  - a. Identify basic civil rights when being questioned by law enforcement officials.
  - b. Locate resources where one can acquire legal aid.
  - c. Identify actions to take when a crime has been witnessed.
  - d. List basic civil rights.
  - e. Identify who must register with the selective service.
  - f. Identify when eligible individuals must register.
  - g. Locate the address of the selective service or recruitment office nearest the student's home.
30. *Know Nature of Local, State, and Federal Governments*
  - a. Identify the purpose of government.
  - b. Define democracy and representative government.
  - c. Identify the branches of government, their functions, and one major official of each branch of government.
  - d. Identify one way states might be different without a federal government.
  - e. Identify one duty of each level of government.
31. *Demonstrate Knowledge of the Law and Ability to Follow the Law*
  - a. List types of local law.
  - b. Identify possible consequences of violating laws.
  - c. List basic reasons for government and laws.
  - d. Explain and demonstrate the basic court system and its procedures.
32. *Demonstrate Knowledge of Citizen Rights and Responsibilities*
  - a. Locate community services available to citizens.
  - b. List major responsibilities of citizens.
  - c. Identify voting requirements and demonstrate procedures.
  - d. Identify why it is important to be an informed voter.
  - e. List the dates for primary and general elections, and demonstrate procedures for registration.
  - f. Identify sources that inform the voter about election issues.
8. **Utilizing Recreational Facilities and Engaging in Leisure**
33. *Demonstrate Knowledge of Available Community Resources*
  - a. List sources of information about specific recreational activities.
  - b. List activities appropriate to each season of the year.

- c. Locate recreational facilities and equipment in the community.
- d. Participate in recreational activities outside the home.
- 34. *Choose and Plan Activities*
  - a. List personal leisure activities.
  - b. List costs, times, locations, and physical requirements of activities.
  - c. Develop individual plan of leisure activities.
- 35. *Demonstrate Knowledge of the Value of Recreation*
  - a. List differences between leisure that involves nonpaid work activities and relaxation.
  - b. List ways in which recreation affects both physical and mental health.
  - c. List personal requirements of leisure time.
- 36. *Engage in Group and Individual Activities*
  - a. Identify reasons for participating in group activities.
  - b. Identify and demonstrate knowledge of rules of group activities.
  - c. List qualities of good sportsmanship.
  - d. Identify and demonstrate the proper care of sports equipment.
  - e. Identify general safety rules of physical activities.
- 37. *Plan Vacation Time*
  - a. Identify financial considerations involved in planning a vacation.
  - b. List time considerations involved in planning a vacation.
  - c. List possible vacation activities.
  - d. Locate resources available for help with making vacation plans.
  - e. Construct a proposed vacation plan, including cost, time, transportation, facilities, and activities.
- 9. **Getting Around the Community**
- 38. *Demonstrate Knowledge of Traffic Rules and Safety*
  - a. Identify the purpose and demonstrate procedures for pedestrian safety signs.
  - b. List reasons for common traffic and safety rules and practices.
  - c. Identify vehicle safety signs of the driver's education sign test.
- 39. *Demonstrate Knowledge and Use of Various Means of Transportation*
  - a. Identify types of transportation available in the community.
  - b. Identify reasons transportation is needed and the type most appropriate.
  - c. Identify and demonstrate procedures to take a train, interstate bus, taxi, airplane.
- 40. *Find Way Around the Community*
  - a. Given a picture of a numbered house, identify numbers of houses on either side.
  - b. Given city and state maps, identify directions, symbols, and distance.
  - c. Identify basic community resources.
- 41. *Drive a Car*
  - a. Given driving problems related to weather, demonstrate knowledge of appropriate technique.

- b. Describe appropriate procedures to follow after being involved in an accident.
- c. Identify everyday basic driving knowledge.
- d. Demonstrate proficiency on the written portions of the operator's exam.

## PERSONAL-SOCIAL SKILLS

### 10. Achieving Self-Awareness

- 42. *Identify Physical and Psychological Needs*
  - a. List basic physical needs.
  - b. Identify ways to meet the physical needs.
  - c. List basic psychological needs.
  - d. Identify ways to meet the psychological needs.
- 43. *Identify Interests and Abilities*
  - a. Identify abilities common to most people.
  - b. Identify interests common to most people.
  - c. Demonstrate goal setting in relation to pursuing an interest or ability and show how goals are attained.
- 44. *Identify Emotions*
  - a. Identify common emotions (fear, love, hate, sadness).
  - b. List ways in which one's emotions affect the behavior of self and others.
  - c. Identify ways in which one may cope with emotions.
  - d. Differentiate particular emotions in self and others.
- 45. *Demonstrate Knowledge of Physical Self*
  - a. Identify major systems of the body.
  - b. List personal physical characteristics.
  - c. Describe typical physical characteristics and dimensions.
  - d. Identify major parts of the body.

### 11. Acquiring Self-Confidence

- 46. *Express Feelings of Self-Worth*
  - a. List positive physical and psychological attributes.
  - b. Express ways in which positive attributes make him/her feel good.
  - c. List the characteristics necessary to feel good about oneself.
  - d. Describe ways in which the actions of others affect one's feelings of self-worth.
- 47. *Describe Others' Perception of Self*
  - a. List potential reactions of others to oneself.
  - b. Construct a personal view of how others see oneself.
  - c. Describe the relationship between one's own behaviors and others' reactions.
  - d. Demonstrate awareness of individual differences in others.
- 48. *Accept and Give Praise*
  - a. Identify statements of praise in everyday activities.
  - b. List appropriate and inappropriate responses to praise.
  - c. Respond to praise statements by others.
  - d. List the effects of praise on oneself.
- 49. *Accept and Give Criticism*
  - a. Identify critical and/or rejecting types of statements.
  - b. List appropriate ways to respond to criticism and/or rejection.

- c. Respond appropriately to critical statements.  
d. List positive and negative effects of criticism.
50. *Develop Confidence in Oneself*
- Identify and describe positive characteristics of oneself in a variety of areas.
  - List appropriate ways to express confidence in oneself.
  - Make positive statements about oneself.
  - Identify potential reactions of others to expressions of self-confidence.
12. **Achieving Socially Responsible Behavior**
51. *Demonstrate Respect for the Rights and Properties of Others*
- Identify personal and property rights of others.
  - Identify a reason for respecting the rights and properties of others.
  - Demonstrate respect for others and their property.
  - List appropriate situation and procedures for borrowing the property of others.
52. *Recognize Authority and Follow Instructions*
- Identify common authority roles.
  - Identify aspects of following instructions (e.g., safety, order, convenience).
  - Identify situation in which the individual has the right to disregard instructions from authorities.
53. *Demonstrate Appropriate Behavior in Public Places*
- Identify appropriate behavior in public places.
  - Identify and demonstrate appropriate behaviors when using transportation facilities.
  - Identify and demonstrate appropriate behaviors when using eating facilities.
  - Identify and demonstrate appropriate behaviors when using recreational facilities.
54. *Know Important Character Traits*
- Identify own acceptable character traits.
  - Identify acceptable character traits in others.
  - List character traits necessary for acceptance in group activities.
  - List character traits that inhibit acceptance.
55. *Recognize Personal Roles*
- Identify current roles.
  - Identify possible future roles.
  - List roles of significant others.
  - Describe the rights and obligations in personal roles as they interact with the roles of others.
13. **Maintaining Good Interpersonal Skills**
56. *Demonstrate Listening and Responding Skills*
- Identify proper listening and responding techniques.
  - Identify positive outcomes of listening and responding appropriately.
  - Identify negative aspects of listening and responding inappropriately.
57. *Establish and Maintain Close Relationships*
- Identify qualities of an individual who would be desirable as a dating partner.
  - Identify and demonstrate appropriate procedures for making a date.
  - List activities that are appropriate for a date.
  - Identify characteristics of close relationships.
  - List different types of close relationships.
  - Recognize and respond to intimate feelings of others.
  - Identify persons with whom one could establish a close relationship.
58. *Make and Maintain Friendships*
- Identify necessary components of a friendship.
  - List personal considerations in choosing a friend.
  - List rights and responsibilities important in personal friendships.
  - List activities that can be shared with friends.
14. **Achieving Independence**
59. *Strive Toward Self-Actualization*
- Identify important characteristics for personal growth.
  - List elements necessary for a satisfactory personal life.
  - Identify sources for continued educational/psychological growth.
60. *Demonstrate Self-Organization*
- Develop plan of daily activities.
  - Identify areas of responsibility in personal life.
  - Identify reasons for organizing one's responsibilities/activities.
  - Develop ways in which personal organization relates to greater independence.
61. *Demonstrate Awareness of How One's Behavior Affects Others*
- List ways in which behavior affects others around us.
  - List appropriate behaviors for a variety of situations.
  - List different cues elicited by others that behavior is inappropriate.
  - List ways to correct inappropriate behavior.
15. **Making Adequate Decisions**
62. *Locate and Utilize Sources of Assistance*
- Identify situations in which one would need advice.
  - List available resources for resolving problems.
  - Given particular situations, describe the procedures for contacting persons for assistance.
  - List potential outcomes of seeking advice.
63. *Anticipate Consequences*
- Describe consequences or outcomes of decision making.
  - List and demonstrate knowledge of ways in which personal behavior produces consequences.
  - Describe the concept of maximum gain for minimum risk.
64. *Develop and Evaluate Alternatives*
- Define the meaning of alternatives.
  - List possible alternatives with respect to a personal goal.
  - Describe a compromise with respect to a personal goal.
  - List resources for information that develops alternatives.
65. *Recognize Nature of a Problem*
- Given a list of situations with positive and negative aspects of personal ideas, examine each as positive or negative.

- b. Identify why ideas, values, and plans have both potentially positive and negative implications.
  - c. Identify a situation which requires examination of positive or negative aspects.
66. *Develop Goal-Seeking Behavior*
- a. Identify ways that goals affect one's life.
  - b. List outcomes to be considered in goal setting.
  - c. List examples of individuals who have set and attained their goals.
  - d. Set one goal for school, home, recreation.
  - e. Set short-term and long-term personal goals.
  - f. Identify characteristics of realistic goals.
  - g. Identify appropriate persons for obtaining assistance with setting and achieving goals.
  - h. Identify potential barriers to goals.
  - i. Set model personal goals.
16. **Communicating with Others**
67. *Recognize and Respond to Emergency Situations*
- a. Identify sights and sounds of emergency situations.
  - b. Identify appropriate authorities to contact in emergency situations.
  - c. Describe personal communication indicating emergency situations.
  - d. List personal responsibilities in emergency situations.
68. *Communicate with Understanding*
- a. Demonstrate a variety of verbal expressions related to communication.
  - b. Identify and demonstrate methods of speaking appropriately in a social conversation.
  - c. Demonstrate proper use of telephone.
  - d. Demonstrate appropriate volume and intensity in conversation.
69. *Know Subtleties of Communication*
- a. Identify nonverbal elements of communication.
  - b. Identify verbal expressions that correspond to feelings.
  - c. Identify verbal expressions that are inconsistent with feelings.
  - d. Demonstrate verbal and nonverbal elements of communication.
- d. Locate sources of training information.
  - e. Identify one kind of information provided by training information.
72. *Identify Personal Values Met Through Work*
- a. List economic reasons for working at a job.
  - b. Identify how a job affects building personal and social relationships.
  - c. Identify personal needs that can be met through work.
  - d. Describe how work relates to one's self esteem.
73. *Identify Societal Values Met Through Work*
- a. Identify ways in which individual workers help society.
  - b. Identify ways in which members of a specific occupation contribute to society.
  - c. Identify ways in which workers on different jobs are interdependent.
  - d. Describe ways society rewards different occupations.
74. *Classify Jobs into Occupational Categories*
- a. Locate jobs using Yellow Pages and want ads.
  - b. Locate occupational categories and sort jobs into different occupational categories.
  - c. Locate information about job classifications.
  - d. List major categories of jobs related to interest.
  - e. List general job categories.
  - f. Locate training requirements and wages for common job classifications.
75. *Investigate Local Occupational and Training Opportunities*
- a. Select an occupational area and find local employers in the Yellow Pages.
  - b. Collect and read help wanted ads in the occupational areas selected in Objective a.
  - c. Utilize sources of employment information.
  - d. Locate sources of employment information.

## 18. Selecting and Planning Occupational Choices

76. *Make Realistic Occupational Choices*
- a. Identify jobs of interest.
  - b. Obtain specific information about jobs of interest.
  - c. Obtain observational information about the above jobs through participation (e.g., on-site visits, work samples, job tryouts).
  - d. Identify a job of interest that is commensurate with interests and abilities.
77. *Identify Requirements of Appropriate and Available Jobs*
- a. Identify the availability and location of jobs.
  - b. List specific job-related requirements.
  - c. Identify an alternative for each occupation for which personal qualifications are not commensurate with identified requirements.
78. *Identify Occupational Aptitudes*
- a. Identify different aptitudes necessary in the performance of various jobs.
  - b. Identify personal aptitudes.
  - c. Identify activities that could improve personal aptitude necessary for a perfect job.
79. *Identify Major Occupational Interests*
- a. Identify occupational categories of interest.

## OCCUPATIONAL GUIDANCE AND PREPARATION

### 17. Knowing and Exploring Occupational Possibilities

70. *Identify Remunerative Aspects of Work*
- a. Identify why people are paid for working.
  - b. Identify why some jobs pay better than others.
  - c. Discuss personal needs that are met through wages.
  - d. Discuss positive and negative aspects of different kinds of wages.
  - e. Given a paycheck stub, calculate deduction information.
71. *Locate Sources of Occupational and Training Information*
- a. List sources of occupational information.
  - b. List information provided by the sources from objective a.
  - c. Use occupational information sources to demonstrate how to obtain information specific to a job.

- b. Rank areas of personal interest in order of importance in finding occupation.
  - c. Identify how interests relate to jobs.
  - d. Describe ways the chosen job of interest relates to future personal goals.
80. *Identify Major Occupational Needs*
- a. Identify needs that can be met through one's occupation and rank them in order of personal preference.
  - b. Identify personal-social needs met through work.
  - c. Name status needs met through work.
  - d. Identify factors that the student needs in a personal occupational environment.
  - e. Identify the most personally satisfying aspects and the least satisfying aspects about a given job.
  - f. Identify criteria one would use in selecting an occupation.
19. **Exhibiting Appropriate Work Habits and Behaviors**
81. *Follow Directions and Observe Regulations*
- a. Perform a series of tasks in response to verbal instructions.
  - b. Perform a series of tasks in response to written instructions.
82. *Recognize Importance of Attendance and Punctuality*
- a. Identify reasons for good attendance and punctuality.
  - b. Identify acceptable and unacceptable reasons for tardiness and absenteeism.
  - c. Identify appropriate action to take if late or absent from work.
83. *Recognize Importance of Supervision*
- a. List roles and responsibility of supervision.
  - b. Identify the appropriate response to a supervisory instruction.
  - c. Complete a job following supervisor's instructions.
84. *Demonstrate Knowledge of Occupational Safety*
- a. Identify potential safety hazards on the job.
  - b. Identify jobs that require safety equipment and identify the equipment.
  - c. Identify main reasons for practicing safety on the job.
  - d. Follow safety instructions on the job (i.e., rubber gloves, safety goggles).
85. *Work with Others*
- a. Identify reasons for working with others.
  - b. Identify the importance of individual components of a cooperative effort.
  - c. Complete a task working with other persons.
86. *Meet Demands for Quality Work*
- a. Identify minimum quality standards for various jobs.
  - b. Identify reasons for quality standards.
  - c. Perform simulated work tasks which have minimum quality standards.
87. *Work at a Satisfactory Rate*
- a. Identify the need for performing jobs at a satisfactory rate.
  - b. Identify satisfactory rates required for specific jobs.
  - c. List reasons why a job must be performed at a certain rate of speed.
- d. Perform a job at a satisfactory rate.
20. **Seeking, Securing, and Maintaining Employment**
88. *Search for a Job*
- a. Identify the steps involved in searching for a job.
  - b. Identify a potential job through employment resources.
  - c. Arrange a real or simulated job interview.
89. *Apply for a Job*
- a. Identify appropriate job application procedures.
  - b. Collect a personal data sheet to be used for job application.
  - c. Complete a real or simulated job application with spelling assistance.
  - d. Apply for a real or simulated job in person or by telephone.
90. *Interview for a Job*
- a. Obtain an interview or carry out a mock interview.
  - b. Identify interview behaviors.
  - c. Complete a real or simulated job interview.
  - d. Obtain transportation to and from the interview.
91. *Know How to Maintain Post-School Occupational Adjustment*
- a. Identify potential problems encountered on the job.
  - b. For potential problems, identify potential solutions.
  - c. Identify resources for assistance if problems cannot be personally resolved.
92. *Demonstrate Knowledge of Competitive Standards*
- a. Determine the minimum level of skill and performance required for a specific job.
  - b. Identify potential remedial activities which might be required by an occupation.
  - c. Determine the level of personal abilities required for a specific occupation.
93. *Know How to Adjust to Changes in Employment*
- a. Identify factors that determine successful employment adjustment.
  - b. Identify factors that determine unsuccessful employment adjustment.
  - c. Identify potential employment variations within a specific occupation.
  - d. Identify factors that lead to termination of employment.
  - e. Identify factors that lead to promotion at place of employment.
21. **Exhibiting Sufficient Physical-Manual Skills**
94. *Demonstrate Stamina and Endurance*
- a. Identify the need for stamina on the job.
  - b. Perform at the 80% level of age-normed simulated work task.
  - c. Identify jobs in which endurance and strength are critical.
95. *Demonstrate Satisfactory Balance and Coordination*
- a. Demonstrate satisfactory balance and coordination on nonwork tasks.
  - b. Demonstrate satisfactory balance and coordination on simulated work tasks.

- c. Describe the relationship between balance and coordination and job performance.
96. *Demonstrate Manual Dexterity*
- State three different kinds of physical-manual dexterity.
  - Demonstrate personal level of dexterity in both work and nonwork tasks.
  - Demonstrate adequate dexterity on work tasks appropriate to an identified occupation.
  - Identify reasons for dexterity.
  - Name two occupations commensurate with determined dexterity.
97. *Demonstrate Sensory Discrimination*
- Describe five kinds of sensory discrimination.
  - Demonstrate size and shape discrimination.
  - Demonstrate color discrimination.
  - State the need for sensory discrimination on an identified job.
  - Demonstrate auditory discrimination.

#### SECTION IV—INTERPRETATION

Although it would be ultimately desirable for each student to achieve 100% mastery, it is difficult to predict whether this goal can be attained in any present educational setting. Each user will be faced with determining whether complete mastery of a specified percentage of the subcompetencies is preferable to a partial mastery of all the subcompetencies. At this time, the suggested method in interpretation involves the user's identification of student strengths and weaknesses. Such identification should prove useful for developing individualized education programs (IEPs), as well as evaluating IEP outcomes. Since the CRS items are actually the subcompetencies of the Life Centered Curriculum, low rated items can be used to establish short term objectives for individualized planning. Readministration of the CRS can then be used to evaluate the effectiveness of such planning by comparing pre- and postintervention ratings.

The CRS user can review student performance and behavior for any given rating period to determine deficient areas. Such a determination can assist both in general curriculum planning and in individualized planning. If a large percentage of students are deficient in particular areas (subcompetencies, competencies, or domains), emphasis on

these areas could be incorporated into general curriculum planning. Individual weaknesses can be remedied through revised IEPs. The user should be aware that the rating key allows only three numerical ratings. The operational definition of the 1 rating ("at least one, but not all") makes student progress on a subcompetency possible without a change in numerical rating. A student might require several years to progress from a rating of 1 on an individual subcompetency to a rating of 2. Therefore, in the IEP evaluation, the user should look for short term gains in the larger categories (competencies or domains). The present system will reflect short term gains when used in this manner.

The CRS user can review student performance and behavior over several rating periods to determine progress as well as establishing realistic expectancies for typical student growth and development. This interpretation not only provides the user with suggestions for immediate curriculum planning on a general and individual basis, but also provides suggestions for long range curriculum sequencing. This type of data should prove particularly useful after systematic analysis, since there is little information available to predict typical developmental stages in the career education of these students.

Although the identified subcompetencies, competencies, and domains are felt to be generally comprehensive, there is no evidence at present that these divisions and their sequencing correlate strongly with student ability to master these objectives at any particular age or developmental stage. Thus, the CRS user has an opportunity to either formally or informally establish expectancies and sequencing in each particular setting. In summary, the CRS user can employ results to:

- Determine individual student strengths and weaknesses.
- Develop and evaluate IEPs for individual students.
- Determine group strengths and weaknesses.
- Plan immediate curriculum for groups of students.
- Monitor individual and group progress.
- Establish empirically derived expectancies for individuals and groups.
- Establish empirically derived developmental stages for these students in career education.
- Develop curriculum sequencing and modification to relate to expectancies and developmental stages.

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SPEAKERS

9/20 & 9/27	California University of PA Interest Inventory Resumes Portfolios Informational Interviews	Jeannine Metals and Meaghan Redigan Career Services
10/3	Laurel Business Institute Mock interview Information about the school	Mrs. Nancy Decker & Mr. Ben Lipniscus
10/4	Stephens Investigations State police Private investigations	James Stephens, owner
10/8	Intermediate Unit One PATH development	Donna Whoric & Marilyn Nairn
10/29	California University of PA Admission requirements Available courses	Jennifer Zagata Assistant Director of Admissions
11/12	Fayette Area Vocational Technical School Courses	Mr. Andrew Sholtis Assistant Director of Admissions
11/14	Career Blazers Computer School	Louis Harrell Admissions
11/19	Uniontown Beauty Academy	
11/20	Fayette Area Vocational Technical School LPN program	Marilyn Tyhonas LPN Director
11/26	West Virginia Career Institute	Linda Frantz
2/11	Penn State University Fayette Campus	Lou Ridgely Admissions



BEYOND THE GED  
Interest and Abilities Log

List your personal interests and the abilities you possess under the appropriate headings.

INTERESTS	ABILITIES

## Finding A Shadow Experience

1. Have client complete The Career Decision Making System.
2. Have client choose five to ten career choices based on the results of The Career Decision Making System.
3. After client has researched the career choices, have them list the three highest priority ones that are also indicative to your area.
4. Utilizing all sources available (i.e. newspapers, telephone directories, rotary clubs, organizations, friends, and acquaintances) make initial contact.
5. Explain your School to Work program, and the shadowing aspect. (Try to focus on the fact that you want people to have this opportunity BEFORE they enroll in any type of formal training, so that they will be better informed and will not lose valuable time and expense pursuing a job they do not like.)
6. Explain that you have a client that is interested in learning more about that field and would they consider helping them on a one-time basis.
7. If they are in agreement, ask what times are best suited for them. Explain that your client is required to complete a shadow agreement stating that he/she will not be doing any work on the job site and that they must conduct themselves professionally. Tell them that you will call back to confirm the shadow appointment.
8. Confer with the client regarding the time and date of their shadow appointment.
9. Have students complete the shadow contract.
10. Contact the business to confirm the shadow date and time.
11. Personally take shadow contract to the business. Review the contract and have employer sign.
12. Give list of shadow questions to client and review the employers dress code and requirements.
13. Upon completion of the shadowing, client should send a thank you letter.

QUESTIONS FOR YOUR  
SHADOWING EXPERIENCE

The purpose of the shadowing experience is to provide you with a greater knowledge of a particular occupation. There are certain questions you should ask of your shadow partner to help achieve this goal. The following are four questions you must ask and you are required to add four more questions of your choice. Please be sure to conduct yourself professionally at all times and ask only those questions that pertain to your shadowing experience.

1. What do you enjoy most about this job?
2. On a "normal" day, on what activity do you spend the majority of your time?
3. What type of training or schooling do I need to secure this type of job?
4. What is your advice to me regarding this occupation?

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Write YOUR four questions in this area?

- 5.
- 6.
- 7.
- 8.

Intermediate Unit 1  
Adult Learning Center  
Shadow Program

Agreement for Shadow Placement

Student Name \_\_\_\_\_ Telephone No. \_\_\_\_\_  
Address \_\_\_\_\_  
Student's Shadow Objective \_\_\_\_\_  
Job Category \_\_\_\_\_  
Instructor Recommending the Student \_\_\_\_\_

**GUIDELINES FOR SHADOW PROGRAM**

1. All six of the following criteria must be met to be certain that the student is not considered an employee within the meaning of the Fair Standards Act and the Pennsylvania Minimum Wage Act.

- A. The shadowing, even though it may include the actual operation of the facilities, is similar to that which would be given at the Adult Learning Center.
- B. The shadowing is for the benefit of the student.
- C. The students do not displace regular employees, but observe and participate in work occupational activities under close supervision.
- D. The Company derives **NO IMMEDIATE ADVANTAGE FROM THE ACTIVITIES OF THE STUDENTS**, and on occasion operations may actually be impeded.
- E. The students understand that they are not entitled to a job at the conclusion of the Shadow Program.
- F. The Company and the students understand that no wages will be paid for the time spent in observing and participating.

- 2. No student will be permitted in the Shadow Program who has failed to maintain a satisfactory discipline record over the previous school year. The instructor recommends students for shadow status. Suspension from class for any school rule infraction would be reason to withhold student's privilege or remove the student from the Shadow Program.
- 3. A Shadow Agreement must be completed prior to reporting for Shadowing.
- 4. Students will be assigned for the Shadow experience only during days and hours that the school is in session. Schedules are to be presented before the student goes on Shadowing.
- 5. Students will be expected to wear the same uniform which is worn during the regular school program unless the Company requires otherwise.
- 6. Transportation is the responsibility of the student.

7. Each student is expected to be in attendance at the Company the day of the Shadow Program. Early dismissal will not be accepted. The student must call the Adult Learning Center office and the Company on the scheduled Shadow day if it is impossible to attend.

### **STUDENT SHADOW RESPONSIBILITIES**

1. The student will adhere to the Company policy; the student may be asked to leave the Company property for the same reasons as those regular employees.
2. The student must be regular in attendance during the Shadow Program. Early dismissals will not be permitted. If unable to attend because of illness or unforeseen emergency, The Company and and the Adult Learning Center must be notified before the start of the normal work day.
3. The student agrees to be responsible for transportation between the Adult Learning Center and the Company. The student must be covered by automobile insurance for travel to and from the Company. (Pennsylvania State Law)
4. The student understands that no wages will be paid for the time spent in the Shadow Program.

### **SCHOOL RESPONSIBILITIES**

1. The program is under the direct supervision of an instructor.

### **SHADOW CHECKLIST**

Transportation \_\_\_\_\_  
-Student's Medical Insurance Carrier

### **SHADOW SCHEDULE**

DATE:

HOURS:

\_\_\_\_\_

The Company will not discriminate in employment, educational programs or activities, based on a race, sex, handicap, or because a person is a disabled veteran of the Vietnam era. This policy of nondiscrimination extends to all legally protected classifications. Publication of this policy is in accordance with

state and federal laws Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973.

The Adult Learning Center will not discriminate on the basis of race, color, national origin, sex or handicap in its admission procedures, educational programs and activities, or employment practices as required by Title VI, Title IX and Section 504. For information regarding civil rights or grievance procedures, contact the Personnel Office.

The memorandum is for the purpose of outlining the agreement between the Adult Learning Center and the Company on the conditions of the shadowing experience to be given a student. It, therefore, should not be interpreted by either a agency as a legal document or any form of binding contract.

We, the undersigned, agree to the conditions and statements contained in this agreement.

Student/Learner \_\_\_\_\_ Date \_\_\_\_\_

Counselor/Instructor \_\_\_\_\_ Date \_\_\_\_\_

The Company Manager  
Employee Development and Training \_\_\_\_\_ Date \_\_\_\_\_

I, \_\_\_\_\_, authorize whatever medical services or medicines are deemed necessary.

\_\_\_\_\_  
Student Signature

TEMPERAMENTS  
Job savvy

NAME \_\_\_\_\_ DATE \_\_\_\_\_

1. Optimist.

Must be free and not tied down	Are impulsive
Like working with things	Are cheerful
Enjoy the immediate	Are generous
Like to try new things	
Enjoy action for action's sake	
Can survive major setbacks	

2. Realist.

Like to belong to groups	Are willing to do
Feel obligations strongly	a job when asked
Have a strong work ethic	Need order
Find tradition to be	Are committed to
important	society's standards
Are realistic	Are serious

3. Pragmatist

Like to control things	Live for their work
Want to be highly	Are highly creative
competent	Strive for
Are the most self-	excellence
critical of all	Cause people to feel
temperaments	they don't measure
Judge people on their	up
merits	
Tend to focus on the future	

4. Idealist.

Are constantly in search of their self  
Want to know the meaning of things  
Value integrity  
Write fluently  
Are romantics  
Have difficulty placing limits on work  
Are highly personable  
Appreciate people  
Get along well with all temperaments

What kind of temperament do you have? Go through the descriptions above and circle the items in each style that apply to you. The category where you circle the most items is probably your temperament style.

VALUES WORKSHEET  
Job Savvy

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. Traditionalist. People in this category value:

Hard work

Loyalty to the organization

Doing things  
the way they've  
always been done

The authority of leaders

2. Humanist. People in this category value:

Quality of life

Leaders who are attentive  
to worker's needs

Autonomy(self-direction)

Loyalty to self

3. Pragmatist. People in this category value:

Success

Achievement

Leaders who reward people  
for hard work

Loyalty to career

What category do you fit into? Look over the values in each of the three categories. Circle those items that you value the most. Note which category has the most items circled.

1. Write the category that you think best describes you personally. EXPLAIN YOUR REASONS.

# RESUME WRITING

## WHAT IS A RESUME?

A resume is an advertisement of your skills, experience, education, and accomplishments.

Keep in mind that employers usually spend less than 30 seconds scanning your resume to determine if it deems further consideration. Your resume should be tailored to each position you are applying for. "Customizing your resume is the single most important thing you can do to make it successful." (Besson, P. 45)

The purpose of a resume is not to secure you a job but to obtain an interview.

## HOW DO I GET STARTED?

To get started you need to put together a list of your education, work experience, and accomplishments. Do not think in terms of a format yet. The purpose of this exercise is to put down as much relevant information about your life as possible. You will not use all of this information. Once you have this information you can pick and choose what information is relevant and what is not. Take note of the following information:

### • EDUCATION

- Name and address of your high school, technical school, including graduation date or expected graduation date.
- Grade point average and class rank from each school attended.
- Important classes you've taken, especially those that relate to your intended career. Also include courses that set you apart from others. i.e. foreign language, computer classes.
- Honors and awards you received.
- Clubs and other extracurricular activities including leadership positions held.
- Special training sessions you have attended outside of formal schooling.

### • WORK EXPERIENCE

- Names, addresses, and telephone numbers of all past employers, including unpaid, volunteer work.
- Job titles and description of job responsibilities. To refresh your memory answer the following questions:
  1. What were my specific duties.
  2. What equipment or materials did I use?
  3. What skills did I learn?
  4. What goods or services did I help produce?
  5. What goals or quotas did I meet?
  6. How many people did I supervise?
  7. What speed, accuracy or volume did I achieve?
  8. What on-the-job training did I receive? What did I learn?
  9. What improvements, changes did I initiate?
  10. What honors or promotions did I receive?

### • HOBBIES AND OTHER INTERESTS

- List things you like to do.

# DIFFERENT TYPES OF RESUMES

Choose a format that will highlight your skills and achievements in the best possible light. Resume experts acknowledge three essential styles of resumes: Chronological, Functional, and a Combination.

## CHRONOLOGICAL RESUME

The chronological resume is the most accepted resume style. It is a listing of job titles and responsibilities in a chronological order. Current or most recent employment is listed first then works backwards to your first job (or 10 years into the past - whichever comes first). Employers like chronological resumes because they are easy to read. At a quick glance a employer can see job titles, responsibilities and periods of employment for each employer.

The main difference between the chronological format and other types of resumes is the work experience section. In this format you always use job titles, company names and location, and dates of past employment.

## FUNCTIONAL RESUME

The functional resume focuses on skills and accomplishments, rather than on when and where you acquired them. In a true functional resume employment dates are not included. Job titles, and employers play a minor part. **A word of caution:** Most employers are suspicious of an absence of dates, so it is wise to include them, just don't highlight them.

## COMBINATION RESUME

This resume format is a combination of both the chronological and functional resume styles. In this type of resume separate sections are often used to describe accomplishments and work history.

## PARTS OF A RESUME

No matter the style the following sections must always be included:

### HEADING

- Name  
Give your first and last name only. If your name could be mistaken for either sex, then you should use either Mr. or Ms. Do not use a nickname. (Unless you are an international student - then use your nickname or other name in parenthesis).
- Address  
Always give your complete address. Do not abbreviate unless space restrictions require you to do so.
- Telephone number  
Always include your area code. If you are a student living on-campus or away from your permanent address, include your temporary phone number. It is important that an employer can reach you easily. If you have an answering machine, make sure your message sounds professional. Include your work number only if you are allowed to take phone calls at work.
- Other  
E-Mail or other "contact" information may be included as necessary.

## EDUCATION

- Include a summary of your educational background.
- List in chronological order: the highest degree always comes first.
- Include: degree, major, university, and location (city and state), grade point average (if something to brag about), honors and awards.

ex.

**Bachelor of Science in Business Administration/Accounting**

California University of Pennsylvania, California, PA.

May 1996

Overall QPA: 3.0/4.0 Major: 3.5/4.0

Relevant course work may be included as part of an internship, cooperative education experience, practicum or community service.

If you have little or no work experience your education should be showcased at the top of your resume, right after your career objective (if you have one) or after your heading. Students with a lot of relevant work experience may choose to present that category first.

## WORK EXPERIENCE OR EMPLOYMENT HISTORY

- List organization, dates of employment, positions held, and description of job duties.
- With a steady work history you can be very specific on employment dates, but if you have short employment gaps, you can improve the look of your resume by listing just the year.
- Always include a job title for each work experience. The purpose of a job title is to give an employer, at a quick glance, an idea of the type of work you performed. If you have or had a obscure job title, you might want to use a more generic, easily understandable one instead.
- The exception of this rule is when the position you are applying for is similar or identical to the position you have or had.
- This does not mean that you make up a job title that will mislead an employer about your work experience.
- There is no need to include a street address or telephone number of past or present employers, although it can be useful to include the city and state. Your reference list usually includes the full address.

## RESPONSIBILITIES & ACHIEVEMENTS

- This is one of the most important parts of your resume.
- List what duties and achievements you have accomplished.
- Use action verbs for effect.
- Whenever possible qualify or quantify your accomplishments. This will make a more powerful statement about yourself.
  - Example: Increased sales. - as compared to: Increased sales by 20% in a six month period.

## OPTIONAL INFORMATION

### CAREER OBJECTIVE

Including a career of job objective in your resume is optional. Only use if you are applying for a specific position. A career objective should be a concise statement of 10 - 15 words or less. Avoid long rambling career objectives that say nothing. These phrases say nothing and take up valuable space on a resume.

Examples of Good Objective Statements:

- Seeking an accounting position.
- To obtain a summer position working with emotionally and/or physically handicapped children.
- Entry level sales position.

**A word of caution:** Some employers will only look at a resume if there is career objective, others are not so choosy. You take the risk of having your resume passed over by not including a career objective. The decision is yours.

## REFERENCES

Some employers feel that the line: "References Available Upon Request" is a space waster. If you want to include this line then that is all right, but it would be better to write: "References, transcripts, work samples or other information available upon request." Employers assume that when you are seeking employment that you will have references. A list of references should never be included on your resume. If an employer requests a list of references, include them on a separate sheet of paper. Who should you use as a reference? Someone who will say wonderful things about you! Consider past employers, supervisors, and professors.

## AFFILIATIONS

List extracurricular activities, membership in academic or professional organizations.

## SPECIAL SKILLS

Foreign language or computer skills, certifications, licensures, etc.

## HOBBIES OR INTERESTS

If you believe a hobby or interest will enhance your chances of an interview include them, if not leave them out.

## PERSONAL DATA

Include only if relevant to job requirements i.e. Willing to travel, relocate, able to work flexible hours.

## WHAT SHOULD NEVER BE INCLUDED

- Photographs or illustrations (unless special circumstances exist)
- Health, physical descriptions
- Why you left past jobs
- References
- Salary history or salary requirements
- Negative feelings about travel or relocation
- Early background
- Weaknesses
- Availability
- Titles - Resume, Vitae, Fact Sheet

## APPEARANCE

- A resume must be error free. A spelling or grammatical error can knock you out of contention.
- There should be plenty of white space. Make sure your margins are wide enough so the body of the resume won't appear crowded.
- Leave a line space between main headings and each of the elements before them.
- Use bullets instead of long, complicated paragraphs to emphasize key points.
- If you are using a computer, choose a print size and font that is easy to read.
- You can use different type facing to emphasize key words or phrases, such as bold or italic type.
- Be brief and to the point, using phrases rather than complete sentences. Employ the KISS (Keep It Simple Stupid) rule.
- Choose quality paper. Suitable resume paper colors include: white, cream, gray, off-white or ivory.
- Resumes are usually one page in length. **Don't** leave out vital information just to keep resume to one page. The general rule is one page per every ten years experience.
- Use either a bubble jet, or laser printer to print your resumes. Dot matrix, thermal, near quality letter printers do not produce the "state of the art" quality employers expect.

## PROOFREADING YOUR RESUME

As stated previously, your resume must be error free. It is a good idea to have someone you trust check your resume for errors. Choose someone whose opinion you value, and who will give a truthful critique of your resume. Career Services offers resume critiquing. To make an appointment, contact the Career Services office at 938-4413. Once you have written your resume, it is a good idea to let it sit awhile, at least overnight, then look at it again with a fresh outlook.

### *RESUME BOOKS AVAILABLE AT CAREER SERVICES*

Does Your Resume Wear Apron Strings by C. Edward Good.

Does Your Resume Wear Blue Jeans by C. Edward Good.

Sure-Hire Resumes by Robbie Miller Kaplan.

The 90 Minute Resume by Peggy Schmidt.

The Advanced 90 Minute Resume by Peggy Schmidt.

Resumes That Knock' Em Dead by Martin Yate.

The Resume Catalog 200 Damn Good Examples by Yana Parker.

101 Grade A Resumes for Teachers by Rebecca Anthony and Gerald Roe.

Beeson, Tawnee. The Wall Street Journal. National Business Employment Weekly Resumes. New York: John Wiley & Sons, Inc., 1994.

# Preparation of a Resume

## Format

A factual, well-organized, one-page resume will command attention, while a lengthy, wordy one might be put aside until the interviewer has "more time." Since it is in essence an outline, underlining, highlighting and CAPITALIZATION will accent those features which you wish to emphasize. Make it eye appealing with lots of "white paper," as they do in advertising layout.

A resume should be attractively typed or typeset. Good quality photocopies or xerox copies are acceptable. However, off-set printing looks more professional. Use good quality paper, either white or buff colored.

## Content

Make sure that every detail included is relevant. What do you want your resume to say? You may have to write more than one draft until you find one that satisfies you. To conserve space, the language will be somewhat like that of a classified ad.

Headings: There are no prescribed titles or sequences for the headings you use. The most significant aspect of your resume should be listed first.

Some examples of headings most often used are as follows:

OBJECTIVE, CAREER OBJECTIVE, EMPLOYMENT OBJECTIVE, PROFESSIONAL OBJECTIVE, CAREER GOAL, OCCUPATIONAL GOAL, EMPLOYMENT GOAL.

EDUCATION, EDUCATIONAL BACKGROUND, ACADEMIC BACKGROUND, ACADEMIC RECORD.

EXPERIENCE, WORK EXPERIENCE, EMPLOYMENT EXPERIENCE, EMPLOYMENT HISTORY, EMPLOYMENT BACKGROUND, JOB SUMMARY, WORK SUMMARY, VOLUNTEER EXPERIENCE, MILITARY EXPERIENCE.

SPECIAL SKILLS, JOB RELATED SKILLS, SKILLS, CAREER RELATED EXPERIENCE, JOB RELATED EXPERIENCE, ACCOMPLISHMENTS, ACHIEVEMENTS.

HONORS, EXTRA-CURRICULAR ACTIVITIES, HOBBIES, OTHER INTERESTS, LEADERSHIP ACTIVITIES, SPECIAL DATA, PROFESSIONAL AFFILIATIONS.

PERSONAL DATA (Optional information).

REFERENCES (Available upon request.).

RESUME WORKSHEET

Check your spelling!!! Never use abbreviations for street names. Double check your dates!!

your name \_\_\_\_\_  
address \_\_\_\_\_  
phone ( ) - \_\_\_\_\_

CAREER OBJECTIVE

Seeking employment as a/an \_\_\_\_\_

EDUCATION

Adult Learning Center  
23 Connelville Street  
Uniontown, PA 15401

WORK EXPERIENCE

date \_\_\_\_\_ Job title \_\_\_\_\_  
Company name \_\_\_\_\_  
Describe your duties \_\_\_\_\_

date \_\_\_\_\_ Job title \_\_\_\_\_  
Company name \_\_\_\_\_  
Describe your duties \_\_\_\_\_

VOLUNTEER SERVICE

date \_\_\_\_\_ Describe any volunteer service with which you have participated \_\_\_\_\_

REFERENCES

Available upon request

# RESUME WORKSHEET

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## OBJECTIVE

Seeking a position in the field of \_\_\_\_\_ with special emphasis on  
\_\_\_\_\_ and \_\_\_\_\_ using my proven abilities  
in \_\_\_\_\_ and \_\_\_\_\_.

## EDUCATION

1996 High School Diploma  
City High School, Pittsburgh, PA

## SKILLS

Academic/Technical -  
-  
Personal Management -  
-  
Teamwork -  
-

## EXPERIENCE

1995-1996 Reader's Book Store  
Uniontown, PA

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## HONORS/ACTIVITIES

# CAREER SERVICES

CALIFORNIA UNIVERSITY  
(412)938-4414

## FUNCTIONAL SKILLS

Circle the skills that you possess. These can be skills you have acquired in school, in extra-curricular activities, in hobbies you have pursued, or any in work experience that you have had. If you have a skill that is not indicated please add it to the last column.

Analyzing quantitative data	Meeting the public
Arranging social events	Mentoring another's progress
Building or constructing	Negotiating with people
Coaching for performance	Obtaining information (detective work)
Collecting information	Orderly record-keeping
Commercial art (graphics)	Organizing data
Committee work	Organizing leisure time for others
Computing statistical data	Organizing people
Confronting others	Outdoor experience
Coordinating events	Persuading others
Counseling others	Planning programs
Creating visual displays	Prepare written documents
Decision making	Problem solving
Design of interiors	Promotional work
Developing mathematical models	Providing a personal service
Dramatics (on-stage or backstage)	Public speaking
Drawing diagrams, charts	Reading technical manuals
Editing written work	Scientific field work
Electronic data processing	Scientific writing
Entertainment	Selling ideas
Fundraising	Selling products
Helping others with physical problems	Selling with words
Instructing/Teaching	Supervising others work
Interviewing people	Training others
Inventing new ideas	Treating ailments
Keeping track of funds/budgets	Working with Scientific equipment
Laboratory work	Writing instructions for others
Language usage	Writing essays or articles
Legal activities	Writing speeches for yourself or others
Library research	
Making decisions about the use of money	
Managing other people	
Mechanical work	

# CAREER SERVICES

CALIFORNIA UNIVERSITY  
(412) 938-4414

WRITE THIS WAY FOLKS!

accelerated  
accomplished  
accounted for  
achieved  
acquired  
added  
adjusted  
administered  
advised  
aided  
alphabetized  
analyzed  
anticipated  
applied  
appointed  
appraised  
arbitrated  
argued  
arranged  
assessed  
assisted  
assumed  
assured  
attended  
authored  
authorized  
awarded  
began  
bolstered  
boosted  
bought  
briefed  
brought  
budgeted  
built  
calculated  
cataloged  
caught  
caused  
chaired  
changed  
checked  
chopped  
chose  
classified  
cleared up

closed  
combined  
communicated  
compared  
completed  
composed  
conceived  
concluded  
conditioned  
conducted  
constructed  
continued  
contracted  
controlled  
convinced  
coordinated  
copied  
corrected  
counseled  
counted  
crafted  
created  
critiqued  
dealt  
debated  
decided  
defined  
delegated  
delivered  
demonstrated  
designed  
determined  
developed  
devised  
did  
digested  
diminished  
directed  
discovered  
drafted  
dramatized  
drew up  
dropped  
earned  
edited  
educated

elected  
employed  
encouraged  
enjoyed  
enlarged  
enlisted  
ensured  
entered  
established  
estimated  
evaluated  
excelled  
executed  
exercised  
expanded  
expedited  
explained  
explored  
familiarized  
filed  
financed  
forecast  
foresaw  
formulated  
forwarded  
fostered  
found  
gained  
gathered  
gave  
grabbed  
grated  
greeted  
grossed  
guided  
handled  
hastened  
heightened  
helped  
highlighted  
hiked  
housed  
hunted  
identified  
implemented  
improved

included  
incorporated  
increased  
indicated  
initiated  
innovated  
inspected  
instructed  
insured  
interpreted  
interviewed  
introduced  
investigated  
joined  
kept  
labored  
launched  
lectured  
led  
licensed  
located  
looked  
made  
maintained  
managed  
mapped out  
maximized  
met  
modified  
monitored  
motivated  
moved  
named  
neatened  
negotiated  
netted  
observed  
opened  
operated  
ordered  
organized  
overcame  
oversaw  
paid  
painted  
participated

perceived  
performed  
persuaded  
pioneered  
placed  
planned  
played  
policed  
prepared  
presented  
prevailed  
processed  
produced  
profited  
prgorammed  
prohibited  
projected  
promoted  
proofed  
proved  
purchased  
put  
qualified  
quickenened  
ran  
rated  
realized  
received  
recognized  
recommended  
reduced  
related  
renovated  
reported  
rescued  
researched  
resulted in  
returned  
revealed  
reviewed  
revised  
said  
saved  
saw  
scouted  
screened  
scrutinized  
selected  
sent  
served  
set  
shipped  
shored up  
showed

sifted  
simplified  
smoothed  
solved  
sought  
spearheaded  
specified  
spoke  
started  
stopped  
straightened  
streamlined  
strengthened  
stripped  
studied  
submitted  
suggested  
summarized  
supervised  
supported  
surmounted  
surveyed  
targeted  
taught  
tested  
tightened  
took  
took over  
totaled  
toured  
tracked  
trained  
transferred  
transformed  
translated  
traveled  
treated  
tutored  
typed  
uncovered  
unearthed  
unfuriend  
updated  
upped  
welcomed  
won  
worked  
wrote

# Questions Frequently Asked During the Interview

1. Tell me about yourself.
2. What are your future career/educational plans?
3. What type of position/major interests you?
4. Why do you want to come to this school, work for this agency/company?
5. What jobs have you held? How were they obtained? Why did you leave?
6. What courses did you like best? Least? Why?
7. Did you earn spending money during high school? How? What percentage of your college expenses did you earn?
8. What do you know about this school, company, agency?
9. What qualifications do you have that make you feel that you will be successful in your chosen field (in this job) ?
10. What offices have you held?
11. What is your grade point average and/or class standing?
12. What personal characteristics are necessary for success in your chosen field (in this job) ?
13. Do you prefer working with others or alone?
14. Can you handle constructive criticism?
15. Would your previous teachers/employers give you recommendations?
16. Have you ever had any difficulty getting along with fellow students? Faculty? Co-workers?

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### ***A Few Facts About Career Blazers Learning Center***

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# WORK BEYOND GED

Sue R. Conrady,  
ABLE Coordinator  
Intermediate Unit I

1996-97  
Project 98-7011  
Product

## Student Activity Log



## WORK BEYOND GED

### Activity Log

Activity: Career Decision Making System

Activity Log Number: #1

Objective: To determine a minimum of 3 career clusters that relate to the client's interests and abilities.

Synopsis: The CDMS(revised) is a self-directed activity that formulates students' information concerning their interests, abilities, work values, and future plans. It then identifies career clusters that the student should further research.

Recommendations: I use this as my first activity. It greatly assists in the career information and guidance necessary to develop a person's individual curriculum. Upon completion, students list the 3 or 4 identified career clusters on their activity log and record the date.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Interest/Ability Log (Informal)

**Activity Log Number:** #2

**Objective:** The client will be able to identify and list his/her own abilities and interest and utilize this list to identify a possible career path.

**Synopsis:** This is an informal inventory of the client's interests and abilities. Students simply draw a line vertically through the center of their paper. They label the left side interests and the right side abilities. Students then lists as many items as they can think of under each heading. If the student has difficulties, they are directed to the "Discover A Job" charts for ideas and motivation. The instructor also asks questions trying to illicit information that is relevant to determining interests and abilities that the students possess.

**Recommendations:** This activity is helpful for those students who have difficulty identifying their abilities. I do not use it with all students because the CDMS usually provides an adequate amount of guidance.

## **WORK BEYOND GED**

### ***Activity Log***

Activity: Skills Inventory

Activity Log Number: #3

**Objective:** The client will organize their life experiences into nine job skills categories.

**Synopsis:** This activity requires students to name ten things they have done that have been sources of fulfillment or satisfaction. Then the student completes a checklist that has been divided into nine skills categories. After tabulating the results of the checklist, the student refers to the Career Finder Section of the text to discover some types of careers associated with their particular job skills.

**Recommendations:** The majority of my clients found this activity difficult and non-motivational.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Newspaper Classifieds

**Activity Log Number:**     #4

**Objective:** Utilizing local and city newspapers, students will find the prevalence of jobs in our area that are related to their career choices. Students also discover that classifieds are not an effective job search tool.

**Synopsis:** Students are required to find classified ads that are related to any of their career clusters. On an index card, they record the source, date, job title, a brief description of the job, qualification prerequisites, and contact information. The cards then become part of their working portfolio for future reference.

**Recommendations:** I used the local and Pittsburgh paper so that students could see that greater opportunities exist in the larger cities. The cards provide future references for their actual job search. I have found this activity very pertinent to the school-to-work program.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Newspaper

**Activity Log Number:**   #5  

**Objective:** Students will utilize the newspaper as a source to locate potential schools and/or future employers related to the predetermined career clusters.

**Synopsis:** Students are instructed to use the newspaper itself, not the classifieds, as a source for locating potential employers or schools. They are encouraged to read the advertisements and articles about all businesses. Resource cards are then completed that list the company or school name, address, and telephone number. These cards become part of their working portfolio and are later used to conduct informational interviews.

**Recommendations:** This activity can be done anytime after the CDMS has been administered. However, I do this activity before the lesson on informational interviews so they already have resources in place for their calls. I have found this to be a useful exercise.

## WORK BEYOND GED

### Activity Log

Activity: Telephone Directory

Activity Log Number:      #6

**Objective:** Students use the telephone yellow pages or The Business to Business directory to locate ten businesses or schools related to their career choices.

**Synopsis:** Using local and city yellow pages, clients locate schools and/or companies that are related to their career choices. Resource cards are then completed with the name of the school or business, the address, and the telephone number. These are then placed in the client's working portfolio for future reference.

**Recommendations:** This activity has been helpful to my clients. Along with obtaining resources, they are also mastering a research skill that will benefit them throughout their lives.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Application (simple)

**Activity Log Number:**     #7

**Objective:** The Student will be able to complete a simple job application accurately and neatly.

**Synopsis:** After classroom instruction, the student gathers the standard information required on basic applications. (education, work experience, addresses, references) Then they complete the application in pencil. After the instructor's evaluation, a new application is completed neatly and accurately in ink. The final copy is placed in the student's working portfolio to assist them with future applications.

**Recommendations:** I have found this beneficial to the majority of my students.

## WORK BEYOND GED

### Activity Log

Activity: Application (complex)

Activity Log Number: #8

Objective: The student will be able to complete a more complex application (employment or educational) accurately and neatly.

Synopsis: After classroom instruction, the student works with the instructor to complete a more complex application. The original is completed in pencil with guided instruction. The student then exchanges applications with another student and as a class we check the application to be sure that the directions were followed. After final evaluation by the instructor, a "final" application is prepared in ink by the student. This is placed in the students working portfolio for future guidance.

Recommendations: Although this activity most benefits the students planning on enrolling in further education, I believe it is viable for all students to complete this exercise. Since the completed copy is in their portfolios, they will always have this resource available should the need arise.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Resume (speaker)

**Activity Log Number:** #9

**Objective:** After class lesson, students will be able to name the major reasons for creating a resume, its major components, and the types of resumes styles that are acceptable in the workforce.

**Synopsis:** Utilizing text, overhead transparencies, class lectures, and discussions, students learn the most common types or resumes and what items to include in one. Common formats and distributing techniques are also taught. Using resume worksheet, students compile information pertinent to creating a successful resume.

**Recommendations:** This is a very valuable activity for students.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Resume (Rough Draft)

**Activity Log Number:** #10

**Objective:** The student will display knowledge of resume writing by creating a rough draft resume.

**Synopsis:** Using the resume worksheet and handouts, the student will complete their rough draft. Then with the assistance of fellow students and the instructor corrections are made as necessary. A computer copy is then typed and printed for further evaluation.

**Recommendations:** This exercise has many benefits. Not only does the student learn how to write a resume, but he also learns the processes of editing and revising. These skills can then be transferred to other forms of formal writing.

**WORK BEYOND GED**

**Activity Log**

**Activity:** Resume (professional)

**Activity Log Number:** #11

**Objective:** Students will have a complete resume that is neat, concise, and accurate.

**Synopsis:** After revising the rough draft, the student submit their final copy to be printed on resume paper. Each student receives two copies of their resume for the portfolio. The instructor retains on copy on computer paper.

**Recommendations:** This has been especially helpful to those students who have been actively pursuing work. An improvement would be to have the student do the actual typing of the resume using classroom computers or utilizing resume software packages/

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Informational Interview

**Activity Log Number:** #12

**Objective:** After class lesson, students will demonstrate knowledge by conducting an actual informational interview and recording an interview card.

**Synopsis:** Using text, overhead transparencies, class lectures and class discussions, the student learns about the value of the informational interview. Students are then given guided instruction on conducting an informational interview and how to complete an interview file card. Students are then required to conduct at least one informational interview on their own.

**Recommendations:** This is a very IMPORTANT activity. Research supports the claim that this is the MOST EFFECTIVE job seeking technique.

**WORK BEYOND GED**

***Activity Log***

**Activity:** Mock Interview (demonstration)

**Activity Log Number:** #13

**Objective:** Student will be able to name appropriate behaviors for effective interviews.

**Synopsis:** Two people act out two versions of an employment interview. In one, the applicant displays many inappropriate behaviors and responses. The other, is presented in a manner that the applicant conducts herself in a very professional manner. A discussion about both portrayals follows.

**Recommendations:** This appears to be an effective and humorous way to demonstrate how inappropriate conduct effects an employment interview.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Interview preparation

**Activity Log Number:** #14

**Objective:** Students will demonstrate interview preparation by answering frequently asked interview questions both verbally and in writing.

**Synopsis:** After reading various sections in the texts on interviews, students will discuss commonly asked interview questions and appropriate answers. They will then receive a copy of the handout entitled "Frequently Asked Interview Questions". Each student will write answers to an average of 5 questions and turn them in for teacher evaluation. After the evaluation, the student will discuss with the teacher his/her responses. The teacher will then ask other interview questions that are geared toward the students career choice. Both the teacher and student work together to comprise written responses to all the questions.

**Recommendations:** Interview preparation is a necessity to all students. This activity should be in all school-to-work classrooms.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Mock Interview (professional)

**Activity Log Number:** #15

**Objective:** By applying knowledge obtained through classroom lessons, students will complete a mock interview conducted by a business person.

**Synopsis:** Students will participate in a mock interview with a business professional. The interviewer will gear the interview toward the career focused on by the student. Along with career-specific questions, the interviewer will ask common questions that relate to any work field. Afterwards the interviewer, student and instructor will discuss the strong and weak points of the interview. If possible the interview will be video taped.

**Recommendations:** This exercise is valid for several reasons. First, it gives the student practice with an unbiased person. Secondly, the student will be able to SEE if they are doing something because of nervousness.(ie. bouncing their foot.) Thirdly, a professional can offer advice based on his/her own hiring procedures.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Career Research File Cards

**Activity Log Number:** #16

**Objective:** Students will research a minimum of 3 careers of interest and then complete file cards that include important information regarding those careers.

**Synopsis:** Utilizing the Occupational Outlook Handbook and The Dictionary of Occupational Titles, the student researches careers of interest. They record pertinent information on index cards for their future reference. Information that should be included but not limited to would be a brief job description, educational requirements, working conditions, salary, and employment outlook.

**Recommendations:** This activity has proven valuable in expanding student's knowledge base of their career interests. Occasionally it has assisted in redirecting the student's focus to other more realistic positions and goals.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Cover Letter

**Activity Log Number:** #17

**Objective:** Students will use the computer to compose a sample cover letter that would be sent to potential employers.

**Synopsis:** After classroom instruction, the student reviews many samples of cover letters found in the text books. They choose an appropriate style and format and one with which they are comfortable. Using the word processing program, they create a "generic" cover letter for their portfolio. This is used primarily as a sample for their future needs.

**Recommendations:** Since it is standard procedure to include a cover letter with a resume this is a very necessary activity.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Job Shadowing

**Activity Log Number:** #18 and #19

**Objective:** Before entering training or taking a job in a particular area, the student will gain first hand knowledge regarding a career of choice by "shadowing" an actual working doing the specific job of interest.

**Synopsis:** The student will follow a worker for one shift at an actual job site. The student will have four specific questions to ask and four of his own choosing to illicit valuable information concerning his career choice. The student will not receive payment for this day and is not permitted to do any actual work during his shadow experience.

**Recommendations:** I have found this activity especially helpful. Some of my students have decided not to enter certain careers and others have become more determined to pursue their initial job choice.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Speakers

**Activity Log Number:** #20 and #21

**Objective:** Students will gain more knowledge concerning careers, job search methods, and educational opportunities through resource people.

**Synopsis:** A variety of speakers are invited to talk to students concerning their areas of expertise. Students are given ample opportunity to ask questions and complete evaluation forms concerning the speaker and his topic.  
\* A list of the speakers that were utilized is included \*

**Recommendations:** The students have evaluated most of the speakers as informative, knowledgeable, and beneficial.

## WORK BEYOND GED

### Activity Log

Activity: Mentorship

Activity Log Number: #22

**Objective:** After having on-site hands on training, the student will demonstrate a working knowledge of a job that correlates to his/her interests and abilities.

**Synopsis:** A student would be matched with a business that correlated to the results of the CDMS. The student would then work at that site for a period of two - eight weeks to learn how to do that particular job. This would be on-the-job training without pay.

**Recommendations:** This activity proved difficult to implement in Adult Education for the following reasons.

1. My students need to support their families or themselves and could not give up a number of hours to training without benefit of wages.
2. Insurance coverage was not available through our facility, therefore, employers would need to provide coverage.
3. The job market was not diversified enough to provide experiences in the various fields of interest.
4. Students did not always have reliable transportation.
5. Many of my students have had, in their past, problems with responsibility. Only a few showed an earnest desire to dedicate their time to a full-time job.

## **WORK BEYOND GED**

### ***Activity Log***

Activity: Career Cluster Videos

Activity Log Number: #23 and #24

**Objective:** To provide student an opportunity to learn about an entry level position focusing on the daily routine, educational requirements, and job advancement that pertain to that job.

**Synopsis:** Enter Here is a resource library consisting of 100 well-made videos that introduce entry level jobs that are available without a traditional four year college degree. The tapes are hosted by actual workers who discuss what they do, the necessary skills that are required, and how to advance in their specific career.

**Recommendations:** I recommend that my clients view at least 3 videos based on the career clusters determined with the CDMS. After viewing, the clients record the title and viewing dates on their activity log. A copy of the student handout that accompanies each tape is placed in the student's working portfolio.

**WORK BEYOND GED**

**Activity Log**

**Activity:** Small Group Inventory

**Activity Log Number:** #25

**Objective:** Student will evaluate the performance of a small group in which he was a member.

**Synopsis:** Upon completion of a simulation titled "The Game", found in I Am Already Successful, the student completes an evaluation form also located in the same text.

**Recommendations:** Due to the sporadic attendance of the students in the Adult class, this activity was never successfully completed.

**WORK BEYOND GED**

***Activity Log***

**Activity:** Self-Inventory

**Activity Log Number:** #26

**Objective:** The student will evaluate his/her performance regarding a simulation exercise.

**Synopsis:** The student will evaluate himself in seven areas of interest that have been dealt with in Section 1 of the text entitled I Am Already Successful.

**Recommendations:** This activity was never realized in the Beyond The GED classroom.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Getting Along with Supervisors

**Activity Log Number:** #27

**Objective:** The student will discover facts about supervisors and their relationship with employees so that the two may learn to work harmoniously together.

**Synopsis:** Through exercises and case studies found in chapter seven of the text, Job Savvy, the student has the opportunity to view the workplace from a supervisor's perspective.

**Recommendations:** This chapter is especially helpful in developing a better awareness of the things required of a supervisor. Better knowledge leads to a better work atmosphere for all people involved.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Getting Along with Others

**Activity Log Number:** #28

**Objective:** The student will learn the reasons and methods to be an effective team player.

**Synopsis:** Utilizing chapter eight in the text, Job Savvy, the student is given opportunities to find solutions to problems that might develop between co-workers.

**Recommendations:** By working through the situations presented in the text, the students become better prepared to deal with special problems that occur in the real work world. The situations are catalysts to in-depth group discussions and often prompt great essay topics.

# WORK BEYOND GED

## Activity Log

**Activity:** Policy Manuals

**Activity Log Number:** #29

**Objective:** The student will be able to utilize a policy manual to locate answers to specific job related questions.

**Synopsis:** The student first completes the unit on policy manuals found in the text Obtaining Information and Using Resources. Then using actual policy manuals from various businesses, the student finds the answers to specific questions regarding that business.

**Recommendations:** This exercise is valuable to all students because the majority of businesses have employee handbooks or policy manuals that state information for which the employee will be held accountable.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Purchasing and Selling Unit

**Activity Log Number:** #30

**Objective:** The student will convert fractions to compute discounts, verify sales tax and discounts, identify details about products, use product information to make a sale, compare costs against a budget, and place an order to demonstrate skills in the area of purchasing and selling a product.

**Synopsis:** Using Unit II of Obtaining Information and Using Resources, the student is guided through many work related activities including the completion of authentic work reports, schedules, and order forms.

**Recommendations:** All employees benefit from these activities regardless of their ultimate career choices.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Shipping and Receiving Unit

**Activity Log Number:** #31

**Objective:** The student will read an odometer, schedule transportation, use postal rate tables, and complete receiving records to demonstrate skill in shipping and receiving.

**Synopsis:** Using Unit III of Obtaining Information and Using Resources, the student is guided through many work related activities including understanding mileage charts and transportation schedules, calculating miles per tank of gasoline, measuring time and rate of speed, locating shipping information, comparing parcel delivery services, and interpreting and processing shipping documents.

**Recommendations:** These activities are common to most people in their daily lives and are therefore beneficial to all students.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Production of Goods and Services

**Activity Log Number:** #32

**Objective:** The student will use conversion tables, determine shipping cost by weight, interpret a pressure gauge, and calculate real costs to demonstrate skill related to the production of goods and services.

**Synopsis:** Using Unit IV of Obtaining Information and Using Resources, the student is guided through many work related activities including measuring time and space, using weights and measures, understanding temperature and pressure levels, and understanding units of time in relationship to pay rates and amounts.

**Recommendations:** This unit is especially beneficial to those students who are interested in careers related to systems, tools, and technology.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Workplace Competencies

**Activity Log Number:** #33

**Objective:** The student will learn to use basic skills and knowledge to plan and carry out projects.

**Synopsis:** In the text, Improving Workplace Competencies, the student works in the unit that is closest related to the students career choice. Each unit incorporates tasks that are performed by workers in a particular occupation. Each project is comprised of a series of tasks that require a mix of reading, writing, communication, computation, and problem-solving skills. The tasks presented in this tasks enforce previously taught skills and require the ability to transfer skills into similar but different job related situations.

**Recommendations:** It is very necessary for students to transfer skills from one task to another task. The activities presented in this text are an excellent way to demonstrate mastery.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Workplace Performance

**Activity Log Number:** #34

**Objective:** The student will learn to use basic skills and knowledge to plan and carry out projects.

**Synopsis:** In the text, Improving Workplace Performance, the student works in the unit that is closest related to the students career choice. Each unit incorporates tasks that are performed by workers in a particular occupation. Each project is comprised of a series of tasks that require a mix of reading, writing, communication, computation, and problem-solving skills.

**Recommendations:** Students have found the activities in their units beneficial and often have completed documents to include in their portfolios.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Problem Solving Skills Unit

**Activity Log Number:** #35

**Objective:** Students will be introduced to a variety of ways to approach and solve problems utilizing their own creativity and techniques discussed in the text.

**Synopsis:** Utilizing chapter nine in the text, Job Savvy, students learn several techniques for approaching common problems in the work force. Through individual and team efforts, students find various ways to find solutions to these problems.

**Recommendations:** The ability to problem solve is ranked high by employers in regard to necessary work skills. This unit is imperative to anyone seeking employment.

## **WORK BEYOND GED**

### **Activity Log**

**Activity:** Work Ethics Unit

**Activity Log Number:** #36

**Objective:** The students will utilize guidelines for making choices when the answers to ethical decisions may not be clear.

**Synopsis:** In chapter ten of, Job Savvy, students are given typical case studies that involve ethical questions. They make decisions about what consequences should take place based on their existing knowledge. The students are then presented with guidelines to use when faced with ethical dilemmas. After guided instruction, the students then reevaluate their first decisions. A variety of case studies are presented and many classroom discussions evolve throughout the chapter.

**Recommendations:** Although the text offers no pat answers, this chapter is very helpful in giving students guidelines to follow when faced with ethical dilemmas. The workplace is inundated with ethical choices and this unit helps workers approach situations with a plan of action.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Cooperative Team Simulation

**Activity Log Number:** #37

**Objective:** Students will work cooperatively to reassemble a previously displayed item.

**Synopsis:** Students are grouped into teams of 3 or 4 people. Then simultaneously they are shown an object created with Legos. After studying the object for 5 minutes, it is removed and each group receives a package containing the correct Lego pieces to reassemble the item. The groups are given 15 minutes to work together to build the item. After 15 minutes, they get another 3 minutes to look at the original. Corrections can be made after the original is taken away. A 5 minute time limit is placed on the correction time. Finally, their creations are placed next to the original. The students then do evaluations on themselves and their group, regarding their cooperation abilities. Class discussion follows, and the activity is done again, with different groupings and a different object.

**Recommendations:** This is a highly motivational activity and provides a fun and effective way of demonstrating a persons lack of cooperative skills. The repetition provides opportunity for improving the skill.

## **WORK BEYOND GED**

### ***Activity Log***

**Activity:** Computer Awareness

**Activity Log Number:** #38

**Objective:** The student will demonstrate basic knowledge of computers by turning the computer on and off, operating the mouse, utilizing the keyboard, and using a software program.

**Synopsis:** In small groups or individually, the instructor will teach the basic parts of the computer and demonstrate simple operational procedures. Then with guided instruction each student will name the basic parts, turn the computer on and off, and use the keyboard and mouse in conjunction with a software program.

**Recommendations:** Students have greatly benefited from this activity by gaining basic familiarity with a computer and by overcoming their fear of operating a computer.

# WORK BEYOND GED

Sue R. Conrady,  
ABLE Coordinator  
Intermediate Unit I

1996-97  
Project 98-7011  
PRODUCT

## Curriculum Resource List



**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Career Decision Making System (Revised)

**Author:** Harrington, O'Shea

**Publisher:** American Guidance Service

**Synopsis:** The CDMS (Revised) is a self-directed activity that formulates students' input concerning their interests, abilities, work values, and future plans. Then, it identifies career clusters that the students should research further.

**Recommendations:** This system is easy to implement and has been very accurate. Once the career clusters have been identified it is much easier to develop the students' programs of instruction.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Enter Her (Video Series)

**Author:** Enter Here L.L.C.

**Publisher:** Enter Here L.L.C.

**Synopsis:** Enter Here is a resource library consisting of 100 video tapes that introduce entry level jobs that are available without a traditional four-year degree. Actual workers talk about what they do, the necessary skills, and how to advance in their chosen field. Each tape runs approximately 11 minutes.

**Recommendations:** I have found the tapes helpful in providing clients with an introduction to various entry level positions. The student hand-out provides career-specific information including training, wages, and potential employers. It is an excellent reference source. I do not use the previewing suggestions since they are not practical in an Adult Classroom setting.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Getting The Job You Really Want

**Author:** J. Michael Farr

**Publisher:** JIST

**Synopsis:** Getting The Job You Really Want is a career planning and job search book that includes narrative, examples, and in-book activities. It covers career planning, job seeking skills, and career advancement.

**Recommendations:** This book is presented in an easy-to-read format. The interviewing and resume writing sections have been very helpful to my clients. The chapter on surviving a new job has also been educational.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** The Very Quick Job Search

**Author:** J. Michael Farr

**Publisher:** JIST

**Synopsis:** This book is a complete guide for job seekers. It includes such topics as effective job search basics, completing applications, and interviewing techniques. It includes some in-book activities and excellent samples of resumes, cover letters, and thank you letters.

**Recommendations:** I have found this book to be an excellent resource in my classroom. The material is presented in a logical sequence and is easily understood. My clients have used the sample resumes and cover letters when compiling their own correspondences.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** The Quick Interview and Salary Negotiation Book

**Author:** J. Michael Farr

**Publisher:** JIST

**Synopsis:** The Quick Interview and Salary Negotiation Book is a comprehensive guide that covers both traditional and non traditional interviews. Worksheets and examples are included to enhance instruction.

**Recommendations:** I have used this book to write and plan my lessons. It has a wealth of information concerning the interview process. Reading the entire book would be very time consuming and requires a higher reading ability. For these two reasons, I seldom have students work the entire book.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Why Should I Hire You?

**Author:** J.M. Farr and Susan Christopher

**Publisher:** JIST

**Synopsis:** This workbook contains instruction and activities related to job interviews. It is presented on a 5-6 grade reading level and provides in-the-book checklists, activities, and examples related to interviewing.

**Recommendations:** I have found this book to be very helpful. Students can use this book alone for instruction or in conjunction with class presentations.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** An Introduction to Job Applications

**Author:** J. Michael Farr and Susan Christopher

**Publisher:** JIST

**Synopsis:** This workbook is designed to teach an applicant how to use an application as a means of presenting a positive impression. It is filled with valuable activities and includes instruction on the basic components of job applications. Actual applications are included for completion by the reader.

**Recommendations:** Using this workbook has been very beneficial. My clients use their perfected applications while completing those found during their job search. This assures that they have done an accurate and professional job when it matters the most.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** I Am Already Successful

**Author:** Dennis Hooker

**Publisher:** JIST

**Synopsis:** In this book, the reader is taught to find and accept good things about himself. He is shown ways to be more productive, to try new things, and to take reasonable risks. The ultimate goal is for the reader to realize that he is already successful and can become anything he wants to be.

**Recommendations:** Because of the average age of my clientele, I have not often used this book. The activities, though effective and interesting, are geared for a younger audience. I have used some of the lessons on self-awareness with the teenagers in my class that have difficulty realizing their talents or skills.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** The JIST Career Planning & Job Search Course (text)

**Author:** J. Michael Farr

**Publisher:** JIST

**Synopsis:** This is one book out of a four-book course that includes twenty one-hour sessions. It is geared for those students who have already chosen their careers. The two-part goal of this curriculum is to assist people in clarifying the sort of position they want and how to obtain that position in less time.

**Recommendations:** I have found this book extremely valuable in my classroom. The lessons are easily adapted to my objectives and provide useful information in an interesting format.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** The JIST Career Planning and Job Search Course (transparency set)

**Author:** J. Michael Farr

**Publisher:** JIST

**Synopsis:** These 52 multicolored overhead transparencies cover key points in the job planning and seeking processes. They are designed as a compliment to the JIST Career Planning and Job Search Course.

**Recommendations:** These have been a wonderful visual aid in my program. The colorful graphics hold your interest while presenting pertinent information. I think this would be an asset in any job-search class.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Essential Skills For the Workplace: Level One  
Obtaining Information and Resources

**Author:** Strumpf, Mains

**Publisher:** Contemporary

**Synopsis:** Essential Skills for The Workplace teaches SCANS competencies by using functional contexts that require learners to integrate reading, writing, computation, problem solving, and communication skills to complete workplace tasks and projects.

**Recommendations:** In this text, I have all my students do the sections on Purchasing and Selling because the information presented is usually a part of everyone's daily life. I have also used the chapters on Policy Manuals, Weights and Measures, and Reference Chapters for further instruction after a student has already completed the chapters related to his/her career clusters that are found in the accompanying series texts.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Essential Skills For the Workplace: Level Two  
Workplace Competencies

**Author:** Strumpf, Mains

**Publisher:** Contemporary

**Synopsis:** Essential Skills for the Workplace teaches SCANS competencies by using functional contexts that require learners to integrate reading, writing, computations, problem solving, and communication skills to complete workplace tasks and projects.

**Recommendations:** My students have greatly benefited from this text. The activities and work-related tasks simulate the type of work that would be required in a particular field. The finished product may also be included in the student's portfolio as work samples. I have been very satisfied with this text and would suggest it be utilized in school-to-work classes.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Essential Skills For the Workplace: Level Two  
Improving Workplace Performance

**Author:** Strumpf, Mains

**Publisher:** Contemporary

**Synopsis:** Essential Skills For The Workplace teaches SCANS competencies by using functional contexts that require learners to integrate reading, writing, computation, problem solving and communication skills to complete workplace tasks and projects.

**Recommendations:** This texts presents additional tasks and projects that have been categorized by career clusters. It is presented in an easy-to-read format with practical and useful projects.

**WORK BEYOND GED**  
***Curriculum Resource List***

**Title:** Essential Skills For the Workplace (Instructor Guide)

**Author:** J. Michael Farr

**Publisher:** JIST

**Synopsis:** This guide is designed to facilitate the instructor's use of the accompanying texts. It includes extension activities, instructional notes, and the SCANS objectives that are met with each activity.

**Recommendations:** This guide has been very useful in utilizing this series in an effective manner. I would recommend the entire series to school-to-work instructors.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** You're Hired! Book One

**Author:** Marilyn Clark, John Mahaffy, Michael St. John,  
Jan Hart Weihmann

**Publisher:** Contemporary Books

**Synopsis:** This book is designed to have students discover their career direction by examining their values, interests, and skills. There are hands-on activities and exercises that focus on job success and job satisfaction and a job glossary that details over 150 jobs.

**Recommendations:** I did not find this book especially useful in my classroom. Since this book is written with a lower grade interest, it would be more valuable in a middle school program.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** You're Hired! Book Two

**Author:** Clark, Mahaffy, St. John, Weihmann

**Publisher:** Contemporary Books

**Synopsis:** With this book, clients learn the process of researching, finding, and getting a job. Included in the text are lessons focusing on communication, reading, writing, and life skills.

**Recommendations:** I occasionally used this book and found it to be useful. The teenage students in my class were able to work independently because of the easy-to-read format. The activities are relevant and up-to-date.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** You're Hired! Teacher Guide

**Author:** Clark, Mahaffy, St. John, Weihmann

**Publisher:** Contemporary Books

**Synopsis:** This guide features explanations and tips for each unit presented in both Book One and Book Two. In addition, the guide offers dozens of peer-interaction activities designed to reinforce and expand on the information introduced in the student books.

**Recommendations:** This is a very good reference to have with the student book. The peer-interaction activities help to make the information more pertinent.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Job Savvy: How To Be A Success At Work

**Author:** LaVerne Ludden, ED.D

**Publisher:** JIST

**Synopsis:** This book teaches the skills necessary for job success through easy-to-read narrative, case studies, checklists, and worksheets.

**Recommendations:** I have found this text to be a worthy addition to my classroom. Several times, I have used the chapters on getting along with supervisors and workers, as well as problem solving skills, and ethics. The students have always gained incite upon completion of a chapter.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Job Savvy: How To Be A Success At Work (Instructor Guide)

**Author:** LaVerne Ludden, ED.D and Marsha Ludden

**Publisher:** JIST

**Synopsis:** This book is a guide to using the Job Savvy text to its fullest potential. it also includes extension activities for each topic discussed in the text.

**Recommendations:** I have found this guide to be filled with excellent suggestions and material.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Dictionary of Occupational Titles (4th ED. Revised 1991)

**Author:**

**Publisher:** JIST

**Synopsis:** The DOT is a reference book that contains over 12,000 job titles. Each job title is very specific and describes tasks performed on the job. Cross-references for the CGOE and EGOC are also included in this book.

**Recommendations:** This is a vital source for any school-to-work classroom.

**WORK BEYOND GED**  
***Curriculum Resource List***

**Title:** Occupational Outlook handbook (1996-1997)

**Author:**

**Publisher:** JIST

**Synopsis:** This reference book highlights 250 jobs with descriptions, charts, and pictures. Each career title is detailed concerning the nature of the work, working conditions, training, and other qualifications, advancement, job outlook, and earnings.

**Recommendations:** This is an extremely valuable resource for any school-to-work classroom.

**WORK BEYOND GED**  
***Curriculum Resource List***

**Title:** The Business to Business Yellow Pages

**Author:** Bell Atlantic

**Publisher:**

**Synopsis:** This reference book lists many businesses in a far reaching area. Information regarding the business includes their name, address, telephone number, and the nature of the business.

**Recommendations:** This book may be used for conducting informational interviews, locating prospective employers/schools, and research regarding job market. It is an excellent resource for any school-to-work classroom.

**WORK BEYOND GED**  
***Curriculum Resource List***

**Title:** Telephone Directory (local and city)

**Author:** Bell Atlantic

**Publisher:**

**Synopsis:**

**Recommendations:** This resource may be used as a tool to create a job search plan, to compile a file of potential employers, schools, contacts, and also to verify mailing addresses and phone numbers. At least one updated phone directory should be included in the school-to-work classroom.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Policy Manuals (from different types of businesses)

**Author:**

**Publisher:**

**Synopsis:** After completing the policy manual section from "Essential Skills For The Workplace: Obtaining Information and Using Resources", I have students use actual policy manuals to answer job related questions.

**Recommendations:** I think it is very important to include actual policy manuals. Every company has their own variation and way of organizing work policy and students need exposure to different types to ensure success in the "real" work force.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** How To Choose The Right Career

**Author:** Louise Welsh Schrank

**Publisher:** VGM Career Horizons-NTC Publishing

**Synopsis:** This book is designed to help the reader discover more about himself and careers that would be most appropriate for him. It also helps the reader develop a plan of action and how to sell himself in todays job market.

**Recommendations:** This is an easy to read text that includes many valuable activities. I have found the marketing section especially effective.

**WORK BEYOND GED**  
**Curriculum Resource List**

**Title:** Discover The Best Jobs For You

**Author:** Ronald L. Krannich and Caryl Rae Krannich

**Publisher:** IMPACT

**Synopsis:** This book is designed to provide detailed answers to critical job seeking questions. Through tests and self-directed exercises, the reader identifies his values, interests, abilities, and skills to formulate them into a career specific job

**Recommendations:** I received this text later in the program and do not feel that I can accurately assess its value in my class.

**WORK BEYOND GED**  
***Curriculum Resource List***

**Title:** Building A Career Development Program

**Author:** Richard L. Knowdell.

**Publisher:** Davies-Black Publishing

**Synopsis:** This book is a nine point plan, detailing how to define career development within an organizational context, assessing, then designing a program suitable to your organization, and guiding employees through the entire process.

**Recommendations:** I did not have this text before implementing this program so I cannot attest to its effectiveness in the planning of a program. However, upon examining the text, I do believe it could be very valuable.



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