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ABSTRACT
                This handbook includes suggestions, guidelines, and
techniques for helping a school or school district in planning and
managing a system for involving the local community in career
education activities for students in grades K-12. Guidelines cover
initial planning and organization through implementation and
evaluation. A coordinated, systematic approach is offered for
identifying and recruiting community resources, organizing this
information into local directories, providing orientation and
information to local resource people, and providing teachers with
easy mechanisms for using these resources in their subject areas.
Topics included in the discussion of the role of community resources
in career education are goals of career education in Washington
State, bringing students and their community together, special
considerations such as promoting career education in the community,
and roles and responsibilities of educators. The handbook provides
coordinators with specific guidelines on developing and maintaining a
local community resource system, which involves identifying potential
community resources, recruiting volunteer resources from the local
community, building and maintaining an information system, providing
orientation for community resource people, providing training for
teachers, providing for teachers' requests for use of resources,
developing follow-through communications, and evaluating the system.
The framework for effective school/community relations is also
discussed. Reproducible forms and sample materials mentioned in the
guide are included in a related document (CE 014 259). (TA)

COMMUNITY
RESOURCE
COORDINATORS'
GUIDE

Washington State Community Resource System
for Career Education
Superintendent of Public Instruction, Dr. Frank B. Brouillet,
Old Capitol Building, Olympia, WA. 98504

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Contents

The Community Resource System for Career Education

THE WASHINGTON STATE COMMUNITY RESOURCE SYSTEM FOR CAREER EDUCATION is a compendium of materials including ideas, guidelines and methods that can assist any school or school district in planning and managing a system for involving adults from the local community in career education activities for students in grades kindergarten through twelve. It is designed to be adaptable to existing programs.

The COMMUNITY RESOURCE COORDINATOR is the name given to the person (or persons) responsible for planning and coordinating this system. The coordinator should become familiar with the complete set of materials designed to assist in developing this system. The materials include:

THE COMMUNITY RESOURCE COORDINATOR'S GUIDE

A handbook including suggestions, guidelines and techniques for use by the individual responsible for coordinating a local community resource system from initial planning and organization through implementation and evaluation.

THE TEACHER'S GUIDE

A handbook including information, ideas and methods to help the teacher effectively utilize community resources. The focus is on relationships between curriculum subject areas and career development. Suggestions concerning activity preparation and responsibilities are included.

THE EVERGREEN PAGES

A statewide directory of community resources. Included are suggested formats for organizing a local directory and central file of community resources.

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Do adults in the community know what is expected of them when working with teachers and students on a career activity?

How can local resource people be provided with orientation and guidelines on how to talk with students about their careers either in schools or at their workplaces?

How can teachers incorporate the use of community resources into their subject areas?

What kind of legal constraints exist in taking students into work places in the community?

What kinds of special activities can teachers conduct with community resources?

The COMMUNITY RESOURCE SYSTEM FOR CAREER EDUCATION addresses these questions. It offers a coordinated, systematic approach to identifying and recruiting community resources, organizing this information into local directories, providing orientation and information to local resource people and providing teachers with easy mechanisms for using these resources in their subject areas.

This handbook offers step-by-step guidelines for developing a coordinated resource system. The methods and guidelines may be applied in both large and small communities, in urban or rural settings. They should be modified and adapted to fit each school's or school district's needs, opportunities and constraints in implementing career education. Using these basic suggestions and guidelines, there is much room for local creativity and initiative in making such a system workable.

One of the most significant results of this kind of career education effort can be a closer relationship between a community and its schools. The role of Community Resource Coordinator is perhaps one of the most important community relations positions in the school, since it is this individual who will be helping citizens in the local community become an important part of students' educational experiences, while assisting teachers in effectively using these resources in the regular curriculum.

Coordinating the system requires the ability to organize and to communicate well with teachers and people in the community. The following are examples of responsibilities that may be delegated to the resource coordinator.

COMMUNITY RESOURCE COORDINATOR--TYPICAL RESPONSIBILITIES

1. help develop board policy statements on career education and the use of community resources

2. help develop and work toward achieving district career education goals and objectives

3. know district regulations and policies on insurance, transportation, budget allocations, etc.

4. recruit local citizens as community resources and compile the results in a local directory of available resources for use by teachers

5. develop and maintain a central file of volunteer resources

6. provide public relations liaison with the community

7. maintain and evaluate the community resource system

8. help teachers and resource people with specific problems

9. monitor use of community resources to avoid overuse and abuse

10. document resource uses for administrative and funding accountability purposes.

SOME TERMS USED IN THIS GUIDE

CAREER EDUCATION   A curriculum focusing on career choices that begins in the elementary grades by helping students become aware of what they can do with their lives someday. In the middle and early secondary school years students begin to explore career possibilities by investigating occupational areas of interest. By the time students are in high school, they will have chosen to emphasize one or more possible careers they could enter immediately or after more advanced preparation.

4.

COMMUNITY RESOURCE COORDINATOR — A person or persons designated by a school or district whose responsibility is to develop and maintain a community resource system that will help teachers meet their career education instructional objectives, primarily identifying resources teachers can easily access. Duties may include recruitment and orientation of resource persons, operation of the resource system, in-service training for teachers and a variety of related tasks.

COMMUNITY RESOURCE PERSON — Any adult who is willing to volunteer time to share experiences about a given career area with students.

FIELD TRIP — Usually a student group tour of a workplace for the purpose of seeing people perform work roles; emphasizing school learning as applied in working world situations.

HANDS-ON-EXPERIENCE — Carefully defined activities agreed on by community resource persons and school staff that encourage students to practice a basic skill (like geometry) in a real world-of-work task (like sheet metal layout or space vehicle trajectory) in a supervised workplace.

IN-SCHOOL ACTIVITIES — Formal and informal presentations by community resource persons in the school for the purpose of relating expertise to curriculum. Materials, films and equipment from the workplace are often valuable aids that can be brought to the school by the resource person.

JOB SHADOWING — A career exploration activity which enables a student to spend one or more entire work-days with an adult on the job for the purpose of observing many aspects of that occupation during a typical daily cycle.

VOCATIONAL EDUCATION — Distinct from career education in that it stresses skill preparation for specific jobs not requiring a college degree, whereas, career education encourages students to consider a broader range of occupational areas.

WORKPLACE ACTIVITIES — Includes field trips, job shadowing, hands-on experience--any off-campus learning activity where the major purpose is to help students see careers in action and talk to those with experience and expertise in a given occupation. In every case, students are prepared with things to look for and questions to ask.

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ELEMENTS OF THE WASHINGTON STATE COMMUNITY RESOURCE SYSTEM

The illustration shown below depicts the key
participants and activities within the system
and indicates by whom the individual materials
are intended to be used.

Local School/Community
TASK FORCE

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        SCHOOL OR
        SCHOOL DISTRICT
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OSPI Support Materials

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        COMMUNITY RESOURCE
        COORDINATOR

        ● CRC Guide
        ● Special Materials
        ● Evergreen Pages
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Information/Orientation/
Evaluation

Recruitment/Orientation/
Evaluation

```
TEACHERS K-12
● Teacher's Guide
● Selected Special
  Materials
● Evergreen Pages
```

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COMMUNITY RESOURCES
● Community Resource
  Person's Guide
● Selected Special
  Materials
```

PLANNING & PREPARATION

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CONDUCT ACTIVITY WITH
COMMUNITY RESOURCE

    In School
    At Work Place
```

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The Role of Community Resources in Career Education

"As a result of the process of education, all students
should be prepared for their next career steps."

--Goals for Washington Common Schools,
Washington State Board of Education, 1972.

GOALS OF CAREER EDUCATION IN WASHINGTON STATE

Career education is a direct· response to students, parents, educators and
the community-at-large who are concerned about the needs of people in
today's complex work-oriented society. Through direct experiences with
adults and careers, career education helps each student understand the
values and expectations they will face in the adult world. Recognizing
that a person's satisfaction in a career relates directly to performance
as a member of the community and as an individual, career education in
Washington schools seeks to provide each student with the attitudes,
skills, knowledge and self-awareness necessary to make successful career
decisions.

Career education relies heavily on the human and physical resources of the
community to provide the real world experiences many students want and
need. Rather than adding something more to the curriculum, career education
offers a context of reality and usefulness within which course content can
be presented.

Career education is an instructional strategy that blends traditional
schoolwork with activities from the world of work. It begins with *awareness*
of self and careers in the elementary years, continues with career
explorations in the middle years and extends through the *decision-making
and skill-developing* stage in the high school years when one or more career
specialties may be emphasized. (Key elements and outcomes often depicted
in career education plans are illustrated on the next page.)

Career education is distinct from vocational education in that it encourages
students to consider a wide range of occupational areas. Vocational
education, on the other hand, focuses the student on a specialty usually
not requiring a four-year college degree.

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WHAT CAREER EDUCATION OFFERS STUDENTS

→ These Career Education
Elements

Lead To

These Career Education
Outcomes

1. CAREER AWARENESS--knowledge of the total spectrum of careers

→

1. CAREER IDENTITY--personal identification with the world of work; options remain open for the individual to move among occupations

2. SELF-AWARENESS--knowledge of personal aptitudes, interests and ethical system

→

2. SELF-IDENTITY--self-understanding; consistent value system; ability to make decisions based on individual values

3. APPRECIATIONS, ATTITUDES--life roles; feelings toward self and others in respect to society

→

3. SELF/SOCIAL FULFILLMENT--active work role; satisfying work role; responsibility as citizen

4. DECISION-MAKING SKILLS-- applying information to rational processes to reach decisions

→

4. CAREER DECISIONS--career decisions; individual has a plan for career direction; bases decisions on information as distinct from fantasy

5. ECONOMIC AWARENESS--perception of processes in production, distribution and consumption

→

5. ECONOMIC UNDERSTANDING--solve personal and social problems of an economic environment; relate values to compensation, security, growth and related economic measures

6. SKILL AWARENESS AND BEGINNING COMPETENCE--familiarity with employer expectations

→

6. EMPLOYMENT SKILLS--varies from unsophisticated to very sophisticated skills depending upon learner

7. EMPLOYABILITY SKILLS--skills in job-seeking, job-holding, job-advancement

→

7. CAREER PLACEMENT--eventual employment in line with career development plan; affective behavior such as attitudes, coping, self-discipline, integrity are parallel attributes to the specific skill or skills

8. EDUCATIONAL AWARENESS-- perception of relationships between education and life roles

→

8. EDUCATIONAL IDENTITY--ability to select educational avenues to develop career plans: decision-making as to post-secondary options, including immediate work, or further education, or both. Awareness of options for continuing education through adulthood

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The Washington State Community Resource System is designed to help meet Washington State's goals and objectives for career education. One goal in particular relates to community resources (Item 4.2 of the State of Washington Implementation Plan for Career Education):

> "Resources of the community, both human and material, will be used to expand the district's capacity for delivering career education to students."

This goal was clarified by the Office of State Superintendent of Public Instruction in the 1975 Washington Implementation Plan for Career Education. Dr. Frank B. Brouillet, Superintendent of Public Instruction, and the State Career Education Advisory Committee issued the following statements supporting the use of community resources and community involvement in implementing career education in Washington schools:

> The Superintendent of Public Instruction (SPI) encourages the development and upgrading of career education programs at the local school district level by providing services and assistance that will:
>
> I. Promote program planning and support, including:
>
>   1. the establishment of local district board commitment to career education
>
>   2. the development of sound career education management systems
>
>   3. staff development of teachers, administrators, guidance workers and other special support personnel
>
>   4. community support for career education programs
>
>   5. the support of business, industry and labor for career education programs.
>
> II. Promote the development and utilization of alternate career education delivery systems within the following classifications:
>
>   1. classroom instructional service
>
>   2. classroom instructional resources
>
>   3. occupational information guidance services
>
>   4. self-assessment guidance services
>
>   5. community resources.

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III. Promote the development and utilization of systems for evaluating career education programs, including:

1. measurement of program impact on student growth

2. review of procedural methods.

BRINGING STUDENTS AND THE COMMUNITY TOGETHER

What is a Community Resource?

A community resource for career education can be a <u>working person</u> in your community willing to volunteer a small amount of time, the actual <u>workplace</u> of that person and the <u>materials and equipment</u> that person uses to do his or her job. Community people, workplaces, materials and equipment help students become aware of many different career choices available to them and see first-hand how things learned in school are applied in the working world. These are special resources that cannot be offered by any single teacher or provided cost-effectively inside the school.

Using Community Resources in Career Education Activities

There are two basic ways that community resources may be used to help students learn: working people from the community may be invited to come into the classroom or school and talk to students about their work, or students may visit workplaces in their community to learn directly from people engaged in various occupations.

<u>In-School Activities.</u> Many people in your community will be willing to volunteer some time to come into your school and participate in a discussion with students about their careers. They may give a presentation to one group of students or be involved in panel discussions, seminars and career day activities. Many community resource people are able to bring along some sample products, materials, or light equipment they use in their jobs. With a little assistance and coordination from teachers, they can relate the particular skills they use in their jobs to the individual academic subjects (English, math, etc.). They can talk about their own education and training and how they got into the job they presently have. The <u>Community Resource Person's Guide</u> is designed to help these resource people prepare an interesting presentation for students. Teachers should be familiar with the contents of this guide, particularly the section, "Your Student Audience and What to Tell Them."

<u>Workplace Activities.</u> There are two general types of activities for students visiting a community resource: <u>field trips</u> or student tours of a workplace (in groups or individually), and <u>career exploration</u> activities, which include student-conducted interviews with and observations of working people, "job shadowing" by an individual student and "hands-on" workplace experience.

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- Field trips or student tours are planned visits to any site in the community where people are gainfully employed or engaged in meaningful work. The specific educational purpose is to let students see first-hand what people do for a living and how they do it. The secret of successful field trips and tours is in careful advance planning between teachers and community resource people so both know each other's expectations and desired outcomes for the students.

- Career explorations are for individual students or small groups, generally at the middle or high school levels. The purpose is to help students prepare for their next career steps--career decisions and skill development. Students might spend one or more days touring the workplace, taking photographs, interviewing employees--in general, documenting specific occupations and the people, equipment, resources and products that are part of these occupations.

  A "job shadowing" situation is one in which an individual student might be with a community resource person for one or more full working days. Job shadowing activities should be carefully planned in advance with employers and, when appropriate, union representatives at a site to eliminate any possible questions or concerns before a student begins the activity.

  "Hands-on" experience gives students specific tasks to perform at the workplace as part of a career exploration. The emphasis is educational, however; students do not assume an employee role. The purpose of the experience is to give students a practical basis for making actual career decisions. "Hands-on" activities at the workplace are also used to demonstrate how academic skills are applied in daily work tasks.

Various other school-sponsored programs, including work-study and cooperative education, provide "hands-on" workplace experiences. For these educational experiences, students may receive school credit, pay or a combination of pay and credit. Specific learning activities must be agreed on and all legal and educational requirements met before a student arrives at a site for these kinds of experiences.

Legal Considerations for Workplace Activities

Legal implications for "hands-on" activities require special consideration. Activities that give students "hands-on" experience--particularly in potentially hazardous situations--must meet specific child labor provisions of the Fair Labor Standards Act. You should be familiar with those provisions (see next page).

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All "hands-on" activities at workplaces need to be cleared with your district vocational education director or other designated person. If you have any questions about particular workplace activities, contact the U.S. Department of Labor, the Washington State Department of Labor and Industries or, when appropriate, labor-union locals in your area for clarification. Community resource people will be counting on you, as their school contact, to know what student workplace activities are possible.

What are the legal limits for the kinds of "hands-on" workplace tasks a student can do?

Students may be involved in occupations defined as hazardous if the following conditions are properly met:*

1. the terms of the involvement are spelled out in a written agreement, signed by the employer and school coordinator or principal

2. the involvement is incidental to the student-learner's training

3. the involvement is intermittent, for short periods of time and under the direct and close supervision of a qualified, experienced person

4. safety instructions are given by the school and correlated by the employer with on-the-job training

5. a schedule has been prepared of organized and progressive work processes to be performed on the job

*See "Hazardous Occupations," Exemption II, page 9 of A Guide to Child Labor Provisions of the Fair Labor Standards Act, Child Labor Bulletin No. 101 (revised), 1971. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (20¢).

Who assumes liability for students at the workplace?

School districts already involving students in career education experiences in the community may find that their existing district liability policies protect both participating employers and the students engaged in learning activities in the community. Districts are usually liable for student actions and behavior at community sites, but you should verify your district's own provisions for employer and student protection.

Personal injury protection for students may be provided either by the student's own medical and accident coverage as verified by parents or by the district's coverage for students participating in school-related work situations.

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SPECIAL CONSIDERATIONS

Experience in career education has shown that there are three major areas of community/school interaction needing constant attention:

- promoting awareness and understanding of the need for career education among citizens in the community

- providing volunteer community resource people with an easy process or system to help them structure their involvement

- understanding legal constraints that some community resource people face (e.g., labor practices and work laws) in providing career experiences for students.

Teachers can help avoid problems in these areas by considering the ideas in this set of materials.

Promoting Community Awareness and Understanding of Career Education

Raising community awareness is a natural result of the community survey and publicity techniques suggested in this handbook. The formation of a task force comprised of both school and community members to help develop and maintain the program will ensure that your planning reflects the needs and interests of all participants in the system. The task force, for instance, may share responsibility with the system coordinator for planning orientation sessions for prospective community resource people. These sessions can provide detailed information as well as spark enthusiasm for career education in your community.

Providing Community Resource People With an Easy Process

Community resource people need to understand what their role should be--what kinds of interaction with students are desired and expected. They need to be protected from unreasonable demands made through over-sight or lack of coordination.

They need support and encouragement in what, for many of them, is a new experience. The Community Resource Person's Guide provides both a general introduction to career education and a guide to working with students both in classroom visits and at workplaces. There are detailed suggestions for how to talk about careers with students of all ages. This guide is also must reading for teachers.

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Promoting Teacher Sensitivity to Community Constraints

Resource people occasionally operate under constraints which teachers may not understand. Teachers should be aware, for instance, that labor union representatives and shop stewards should be directly involved in planning student experiences at union shops. All resource people operate under time constraints which the teacher and students need to respect.

The Community Resource Person's Guide and the Teacher's Guide will provide the system coordinator with many suggestions on how to deal sensitively with the community.

ROLES AND RESPONSIBILITIES OF EDUCATORS

Initiating a system for community resource use requires a partnership approach from the very beginning. The system will need active support from the community, the school board, the school administration, the teachers and the students. The outlines of these roles which follow suggest examples of functions these individuals and groups may perform.

The Role of the School Board and School Administration

It is very important, in building a coordinated effort to use community resources, to have the firm support of the school board and both school and district administration. School boards represent the community's involvement in every dimension of education. They establish policies and give assistance that is responsive to both school and community interests. Equally important is the commitment of school administrators to a coordinated effort. Key decisions must be made at this level to facilitate school board policies and provide the framework for using community resources in the school curriculum.

TYPICAL SCHOOL BOARD RESPONSIBILITIES

1. Establish policy guidelines for both career education and use of community resources

2. Prioritize funds to assist teacher use of community resources and career education programs

3. Encourage community participation and support through public meetings, formation of a school/community career education task force, statements in the local media and personal contacts

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           TYPICAL SCHOOL ADMINISTRATION RESPONSIBILITIES

  1.  Define and clarify policies relating to community resource
      utilization

  2.  Help with community relations and recruitment of resources

  3.  Provide for a Community Resource Coordinator or similar
      position

  4.  Encourage use of community resources by teachers to fulfill
      district career education goals

  5.  Maintain liaison with local and state agencies that might
      assist the school with funding support, information sharing
      or resources of their own

  6.  Insure, as necessary, that local practices are in compliance
      with state education guidelines on career education and
      community involvement
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The Role of the School/Community Resource Task Force

Perhaps one of the most productive ways to establish and maintain a good
relationship between school personnel and the community is through the
work of a school/community task force. This task force should include
teachers, counselors and career education coordinators as well as
community resource people representing as many of the various career
areas as possible and with representation from business and labor.

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                POSSIBLE ROLES FOR THE TASK FORCE

  1.  Assist in developing and implementing a community resource
      system

  2.  Help identify and gain the participation of community resources
      in each occupational cluster

  3.  Participate in curriculum development for career education
      programs

  4.  Host (and/or help plan) orientation and training workshops for
      community resources who wish to become involved in career
      education programs

  5.  Assist in gaining school board and parental commitment to
      career education programs
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The Role of the Teacher

The teacher's role is fundamental to successful use of community resources. Teachers can initiate and follow through on various plans for community resource use as can paraprofessionals and older students working as classroom assistants.

TYPICAL TEACHER RESPONSIBILITIES

1. Understand and implement district policies and career education goals concerning the use of community resources

2. Inspect course outlines and curriculum objectives for ways to incorporate community resources and add the dimension of career development to specific learning plans

3. Know procedures in your school and district for identifying and using community resources

4. Prepare students ahead of time and arrange for related follow-through activities

5. Be aware of alternative resources you might use if the ones you had planned on using are unavailable

6. Be alert to important general concerns such as respecting union constraints in community resource use and eliminating race and sex role stereotyping in career guidance

7. Brainstorm ideas with other teachers about possible ways to streamline the uses of resources and combine efforts to achieve interdisciplinary learning activities

8. Participate in community resource training sessions offered by your district

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The Role of Students

While older students can have significantly more input during the development of community resource activities than younger students, all students can play an important part in ongoing evaluation and resource recruitment. Teachers should encourage students to ask for resources they are especially interested in using, make certain they know that the program is based on their participation and relies on their evaluation and input to be useful, and provide opportunities for students with initiative and responsibility to help with other aspects of the program, such as being a student helper during the initial survey process or helping to plan a special career-related function. All students should be encouraged to be as involved as possible, since their support of the program will be strongest if they feel it is indeed partly their program.
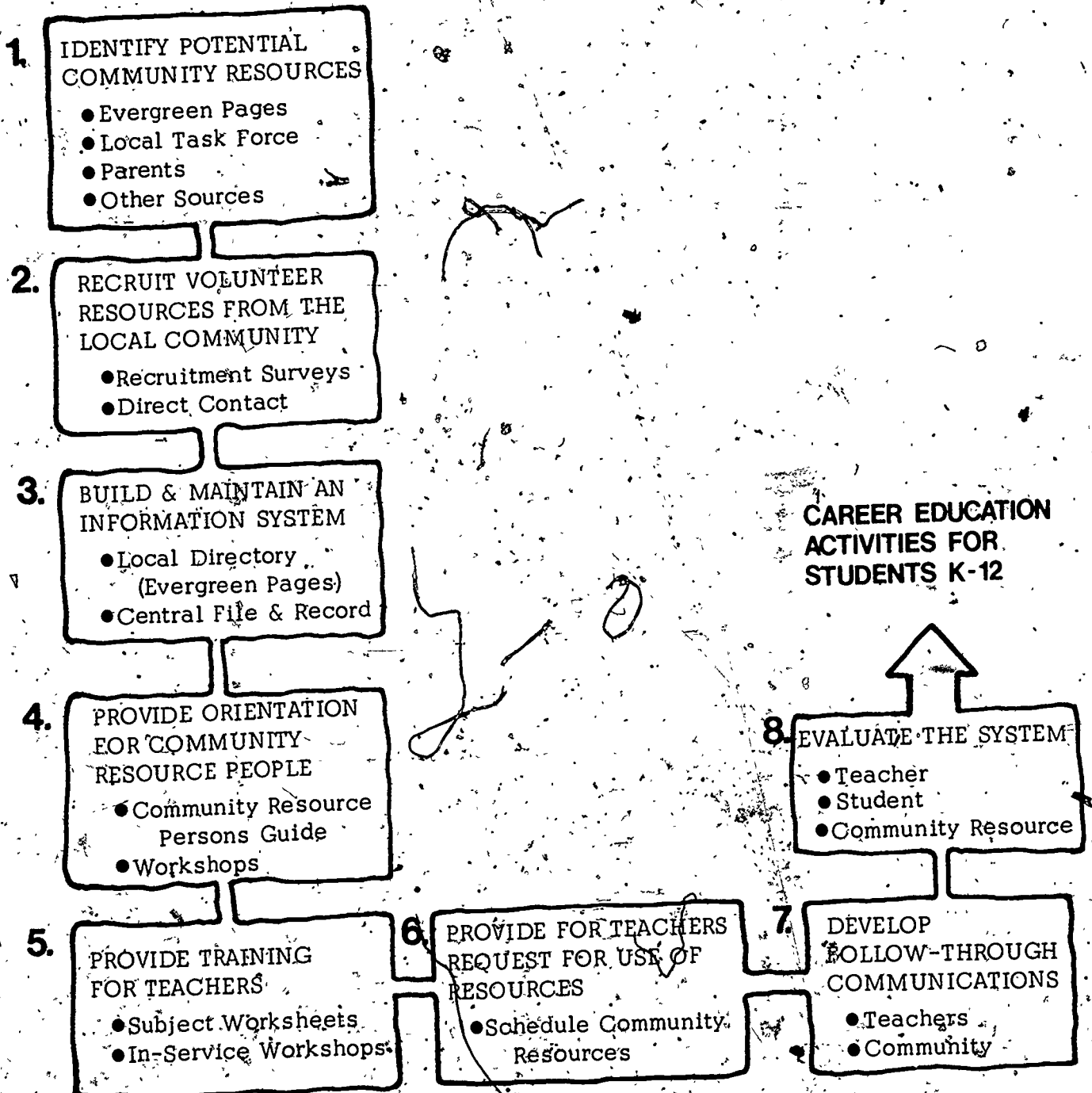
TYPICAL STUDENT RESPONSIBILITIES

1. Suggest resources they are interested in using, either general--like aerospace--or specific--such as a flight controller

2. Participate in individual and/or group preparation for each activity

3. Fill out evaluation forms after each resource use to help instructors make the most effective use of resources

4. Participate in planning and implementing follow-through activities

5. Think critically about their own interests, needs and goals as they relate to developmental decisions

SPECIAL STUDENT RESPONSIBILITIES

1. Help build master list of potential resources during the preliminary planning phase

2. Help with survey implementation by making follow-up phone calls to resources, tabulating data or participating in other supervised school-based functions

3. Help plan special activities

BUILDING A LOCAL COMMUNITY RESOURCE SYSTEM

This illustration outlines the main steps to be taken in building a local community resource system. These steps are discussed in detail in the following pages.

1. IDENTIFY POTENTIAL COMMUNITY RESOURCES
- Evergreen Pages
- Local Task Force
- Parents
- Other Sources

2. RECRUIT VOLUNTEER RESOURCES FROM THE LOCAL COMMUNITY
- Recruitment Surveys
- Direct Contact

3. BUILD & MAINTAIN AN INFORMATION SYSTEM
- Local Directory (Evergreen Pages)
- Central File & Record

4. PROVIDE ORIENTATION FOR COMMUNITY RESOURCE PEOPLE
- Community Resource Persons Guide
- Workshops

5. PROVIDE TRAINING FOR TEACHERS
- Subject Worksheets
- In-Service Workshops

6. PROVIDE FOR TEACHERS REQUEST FOR USE OF RESOURCES
- Schedule Community Resources

7. DEVELOP FOLLOW-THROUGH COMMUNICATIONS
- Teachers
- Community

8. EVALUATE THE SYSTEM
- Teacher
- Student
- Community Resource

CAREER EDUCATION ACTIVITIES FOR STUDENTS K-12

Coordinators' Guidelines: How to Develop and Maintain a Local Community Resource System

As coordinator for the community resource system you will be overseeing the following essential tasks. It may be necessary to modify these suggested steps to fit your own situation. Each item corresponds to a step in the diagram which appears on the preceding page.

☐ I   IDENTIFY POTENTIAL COMMUNITY RESOURCES

Your first task should be to find and recruit enough community resources in each career area to meet the needs of all teachers who would like to use these resources. You need an organized effort in beginning your search for potential resources. Before recruiting volunteers it is easier to first identify and place on file a list of those people who you will be contacting during the recruitment phase of your program. Develop a master list of names and addresses of work places, organizations, agencies and individuals to contact about participating in your program.

You may wish to use some formal system for "organizing" the world of work such as the U.S. Office of Education career cluster system used in the Washington Evergreen Pages. There are many sources you can use to put this list together. Below are some representative suggestions.

a. Before you begin, find out about other resources identification efforts that may be underway in your area. Vocational education and work-experience programs may already have done some research for you. Some "action-learning" programs at the secondary school level are encouraging students to volunteer their time and energy for credit, and organizations such as Junior Achievement, Scouts, Exploring and 4-H emphasize community-related activities. Being aware of the number and kinds of contacts to which businesses and organizations have already been subjected will yield much information with minimal effort and will help you avoid negative reactions from already strained resources.

b. Begin with the Evergreen Pages. See if there is a local office or business for those places listed in the Evergreen Pages. If not, contact the office or business listed in the Evergreen Pages by phone or letter and ask if there is a representative (or member, in the case of an association) in your area.

c. Use the Yellow Pages of the telephone directory to find names and addresses in various work areas. Don't forget local government officials like the mayor, county commissioners, heads of departments, local directors of federal programs, police and fire departments and district attorney. Look to labor unions, businesses, organizations, civic and service groups and associations as sources for people at all levels of employment as well as self-employed persons and volunteer workers. For example:

Chamber of Commerce
Employment Security Department
National Alliance of Businessmen
League of Women Voters

Washington Occupation Information
System (WOIS) in Olympia
Small Business Administration
School and public libraries

d. Don't forget parents and retired persons. They represent a wealth of experience. Use discretion--remember some parents will be unemployed.

e. Work with your local-school/community task force--seek their assistance in implementing your strategy. Their day-to-day business activities will provide excellent opportunities for distributing surveys and making oral presentations to various groups of potential community resources.

f. Don't ignore your in-school resources. Be sure to survey students and school personnel, both for resources they themselves have to offer and for possible resources they may know about or want the program to explore.

2 RECRUIT VOLUNTEER RESOURCES FROM THE LOCAL COMMUNITY

A mailed recruitment survey or personal contact are two major ways to seek community participation in your program. Either one of these ways or a combination may be better for you, depending on the nature and scope of your program.

a. Conduct a recruitment survey of the people and places on your master resource list: Keep accurate records of the resources contacted (regardless of their response) to avoid unnecessary duplication in the future. A mail-out, mail-back survey is an efficient way to contact a large number of prospective resources. The survey piece itself can be accompanied by (or can be designed in the form of) a recruitment brochure. A sample survey piece and suggested letters can be found in the Special Materials section. This survey instrument may also be ordered directly from the Office of the Superintendent of Public Instruction. An order blank has been provided for that purpose. These forms and samples require your special attention regarding an appropriate return address on the survey instrument, return postage

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(either "place/stamp here" or business reply account number), using your school district's letterhead for cover letters and generally tailoring these items to your program's needs and requirements. The materials should be evaluated for their applicability to your program, the number of resources you are contacting and specific information you want in response. The sample survey provided has not been designed to quantitative statistics. The information it seeks is intended for use in your local resource file. As completed surveys are returned, enter information in the local resource system.

If you have the financial or personnel means available, try to make personal contact either by phone or in person with your resources in connection with your survey effort, either as an initial step to introduce your written survey or as your means of actually gathering resource information. Personal contact gives you the opportunity to tailor your requests to the individual. Responsible students can help extend limited resources through a telephone campaign, but they will need training in how to conduct the phone calls and answer questions about the program.

b. An informal community survey technique (i.e., a questionnaire in the weekly news/shopping guide or a letter home to parents) will also provide access to self-employed people.

c. Direct contact: talks and presentations. In addition to your survey efforts, talks and presentations to community resource people will help to recruit willing participants. Direct contacts through your task force members attending luncheons, conventions and/or regular day-to-day business meetings to present your program and distribute your survey instrument can be especially productive means of obtaining community participants.

Plan the follow-through for your survey as you prepare to conduct it. Once the survey has been distributed you will want to:-

- follow up on nonrespondents

- analyze and code responses

- send notes of appreciation to all respondents

People often forget to return mailed surveys. Allow roughly two weeks after your original contact or mailing to follow up on nonrespondents and urge them to complete their surveys. Be prepared to send out replacement survey brochures for those who have misplaced the originals.

As responses come in, analyze and code each one. Those indicating a willingness to be involved should be placed in the Central Resource File; those not able to participate should be filed in a special listing to be contacted at a later date.

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Be sure to send a note of appreciation to all respondents, discussing future contact with those wishing to participate.

Follow-through may take many forms, but whether you choose to use direct contact, letters or postcards, you will need to consider timing, the number of helpers you have (don't forget to include students) and how to respond specifically to different types of resources. Various sample letters and postcards appearing in the Special Materials section of this handbook demonstrate some of the different approaches which can be taken with positive and negative responses and nonrespondents.

3 BUILD AND MAINTAIN AN INFORMATION SYSTEM

Once you have collected initial information and recruited volunteers, you need to establish an organized information system so that teachers can begin to use the available community resource persons. There are two basic components to the local information system presented here: the Central Community Resource File and the Local Evergreen Pages (your local community resource directory).

a. The Community Resource Central File and Record

Developing a central resource file which acts as a clearinghouse for use of community resources will help to facilitate an efficient system available to all teachers and avoid problems like overuse or underuse of a community resource.

The location and responsibility for maintaining and coordinating the resource file may vary depending upon the size of the school district or the service area using the system and the number of schools and teachers who will be using the system. The file may be in the library of each building, a career education center, the district office or one building serving a group of buildings. In determining location and responsibility, you will need to determine the parameters of the service or use area.

The format for this part of the system has been designed to accomplish two objectives--

- first, to serve as the central file and record of information on community resources which may be used by many schools in a district; and

- second, to serve as a "log" or record for monitoring use and evaluating effectiveness of community resources in a coordinated manner for all teachers.

Information for the central file should come from the survey.
It is suggested that the information in the community resource file
be maintained in three-ring notebooks (or file folders in a large
system) to allow for easy reproduction, accessibility and updating.

An alternative would be an index card-file system. Each community
resource identified should have an individual page or file card.
Sample forms and camera-ready masters are included in the Special
Materials section of this handbook.

b. The Local Evergreen Pages (Local Resource Directory)

The local community resource directory is different from the state-
wide Evergreen Pages in that it should list only local community
resources which have indicated they will participate in career
education activities in your schools. Your teachers need more
specific information for their planning than the statewide directory
provides. The local directory will contain much of the information
to be found in the Central Community Resource file yet it is intended
to be a part of the system which can be published and circulated to
teachers rather than just maintained in a central location. In small
districts, this may be a simple listing. It is suggested that the
directory be arranged in much the same way as the statewide Evergreen
Pages--i.e., by occupational cluster with an alphabetical index.
This smaller, separate directory will not be as easy to update as
the central resource file but should be updated and reproduced
periodically. Camera-ready masters for the basic format of the local
resource file are included in the Special Materials section.

If your school or district has not yet produced a local directory be
sure to provide some kind of access for teachers to a central or
building file of resources.

4 PROVIDE ORIENTATION FOR COMMUNITY RESOURCE PEOPLE

One of the most important aspects of this resource system is making it
easy and comfortable for volunteer adults to share their resources with
students. For this reason, the Community Resource Person's Guide has been
produced. You can offer guidance to resource people through this handbook
and through a special orientation workshop which would be sponsored by the
career education task force. It is extremely helpful to have strong in-
volvement from the members of your task force in both developing and im-
plementing your orientation plans.

a. The Community Resource Person's Guide

Included in the Washington State Community Resource System materials
is a separate publication titled the Community Resource Person's Guide.

It tells people who will be participating in your career education activities about the program, what their role is and how to effectively participate in both in-school and workplace activities when requested to do so. Both program coordinators and teachers should become familiar with the handbook.

b. Orientation Workshops*

Ideally task force members will help sponsor an orientation session. Their assistance and attendance at an orientation session can provide tangible support for the program and encouragement to the other resource people in their questions and reactions.

An evening community workshop for resource people who have recently volunteered to participate can be a good way to introduce these people to your career education program and offer them a chance to have their questions answered about conducting activities for students:

During this workshop several teachers might present mini-lessons on how resource people can talk to students (K-12) about their work, how to conduct a field trip (emphasizing people and what they do), or any topics related to your program.

This session could be a profitable time to amplify suggestions presented in the Community Resource Person's Guide and stress hints for preparation that will help resource people (especially those new to dealing with students) gain confidence in their abilities. Role playing and small group discussions can sometimes be effective techniques depending on the size and composition of your group. Wherever possible try to keep the number of participants in each workshop small so that each person will receive adequate attention. Allow time for informal discussion so people can get acquainted over coffee or refreshments.

5 | PROVIDE TRAINING FOR TEACHERS

There are several points in the planning process where you will need to interact closely with the teachers to show them how the system works and to provide support and direction to them in their planning for career education activities.

Start by distributing the special Teacher's Guide. This is the basic reference school staff should keep on their desks. Your job is to—

a. Make sure teachers understand they should tie the use of community resources with specific career education goals. If the educational

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* See section on community relations for ideas on building a task force and information on community workshops (p. 33)

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purposes of these activities are not clear, school requests will soon lose credibility.

b. Make sure teachers know how to use the system. If there is a central file, do teachers have access to it? If there is a local Evergreen Pages directory, do teachers know it's available?

c. Encourage teachers to share ideas--particularly within buildings. There are real advantages to coordinating the use of some resources.

Two outlines which follow include some of the kinds of topics you might want to consider covering at teacher/in-service training sessions.

Training Teachers in How to Use Community Resources in Their Curriculum

To enlist teacher support from the very beginning, show them how community resources can help make their instruction more effective. Help them clarify their expectations and objectives in using community resources.

I.   IDENTIFY GOALS

   A.   Review general district/school regulations
        (e.g., policy on career education, budget allocations for
        career education, transportation, insurance, field trips,
        speakers, clearance for controversial resources,
        individual student trips into the community)

   B.   Brainstorming session
        1.   Break into small groups (consider grouping by
             department or subject matter)
        2.   Small groups brainstorm responses to the list of
             questions presented under "How to Identify Resources"
             in the Teacher's Guide. – If other pertinent questions
             arise, discuss them when the groups come together to
             exchange ideas (step 3 below)
        3.   Groups reconvene: compare lists, questions

The resource use system you develop will provide for an overall unity of approach, even though you will find teachers using resources to meet many different curriculum needs. Your purpose with these brainstorming sessions is to stimulate and clarify thinking. Have someone type and distribute copies of resulting ideas for teachers' later reference.

II.   ANALYZE CAREERS

   A.   Describe and do a simple demonstration of the four
        methods of career analysis outlined in the Teacher's
        Guide. Have the teachers develop each of the methods
        on the blackboard (or on newsprint on the wall) with
        input from the group on particulars or variations. As
        program coordinator, help them see the less standard
        approaches they might consider.

   B.   Work through a Subject Worksheet in the Special Materials
        section. Demonstrate how it can help them rethink their
        own subject areas; encourage them to see how it can help
        them to rediscover other subject areas in different ways
        that may interrelate with their own.

Training Teachers to Use the Community Resource Information System

After you have planned your approach and system you will find it helpful to have a training session with the teachers. Whether you use a training session or have other plans, you will want to provide the teachers with a written list of what will be expected of them in using the system. Sample items you might want to cover include--

1. Techniques for resource gathering the system will use
2. How to initiate a resource request
3. Teacher responsibilities within the system (e.g., evaluation reports)
4. Central information process
5. Accountability aspects of maintaining the system
6. Specific suggestions for relating to resource people (using the Community Resource Person's Guide as a source book)
7. When and how to use community resources

6 PROVIDE FOR TEACHERS' REQUESTS FOR USE OF RESOURCES

One of the key factors in your program design will be resolving the issue of how to provide teachers with the resource information they need to use the system. How will teachers find out what resources are available to them? How will they actually request the use of a specific resource? How will use of a resource be evaluated and recorded for future reference?

Accessing the Information

Teachers need access to the information in the central resource file. You will have to determine how to provide that access most effectively. This might be resolved by (a) providing teachers with their own copies of your local resource directory--the Local Evergreen Pages, (b) having a copy of the directory for each building, (c) devising some procedures whereby teachers actually look through the central file to gain their information or (d) letting teachers turn their requests over to the community resource coordinator, who searches the central file or directory for a resource that meets the teacher's needs.

Requesting Use of a Resource

Once teachers have been given access to a listing of the resources and have determined those in which they are interested, they will need

procedures for actually scheduling the resource. Your system may call for the teacher to carry the responsibility of contacting the resource person and making all arrangements directly. If this is the case you will need feedback procedures to ensure that the use of resources is carefully recorded in the central file so that resources are not overused.

Another option is to have each teacher submit a resource request to the Community Resource Coordinator at a district office or central location. The coordinator makes the initial contact with the resource person and then turns responsibility for final arrangements over to the teacher, who contacts the resource personally.

Recording and Evaluating Resource Use

Finally you will need to determine procedures for evaluating the use of resources and recording appropriate information in your central file. Decide if teachers are to keep track of their own evaluation forms or if they will be handled in a central location. Should the teacher be responsible for transferring evaluation information over to the directory or central file? Will there be a staff member whose regular duties include recordkeeping? Regardless of how you set up your procedures, the important thing is that evaluation is handled in a consistent manner and that your central file is kept current.

7   DEVELOP FOLLOW-THROUGH COMMUNICATIONS

Among the suggestions which follow, some are basic components of any community resource-using program and others are simply good ideas. Items with asterisks seem essential to the life and health of your program.

* 1.   Communications between teachers:
    a.   central resource file
    b.   evaluation file
    c.   local resource directory or listing
    d.   informal talk sessions
    e.   in-service training sessions

*2.   Between teachers and coordinators:
    a.   monitoring of central file page by community resource coordinator
    b.   evaluation file
    c.   one-page sheet (newsletter at irregular intervals) of ideas synthesized from various teacher inputs to spark interest and imaginations and share especially good ideas
    d.   in-service training sessions

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*3. Between school districts and funding sources (when appropriate)
   a. tally sheet of site use (see form in Special Materials)
   b. representative copies (no more than 3) of central file pages on well-used sites
   c. news clips, letters of thanks or endorsement from satisfied or enthused resource persons

4. Between schools (or between districts, depending on the level of your program):
   a. bimonthly or quarterly report from program coordinator on results from program; to increase communication so that 'over-straining of resources is lessened

5. Between schools and other large community resource users (e.g., Scout group or 4-H Club using the same resource pool):
   a. meetings between coordinators to avoid straining resources

6. Between school and community-at-large:
   a. school-community task force on career education
   b. newspaper, radio, TV public relations spots and articles (maybe start your own column in the newspaper?)
   c. school open house/career night--displaying follow-through projects, video-tapes of speakers/field trips/interviews in booths, a few guest resource people who are excited about the program, maybe an associative game pointing out unusual career ideas and/or associations
   d. joint session with teachers and community resources

8 EVALUATE THE SYSTEM

For any system to be continually effective it should be evaluated by everyone involved: teachers, students, community resource people and persons responsible for administering or maintaining the system.

Criteria you might consider in measuring how well the system works should include more than the number of people involved in various ways each month, though that information is good to report in district newsletters, Chamber of Commerce bulletins, labor newspapers and so on.

Here are some subjective things to look for:

• Are curriculum outcomes being met?

• Are people satisfied?

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- Is the system responding quickly enough?
- Have we encountered any unanticipated problems?
- Are costs within prescribed limits?

If your district has persons qualified to help on evaluation, ask for their assistance through proper channels. Keep your own eyes and ears open. Remember that the purpose of evaluation is to make the system better—not pinpoint blame.

Sample forms and camera-ready masters for some types of evaluation are included in the Special Materials section. Decide how you will distribute and file this information so that it gets used properly.

COMMUNITY RESOURCE COORDINATOR SUMMARY CHECKLIST

Below is a summary of material presented in preceding pages for building your local community resource system. Use this checklist format to be sure that you have covered all the necessary steps.

Coordinate Your Planning

- [ ] Familiarize yourself with existing district policies regarding career education, field trip clearance, budget allocations, insurance, transportation, parent permission, clearance for controversial resources, etc.

- [ ] Review all materials provided in this package so that you will be familiar with their use and contents, giving special attention to the Teacher's Guide and the Community Resource Person's Guide.

- [ ] Seek input from teachers, students, parents and community people. Involve a community/school task force from the beginning if possible.

- [ ] Plan your resource information system. Active participation by your advisory group during the planning stages will ensure that the system will meet the needs of all involved: teachers, students, community people, parents, administrators and support staff.

- [ ] Plan a training session or some equivalent to make sure the teachers are familiar with the system and what's expected of them. Provide a written summary or list.

Identify Your Resources

- [ ] Implement your system. Look at your school for hidden resources. Build a team to survey the community. Ask teachers, students and

parents for help. Use the survey techniques you have developed to
contact organizations and individuals. Take a walk in your
neighborhood. Use special directories. (See detailed suggestions
in the item on identifying resources, page 19.)

☐ Keep accurate records of contacts. Be as systematic as you can to
avoid duplication of effort.

☐ Publicize the beginning of your program in the media. Encourage
interested potential resources to contact you for more information.

Using What You Have Found

☐ Arrange for someone (yourself, another staff person or students) to
transcribe the information you're receiving back from your inquiries
onto format sheets for the central file (or into whatever other central
information system you plan to use).

☐ Set up your personal file system (index cards or notebook) to keep
track of problems, interesting sidelights, etc.

☐ Consider initiating a one-page periodic "Idea Sheet" to distribute to
teachers; share information on new sites, on exciting follow-through
ideas and miscellaneous tips and reminders that you have gleaned from
the central log and other sources.

Follow-Through

☐ Maintain contact with other community resource-using groups.

☐ Monitor use levels of resources. When a resource or site shows signs
of over-use, target similar kinds of resources for development to ease
the strain.

☐ On a regular basis (jointly determined by the Community Resource
Coordinator, administration and funding accountability needs) prepare
a tally sheet of resource use. Prepare appropriate accompanying
materials as needed (e.g., news clippings, letters of endorsement
from enthusiastic resource people).

☐ Plan public relations activities with care to foster the most positive
community/school relations possible. Well-planned public relations
spots in the media and a few community-involvement activities (which
themselves should receive coverage), coupled with regular good relations
with resource people, can go a long way toward garnering strong public
support for education in general and your program in particular.

☐ Evaluate the whole process and make adjustments as needed. Plan ahead
for more effective and extensive approaches.

Framework for Effective School/ Community Relations

The use of community resources in career education can be a catalyst for bringing schools and communities closer together in a more mutually supportive way. Community resource persons, students, teachers and administrators will inevitably get to know each other in new ways. This increased communication can contribute immensely to positive school/ community relations.

In recruiting and using community resources, there must be formal and informal channels through which communication and interaction with the public is kept open and productive. Planning and implementing this flow of communication is good community relations strategy for any school or school system.

Planning requires analysis of several questions: Who are the various groups and individuals comprising the community and how can schools best communicate with them? How can school personnel inform citizens and receive feedback from them about school policy and programs?

Following are some suggestions and guidelines for planning and facilitating an effective community relations strategy related to the use of community resources in career education. Many of these ideas may already be part of your school activities in community relations. The Community Resource Coordinator should be aware of efforts in this area and complement and strengthen them where possible.

WHO IS THE COMMUNITY

The community can be defined as all people in an area who support, use or affect in some way a school system. Whatever the size--100 or 100,000 people--a community is made up of different geographical and interest groups. The ways a school communicates with each of these groups may differ according to the group's size, purpose and need. In general, most school communities should consider the following groups in their communication process:

- all residents

- community leaders and public officials

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- clubs, groups, and organizations

- parents and students

- your career education community resource persons

- your school/community career education task force

You may have different reasons and purposes for communicating with each of these groups, particularly in relation to career education. In other words, a communication strategy is a plan to communicate formally with each of these groups at one or more times throughout the year.

WHY SHOULD THE COMMUNITY BE INVOLVED?

You may wish to achieve several goals in your communications with the public regarding career education. These may include:

- keeping the community informed about the purpose of career education and how it is being implemented in the local schools or school district

- involving the community in evaluating the career education program and/or assisting in curriculum development in this area

- involving the community in participating in career education by serving as community resources

- involving the community in solving special school/community problems or determining policy regarding career education

- seeing the public's support in providing financial resources necessary to implement career education

HOW SHOULD THE COMMUNITY BE INVOLVED?

People can get involved and share information either one-to-one or in groups. In a large school system there is limited time to interact with citizens on an individual basis. If carefully planned and facilitated, however, group communications can involve large numbers of people in a short amount of time and yet achieve a quality exchange of information.

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ollowing are some methods for personal and group communication that suggest how to involve different sectors of the public in your school's career education program.

Community Workshops

An evening community workshop held several times a year can be an excellent way for schools to invite interested residents and leaders from the local community to work with the school staff in planning and evaluating the school career education program.

The workshop agenda should include interactive working sessions in small and large groups, not just speeches and presentations. Questions should be carefully prepared for group discussion and feedback to give the school staff useful information concerning what the community thinks and feels about the school program.

A typical workshop format on career education may look something like this:

7:30 pm	WELCOME
	Introduction to purpose of the meeting.
8:40	PRESENTATION
	A presentation might include a brief overview of the career education program. Slides, transparencies, graphs, maps or other audiovisual aids could be used to make the presentation interesting and informative. Information sheets or newsletters could be handed out.
9:00	GROUP DISCUSSION
	Groups of seven-eight people could be formed around tables. Each group should include both educators and community people to allow for maximum interaction. (Tables can be set up ahead of time and used as the seating arrangement for the workshop instead of the formal theatre-style arrangement, which often inhibits informal communication.) Each participant receives a group discussion guide with a series of prepared questions
	(continued)

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(generally no more than four questions).
Each group chooses a recorder to list the
results of their discussion. Each group
could be asked to prioritize responses or
ideas to determine which responses the
group agrees are the most important.

FEEDBACK FROM GROUPS

9:15

At the close of the group discussions, group
recorders give brief summary reports to the
whole workshop of their groups' ideas or
responses to questions. A written record
of these responses should be given to the
meeting sponsor to be documented and used
by the school in planning or evaluating the
career education program.

INDIVIDUAL QUESTIONNAIRE

9:30

A short questionnaire could be prepared and
completed by each participant to gain the
thoughts and opinions of each individual at
the workshop.

SUMMARY AND ADJOURNMENT

9:40

The workshop moderator summarizes the
information produced during the workshop
and reports to the group how this
information will be used and reported after
the workshop. The formal closing of the
session could be followed by informal
discussion and refreshments.

This general workshop format can be modified to fit a school's particular
program needs. It is an excellent framework for an interactive meeting
that encourages people to work together in groups to identify needs,
evaluate ideas and determine goals or objectives or to solve problems
for many different situations. This format suggests a process; the
content of the meeting would depend on each situation.

Orientation Workshop for Community Resources

The same workshop format suggested above can also be used for working
meetings with specific groups or committees since it combines presentations,
group discussions and group and individual feedback.

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An orientation workshop could be particularly productive for newly recruited community resources. This would give these volunteer-adults an opportunity to meet teachers and other school personnel and receive guidance concerning how they can be effective resources for students either in the classroom or at their workplaces.

The Community Resource Person's Guide could be introduced and reviewed during this session. A presentation could be made about the different ways resource persons may be asked to share their career experiences with students. Special procedures and regulations for students visiting workplaces in the community could be reviewed and discussed with input from community resource people.

Teachers and resource persons could form discussion groups (possibly by career clusters) and share information about learning activity ideas in each career area, maybe using the subject worksheets included in this package of materials.

School/Community Task Force on Career Education

This handbook has already suggested the formation of a school/community task force on career education, particularly for the purpose of helping to build and maintain the community resource information system. This task force can provide a continuous and consistent communication link between schools and the community.

Task forces or advisory committees are popular ways to involve the community, but they can become burdensome or frustrating experiences either to their members or to the agency they serve. This can usually be avoided by careful planning and management regarding four aspects of task force organization: definition of the task force role and responsibilities, membership selection, staffing and meeting arrangements and use of task force results. Task force meetings could be conducted using a similar format to that described on page 35.

Role and Responsibilities

A list of five possible roles for a career education task force are suggested on page 15 of this handbook. Many task forces have failed for lack of a clear definition of purpose or role. A school should carefully consider and put in writing why they are forming such a group and what they expect to achieve through its efforts.

For instance, if you assign a task force the role of "assisting the school in developing and implementing a community resource system," the next step would be to determine specific responsibilities for members of the task force. You might ask each member to help build a list of names and addresses of local employers to be used in the recruitment of community resources, and/or you may also ask this task force to sponsor special

workshops or presentations to clubs or organizations as part of the
recruitment effort. This deciding of responsibilities can be a joint
effort of the Community Resource Coordinator and the task force members
once they are appointed, but the major roles should be determined before
you approach the group so that members understand what kind of a
commitment they are making.

Membership:

To ensure a balanced flow of communication, the task force should represent
both the schools and the community.

From the local community you may wish to recruit one resident person to
represent each of the categories recognition systems used by the U.S.
Office of Education:

Agri-Business & Natural   Health
Resources

Business & Office   Hospitality & Recreation

Communications & Media   Manufacturing

Construction   Marketing & Distribution

Consumer & Homemaking   Marine Science
Education

Environment   Public Service

Fine Arts & Humanities   Transportation

You may wish to include persons who are prominent in...

Staffing and Meeting Arrangements

The management of a productive task force requires adequate staff support and strong facilitation of the task force meeting process. The Community Resource Coordinator may be responsible for this management or it may be assigned to another school staff member.

Once role and responsibilities are determined for the proposed task force, it is possible to plan what resources will be necessary to meet the group functions productively. These resources may include clerical services, meeting/notification procedures, meeting facilities, agenda planning and documentation and reporting of meeting results.

[remainder of page illegible]

Use of Task Force Results

[text illegible]

[text illegible]

[heading illegible]

[text illegible]

[text illegible]

Second, as mentioned previously in this handbook, personal visits to employers are one of the most effective ways to explain your career education program and recruit community resources.

Surveys

Surveys can be a productive tool for assessing community opinion and attitudes or gathering information from a large number of people in a short amount of time. A pull-out recruitment survey has already been suggested in this handbook as a means for contacting potential community resources and seeking their participation in your career education program.

Simple mailed surveys or questionnaires can be effective if you keep a few pitfalls in mind. For example, many people do not return surveys received in the mail. To gain an adequate response, an aggressive effort must usually be made to keep tally on the returns and follow up nonreturned surveys by telephone or personal [illegible].

Surveys used to recruit community resources are [illegible]

D[illegible]

[illegible]

Mass Media

The more your community sees and hears what career education is all about, the more likely you are to create enthusiasm among working adults to serve as community resources. The mass media can be one of your best opportunities to inform people and raise their awareness and understanding of career education.

Education writers and editors of local newspapers and the program managers of local radio and television stations are important people to know. Aside from regular news releases, you may wish to initiate special program interviews or talk shows on career education activities in your community. Fascinating program material can be derived from student visits and observations at workplaces in the community. It is usually up to the school staff to aggressively pursue these ideas with the local media. Find out who knows the media contacts in your school system and work with these people on newsworthy ideas regarding your career education program.