ABSTRACT

The annotated bibliography provides abstracts of 30 research and conference reports and program proposals, and of eight journal articles, all published since 1966, of guidance, counseling, placement, and followup in vocational education. The citations listed were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIN/ARN), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, 12 projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)
GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH SYSTEMS: INFORMATION SOURCES

Compiled by

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PREFACE

The project staff of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) at The Center for Vocational Education has prepared and made available five bibliographies to assist others in applying for support of research projects in vocational education for Fiscal Year 1975. Each bibliography provides access to sources of information about one of five priority areas announced by the U.S. Office of Education pursuant to authority contained in Section 131(a) of Part C of the Vocational Education Act of 1963, as amended. It is hoped that these bibliographies will be genuinely helpful. Titles in this group are:

- State Administration of Vocational Education: Information Sources
- Local Administration of Vocational Education: Information Sources
- Guidance, Counseling, Placement, and Follow-Through Systems: Information Sources
- Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources
- Curriculum, Demonstration, and Installation Studies: Information Sources

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INTRODUCTION

Comprehensive systems of guidance, counseling, placement, and follow-through services have been designated as a priority for research projects to be sponsored by the U.S. Office of Education during Fiscal Year 1975. When undertaking a research project it is important to take into consideration previous work and current activity in the same area so as to avoid duplication and build upon prior knowledge. Reports on completed work has been announced in Research in Education (RIE) or Abstracts ofInstructional and Research Materials in Vocational and Technical Education (AIM/ARM) or described in journal articles announced in Current Index to Journals in Education (CIJE).

The report literature and journal articles cited in this publication were found in a computer-assisted search of RIE, AIM/ARM, and CIJE. These citations were selected from among a larger number uncovered in the initial search. The selected items were deemed relevant to the topical area and representative of previous work. As with most bibliographies, the inclusions are a product of the search strategies, the time available, and the judgement of the compilers. Therefore, users of the bibliography should seek information from other sources as well. The items are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS) or the original source as indicated in the citation.

The projects in progress cited were selected from among those listed in Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, June, 1974). Additional information about these projects may be found in the above cited publication or from the project director listed.
PURPOSES OF THE CONFERENCE WERE TO (1) REVIEW EXPERIENCES, PROBLEMS, AND INSIGHTS DEVELOPED BY THE INDIVIDUAL PARTICIPANTS THROUGH RESEARCH AND OPERATIONAL USE OF NEW TECHNOLOGIES, (2) REVIEW THE RELATION OF THESE TECHNOLOGIES TO VOCATIONAL EDUCATION, VOCATIONAL COUNSELING, AND GUIDANCE, AND (3) ARRANGE FOR CONTINUED COMMUNICATION AMONG PARTICIPANTS AS THEY USE SYSTEMS ANALYSIS AND TECHNOLOGY IN VOCATIONAL GUIDANCE RESEARCH AND PRACTICE. THREE AREAS WERE DISCUSSED—-(1) PROJECTS DEVOTED TO THE STUDY OF CAREERS, (2) PROJECTS FOR THE DEVELOPMENT AND PRESENTATION OF MATERIAL FOR THE ENHANCEMENT OF CAREER DECISIONS BUT NOT INVOLVING THE COMPUTER, AND (3) PROJECTS DEVOTED TO THE DEVELOPMENT OF MATERIAL AND THE PRESENTATION AND ASSESSMENT OF PRESENTATION WITH THE ASSISTANCE OF TIME-SHARED COMPUTERS. SUMMARIES ARE GIVEN FOR (1) PROJECT TALENT, (2) EXPLORATORY STUDY OF INFORMATION PROCESSING PROCEDURES AND COMPUTER-BASED TECHNOLOGY IN VOCATIONAL COUNSELING, (3) A HARVARD-NEEDS-NEWTON INFORMATION SYSTEM FOR VOCATIONAL DECISIONS, (4) A STUDY OF INTELLECTUAL GROWTH AND VOCATIONAL DEVELOPMENT, (5) THE DEVELOPMENT AND EVALUATION OF A PILOT COMPJTER-ASSISTED VOCATIONAL GUIDANCE PROGRAM, (6) CLEAR LANGUAGE PRINTOUT OF DEMOGRAPHIC AND PSYCHOMETRIC DATA REGARDING COLLEGE STUDENTS, (7) A MULTIMEDIA APPROACH FOR COMMUNICATING OCCUPATIONAL INFORMATION TO NONCOLLEGE YOUTH, (8) VOCATIONAL ORIENTATION SYSTEMS, AND FIVE OTHER PROJECTS. (EM)

ED12936  CG000428
NEW MODELS AND TECHNIQUES IN CAREER GUIDANCE.
BOYNTON, RALPH E.
Pittsburgh Univ., Pa.
Pub Date 11MAR66 Note-12P.
EDRS PRICE MF-$0.65 HC-$3.29
Descriptors-*Career Planning/ Computer Oriented Programs/ Discussion Groups/ *High School Students/ Information Processing/ Models/ Student Seminars/ *Systems Approach/ *Vocational Counseling/ Work Experience Programs
A MODEL FOR A CAREER GUIDANCE SYSTEM THAT APPEARS TO EFFECTIVE POSITIVE CHANGE FOR STUDENTS, SCHOOLS, AND THE COMMUNITY IS PRESENTED. THERE ARE FOUR PHASES TO THE MODEL, ONE FOR EACH YEAR THE STUDENT IS IN HIGH SCHOOL. THE STUDENT’S SKILLS, APPTITUDES, INTERESTS, INTELLIGENCE, AND ACHIEVEMENTS ARE DETERMINED AT INITIAL FACT GATHERING, SESSIONS. THIS INFORMATION IS STORED IN A COMPUTER. THE STUDENT MAY OBTAIN INFORMATION FROM THE COMPUTER ABOUT GRADES, COURSES TAKEN, AND COLLEGE ACCEPTANCE. THE COUNSELOR RECEIVES A COPY OF ALL SUCH SESSIONS. STUDENTS ARE ASSIGNED BY THE COMPUTER TO DISCUSSION GROUPS WHICH FOCUS ON THE SELECTION OF OCCUPATIONAL OBJECTIVES. CAREER SEMINARS PROVIDE STUDENTS WITH OPPORTUNITIES TO TALK WITH REPRESENTATIVES OF CAREERS IN WHICH THEY HAVE AN INTEREST. WHERE FEASIBLE, SENIOR YEAR STUDENTS ARE GIVEN WORK EXPERIENCE OPPORTUNITIES. THIS TYPE OF APPROACH APPEARS MEANINGFUL FOR STUDENTS WHO ARE NOT COLLEGE ORIENTED. THE USE OF A SYSTEMS APPROACH, PEER GROUPS FOR COUNSELING, AND COMMUNITY RESOURCES SEEMS TO OPERATE EFFECTIVELY IN PREPARING STUDENTS TO TAKE THEIR PLACE IN THE ECONOMIC LIFE OF A COMMUNITY. (SK)

EDO 16852 VT004348

A PROPOSED MODEL FOR AN INFORMATION STORAGE AND RETRIEVAL SYSTEM FOR REPORTING JOB PLACEMENT FOLLOW-THROUGH DATA OF PERSONS TRAINED IN INDUSTRIAL EDUCATION PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS. TENTATIVE DRAFT.

HARRIS, WAYNE M.
California State Dept. of Education, Sacramento.
Pub Date JUN67 Note-44P.
EDRS PRICE MF-$0.65 HC-$3.29
Descriptors-*Data Collection/ Electronic Data Processing/ Industrial Education/ *Information Systems/ Job Placement/ *Models/ Records (Forms)/ *Systems Approach/ *Vocational Followup
Identifiers-CALIFORNIA/ PROJECT JOB DATA

THE PURPOSES OF THIS STUDY WERE TO DEVELOP A MODEL FOR COMPARING VOCATIONAL JOB PLACEMENT WITH ENROLLMENT AND TO MAKE RECOMMENDATIONS FOR ITS APPLICATION ON A STATEWIDE BASIS. THE MODEL WAS ESTABLISHED THROUGH SEARCHING LITERATURE, CONSULTING WITH EDUCATORS AND ELECTRONIC DATA PROGRAMERS, AND OBSERVING EXISTING PROGRAMS. IT WAS ESSENTIALLY A DATA COLLECTION PROCEDURE AND A DATA PROCESSING PROGRAM FOR SUBSEQUENT HANDLING AND STORAGE OF THE DATA. IT USES FEEDBACK AND ERROR CONTROL FEATURES. THE PRESCORED CARD WAS SELECTED FOR THE QUESTIONNAIRE INSTRUMENT. RESPONSE POSITIONS, PUNCHED OUT BY HAND, ARE READ DIRECTLY BY VARIOUS ELECTRONIC DATA PROCESSING TECHNIQUES. THE REGISTRATION FORMS, VERIFICATION OF ENROLLMENT AND ADDRESSES, AND THE IN-CLASS FOLLOWUP FORMS ARE COMPLETED BY ALL INDUSTRIAL EDUCATION STUDENTS WHILE STILL IN SCHOOL. THE FOLLOWUP FORMS ARE LATER MAILED TO THE STUDENTS. STANDARDIZED FORMS WERE DEVELOPED FOR (1) STANDARDIZED REGISTRATION FOR JUNIOR COLLEGES, (2) VERIFICATION OF ENROLLMENT, (3) VERIFICATION OF ADDRESSES, (4) IN-CLASS FOLLOW-THROUGH, AND (5) OUT-OF-CLASS FOLLOW-THROUGH. THE SYSTEM, AS PLANNED, MAY STAND ALONE, OPERATE IN CONJUNCTION WITH OTHER ELECTRONIC DATA PROCESSING PROJECTS, OR BECOME A PART OF LARGER INFORMATION STORAGE AND RETRIEVAL SYSTEMS. IT IS VERSATILE AND WILL ACCEPT NEW TYPES OF DATA AND DATA GATHERING TECHNIQUES FOR OTHER EVALUATIONS AND ASSESSMENTS OF INDUSTRIAL EDUCATION. THE APPENDIX INCLUDES (1) SAMPLE REPORT FORMS, (2) MAILING PROCEDURES, (3) DEFINITIONS, AND (4) A BIBLIOGRAPHY. A FLOW CHART OF THE MODEL IS INCLUDED. (EH)
EXPLORATORY STUDY OF INFORMATION—PROCESSING PROCEDURES AND COMPUTER-BASED TECHNOLOGY IN VOCATIONAL COUNSELING. FINAL REPORT.

COGSWELL, J.P.; AND OTHERS
System Development Corp., Santa Monica, Calif.

Contract-OEC-6-85-076
Pub Date 26OCT67

Descriptors—*Computer Programs/ Counselor Training/ *Experimental Programs/ Information Processing/ *Information Systems/ Junior High Schools/ Program Design/ Program Development/ Q Sort/ Senior High Schools/ Surveys/ Systems Analysis/ Systems Development/ *Vocational Counseling

Identifiers—*COUNSELING FUNCTIONS

NINETEEN REVIEWS IN THIS ISSUE PERTAIN TO VOCATIONAL GUIDANCE AND ARE ORGANIZED BY TOPICS—(1) "SYSTEMS TECHNOLOGY IN GUIDANCE" REVIEWS AN EXPLORATORY STUDY OF INFORMATION PROCESSING PROCEDURES AND COMPUTER APPLICATIONS IN GUIDANCE, AND A CONFERENCE ON SYSTEMS DEVELOPMENT FOR VOCATIONAL GUIDANCE, (2) "CAREER DEVELOPMENT THEORY AND PRACTICE" TREATS GUIDANCE CURRICULUM PLANNING AND A CAREER SIMULATION GAME, (3) "COUNSELOR TRAINING PROGRAMS AND INSTITUTES" DESCRIBES NINE COUNSELOR TRAINING PROGRAMS, (4) "REGIONAL RESOURCES" DESCRIBES THE SAN DIEGO CAREER INFORMATION CENTER, AND (5) "EXPERIMENTS AND DEVELOPMENTAL STUDIES" REVIEWS A CREATIVE THINKING TEST VALIDATION STUDY, THE DEVELOPMENT OF AN INSTRUMENT TO MEASURE ACHIEVEMENT MOTIVES IN VOCATIONAL EDUCATION, GUIDELINES FOR RESEARCH AND PRACTICE IN GUIDANCE, AN INSTRUMENT TO APPRAISE SOCIAL READINESS FOR EMPLOYMENT, AND A STUDY OF JUNIOR COLLEGE STUDENTS IN OCCUPATIONAL EDUCATION. "PLAIN TALK," A CONTINUING COLUMN, DISCUSSES SOME GAPS AND WEAKNESSES OF THE GUIDANCE PHASE OF VOCATIONAL EDUCATION AND WARNS THAT RELIANCE ON MAN-MACHINE SYSTEMS MAY CAUSE COUNSELORS TO LOSE THEIR ABILITY TO RELATE TO STUDENTS, RECOMMENDS MORE EMPHASIS ON THE THEORETICAL RATIONALE OF COUNSELING, AND POINTS OUT THAT THE JOB PLACEMENT PHASE HAD BEEN NEGLECTED. THE BIBLIOGRAPHY LISTS 16 RELATED STUDIES WHICH ARE IN PROCESS. THIS ARTICLE IS PUBLISHED IN THE "AMERICAN VOCATIONAL JOURNAL," VOLUME 43, NUMBER 3, MARCH 1968. (EM)

ED020718 JC680221
CHOOSING AN OCCUPATION WISELY—A PROPOSAL TO TAKE THE GUESSWORK OUT OF FUTURE VOCATIONAL GUIDANCE.
KILPATRICK, GORDON
Pub Date MAR68 Note—26P.
EDRS PRICE MF-$0.65 HC-$3.29

ON ENTERING JUNIOR COLLEGE, THE STUDENT HAS MADE OR WILL SOON MAKE AN OCCUPATIONAL CHOICE. HE USUALLY makes it WITHOUT ENOUGH UNDERSTANDING OF HIMSELF. THE COUNSELING OFFICE MAY BE UNDERSTAFFED OR PRIMARY CONCERNED WITH PROGRAM ADVISEMENT RATHER THAN WITH THE PROPER DIRECTION OF THE PROGRAM. HIS CHOICE MAY THEREFORE BE MADE IN RESPONSE TO CURRENT INTERESTS (SUBJECT TO CHANGE) OR TO PARENTAL INFLUENCE, NEITHER OF WHICH MAY RECOGNIZE THE STUDENT'S ABILITY OR POTENTIAL. A SYSTEMS APPROACH IS PROPOSED TO ASSESS THE STUDENT'S ABILITIES AND INTERESTS BY AATTERY OF TESTS. THE PROFILE OF HIS TEST SCORES IS COMPARED MATHEMATICALLY FOR BEST FIT WITH STATISTICAL RENDITIONS OF PROFILES OF JOB REQUIREMENTS AS DETERMINED BY THE TEST SCORES OF SUCCESSFUL PRACTITIONERS IN MANY JOBS. THE CAREERS FOR WHICH THE STUDENT IS BEST FITTED WILL BE SHOWN IN RANK ORDER. HE MAY THEN SEEK INFORMATION ABOUT THE ONES WITH WHICH HE IS UNFAMILIAR AND ABOUT THE OPPORTUNITIES IN THOSE AREAS THAT INTEREST HIM. THIS SYSTEM WOULD OBJECTIFY THE PRESENT RANDOM SELECTION PROCESS, MAKING MORE EFFICIENT USE OF THE STUDENT'S, TEACHER'S, AND COUNSELOR'S TIME, AND OF TAX DOLLARS, EDUCATIONAL FACILITIES, AND SOCIETY'S MANPOWER. (HH)

ED033236 08 VT009562
UTAH PROJECT "FOLLOW-UP." INTERIM REPORT.
Cox, John A.
Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.
Procedures and machinery were developed for a statewide, 5-year follow-up of high school and post-secondary vocational students for quality and cost effectiveness analysis purposes. The system calls for specific information about the student to be gathered while he is in school by means of a Student Exit Form. Information is accumulated on magnetic computer tape, and after the student leaves school (graduates or drops out), he is sent a mail-out questionnaire designed to gather information about what the student does after leaving school. Students receive a questionnaire once each year for 5 years after leaving school. Exit forms were utilized for the first time during the 1967-68 school year and mail-out questionnaires were sent to 1968 graduates and to dropouts in September 1968. Although problems arose in procedures, data accumulation, and reports, the basic system has been developed, is considered functional, and is recommended for continuation. (Not available in hard copy due to marginal legibility of original document.) (CH)

PROBLEMS IN THE TRANSITION FROM SCHOOL TO WORK AS PERCEIVED BY YOUTH OPPORTUNITY CENTER COUNSELORS. A NATIONAL SURVEY. FINAL REPORT. RESEARCH SERIES NO. 53.

Eggeman, Donald F.; And Others
Ohio State Univ., Columbus. Center for Vocational and Technical Education.


Bureau No.—BR-7-0158
Grant—OGC-3-7-000158-2037
Pub Date Dec 69 Note—76p.
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210
EDRS Price MF—$0.65 HC—$3.29
Descriptors—Adjustment Problems/ Bibliographies/ Counseling Services / *Counselor Attitudes/ Employment/ Instructional Aids/ Instructional Materials/ Job Training/ Occupational Guidance/ Personality Problems/ Questionnaires/ *School Role/ Teacher Attitudes/ *Vocational Adjustment/ *Youth Employment/ *Youth Problems
Identifiers—*School To Work Transition

Questionnaires concerning major problems facing youth in the transition from school to work were mailed to all counselors at the 167 Youth Opportunity Centers (YOC) of the U.S. Employment Service. Data were obtained from usable returns by 763 (59 percent) counselors. The problems were categorized into nine major categories (job preparation, personality variables, vocational behavior, school programs, discriminatory factors, family background, community factors, factors inherent in job, and military obligation), and 50 sub-categories. Problems enumerated by YOC counselors and by a
purposive sample of vocational educators (Garbin, et al., 1967) have a correlation of .61 (Spearman) which increases the probability that these are real problems facing youth. Counselors recommended that schools provide better occupational information, more vocational guidance, and additional courses teaching basic prevocational skills. Other reports in this series are available as ED 016 811, RD 021 070, and ED 032 430. (CH)
to promote the decision making ability of the student by making information available to him and by giving him the opportunity for vicarious experiences in making occupational choices. A total of three precise tasks in the design of this exploration system are indicated: (1) the development of interest categories; (2) the development of categories of educational aspirations; and (3) the classification of a given set of occupations in terms of the specified interest and educational categories. The system may then be used by students or counselors in any of three modes: (1) exploration, (2) index, or (3) guidance. This program has been implemented on a DEC TSS-8 system, for reasons described in another paper. It is being used in the Faculty of Education, The University of Calgary. (KJ)

EDG43892 CG005825
A THEORY-RIDDEN, COMPUTERLESS, IMPERSONAL VOCATIONAL GUIDANCE SYSTEM.
Holland, John L.
Pub Date Sep 70 Note-16p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970
Available from-John L. Holland, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.
EDRS Price MP-$0.65 HC Not Available from EDRS.

Beginning with a brief summary of the need for practical vocational guidance systems, the author explains his Self Directed Search for Educational and Vocational Planning (SDS), which was developed to provide a cheap, practical, vocational guidance system having a high degree of scientific validity and client effectiveness. The SDS is a self-administered, self-scored-- and self-interpreted vocational counseling tool which contains an assessment booklet and a classification booklet, both of which are products of a theory of personality types and environmental models. The development of the SDS is summarized. An informed evaluation based on the use of the SDS with 5,000 widely divergent subjects suggests that: (1) 50% of those taking it like it; (2) others are troubled by the results and could use counseling; (3) the SDS is applicable to a wide age range; and (4) the SDS has the desirable characteristics of immediacy, self-direction, completeness, independence, personal development and safeguards. The conclusion suggests some beneficial side-effects of the SDS. (TL)

ED045850 VT012355
WORKER ADJUSTMENT PROBLEMS OF YOUTH IN TRANSITION FROM HIGH SCHOOL TO WORK.
Garbin, A. P.; And Others
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-RD-43
Pub Date Dec 70 Note-215p.
EDRS Price MP-$0.65 HC-$9.87
The purpose of this study was to identify youth adjustment problems in the transition from high school to work and to recommend possible solutions. Data collected in Columbus, Omaha, and New Orleans, through interviews with 642 workers between the ages of 17 and 27, focused on the following areas: (1) transition from high school to full-time work, (2) motivations, rewards and job evaluations, (3) relationships with work environment, (4) attitudes, values, and behavioral patterns related to work, and (5) career patterns. The findings in these areas are relevant for administrators, teachers, counselors, and business leaders interested in improving the transition from school to work.
A Comprehensive Career Guidance System (CCGS) for programs of individualized education where computer support facilities are available is described. The CCGS program employs a systematic approach to develop and evaluate guidance-oriented objectives and related instructional and counseling experiences for youth. This systematic approach involves 5 types of activities: (1) identification of youth development needs; (2) classification of objectives by commonalities and priorities; (3) specification and selection of all possible alternative strategies for individualized programs; (4) design, scheduling, and implementation of selected strategies; and (5) evaluation and feedback of the efficiency and effectiveness of designed programs. The authors suggest that the ultimate aim of this program is to provide a comprehensive data bank of behavioral objectives, each keyed to a variety of appropriate instructional, counseling, and evaluational materials and procedures available for student, parent, counselor, and teacher use. (Author/RK)
By presenting a brief overview of alternative approaches to career guidance programs, this publication was designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. The compact nature of the review should provide a ready reference for practitioners seeking alternative delivery systems for accomplishing career development. Alternative approaches which received special attention are: (1) occupational exploration, (2) the developmental (K-14) approach, (3) systems approaches, and (4) computer-assisted approaches. Also included is a discussion of considerations and recommendations based on extrapolations of current and future options.

ED058429# VT014472

TRAINING AND PLACEMENT OF THE YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER. MDTA EXPERIMENTAL AND DEMONSTRATION FINDINGS NO. 6. FINAL REPORT.

Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center.

Spons Agency-Manpower Administration (DOL), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-DLMA-82-01-67-3b-1
Pub Date 71 Note-93p.; Reprint Available from-National Technical Information Service, Springfield, Virginia 22151 (PB 199 763, MF $.95; See catalog for hardcopy price)

Document Not Available from EDRS.


The primary goal of the Draper Project, begun in 1964, was to demonstrate the feasibility of operating a manpower training program in a correctional setting. As secondary goals, the project sought to individualize instruction, involve communities in the rehabilitation of the offender and disseminate the findings to correctional and educational personnel throughout the country. Through this program, the project administration hoped to ultimately reduce the high recidivism in Alabama. This study, one of three such national projects, dealt with problems peculiar to a state which is making the transition from a rural to an industrial economy. It was found that education and training per se are not enough to effect the broad changes in inmates required for successful social adjustment. They can be rehabilitated when they are a part of a systematic approach to human development which includes systematic preparation for the world of work, tailored job development and placement, and development of community support. This is the first of a three-volume final report, to be followed by Volume II, a technical manual, and Volume III, "HOW TO WITH P.I." (Author/GE)
ED064663 24 CG007512
PLANNING, DEVELOPING, AND FIELD TESTING CAREER GUIDANCE PROGRAMS: A
MANUAL AND REPORT. FINAL REPORT.
Jones, G. Brian; And Others
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency–Office of Education (DHEW), Washington, D.C.
Bureau No.–RR-0-0058
Contract–OEC–0–70–4929(508)
Pub Date Jun 72 Note–113p.
EDRS Price MF–$0.65 HC–$6.58
Descriptors–*Career Planning/ Guidance Programs/ Individualized
Programs/ Manuals/ *Occupational Guidance/ *Program Development/
Program Evaluation/ *Student Needs/ *Systems Approach
Many programs designed to improve youth career planning and
development processes face several limitations. To improve such
methods such rationale are necessary: (1) make explicit the
assumptions underlying these programs; (2) describe the planning
methods and criteria for deriving youth goals and performances
objectives; (3) specify desired youth outcomes in terms of measureable
criterion behaviors related to assessed needs; (4) make sure
instructional and counseling procedures are feasible; (5) demand that
the youth activities involved in the selected procedures are scheduled, and the staff services and material resources required to
conduct these activities be collected and implemented; (6) employ
summative and formative evaluation designs to study both the expected
and unexpected outcomes of these programs; and (7) require continuous
revision of program activities, based on evaluation feedback, until
such programs were fully effective for their intended audiences.
(Author)

ED065704 VT016163
THE EDUCATIONAL AND CAREER EXPLORATION SYSTEM: FIRST YEAR REPORT OF
A COUNTY-WIDE FIELD TRIAL AND EVALUATION.
Lindeman, Richard H.; And Others
Pub Date Apr 72 Note–21p.; Paper presented at The Annual Meeting of
the American Educational Research Association (Chicago, Ill., April 1972)
EDRS Price MF–$0.65 HC–$3.29
Descriptors–Career Choice/ *Career Education/ Computer Based
Laboratories/ *Developmental Programs/ *Information Systems/
*Occupational Information/ Program Evaluation/ Reports/ Secondary
School Students/ Speeches/ Systems Development/ *Vocational Counseling
Identifiers–Career Exploration/ ECES/ Educational and Career
Exploration System/ Field Trial/ Genesee County/ Michigan
Developed by the Advanced Systems Development Division of
International Business Machines (IBM) in consultation with two
professors, the Educational and Career Exploration System (ECES)
includes information on 400 occupations and 300 post-high school
majors. Designed for the high school student and for use with a
computer terminal, the system includes charts which summarize and
compare information about the student and his explorations. To
evaluate the program, data were gathered on an experimental group and
a control group of 10th graders, and also from counselors and parents
of the students. Analysis of the data revealed that: (1) While
students tended to concentrate on occupations during their first
sitting at the ECES terminal, they used their second sitting to explore both occupational and educational opportunities, (2) Parents of users were generally pleased with the effects of the system and stated that they were more involved in the educational and vocational planning of their children than they had been previously, and (3) Counselors had positive reactions to the system and were optimistic about its effect on students. Despite these positive results, however, the anticipated gains in vocational maturity were not realized during this first year of the field test. (Author/JS)

ED0686538 VT017050

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT IN THE SCHOOLS: TOWARD A SYSTEMS APPROACH.
Herr, Edwin L.; Cramer, Stanley H.
Pub Date 72 Note-356p.
Document Not Available from EDRS.

In addition to surveying the approaches to and elements comprising vocational guidance, this book represents an attempt to develop a position state about the potential significance of vocational guidance within the educational context. As a result of this approach, vocational development is viewed as a subsystem within the larger system of education, and the chapters of this book are designed to carry the reader through the stages of a systems approach to vocational guidance. Chapters cover such topics as: (1) Vocational Guidance: Past, Present, and Future, (2) The Ingredients of Career/Vocational Development, (3) The American Occupational Structure, (4) The Consumers of Vocational Guidance, (5) Formulating Objectives for Vocational Guidance, (6) Vocational Guidance, Vocationalization, and the Elementary, Junior High, and Senior High Schools, (7) Helping Strategies in Vocational Guidance, (8) Assessment and Evaluation in Vocational Guidance, (9) Information in Vocational Guidance, and (10) Bringing About Change in Schools. (SB)

ED068716 VT017257

CAREER EDUCATION AND THE TECHNOLOGY OF CAREER DEVELOPMENT.
EDRS Price MF-$0.65 HC-$9.87

This report of proceedings includes numerous speeches, grouped in four topical areas: (1) systems for career education, (2) career development and systems at the American Institutes for Research, (3)
current status of other career development systems, and (4) career education and the technology of career development. The Career Education Program's four models--school-based, employer-based, home-community based, and residential--are discussed. Career guidance and counseling, implementation problems, computer-free and computer-involved guidance systems, and related topics are covered. A wide range of resource materials is appended. (AG)

ED0699231 VT017851
ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES.
Ryan, T. Antoinette; Zeran, Franklin R.
Pub Date 72 Note-465p.
Available from- Interstate Printers and Publishers, Inc., 19 W. Jackson St., Danville, Illinois 61832
Document Not Available from EDRS.
Identifiers-Educational Awareness
The organization and administration of guidance services must be person-oriented and future-directed, utilizing a systems approach for developmental planning and evaluation in order to satisfy demands for accountability in education. Focusing specifically upon systems analysis, ST-benefit analysis, computer-assisted counseling and related services, careers for women, and career development and decision-making in general, the text includes student exercises, numerous educational and guidance objectives, and an index. The 12 chapters deal with: (1) an overview, (2) a systems approach to guidance management, (3) individual analysis services, (4) information services, (5) career development and decision-making education, (6) placement and work-experience, (7) followup, (8) counseling service, (9) roles and responsibilities, (10) evaluation of guidance services, (11) functions: constraints and actualizers, and (12) selection criteria, preparation, and certification of guidance personnel. (AG)

ED070854 VT018253
SELECTFD FUNCTIONAL COMPONENTS OF A VOCATIONAL EDUCATION COUNSELING SYSTEM FOR URBAN YOUTH.
Schubert, Jane G.; Rosenfeld, Michael
Spons Agency-Pittsburgh School District, Pa.
Report No.-AIR-32400-9/72-FR
Pub Date Sep 72 Note-127p.
EDRS Price MF-$0.65 HC-$6.58
The purpose of this annual report is to evaluate a demonstration project in vocational counseling for urban youth which is composed of four major elements: (1) a career orientation program for preadolescents, (2) a cooperative work experience program for students
enrolled in vocational skill development at the secondary level, (3) a job placement program for high school graduates, and (4) a counseling and training program to serve high school students who are not enrolled in vocational programs. Encompassing activities under the Occupational Vocational and Technical Education Training Division of the Pittsburgh Public Schools, these four functional components were selected from a comprehensive occupational guidance program for the elementary and secondary grades. This program review presents a project summary with recommendations, together with detailed descriptions of the three-phases of the career orientation programs and the other program components. Although the programs function efficiently, the reasons why 5.2 percent of the 1971 graduates were not placed should be studied in order to remedy the situation. Various tables present the data, and extensive resource materials are appended. (AG)

ED0781451 VT020228
REQUIREMENTS AND DESIGN OF A LABOR MARKET INFORMATION SYSTEM FOR A LARGE METROPOLITAN AREA.
Thal-Larsen, Margaret; And Others
Sponsors Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No.-DLMA-71-05-70-03-1
Pub Date Nov 72 Note-338p.
Available from-National Technical Information Service, Springfield, VA 22151 (PB 213 744, MF $1.45, HC $9.00)
Document Not Available from !DRS.
This study sought to determine the need for labor market information in the San Francisco-Oakland and San Jose Metropolitan areas of California. Respondents included representatives of public and private employment agencies, community antipoverty agencies, school administrators and counselors, employers, union members and high school students. Top priority needs recorded were information about current job opportunities, job prospects, and current demographic statistics for small areas. Conceptualized and described in terms of 28 components is a labor market information system designed to satisfy requirements registered by respondents. Other content inclusions are: (1) a discussion of problems encountered in the model design process, (2) input source data, (3) output format requirements, (3) transformations and mechanisms specified for each component, and (4) evaluation and criteria development procedures. Policy recommendations include suggested strategies for implementation of the system. (Author)

ED078175 VT020344
ACHIEVING MANPOWER GOALS THROUGH MORE EFFECTIVE EMPLOYER SERVICES PROGRAMS. FINAL REPORT.
Giblin, Edward J.; Levine, Louis
This is the first of a 2-volume final report of a 20-month research and development project conducted by the Michigan State Employment Service agency and a private research firm. The purpose of the project was to design and test innovative methods of increasing the volume and quality of jobs listed with the employment service. Included are: (1) a description of the problem including steps taken to solve it and the resulting demonstration model, (2) the quantitative and qualitative results of the demonstration, (3) the implications for new policy and program directions, and (4) a discussion of areas requiring further research and experimentation. The second volume of the report is available as VT 020 345 in this issue. (Author/SN)
A system for aiding students at Tallahassee Community College in using the Career Information System in vocational planning was developed. The system allows the students to serve themselves with minimum counselor intervention. In behavioral terms, the system should enable the student to: (1) place himself in one of the six client categories; (2) assess his attitudes, abilities, interests, preferences, physical and social characteristics; (3) locate current information relevant to his needs; (4) identify various realistic alternative plans; (5) list the alternative in a hierarchy of preference; (6) choose from the hierarchy alternative plans to pursue; (7) identify steps necessary in taking action to achieve goal; and (8) recognize the need to review plans and goals periodically to check progress. The progression of the steps through which the student goes at the CIC are outlined. Recommendations are given in relation to reorganization of materials at the CIC; resource people, testing, publicity, and costs. Appendixes provide: General Guide to TCC:CIC Induction, General Outline of Pamphlets, Decision-Making Model Script, CIC Experience Evaluation Sheet, Self-Assessment Checklist, and Future Group Guide. (DB)
occupational goals and the world of work. At the elementary level, teachers developed films, learning packets, games, and other career-oriented materials which will continue to be used throughout the school district. At the junior high school level, the emphasis was on exploration of the fifteen career clusters, while at the high school level, the greatest effort was expended on career focus and placement. It was felt that the project successfully realized the objectives set out, and it will be continued and expanded throughout the Memphis school system. Of the ten appendixes the principal one is a 138-page comprehensive evaluation of the project. (SA)

ED087979 CG008717

USE OF COMPUTER IN RELATION TO CRITICAL GUIDANCE FACTORS.

Cassel, Russell N.

Pub Date 73 Note-20p.

EDRS Price MF-$0.75 HC-$1.50


This paper identifies the most critical factors pertinent to career guidance as: (1) use of humanistic psychology, (2) development of decision competency, (3) career planning and selection, (4) educational planning and relevance, and (5) the development of positive human relations skills as marketable skills. It describes computer-based programs (systems) developed at The University of Wisconsin-Milwaukee during the past seven years that seek to deal directly with each of such critical factors. The report explains the use of a method called "0-P-A-H-U-D-E" where emphasis is placed on the activity of students as opposed to the activity of faculty; where "information about" (theory) leads directly to "experience with"; where computerized gaming and simulation make use of surrogate role playing in relation to multiple assigned roles in some "meaty" (exaggerations of typical) social problems; and where career guidance is maintained to be at its best. The principles of humanistic psychology are introduced and utilized throughout. (Author)

ED087988 CG008736

SYSTEMATIC CAREER COUNSELING PROCESS. A PROCEDURAL OUTLINE FOR USE BY COUNSELORS IN ASSISTING STUDENTS IN CAREER PLANNING.

Webber, John R.


Pub Date 73 Note-70p.

Available from-John R. Webber, Schoolcraft Community College, Schoolcraft, Michigan 48151

Document Not Available from EDRS.

Descriptors-*Career Planning/ *Counseling Goals/ *Counselor Role/ Guides/ Helping Relationship/ Junior College Students/ Self Concept/ Systems Approach/ *Vocational Counseling/ *Vocational Development

This document was developed as an aid to counselors who, as a result of their graduate education, should develop good understandings of vocational theories. Yet, many experience difficulty when applying these theories to their students' problems. In an attempt to fill this gap, counselors at Schoolcraft Community College (Michigan) pooled their career counseling procedures and shared some of the techniques
which they have found to be especially effective in working with students. The result is the "Systematic Career Counseling Process". It outlines areas which should be included in career counseling and suggests leads or questions which might be used. Areas of focus include vocational history and development, personal career needs, self concept, level of functioning, career information and exploration, and career planning. The systematic approach provides a process which should aid not only counselors but students in learning a "process" used in career decision making. (Author)

Journal Articles

EJ002117 EM500148
THE ROCHESTER CAREER GUIDANCE PROJECT
Youst, David B. Educ Technol; 9; 3; 39-41 69 Mar
Descriptors--Career Planning/ *Counseling/ *Counseling Programs/
*Systems Approach/ Technology/ Vocational Counseling
Identifiers--*Rochester Career Guidance Project

EJ003477 AA501529
SYSTEMS APPROACHES IN GUIDANCE
Cooley, William W.; Hummel, Raymond C. Rev Educ Res; 39; 2; 251-262
69 Apr
Descriptors--Bibliographies/ *Computer Oriented Programs/ Guidance
Facilities/ *Guidance Programs/ *Guidance Services/ Information
Systems/ Occupational Choice/ *Systems Approach
Identifiers--Autocoun/ Computer Assisted Career Exploration/
Information System for Vocational Decisions/ IBM Guidance Counseling
Support System

EJ005996 EM500261
SYSTEMS TECHNIQUES FOR PROGRAMS OF COUNSELING AND COUNSELOR
EDUCATION
Ryan, T. Antoinette Educ Technol; 9; 6; 7-17 69 Jun
Descriptors--*Counseling Programs/ *Counselor Training/ Feedback/
Models/ Simulation/ Systems Analysis/ *Systems Approach

EJ016519 AA505141
YOUTH GUIDANCE SYSTEMS
McDaniel, H. L.; Bowers, Stanley L. J Secondary Educ; 45; 1; 16-23
70 Jan
Descriptors--*Conceptual Schemes/ Decision Making/ *Guidance
Objectives/ *Guidance Programs/ *Systems Approach/ *Youth
A youth guidance system that is designed to provide students with all the information possible to help them make the right choice of goals and to deal effectively with their problems as they arise is presented. (CK)
The systems concept, analysis and synthesis, systems design, behavioral objectives, feedback, and flowcharting are briefly explained, followed by the application of the systems technique for a generalized model for the establishment, operation, and maintenance of a counseling and guidance program. (Author)

This article describes present and future computer based systems used in counseling and guidance, and provides several descriptive references. The article describes five types of systems, some of which replace and go beyond certain current counseling functions. (Author)

It is past time to commit money and manpower toward developing a vocational placement and follow-up structure within every school district, involving the teacher, business, industry, and at least one placement specialist. The sole function of the placement specialist would be vocational placement. (DS)
Projects in Progress

The project number, duration, title, investigator, and institution are cited for FY 74 projects. Objectives, procedures, and end products are described in Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968.

PROJECT NO.: V0013VZ
PROPOSED BEGINNING AND ENDING DATES: June 25, 1974 - December 25, 1975
PROJECT TITLE: Career Counseling and Placement Project
INVESTIGATOR AND INSTITUTION: John D. Alcorn
                        University of Southern Mississippi
                        Hattiesburg, Mississippi 39401

PROJECT NO.: V0027VZ
PROPOSED BEGINNING AND ENDING DATES: June 25, 1974 - December 25, 1975
PROJECT TITLE: Improving and Evaluating Guidance and Counseling Services for Economically Disadvantaged College Students
INVESTIGATOR AND INSTITUTION: Don B. Croft
                        New Mexico State University
                        Las Cruces, New Mexico 88003

PROJECT NO.: V0028VZ
PROPOSED BEGINNING AND ENDING DATES: June 25, 1974 - December 25, 1975
PROJECT TITLE: Research and Development for a State-Wide System of Placement and Follow-Up of Vocational-Technical Education Graduates
INVESTIGATOR AND INSTITUTION: To Be Announced
                        State Division of Vocational-Technical Education
                        Pierre, South Dakota 57501

PROJECT NO.: V0056VZ
PROPOSED BEGINNING AND ENDING DATES: June 1, 1974 - November 30, 1975
PROJECT TITLE: A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-Up
INVESTIGATOR AND INSTITUTION: Charles W. Dayton
                        American Institute for Research
                        Palo Alto, California 94302
PROJECT NO.: V0078VZ

PROPOSED BEGINNING AND ENDING DATES: June 25, 1974 - December 25, 1975

PROJECT TITLE: Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-up for Selected Target Groups

INVESTIGATOR AND INSTITUTION: To Be Named
Indiana State Board of Vocational & Technical Education
Indianapolis, Indiana

PROJECT NO.: V0109VZ

PROPOSED BEGINNING AND ENDING DATES: June 25, 1974 - December 25, 1975

PROJECT TITLE: A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up

INVESTIGATOR AND INSTITUTION: Jim Dasher
Arkansas Dept. of Education
Little Rock, Arkansas 72201

PROJECT NO.: V0126VZ

PROPOSED BEGINNING AND ENDING DATES: June 25, 1974 - December 25, 1975

PROJECT TITLE: Supportive Vocational Education Thrusts in Career Development Delivery System, Pre-Postsecondary Career Development, and 5-Year Follow-up System

INVESTIGATOR AND INSTITUTION: Byrl R. Shoemaker
Ohio State Dept. of Education
Columbus, Ohio 43215

PROJECT NO.: V0132VZ

PROPOSED BEGINNING AND ENDING DATES: June 15, 1974 - August 15, 1975

PROJECT TITLE: DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System

INVESTIGATOR AND INSTITUTIONS: Jo Ann Harris
Northern Illinois University
DeKalb, Illinois 60115
PROJECT NO.: V0142VZ

PROPOSED BEGINNING AND ENDING DATES: June 25, 1974 - September 25, 1975

PROJECT TITLE: Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System

INVESTIGATOR AND INSTITUTION: Merle E. Strong
Board of Regents of the University of Wisconsin System
Madison, Wisconsin 53706

PROJECT NO.: V0244VZ

PROPOSED BEGINNING AND ENDING DATES: June 25, 1975 - December 25, 1975

PROJECT TITLE: A Needs Based Vocational Guidance Program

INVESTIGATOR AND INSTITUTION: James E. Bottoms
Georgia State Department of Education
Atlanta, Georgia 30334

PROJECT NO.: V0269VZ

PROPOSED BEGINNING AND ENDING DATES: June 30, 1974 - December 30, 1975

PROJECT TITLE: Western Computer Assisted Placement Service

INVESTIGATOR AND INSTITUTION: Kenneth H. Smith and George T. Gabriel
Board of Education of Baltimore County Towson, Maryland 21204

PROJECT NO.: V0337VZ

PROPOSED BEGINNING AND ENDING DATES: June 1, 1974 - November 30, 1975

PROJECT TITLE: Guidance, Counseling, Placement and Followup Services Project

INVESTIGATOR AND INSTITUTION: George H. Washburn
The Independent School District of Boise City
Boise, Idaho 83702
ORDERING OF DOCUMENTS

Report literature cited in this publication is available in ERIC microfiche. Hundreds of complete ERIC microfiche collections are located throughout the Nation, the whereabouts of which are usually known to personnel in state research coordination units who may be contacted for this information. Individual microfiche may be purchased from the:

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