This information analysis paper reviews the literature on career development programs and practices, identified by a computer search of the EPIC data base from November 1966 through December 1979. The introduction highlights issues and trends: the infusion of career development concepts into curriculums; evaluations of programs in career guidance and education; evaluation instruments; and programs for special populations. The documents are analyzed by a Program Analysis Matrix according to special target populations, education levels, program focus, materials/methods, and geographic location. Implications for the future of guidance and guidance professionals are discussed. The computer search of educational journals and ERIC documents is also included with full reference citations. (NR8)
CAREER DEVELOPMENT: PROGRAMS AND PRACTICES

Helen L. Mamarchev

searchlight

Relevant Resources in High Interest Areas

plus
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CAREER DEVELOPMENT: PROGRAMS AND PRACTICES II

Helen L. Mamarchev

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1979

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
1980
INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC database on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. Last year we went one step further.

Choosing the fifteen topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

This year we have added four new titles to what has become an extremely popular series of publications. In addition, one venerable title--Career Development: Programs and Practices--has been updated and expanded. The fifteen areas originally chosen for this special treatment and the four new areas are as follows:

Career Development: Programs and Practices
Career Resource Centers
Counseling Adults
Counseling the Aging
Counseling the Exceptional: Handicapped and Gifted
Divorce and One-Parent Family Counseling
Evaluation of Counselor Effectiveness
Group Guidance
Mid-Career Change
Preretirement Counseling
Program Evaluation and Accountability
Tests and Testing Programs
The Counselor as Change Agent
The Counselor as Consultant
Violence in the Schools
Leisure Counseling
Parent and Family Counseling
Counseling for Alcohol/Tobacco/Drug Abuse
Marriage Counseling

The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these titles are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series Searchlight Plus and the previous
If you find the narrative helpful—more helpful than just the basic search—we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS
CAREER DEVELOPMENT: PROGRAMS AND PRACTICES II

Helen L. Mamarchev

Introduction

Since the introduction of the term "career education" in 1971 by Sidney Marland, then U.S. Commissioner of Education, programs with a "career" focus have steadily gained importance in schools across the nation. Both Federal and state funds have been allocated for the design and implementation of such programs, and many state legislatures have gone so far as to mandate their development.

The purpose of this analysis is to familiarize the reader with the basic components of a wide variety of existing programs and practices. It should be useful to those responsible for developing and implementing such programs, as well as to researchers in the area.

Issues and Trends

In the literature, the terms "career development," "career education," and "career guidance" often appear to be used interchangeably. In this paper these terms are not considered to be synonyms. Therefore, as an aid to understanding their meaning, the following definitions are presented:

Career Development is a continuous process that occurs over the life span and includes educational, occupational, leisure, home, and community experiences and their relation-
ship to an individual's self-concept, strengths, abilities, and life style and occupational choices.

Career Guidance is the process whereby a helping professional assists an individual in his/her career development—in coming to a fuller understanding of self, the environment, and the world of work, and in making appropriate career and life style choices.

Career Education is part of the process of career guidance that occurs within and outside educational settings and involves occupational awareness and information, individual interests and employment potential, and appropriate occupational selection.

Taken from this perspective, career guidance and career education can be thought of as educational interventions by counselors, teachers, administrators, parents, and community members which are designed to further the career development of the individual.

This recognition of career development as an integral aspect of human development represents a move away from earlier views of career development, in which the focus was on matching an individual to a particular job which he/she would then perform for a lifetime. Indeed, many early career development programs emphasized the examination of occupational clusters and career opportunities (jobs) in those clusters and provided curriculum guides for teachers to aid students in their career (job) choice (ED 089 003-013). Some practitioners, however, recognized that alternative delivery systems were necessary if they were to accomplish the task of helping individuals develop to their fullest potential. Thus, this earlier restricted approach was broadened to include occupational exploration, developmental [K-14] approaches, the systematic infusion of career development concepts into the curriculum, and computer-assisted instructional systems (ED 133 651-2, ED 057 183).
Over time, career development concepts have been infused into educational and community settings in the form of career guidance programs, activities, and interventions designed to help individuals increase self- and career awareness, develop decision-making skills, and explore the world of work. The following model illustrates how career development philosophy has evolved into a workable structure for career education programs.

**Career Education Model**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Program Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>elementary</td>
<td>career and self-awareness; emphasizes understanding of what jobs are and how they relate to individual preferences</td>
</tr>
<tr>
<td>middle school/junior high</td>
<td>career and self exploration; emphasizes examination of career alternatives, as well as personal capabilities and desires</td>
</tr>
<tr>
<td>high school</td>
<td>career planning, decision-making, and preparation; emphasizes making specific career/life choices and designing strategies for implementing those choices</td>
</tr>
<tr>
<td>postsecondary</td>
<td>career implementation and reassessment; emphasizes continued exploration of career/life alternatives</td>
</tr>
</tbody>
</table>

The principle of infusing career development concepts into the curriculum is reflected in a number of documents presenting outlines of goals, objectives, activities, and resources for various educational levels (ED 170 588, ED 170 545, ED 169 245, ED 169 211, ED 164 852, ED 164 777, ED 163 196, ED 154 208, ED 150 290, ED 134 828, ED 133 590, ED 099 081). The general infusion process described in these documents involves: (a) a review of existing...
programs and materials; (b) development of program goals and objectives; (c) design of a comprehensive management and instructional system; (d) implementation resources, activities, and strategies; (e) pedagogical inservice training materials and workshops; and (f) plans for evaluation and follow-up.

Further indications of this trend toward infusion are seen in the development of experience-based career education (EBCE) programs as part of a school's vocational education/training program (ED 164 853, ED 161 833, ED 164 755, ED 151 507, ED 150 294, ED 150 288, ED 150 285, ED 150 283, ED 111 312, ED 110 744). Career education is seen as a natural enhancer of vocational education because of the emphasis that career education places on: (a) providing individuals with general employability/adaptability/promotability skills; (b) linking all components of the educational system to provide these skills; (c) forming partnerships with the larger community; (d) emphasizing work values as a part of personal values; and (e) beginning career development-oriented activities in the early elementary years. Infusion into all aspects of a school's curriculum, therefore, may provide the way for public education to respond to current societal criticisms by preparing individuals to take their place in society through developmental, longitudinal interventions rather than through job-matching or remediation efforts.

Another trend in the literature is the increased attention given to the evaluation of career guidance and career education programs and practices. Accountability, fiscal responsibility, efficiency of operation, recommendations for program modification or expansion, and
determination of why program objectives may or may not have been met are some of the reasons cited for the emphasis on evaluation (ED 171 997, ED 169 224, ED 167 696, ED 166 436, ED 166 422, ED 163 166). Four types of evaluation methodologies are suggested:

1. **Context**—needs assessment data collected from particular populations (ED 171 997, ED 166 430, ED 166 429, ED 166 428, ED 166 427)

2. **Input**—strategies and methods such as interventions by counselors, teachers, administrators, parents, or students (ED 167 940, ED 167 701)

3. **Process**—monitoring a program to see if it is being implemented as planned and how efficiently it is being managed (ED 166 423, ED 164 755, ED 160 874, ED 150 285)

4. **Product**—measuring changes in student behaviors resulting from participation in the program to determine the extent to which the established outcomes are met (ED 164 834, ED 164 755, ED 160 797, ED 152 827, ED 152 780, ED 151 541, ED 150 285).

Evaluation instruments are often included in the documents, including examples of criterion-referenced and norm-referenced tests (ED 172 101, ED 171 997, ED 154 204, ED 152 827, ED 151 507, ED 137 544, ED 133 595, ED 116 841, ED 112 307, ED 110 744, ED 092 661). Designs for pre- and post-testing to assess implementation procedures or student learnings are also available (ED 162 102, ED 162 101, ED 162 100, ED 162 099, ED 162 098).

Recognition of the fact that persons of different populations may face special career development problems has led to the development of programs and practices specifically oriented to the unique needs of special groups. These populations include the gifted (ED 172 004),
women (ED 171 952, ED 150 471), juvenile delinquents (ED 170 681), rural students (ED 169 245),
dropouts (ED 169 242, ED 169 214), the handicapped (ED 173 637, ED 166 418, ED 149 545,
ED 141 998), disadvantaged youth (ED 166 373, ED 164 742), minority students (ED 164 755,
ED 164 616, ED 152 827, ED 152 780), prisoners (ED 147 577), American Indians (ED 116 841),
and bilingual persons (ED 154 977, ED 138 757, ED 101 156), to name a few. Activities in
these programs are designed to equip individuals with the skills necessary to overcome
discrimination, societal stereotyping, and socioeconomic disadvantages so as to achieve their
fullest potential. Additionally, some materials are written for individuals attempting to
enhance the career development of others (e.g., students and employees) through career education
or guidance programs, i.e., administrators (ED 171 997, ED 167 754, ED 166 426, ED 166 425,
ED 166 424), counselors (ED 157 940, ED 165 015, ED 162 178), teachers (ED 169 231, ED 164 808,
ED 162 163, ED 162 094, ED 162 074), employers (ED 167 756), and college faculty (ED 170 427,
ED 155 334).

The "graying" of America has caused a substantial increase in the number of programs for
adults, focusing on adult life career development needs (ED 166 430), adults in rural settings,
(ED 133 600), and job placement for adults (ED 119 065). Other programs teach people how to
set up community-based career guidance delivery systems (ED 167 821, ED 135 997). Viewing
persons as individuals with different needs and expectations rather than as a collective whole
and providing appropriate career education/guidance programs have become the hallmarks of the
current career development thrust.
Analysis of Programs and Practices

This computerized search of the ERIC system revealed a large number of exemplary programs, practices, and materials. To simplify the reader's search for relevant information, a Program Analysis Matrix has been set up, analyzing each program in terms of special target population, education level, program focus, materials, methods, and geographic location. When a program of interest is located in the Matrix, the reader can find further information by looking for the corresponding ED number in the Abstracts Section at the conclusion of this paper. (Abstracts appear in descending ED numerical order.) What follows is a brief analysis of the materials to help readers select documents most appropriate to their needs and interests.

Education Level

Elementary. At this level program activities emphasize an understanding of what jobs are and how they relate to individual preferences and needs (ED 166 428, ED 166 425, ED 146 386, ED 143 827, ED 130 071, ED 118 949, ED 118 934, ED 114 680, ED 110 904, ED 110 761, ED 105 167, ED 089 079). Student outcomes include the acquisition of a positive attitude toward school and work and increased knowledge of self in relationship to the world of work.

Middle/Junior High. Examining career alternatives and personal abilities and desires through career- and self-exploration activities occur at this level (ED 169 211, ED 162 100, ED 147 635, ED 143 880, ED 142 814, ED 142 744, ED 130 071, ED 115 785, ED 115 784, ED 109 308, ED 106 502, ED 089 114). Student outcomes include choosing occupational clusters for in-depth
exploration, identification of necessary employability skills, and relating occupational information to personal needs.

*High School.* At the secondary level career planning, decision-making, and preparation are critical activities involving specific life/career choices and action plans for achieving personal goals (ED 169 223, ED 166 429, ED 166 422, ED 165 382, ED 164 853, ED 164 834, ED 164 808, ED 160 803, ED 159 531 (Career Day program), ED 151 507, ED 150 294, ED 150 290, ED 150 288, ED 150 285, ED 150 283, ED 133 579, ED 126 391, ED 117 302, ED 109 417, ED 106 559, ED 089 083). Student outcomes include preparing for and entering an entry-level position or seeking further education or training.

*Postsecondary.* Individuals begin to implement their career/life-style choices and assess their satisfaction and needs through continued exploration of career/life alternatives (ED 171 997, ED 170 463, ED 169 214, ED 167 821, ED 166 430, ED 166 427, ED 166 423, ED 155 322, ED 134 796, ED 133 600, ED 112 129, ED 109 532). Student outcomes include successful adjustment to initial job choice, continued exploration of occupational choice based on skills and needs, preparation and entry into new occupations, or upgrading of competencies in initial occupational field. (The reader should note that many documents relate broadly to the entire elementary/secondary range and are identifiable by looking at "Education Level" in the Program Analysis Matrix.)
**Special Populations**

A number of references involving special populations were cited in the previous section (Issues and Trends). Activities designed to aid certain groups in overcoming personal and societal barriers are provided. For example, the data base contains strategies to assist women to combat sex-role stereotyping and to pursue nontraditional careers (ED 171 952, ED 150 471); ways of helping handicapped students prepare for job placement and employment (ED 173 637, ED 166 418, ED 149 545, ED 143 791, ED 141 998, ED 139 179, ED 134 865, ED 121 932); and activities to help rural students broaden their knowledge of themselves and the world of work (ED 169 245, ED 162 102, ED 160 321, ED 154 208, ED 145 207, ED 133 565, ED 121 991, ED 113 583, ED 110 638, ED 087 868).

**Experience-Based Career Education (EBCE)**

Some programs were previously cited in the Issues and Trends section. The majority of these programs provide guidelines, designs, implementation strategies, and evaluation methods for setting up school/community programs in the form of work-study jobs, student internships, on-the-job training, and enhancement of employability skills (ED 164 742, ED 162 160, ED 150 423, ED 150 288, ED 145 253, ED 145 245, ED 145 204, ED 141 607, ED 136 037, ED 129 676, ED 128 614, ED 124 794, ED 115 934, ED 114 610, ED 112 030).

**Staff Development/Inservice Training**

Many documents are written to assist educational personnel, teachers, counselors, and
administrators in developing materials and activities for career education/guidance programs. Some take the form of curriculum guides to examine specific occupations (ED 089 009-013). Others appear as competency-based curriculum guides or resource guides to be used at specific educational levels for the design of appropriate activities dealing with career/self-awareness and exploration, decision-making, or occupational choice. These types of guides are listed below according to educational level and are also useful as inservice training modules:

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle/Junior High/Secondary</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 167 940</td>
<td>ED 167 940</td>
<td>ED 170 427</td>
</tr>
<tr>
<td>ED 163 332</td>
<td>ED 163 332</td>
<td>ED 167 940</td>
</tr>
<tr>
<td>ED 162 074</td>
<td>ED 162 178</td>
<td>ED 155 334</td>
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<tr>
<td>ED 160 842-849</td>
<td>ED 162 163</td>
<td>ED 155 322</td>
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<tr>
<td>ED 154 206</td>
<td>ED 162 094</td>
<td>ED 154 323</td>
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<tr>
<td>ED 154 142</td>
<td>ED 162 074</td>
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</tbody>
</table>
also contains descriptions and evaluation data from validated, exemplary demonstration programs in which assessments of student outcomes showed that their participation in these programs had a favorable impact on their career development. That is to say, the career education/guidance activities facilitated the personal/career development of the students—career education/guidance worked! (ED 170 504, ED 170 502, ED 170 500, ED 170 499, ED 169 224, ED 167 736, ED 163 386, ED 163 167, ED 163 166).
<table>
<thead>
<tr>
<th>ED Number</th>
<th>Special Population</th>
<th>Education Level</th>
<th>Focus</th>
<th>Materials/Methods</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 173 637</td>
<td>educable mentally retarded</td>
<td>secondary</td>
<td>models to describe the developmental nature and different modalities of job placement</td>
<td>survey questionnaires used to develop models</td>
<td>New York</td>
</tr>
<tr>
<td>ED 172 101</td>
<td></td>
<td>higher education</td>
<td>guidelines for career resource centers</td>
<td>evaluation instruments</td>
<td>Florida</td>
</tr>
<tr>
<td>ED 172 004</td>
<td>artistically gifted and talented</td>
<td>secondary</td>
<td>alternative training program curricula and project goals for career decision-making</td>
<td></td>
<td>Rhode Island</td>
</tr>
<tr>
<td>ED 171 997</td>
<td>administrators</td>
<td>elementary/secondary</td>
<td>manual for conducting program and pupil evaluations/needs assessments</td>
<td>assessment kit</td>
<td>Colorado</td>
</tr>
<tr>
<td>ED 171 952</td>
<td>working women</td>
<td>continuing education</td>
<td>career planning to improve occupational status</td>
<td></td>
<td>Ohio</td>
</tr>
<tr>
<td>ED 171 918</td>
<td>elementary/secondary, postsecondary</td>
<td></td>
<td>exemplary projects and research</td>
<td></td>
<td>Oregon</td>
</tr>
<tr>
<td>ED Number</td>
<td>Special Population</td>
<td>Education Level</td>
<td>Focus</td>
<td>Materials/Methods</td>
<td>Location</td>
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<tr>
<td>ED 171 808</td>
<td>secondary job placement</td>
<td>secondary</td>
<td></td>
<td>Maine</td>
<td></td>
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<tr>
<td>ED 170 681</td>
<td>delinquents</td>
<td>secondary</td>
<td>model vocational program</td>
<td>Pennsylvania</td>
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<tr>
<td>ED 170 588</td>
<td>elementary/secondary</td>
<td>career development concepts and objectives</td>
<td>objectives-activities matrix</td>
<td>South Carolina</td>
<td></td>
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<tr>
<td>ED 170 545</td>
<td>grades 4-6</td>
<td>sample implementation plans</td>
<td>outlines of goals, objectives, activities, and resources</td>
<td>Kentucky</td>
<td></td>
</tr>
<tr>
<td>ED 170 504</td>
<td>grades K-8</td>
<td>exemplary project of infusion of career education into curriculum</td>
<td>description of infusion units</td>
<td>California</td>
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<tr>
<td>ED 170 502</td>
<td>grades K-6</td>
<td>exemplary project to develop articulated career education curriculum</td>
<td></td>
<td>California</td>
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<tr>
<td>ED 170 500</td>
<td>elementary/secondary</td>
<td>exemplary project of infusion of career education into curriculum</td>
<td>Arizona Career Education Matrix</td>
<td>Arizona</td>
<td></td>
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<tr>
<td>ED Number</td>
<td>Special Population</td>
<td>Education Level</td>
<td>Focus</td>
<td>Materials/Methods</td>
<td>Location</td>
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<tr>
<td>ED 170 499</td>
<td>Elementary/secondary</td>
<td>Exemplary project of infusion of career education into curriculum</td>
<td>Ohio Career Development Model</td>
<td>Ohio</td>
<td></td>
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<tr>
<td>ED 170 463</td>
<td>Students interested in business and office occupations</td>
<td>Postsecondary</td>
<td>Competency-based curriculum</td>
<td>New Mexico</td>
<td></td>
</tr>
<tr>
<td>ED 170 427</td>
<td>Educational personnel</td>
<td>Higher education</td>
<td>Descriptions of programs designed to address sex equity and leadership development issues</td>
<td>Training guide</td>
<td>Massachusetts</td>
</tr>
<tr>
<td>ED 169 247</td>
<td>Grades K-6</td>
<td>Career development curriculum units</td>
<td>Fact sheets</td>
<td>Michigan</td>
<td></td>
</tr>
<tr>
<td>ED 169 246</td>
<td>Grades K-6</td>
<td>Model program</td>
<td>Learning activities</td>
<td>Michigan</td>
<td></td>
</tr>
<tr>
<td>ED 169 245</td>
<td>Rural students</td>
<td>Elementary</td>
<td>Integration of career awareness into existing subject material</td>
<td>Instructional units</td>
<td>Michigan</td>
</tr>
<tr>
<td>ED Number</td>
<td>Special Population</td>
<td>Education Level</td>
<td>Focus</td>
<td>Materials/Methods</td>
<td>Location</td>
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<tr>
<td>ED 169 239</td>
<td>special needs students, drop-outs, adults</td>
<td>grades K-14</td>
<td>model for comprehensive guidance program</td>
<td>Asche Matrix</td>
<td>Georgia</td>
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<tr>
<td>ED 169 231</td>
<td>language arts and science teachers</td>
<td>secondary</td>
<td>infusion of career education with language arts and science via competency-based units</td>
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<td>Oregon</td>
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<tr>
<td>ED 169 224</td>
<td></td>
<td>elementary/secondary</td>
<td>evaluation of exemplary model; inservice training</td>
<td></td>
<td>Pennsylvania</td>
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<tr>
<td>ED 169 223</td>
<td></td>
<td>secondary</td>
<td>consortium demonstrating effective techniques in career education</td>
<td>evaluation instruments from Florida EPIC (Education Progress in Careers)</td>
<td>Florida</td>
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<tr>
<td>ED 169 214</td>
<td>dropouts, graduates</td>
<td>secondary, adult education</td>
<td>community-based, on-site career experiences</td>
<td></td>
<td>South Dakota</td>
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<tr>
<td>ED 169 211</td>
<td></td>
<td>elementary, junior high</td>
<td>systems management approach to delivery systems for career education</td>
<td>behavioral objectives and instructional modules</td>
<td>New York</td>
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<tr>
<td>ED 168 924</td>
<td>psychology technicians</td>
<td>higher education</td>
<td>undergraduate training program</td>
<td></td>
<td>Georgia College</td>
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<tr>
<td>ED Number</td>
<td>Special Population</td>
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<td>Focus</td>
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<tr>
<td>ED 167 940</td>
<td>counselors</td>
<td>elementary, secondary, higher education</td>
<td>counselor's role in pupil and student personnel services</td>
<td>information analysis product</td>
<td>Michigan</td>
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<td>ED 167 821</td>
<td>adults</td>
<td>adult education</td>
<td>community-based delivery systems</td>
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<td>Connecticut</td>
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<tr>
<td>ED 167 797</td>
<td></td>
<td>elementary/secondary</td>
<td>planning models</td>
<td>worksheets</td>
<td>Illinois</td>
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<tr>
<td>ED 167 756</td>
<td>low-income women</td>
<td>adult education</td>
<td>models for classroom training and work experience in nontraditional jobs</td>
<td>complete set of program forms</td>
<td>District of Columbia</td>
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<tr>
<td>ED 167 755</td>
<td>employers</td>
<td>professional continuing education</td>
<td>model to expand employment opportunities for women in nontraditional occupations</td>
<td>workshop kit</td>
<td>District of Columbia</td>
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<tr>
<td>ED 167 754</td>
<td>program administrators</td>
<td>adult education</td>
<td>community-based conference model for expanding employment opportunities for women in nontraditional occupations</td>
<td>conference outline, checklist</td>
<td>District of Columbia</td>
</tr>
<tr>
<td>ED 167 746</td>
<td>parents</td>
<td>elementary/secondary</td>
<td>parent role in career development processes of their children</td>
<td>outline, handouts, questionnaires</td>
<td>Rhode Island</td>
</tr>
<tr>
<td>ED Number</td>
<td>Special Population</td>
<td>Education Level</td>
<td>Focus</td>
<td>Materials/Methods</td>
<td>Location</td>
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<td>evaluation of exemplary program focusing on self-awareness, decision-making, and work habits</td>
<td>data collection instruments; project proposal</td>
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<td>ED Number</td>
<td>Special Population</td>
<td>Education Level</td>
<td>Focus</td>
<td>Materials/Methods</td>
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<td>ED 154 142</td>
<td>teachers</td>
<td>elementary/secondary</td>
<td>career development and career exploration program information</td>
<td>handbook and survival manual; resource guide</td>
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<tr>
<td>ED 153 776</td>
<td>isolated rural, small school</td>
<td>elementary/secondary</td>
<td>school-community-based program description</td>
<td>activities for developing hometown living skills and teaching community appreciation</td>
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<td>ED 153 0t9</td>
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<td>employee career development/planning programs</td>
<td>questionnaires</td>
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<td>ED 153 017</td>
<td>administrators</td>
<td>secondary</td>
<td>guide to collaborating efforts between school and community organizations for career education</td>
<td>training modules for inservice use</td>
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<td>ED 152 974</td>
<td>middle school</td>
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<td>effects of planned career development activities on middle school children</td>
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<td>ED 152 827</td>
<td>inner city youth</td>
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<td>evaluation of career education program to increase self-awareness and decision-making skills</td>
<td>Self Observation Scales; Occupation Awareness Survey</td>
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<td>ED 152 780</td>
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<td>evaluation of career development project examining student self-concept and attitudes toward career decision-making</td>
<td>statistical data appended</td>
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<td>ED 151 541</td>
<td>junior high</td>
<td>evaluation of career exploration (practical arts education) program</td>
<td>Assessment of Career Development (ACD) instrument</td>
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<td>ED 151 507</td>
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<td>evaluation of Experience Based Career Education (EBCE) program</td>
<td>data collection instruments</td>
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<td>ED 150 471</td>
<td>females</td>
<td>model for reducing sexism in career planning of women</td>
<td>verbatim script of slide/tape show demonstrating application of model</td>
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<td>ED 150 423</td>
<td>Department of Commerce</td>
<td>secondary</td>
<td>summary of Department of Commerce Conference on Youth Career Development, October 7, 1976, including role of federal government related to school and industry cooperation</td>
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<td>ED 150 410</td>
<td>rehabilitation counselors</td>
<td>vocational rehabilitation</td>
<td>how to measure what happens to a disabled person who receives vocational rehabilitation services</td>
<td>annotated bibliography</td>
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<td>ED 150 294</td>
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<td>evaluation of Building Experience-Based Career Education (BEBCE) project</td>
<td>adaptation of Northwest Regional Education Laboratory model</td>
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<td>ED 150 290</td>
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<td>evaluation of alternative education program designed to enhance good working habits and develop basic skills</td>
<td>behavioral objectives</td>
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<td>ED 150 288</td>
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<td>evaluation of Experience-Based Career Education (EBCE) program</td>
<td>course description, program development packet, curriculum sequence information</td>
<td>Rhode Island</td>
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<td>ED 150 285</td>
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<td>process and product evaluation of Experience-Based Career Education (EBCE) program</td>
<td>data for five outcome objectives</td>
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<td>ED 150 283</td>
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<td>evaluation of Experience-Based Career Education (EBCE) program focusing on student achievement in basic skills through individualized courses in English and mathematics</td>
<td>student handbook; criterion-referenced activities</td>
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<td>ED 150 277</td>
<td>vocational-technical students</td>
<td>secondary</td>
<td>assessment of student growth and development, especially increases in reading and computational skills</td>
<td>student and parent attitude assessment scales</td>
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<td>ED 149 545</td>
<td>physically handicapped</td>
<td>secondary</td>
<td>training program for counselors to promote career development for special education students</td>
<td>counselor activity guide</td>
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<td>ED 147 635</td>
<td>junior high</td>
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<td>help teachers implement occupational clusters approach</td>
<td>instructional modules</td>
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<td>ED 147 577</td>
<td>prisoners</td>
<td>adult education</td>
<td>model for planning, implementing, and evaluating programs of adult career education in corrections</td>
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<td>Hawaii</td>
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<td>ED 147 485</td>
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<td>administrators' workbook for program implementation</td>
<td>World of Related Knowledge and Educational Development Program</td>
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<td>ED 146 386</td>
<td>elementary</td>
<td>career awareness for students; inservice training for teachers; establishment of a career center</td>
<td>Products: Course of Study/Curriculum Guide</td>
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<tr>
<td>ED 145 253</td>
<td>secondary</td>
<td>career exploration programs coordinated with business and industry</td>
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<td>National Alliance of Businessmen Career Guidance Institute</td>
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<td>ED 145 245</td>
<td>grade 11</td>
<td>cooperative school/community work experiences</td>
<td>independent study, class study and on-the-job experiences</td>
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<td>ED 145 207</td>
<td>rural elementary/secondary</td>
<td>model for infusing career education into rural school curriculum</td>
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<td>Washington</td>
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<td>ED 145 204</td>
<td>grades K-14</td>
<td>reduction of student absenteeism and dropout rates by introducing career education</td>
<td>elementary school store; Maryland junior high in-school and on-the-job work experiences; high school volunteer hospital intern program</td>
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<td>ED 145 169</td>
<td>secondary</td>
<td>handbook on student internship program</td>
<td>Maryland</td>
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<td>ED 145 097</td>
<td>elementary/secondary</td>
<td>collection of exemplary practices in career education: planning, management, staff development, instructional services, community involvement, evaluation</td>
<td>California</td>
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<td>ED 143 880</td>
<td>junior high</td>
<td>career exploration</td>
<td>Virginia</td>
<td>Careers and You-- program package of preparatory vocational courses</td>
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<td>ED 143 827</td>
<td>elementary</td>
<td>administrators' guide for career awareness program implementation</td>
<td>Nevada</td>
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<td>ED 143 801</td>
<td>high school graduates</td>
<td>pre-employment and placement activities</td>
<td>Ohio</td>
<td>field-tested materials in four areas: data, preparation, placement, and follow-up</td>
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<td>ED 143 791</td>
<td>handicapped adolescents</td>
<td>response to needs of those who prepare handicapped students for employment</td>
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<td>descriptions of a number of commercial materials</td>
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<td>ED 142 814</td>
<td>Junior high</td>
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<td>Development of a summer Career Exploration program</td>
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<td>ED 142 744</td>
<td>Junior high</td>
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<td>Design and implementation of an occupational exploration program</td>
<td>Details and instructional prototypes for setting up labs in business and office occupations, environmental occupations, and service occupations</td>
<td>North Carolina</td>
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<td>ED 141 998</td>
<td>Handicapped students</td>
<td>Secondary</td>
<td>Practicum for vocational education awareness program</td>
<td>Use of interdisciplinary team to prepare students to function in a personalized placement program</td>
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<td>ED 141 607</td>
<td>Elementary/secondary</td>
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<td>Development of a joint school-community program for occupational exploration</td>
<td>Recruitment and training of community members to make them available to classroom teachers</td>
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<td>ED 139 922</td>
<td>Secondary</td>
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<td>Development of a model career counseling and placement program which could be readily evaluated and replicated</td>
<td></td>
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<td>ED Number</td>
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<td>ED 139 908</td>
<td>K-10</td>
<td>assessment of student learnings from career education activities and leadership characteristics of career education program directors</td>
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<td>ED 139 179</td>
<td>handicapped</td>
<td>elementary/secondary</td>
<td>descriptions of Vocational Training and Placement of the Severely Handicapped (VOTAP) project and the Overcoming Barriers to Mainstreaming project</td>
<td>California</td>
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<td>ED 138 826</td>
<td>secondary</td>
<td>evaluation of student performance in the Research for Better Schools (RBS) program providing cognitive skills, career experiences, and personal perspectives to assist with life choices</td>
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<td>ED 138 825</td>
<td>secondary</td>
<td>supplementary reports and evaluation instruments for ED 138 826</td>
<td>Pennsylvania</td>
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<td>ED 138 757</td>
<td>Spanish-speaking adults and youth dropouts</td>
<td>description of program focusing on increasing English language skills and providing occupational information</td>
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<td>ED Number</td>
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<td>ED 137 544</td>
<td>agricultural education, secondary/ junior college</td>
<td>identification of jobs and training needs for occupations in the area of wastewater land treatment systems</td>
<td>task analysis survey instruments; student objectives, instructional modules</td>
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<td>ED 136 071</td>
<td>instructional aides working with disadvantaged</td>
<td>secondary vocational education</td>
<td>evaluation of Aides to Career Education (ACE) program which provides individual assistance to disadvantaged students</td>
<td>California</td>
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<td>ED 136 061</td>
<td>junior high</td>
<td>local school teachers' guide for developing a career exploration program</td>
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<td>Idaho</td>
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<td>ED 136 055</td>
<td>grades 4-6; grades 7-12; and adult</td>
<td>computer-based career guidance and counselor-administrative support system: Project DISCOVER</td>
<td>guidance development and technical development</td>
<td>Illinois</td>
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<td>ED 136 047</td>
<td>secondary</td>
<td>evaluation of exemplary career education project focusing on student outcomes</td>
<td>product objectives</td>
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<td>ED 136 037</td>
<td>secondary</td>
<td>instructional program including student work experience</td>
<td>cooperative efforts among local business, industry, and schools</td>
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<td>ED 135 018</td>
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<td>career education</td>
<td>K-6: career awareness and orientation; junior high: career resource areas; senior high: career guidance and placement</td>
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<td>counseling in the schools</td>
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<td>ED 135 997</td>
<td>home-based adults</td>
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<td>model for facilitating career development via home/community-based services</td>
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<td>ED 135 795</td>
<td>higher education</td>
<td>preservice/inservice</td>
<td>three-phase professional growth experience, relating career choice, school and community</td>
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<td>school-based teacher</td>
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<td>ED 134 865</td>
<td>handicapped</td>
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<td>determining aptitudes for job placement through work sampling and experience</td>
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<td>ED 134 864</td>
<td>disadvantaged young women</td>
<td>elementary/secondary</td>
<td>description of non-traditional career exploration program</td>
<td>Montana</td>
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<td>ED 134 843</td>
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<td>systematic development of transportable career education components</td>
<td>staff training, curriculum revision, instructional resources, career information centers, community resource center, coordination of services</td>
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<td>ED 134 842</td>
<td>senior volunteers</td>
<td>elementary/secondary</td>
<td>voluntary action center and community resource center career education program directed toward youth services</td>
<td>resource center forms and materials</td>
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<td>ED 134 835</td>
<td>K-14</td>
<td>cooperative effort between public schools and university</td>
<td>training objectives for personnel</td>
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<td>ED 134 828</td>
<td>K-12</td>
<td>evaluation of exemplary comprehensive career-centered activities program</td>
<td>summary of goals, objectives, procedures, problems</td>
<td>Mississippi</td>
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<td>ED 134 800</td>
<td>junior high</td>
<td>effects of work experience and vocational guidance activities on student career maturity and attitudes</td>
<td>Life Career Development System</td>
<td>Kentucky</td>
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<td>ED 134 796</td>
<td>women</td>
<td>adult education</td>
<td>results of interviews of women to determine their career development needs</td>
<td>data collection instruments</td>
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<td>ED 134 703</td>
<td>high school</td>
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<td>coordinated efforts of a high school, vocational school and a four-year college</td>
<td>use of mass communications to teach a high school English course in radio-television communication careers</td>
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<td>guide for implementing a combined career exploration/industrial arts program</td>
<td>student-managed learning; &quot;open shop&quot; structure with self-contained activity areas</td>
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<td>ED 133 652</td>
<td>secondary</td>
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<td>description of the Computerized Vocational Guidance System (VOCGUYD)</td>
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<td>ED 133 643</td>
<td>secondary</td>
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<td>use of Computerized Vocational Guidance System (VOCGUYD) to foster career maturity and assist career planning</td>
<td>operating manual</td>
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<td>ED 133 600</td>
<td>rural adults</td>
<td>adult education (over age 16)</td>
<td>career education activities for unemployed, underemployed, mid-career, high school dropouts, parents, women</td>
<td>classes, group sessions, counseling, material displays, tours, testing, informational meetings</td>
<td>Wisconsin</td>
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<td>ED 133 595</td>
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<td>grades 5-12</td>
<td>evaluation of school-based career exploration program</td>
<td>evaluation forms</td>
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<td>assessment of student level impacts from high school/community college cooperative career education program</td>
<td>articulation objectives</td>
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<td>ED 133 584</td>
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<td>implementation of hands-on experience, on-the-job training, and career information centers program</td>
<td>data from student and teacher evaluations</td>
<td>Utah</td>
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<td>career education program emphasizing combination of career clusters with student development plans</td>
<td>career folders</td>
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<tr>
<td>ED 133 565</td>
<td>rural schools</td>
<td>elementary/ secondary</td>
<td>introduction of career education concepts into the schools</td>
<td>K-7: career awareness; 8-9: career orientation and exploration; 10-12: job preparation, training, counseling, and referral</td>
<td>Arkansas</td>
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<tr>
<td>ED 133 478</td>
<td>elementary/ secondary</td>
<td>development of an occupational information program at all levels to adapt to changes in the local labor market</td>
<td>career awareness, orientation and exploration activities; job placement for exiting students</td>
<td>Puerto Rico</td>
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<tr>
<td>ED 131 325</td>
<td>elementary/ secondary</td>
<td>coordination of career education project for 12 independent school districts, a parochial school and a junior college</td>
<td>planning and implementation, occupational awareness, occupational investigation, career exploration, intensive group guidance, placement and follow-up</td>
<td>Texas</td>
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<tr>
<td>ED 130 071</td>
<td>middle schools</td>
<td>reports of existing career-related resources in Boston, and the further implementation of career exploration programs</td>
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<td>Massachusetts</td>
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<td>ED 130 003</td>
<td>elementary</td>
<td>two transportable model career education projects, emphasizing guidance, counseling and developmental activities</td>
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<td>New York</td>
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<tr>
<td>ED Number</td>
<td>Special Population</td>
<td>Education Level</td>
<td>Focus</td>
<td>Materials/ Methods</td>
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<td>ED 129 676</td>
<td>high school</td>
<td>business/school cooperation to expose students to various careers and let them experience economic processes</td>
<td>program in which students spent several weeks in business, industrial and manufacturing firms, alternating with classroom seminars</td>
<td>Mississippi</td>
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<tr>
<td>ED 128 614</td>
<td>potential dropouts</td>
<td>high school</td>
<td>alternative high school program preparing students for productive, satisfying careers</td>
<td>three-phase program including orientation, exploratory field experiences, and advanced specialized experiences</td>
<td>Pennsylvania</td>
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<tr>
<td>ED 126 391</td>
<td>small high schools</td>
<td>secondary</td>
<td>career guidance program design, development and implementation model</td>
<td></td>
<td>California</td>
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<tr>
<td>ED 126 319</td>
<td>elementary/secondary</td>
<td>development of a total career education continuum model</td>
<td>language-experience-based awareness; hands-on exploration; competency-based preparation</td>
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<tr>
<td>ED 126 280</td>
<td>elementary/secondary</td>
<td>handbook introducing a collection of career education materials available from Michigan Department of Education</td>
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<td>ED Number</td>
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<tr>
<td>ED 124 844</td>
<td>community college</td>
<td>guide to developing and conducting career awareness</td>
<td>group career guidance sessions integrated into regular course work</td>
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<td>ED 124 794</td>
<td>elementary/secondary</td>
<td>research and development career education project</td>
<td>career exploration lab; &quot;shadowing&quot; work experience program</td>
<td>Arkansas</td>
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<tr>
<td>ED 124 743</td>
<td>elementary/secondary</td>
<td>career education project to help students make sound career decisions</td>
<td>dissemination, data collection, staff utilization, and staff development</td>
<td>Mississippi</td>
<td></td>
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<tr>
<td>ED 121 991</td>
<td>rural</td>
<td>use of human and natural resources to develop community resource facilities as learning centers for career awareness</td>
<td>field trips, lesson cards, guest speakers, minicourses, work-site placement</td>
<td>New Hampshire</td>
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<tr>
<td>ED 121 932</td>
<td>handicapped/special needs students</td>
<td>design of a system of coding behavioral objectives to document the skills that could be attained by special needs students</td>
<td>coding use of consultants, development of instruments, publications, conferences, in-service training</td>
<td>Massachusetts</td>
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<tr>
<td>ED 119 065</td>
<td>adults: Manpower clients</td>
<td>pilot project to help Manpower clients decide on occupational goals and be placed in suitable programs</td>
<td>Canada</td>
<td></td>
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<td>ED Number</td>
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<tr>
<td>ED 118 949</td>
<td>elementary</td>
<td>guide for developing career awareness program</td>
<td>graded activities for self-perception, integration of occupational information into the curriculum and into cocurricular activities</td>
<td>Washington</td>
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<tr>
<td>ED 118 934</td>
<td>elementary</td>
<td>familiarization of students, teachers, administrators, parents, and board members with the concept of career awareness through personal involvement</td>
<td>inservice staff development programs, instructional programs, materials and curriculum development</td>
<td>Oregon</td>
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<tr>
<td>ED 118 812</td>
<td>elementary/secondary</td>
<td>Minnesota Career Development Curriculum (CDC) project focusing on career management tasks for students and delivery systems for career development education</td>
<td>career management tasks and instructional objectives</td>
<td>Minnesota</td>
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<tr>
<td>ED 117 350</td>
<td>secondary vocational education</td>
<td>cooperative vocational education purposes, competencies, occupational experience laboratories, job placement, work adjustment</td>
<td>performance requirement clusters for teacher-coordinators</td>
<td>Ohio</td>
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<tr>
<td>ED Number</td>
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<td>ED 117 312</td>
<td>elementary/secondary</td>
<td></td>
<td>components of Project PRO-CESS, UPDATE, Project LOOM, Project FAIS, ECGE, Florida VIEW, CEC, and Guidelines for Placement Services and Follow-up Studies</td>
<td></td>
<td>Florida</td>
</tr>
<tr>
<td>ED 117 302</td>
<td>secondary</td>
<td></td>
<td>career guidance philosophy, annotated bibliography rationale, curriculum, programs, models, responses to females and minorities, research, and evaluation</td>
<td></td>
<td>Washington</td>
</tr>
<tr>
<td>ED 116 841</td>
<td>American Indians</td>
<td>adult and higher education</td>
<td>reports on initial implementation of career guidance for adult vocational students and college-bound students</td>
<td>evaluation forms and instruments</td>
<td>California</td>
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<tr>
<td>ED 116 053</td>
<td>grade 9</td>
<td></td>
<td>effects of the high school experience on youth in vocational guidance programs</td>
<td>longitudinal study</td>
<td>Pennsylvania</td>
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<tr>
<td>ED 115 954</td>
<td>elementary/secondary</td>
<td></td>
<td>career exploration, planning, and placement program description</td>
<td>Operation Partnership program survey of local business and industry</td>
<td>Utah</td>
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<tr>
<td>ED Number</td>
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<tr>
<td>ED 115 836</td>
<td>minority youth and adults</td>
<td>elementary/secondary and out of school</td>
<td>establishment of pilot programs in entrepreneurial career awareness and training for youth and adults</td>
<td></td>
<td>Task Force on Education and Training for Minority Business Enterprise</td>
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<tr>
<td>ED 115 785</td>
<td>middle school</td>
<td>program to develop students' career aspirations</td>
<td>series of teacher-guided projects; dialogues with resource persons; field trips; pupil-created projects; hands-on activities</td>
<td></td>
<td>Pennsylvania</td>
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<tr>
<td>ED 115 784</td>
<td>middle school</td>
<td>program for developing career appraisal insights in students</td>
<td>planning; vocational orientation and development activities; career and industry orientation programs; industry trips, including school follow-up; faculty orientation programs; career resource center</td>
<td></td>
<td>Pennsylvania</td>
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<tr>
<td>ED 114 680</td>
<td>elementary</td>
<td>development of career awareness resource materials</td>
<td>14 graded multi-use resource packages, containing physical activities and supporting media; each emphasizes a cluster of occupations</td>
<td></td>
<td>Washington</td>
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<tr>
<td>ED Number</td>
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<tr>
<td>ED 114 610</td>
<td>prospective employers of work experience students</td>
<td>grades 7-12</td>
<td>description of two types of programs, including background information for prospective employers</td>
<td>(1) work exposure: job site observation, no pay or credit (2) work experience program: 8 hrs/week on the job, with pay and credit</td>
<td>Arizona</td>
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<tr>
<td>ED 113 675</td>
<td>elementary/junior high</td>
<td></td>
<td>product and process objectives of career development program</td>
<td></td>
<td>Louisiana</td>
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<tr>
<td>ED 113 583</td>
<td>rural students</td>
<td>secondary</td>
<td>broadening knowledge of world of work</td>
<td></td>
<td>North Dakota</td>
</tr>
<tr>
<td>ED 113 539</td>
<td>grades 9-10</td>
<td></td>
<td>outline of self-exploration and occupational information activities to help local agencies develop vocational exploration programs</td>
<td>information for assessing individual programs, identifying occupational groupings, and instructional program planning</td>
<td>West Virginia</td>
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<tr>
<td>ED 112 307</td>
<td>intermediate grades</td>
<td></td>
<td>course evaluation based on perceptualization, conceptualization, and generalization</td>
<td>course tests</td>
<td>Hawaii</td>
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<tr>
<td>ED 112 129</td>
<td>higher education</td>
<td></td>
<td>systematic program of career guidance and dissemination of occupational information</td>
<td></td>
<td>Maine</td>
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<tr>
<td>ED Number</td>
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<tr>
<td>ED 112 030</td>
<td>secondary</td>
<td>voluntary flexible, alternative career exploration programs</td>
<td>program in which students go to business and industrial &quot;career sites&quot; for observation, internship, released time, holiday or part-time employment</td>
<td>North Dakota</td>
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<tr>
<td>ED 113 535</td>
<td>preschool through post-secondary and adult</td>
<td>identification of career opportunities, alternatives, choices, value system</td>
<td>alphabetical listing of 36 major programs and services</td>
<td>New Jersey</td>
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<tr>
<td>ED 110 904</td>
<td>grades 3-6</td>
<td>improving creative problem-solving skills through use of career concepts</td>
<td>doctoral thesis</td>
<td>New York</td>
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<tr>
<td>ED 110 813</td>
<td>Department of Defense Civilian procurement personnel</td>
<td>continuing education</td>
<td>career counseling for advancement</td>
<td>program manual</td>
<td>District of Columbia</td>
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<tr>
<td>ED 110 761</td>
<td>elementary</td>
<td>career education program which involves the total community</td>
<td>self, community, and world-of-work awareness; seminars, mini-courses, worksite placement, assistance to teachers in writing and testing their own career awareness lessons</td>
<td>New Hampshire</td>
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<td>ED Number</td>
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<td>ED 110 744</td>
<td>secondary</td>
<td>model and descriptions of Experience-Based Career Education (EBCE)</td>
<td>pilot tests</td>
<td>District of Columbia.</td>
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<tr>
<td>ED 110 638</td>
<td>rural schools</td>
<td>career education program which involves the total community</td>
<td>self, community, and world-of-work awareness; seminars, mini-courses, worksite placement; assistance to teachers in writing and testing their own awareness lessons</td>
<td>New Hampshire</td>
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<tr>
<td>ED 109 537</td>
<td>higher education</td>
<td>college major selection and career decision-making</td>
<td>&quot;Practical Decision-Making&quot; course</td>
<td>Utah</td>
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<tr>
<td>ED 109 417</td>
<td>secondary</td>
<td>&quot;cluster concept&quot; program stressing broad preparation for a series of related occupations, rather than depth in a single category</td>
<td>Illinois</td>
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<tr>
<td>ED 109 311</td>
<td>elementary/secondary</td>
<td>career awareness, accommodation, exploration, and preparation</td>
<td>phases of career development; glossary</td>
<td>Iowa</td>
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<td>ED Number</td>
<td>Special Population</td>
<td>Education Level</td>
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<td>ED 109 308</td>
<td>Intermediate grades</td>
<td>activities to develop self concept and explore world of work</td>
<td>sample activities</td>
<td>Iowa</td>
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<td>ED 106 746</td>
<td>Elementary/secondary</td>
<td>resources for educational advising and vocational choice</td>
<td>annotated bibliography</td>
<td>Michigan</td>
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<tr>
<td>ED 106 559</td>
<td>Vocational high school students</td>
<td>Career awareness course (45 sessions)</td>
<td>seminars, discussions, testing devices, films, slides, individual research projects</td>
<td>North Dakota</td>
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<tr>
<td>ED 106 502</td>
<td>Junior high</td>
<td>Occupational exploration experiences</td>
<td>knowledge and affective tests, student module questionnaires, teacher evaluation logs</td>
<td>Ohio</td>
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<tr>
<td>ED T05 355</td>
<td>Elementary/secondary</td>
<td>Individual state models for programs in career guidance, counseling, and placement</td>
<td>conference proceedings</td>
<td>Michigan</td>
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<td>ED 105 167</td>
<td>Elementary</td>
<td>Decision-making skills, self-direction, career awareness and basic skills</td>
<td>Individualized instruction</td>
<td>Rhode Island</td>
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<td>ED Number</td>
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<td>ED 105 142</td>
<td>secondary/postsecondary</td>
<td>cooperative work education programs for occupational training, dropout prevention, and career exploration</td>
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<td>District of Columbia</td>
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<tr>
<td>ED 103 801</td>
<td>teachers, counselors</td>
<td>elementary/secondary</td>
<td>equipping students with skills needed for career decision-making and planning</td>
<td>inservice training manual for Career Achievement Skills Training (CAST) programs</td>
<td>Michigan</td>
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<tr>
<td>ED 103 800</td>
<td>teachers, counselors</td>
<td>elementary/secondary</td>
<td>program description for ED 103 801</td>
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<td>ED 102 424</td>
<td>kindergarten-adult</td>
<td>work values; human development; intervention processes</td>
<td>position paper</td>
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<td>ED 101 156</td>
<td>Spanish-speaking workers</td>
<td>adult education</td>
<td>developing English language skills to facilitate career development</td>
<td>use of evaluation instrument, i.e., Ilyin Oral Interview</td>
<td>Pennsylvania</td>
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<tr>
<td>ED 099 530</td>
<td>K-12</td>
<td>behavioral objectives required to implement career development programs</td>
<td>programs for teacher inservice, employer/student relationships, community resource utilization, career-related academic materials</td>
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<td>Minnesota</td>
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<td>ED Number</td>
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<td>ED 099 523</td>
<td>elementary, secondary, postsecondary vocational education</td>
<td>exemplary vocational programs</td>
<td>program abstracts</td>
<td>District of Columbia</td>
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<tr>
<td>ED 092 661</td>
<td>inner-city youth</td>
<td>elementary, junior high</td>
<td>program aimed at facilitating occupational aspirations and choices</td>
<td>evaluation instruments</td>
<td>Michigan</td>
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<td>ED 089 114</td>
<td>disadvantaged youth</td>
<td>junior high</td>
<td>program designed to assist students with occupational choice and knowledge of world of work</td>
<td>instructional resources, annotated bibliography</td>
<td>Ohio</td>
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<tr>
<td>ED 089 083</td>
<td>secondary</td>
<td>placement services</td>
<td>forms used by placement office</td>
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<td>ED 089 081</td>
<td>teachers</td>
<td>middle schools</td>
<td>expected outcomes of career education program</td>
<td>implementation handbook</td>
<td>Texas</td>
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<td>ED 089 080</td>
<td>teachers</td>
<td>middle schools</td>
<td>media resources for career education programs</td>
<td>annotated resource lists</td>
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<td>ED 089 079</td>
<td>teachers</td>
<td>elementary</td>
<td>infusion of career awareness materials in social studies units</td>
<td>curriculum guide,</td>
<td>Texas</td>
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<td>ED Number</td>
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<td>ED 089 015</td>
<td>teachers</td>
<td>preschool, elementary, junior high</td>
<td>aids teachers in helping students increase vocational awareness and maturity in career decision-making processes</td>
<td>resource guide</td>
<td>New York</td>
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<tr>
<td>ED 089 013</td>
<td>teachers</td>
<td>grade 8</td>
<td>examines the occupational clusters of Hospitality, Recreation, and Personal Service Occupations</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
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<td>ED 089 012</td>
<td>teachers</td>
<td>grade 8</td>
<td>examines occupations associated with the transportation field</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
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<td>ED 089 011</td>
<td>teachers</td>
<td>grade 8</td>
<td>examines business and office occupations</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
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<td>ED 089 010</td>
<td>teachers</td>
<td>grade 8</td>
<td>examines occupations in the health services profession</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
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<td>ED 089 009</td>
<td>teachers</td>
<td>grade 8</td>
<td>examines occupations in the field of public service, i.e., education, public utilities, community agencies, law enforcement, fire department, and postal system</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
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<td>ED Number</td>
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<td>ED 089 008</td>
<td>teachers</td>
<td>grade 7</td>
<td>examines occupations in natural resources, ecology, landscaping, conservation, and oceanography</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
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<td>ED 089 007</td>
<td>teachers</td>
<td>grade 7</td>
<td>examines occupations in urban renewal and development, construction, and demography</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
</tr>
<tr>
<td>ED 089 006</td>
<td>teachers</td>
<td>grade 7</td>
<td>examines occupations in fine arts and the humanities</td>
<td>curriculum guide</td>
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<td>teachers</td>
<td>grade 7</td>
<td>examines occupations in communications and media industry</td>
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<td>teachers</td>
<td>grade 7</td>
<td>examines occupations in consumerism and homemaking</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
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<tr>
<td>ED 089 003</td>
<td>teachers</td>
<td>grades 7 &amp; 8</td>
<td>teacher's guide to accompany materials presented in ED 089 004-ED 089 013</td>
<td>curriculum guide</td>
<td>District of Columbia</td>
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<tr>
<td>ED 087 868</td>
<td>rural youth</td>
<td>elementary/secondary</td>
<td>career awareness and decision-making activities</td>
<td>self-discovery and decision-making instructional units</td>
<td>Oklahoma</td>
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<tr>
<td>ED Number</td>
<td>Special Population</td>
<td>Education Level</td>
<td>Focus</td>
<td>Materials/Methods</td>
<td>Location</td>
</tr>
<tr>
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<tr>
<td>ED 061 429</td>
<td>educational personnel</td>
<td>elementary/secondary</td>
<td>career development model highlighted by activities illustrating the self, world of work, and career planning</td>
<td>curriculum guide</td>
<td>Wisconsin</td>
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<tr>
<td>ED 058 413</td>
<td>elementary/secondary</td>
<td>work experience, specific training in job entry skills, and initial job placement activities</td>
<td>evaluation design; sample work units</td>
<td></td>
<td>Michigan</td>
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<tr>
<td>ED 057 183</td>
<td>state-level planners</td>
<td>elementary, secondary, postsecondary</td>
<td>alternative approaches to career guidance, i.e., occupational exploration, developmental/systematic approaches, computer-assisted approaches</td>
<td></td>
<td>Ohio</td>
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<tr>
<td>ED 054 342</td>
<td>inner city residents</td>
<td>adult vocational education</td>
<td>program to provide training in child care service occupations using a neighborhood-centered approach</td>
<td>sequential implementation strategy</td>
<td>Illinois</td>
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</table>
Implications for Counselors

From the Program Analysis Matrix, it is clear that a large body of material on the subject of career education programs already exists. Counselors should be aware that a wide range of program types, addressed to the needs of various populations and grade levels, is already available to them, and they should review these prior to initiating or designing programs in their own settings. Although no program can or should be adopted as is, many activities and materials can be adapted by the counselor for his/her own use. In short, there is no need to re-invent the wheel!

Counselors should also understand that career development is a continuous process involving compromise and synthesis and different developmental tasks at various life stages. In designing career education/guidance programs the counselor should attempt to infuse career development activities into the curriculum through an integrated, interdisciplinary approach; to develop linkages between the school and the community; and to involve educational personnel, students, parents, and community members in the establishment of program objectives, implementation strategies, and evaluation.

Finally, counselors should recognize that by taking an active part in the development of career education programs, they can make a major contribution to the total educational process, thereby working to meet the demands for accountability placed on today's educational institutions.
Summary

Career development deals with all aspects of life development and can be implemented through specific programs. Most such programs are concerned with occupational awareness, occupational exploration, decision-making, self-awareness, and work experience, or a combination of these elements. The Program Analysis Matrix provides the reader with a general overview of a number of such programs, as well as references to more detailed program abstracts. Despite many differences of structure and method, all these programs attempt to prepare the individual not for a preordained "niche," but for a lifelong process of intelligent occupational and personal decision-making.
Revisiting the Career Information Service
Robert C. Minor, Carole W. Perionel and Guidance Journal; 54; 3; 169-171 Nov 75

Descriptors: Vocational Counseling/Information Dissemination/ +Educational Planning/ +Job Placement/ +Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students

The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

*Journal articles are available only in the journals cited. The articles are not on microfiche.
Evaluation of a Self-Guided Career Exploration System: The Occu-Sort. (Author) Hilner, Barbara B.
Language: ENGLISH
Describes a program at the Rehabilitation Institute of Chicago, which provides a self-guided career exploration system for high school students. Students used a career exploration system with high school students. Students reacted positively to the amount of thinking and writing required. Time and space can be problematic. Users appreciate its immediacy. O-S shows promise as a method of assisting students in meeting career development needs. (Author)
Descriptors: *Career Development/ *Program Development/ *Self Help Programs

An Evaluation of a Career Development Seminar Using Crites' Career Maturity Inventory. (Author) Genster, Daniel C.; Lovell, John E.
Language: ENGLISH
Holland's theory served as a basis for designing a 15-hour career development seminar for 24 undergraduate students. Seminar participants evidenced significant improvement over 22 control students on four of the six scales of the Career Maturity Inventory. (Author)
Descriptors: *Career Development/ *Counseling Programs/ *Higher Education/ Research Projects/ Student Seminars/ *vocational Counseling

Accounting: New Career Modules Answer Accounting Students' Needs. (Author) Osan, David M.
Business Education Forum, v33 n1 p.0-32 Oct 1978
Language: ENGLISH
The author discusses the 1977 revision of the New York State syllabus, his work on the accounting and bookkeeping modules, the application of these modules in his school, and the students' reactions to them. (MF)

Taking the Mystery Out of Career Development. (Author) Fazel, Mohammed
Language: ENGLISH
The experience of the internal audit division of a large wholesale bank demonstrates how managers can help their employees translate their potential into reality. The result is a gain in personal competence not only for the individual career, but also creates incentives for employees to develop the organization in attaining its objectives. (Author)
Descriptors: *Career Development/ *Program Descriptions

Career Development: An Integration of Individual and Organizational Needs. (Author) Aplin, John C.; Genster, Darlene K.
Personnel, v55 n2 p23-29 Mar-Apr 1978
Language: ENGLISH
Both employees and their organizations need career development programs. An effective career development process has three interrelated phases: assessment, transition, and integration. (Author)
Descriptors: *Career Development/ *Program Development
EJ180258  JC501695
Occupational Programs for the Restaurant/Hotel Business
Riegel, Carl V.; Henninger, Ronald W.
Community College Review, 6, 1, 36-9  Sum 78
Reprint Available (See p. vii): UMI
Language: English
Describes the development of a Hotel and Restaurant Management Program designed to provide career training, develop educational opportunities, and provide a forum through which the continuing education needs of the local hospitality industry could be assessed and evaluated. (TP)
Descriptors: Junior Colleges/ Vocational Education/ Hotels/ Food Service Industry/ Community Colleges/ Career Development/ Adult Education/ Home Economics/ Program Development/ School Industry Relationship/ Identifiers: Hotel Restaurant Management/ Hospitality Industry

EJ112251  CG50268
A Career Education Program for Visually Handicapped Students
Wool, S. Theodore
Vocational Guidance Quarterly, 23, 2, 172-177  Dec 74
Article discusses the transcription, into Braille of the "Room-to-Grow" program, which gives handicapped students a means for developing career education insights in both affective and cognitive areas. (Author)
Descriptors: Visual Impairment/ Vocational Education/ High School Students/ Visually Handicapped/ Career Awareness/ Counseling Programs/ Secondary Education/ Identifiers: Career Development

EJ100655  CE501408
Rehabilitation Counseling--A Decisive Approach: Special Skills Training Needed
Anthony, William A.; And Others
Journal of Rehabilitation, 40, 3, 18-20  May/Jun 74
Descriptors: Rehabilitation Counseling/ Counselor Training/ Counselor Functions/ Counselor Performance/ Skill Development/ Problem Solving/ Program Development/ Community Development/ Identifiers: Career Development

EJ039561  VS02495
Industrial Arts as Enterprise
Sullivan, James A.
American Vocational Journal, 46, 3, 51-53  Mar 71
Enterprise is concerned with the design of exploratory experiences--activity centers on the acquisition and use of occupational information. (Author)
Descriptors: Career Planning/ Industrial Arts/ Identifiers: Career Development
Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania


Pub. Date: 30 Jun 74; Note: 27p.

EDRS Price: MF-$0.03 HC-$2.00 Plus Postage

Descriptors: Career Education/ Educational Programs/
             Elementary Secondary Education/ Information Dissemination/
             Paraprofessional Personnel/ Program Descriptions/ Program Planning/ Program Proposals/ Resource Centers

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district.

The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff. (Community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC).

* Price through ERI Document Reproduction Service. Order by ED# See order information on back page. MF= microfiche, "HC"= hard copy. When "not available from EDRS," other sources are listed.
A state-of-the-art study was developed to describe the present status of the job placement procedures for educationally mentally retarded (EMR) students who have received high school occupational education in New York State. Fifty-four local school superintendents were contacted to participate in the study. Forty-four board of cooperative education services (BOLES) sites, the five largest cities, and the second five largest cities were included. This sample represented 50% of the EMR students in high school. Questionnaires were mailed to each participant, and site visits were arranged for the following: Thirty-seven questionnaires were returned. Through site visits and extended interviews with staff in thirteen locations representing nine school systems, additional data were collected. To analyze and describe the data, three models were developed: (1) models of delivery describing the developmental nature of occupational education experience which leads to job placement and (2) models of placement which describe the different modalities of placement in New York State. No uniform pattern of placement and follow-up was found in the state. Each program has evolved in the state and placement is determined by local conditions. Taken collectively, a developmental process leading to successful job placement is apparent: students are exposed to vocational education when they enter high school, they continue into exploratory courses on skill development, and eventually are placed in full-time jobs. (The survey questionnaire is included.)

Descriptors: Career Development/Cooperative Education/Delivery Systems/Placement/Mentally Retarded/Program Effectiveness/Resource Centers/Resource Materials

Identifiers: Florida State University

ED173637 CE022257

Employment of the Educationally Mentally Retarded Who Have Received High School Occupational Education.

Torrier, Randolph

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Jun 78 72p.

Sponsoring Agency: Bureau of Occupational and Adult Education (U.S./ED), Washington, D.C.

Grant No.: CASE-9-78

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Geographic Source: U.S./New York

A state-of-the-art study was developed to describe the present status of the job placement procedures for educationally mentally retarded (EMR) students who have received high school occupational education in New York State. Fifty-four local school superintendents were contacted to participate in the study. Forty-four board of cooperative education services (BOLES) sites, the five largest cities, and the second five largest cities were included. This sample represented 50% of the EMR students in high school. Questionnaires were mailed to each participant, and site visits were arranged for the following: Thirty-seven questionnaires were returned. Through site visits and extended interviews with staff in thirteen locations representing nine school systems, additional data were collected. To analyze and describe the data, three models were developed: (1) models of delivery describing the developmental nature of occupational education experience which leads to job placement and (2) models of placement which describe the different modalities of placement in New York State. No uniform pattern of placement and follow-up was found in the state. Each program has evolved in the state and placement is determined by local conditions. Taken collectively, a developmental process leading to successful job placement is apparent: students are exposed to vocational education when they enter high school, they continue into exploratory courses on skill development, and eventually are placed in full-time jobs. (The survey questionnaire is included.)

Descriptors: Career Development/Cooperative Education/Delivery Systems/Placement/Mentally Retarded/Program Effectiveness/Resource Centers/Resource Materials

Identifiers: Florida State University

ED172101 CG013543

CCIS: A Career Resource Center Case Study.


10 Dec 78 220p. Not available in paper copy: Parts marginally legible due to colored background: Document prepared in cooperation with the Curriculum-Career Information Services, Florida State University, Tallahassee.

Sponsoring Agency: Florida State Dept. of Education.

Tallahassee, Div. of Vocational Education.

Grant No.: 7-2FQ1

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./Florida

A detailed case study of the Curriculum-Career Information Service (CCIS) at Florida State University is presented. The information collected is expected to promote improvements in services offered by CCIS; provide guidelines for other professionals contemplating the development of similar career centers; and provide basic "hard" data necessary for program planning by state and federal career development and career education administrators. The report is divided into six major sections: (1) project description, detailing goals, activities and outcomes; (2) evaluation methodology, outlining some of the less traditional methods used; (3) description of CCIS services, including in-house, outreach, indirect and training services; (4) staffing, facilities and funding; (5) process evaluation, containing seven short reports of specific projects; (6) impact evaluation, containing faculty awareness surveys and single case studies; and (7) conclusions and recommendations. Appendices include graphs and present a variety of additional resources. (Author/SS)

Descriptors: Career Development/Cooperative Education/Delivery Systems/Placement/Mentally Retarded/Program Effectiveness/Resource Centers/Resource Materials

Identifiers: Florida State University
Career Education in the Arts. A Report from the Center for Career Education in the Arts.

Carroll, Karen Lee
Rhode Island State Council on the Arts, Providence, R.I.

1984, 84 p. + app. + bibl. + index. ED 172004 CE 021989

This report describes the Center for Career Education in the Arts' (CCEA) alternative training program for artistically gifted and talented high school students interested in pursuing careers in the visual arts, dance, music, theater, andwriting. Following an introduction, hypothesis statements for three sections present a review of the project setting, planning procedures, staff involvement, and pilot semester evaluation. The third section describes the activities used in implementing the curriculum goals which were to develop (1) the students' self-knowledge and understanding, (2) students' knowledge about work, (3) decision making skills, and (4) parents' understanding of their child's talents and values as related to career decision making. For each goal specific objectives were stated, and activities are described. The final section contains an abstract of the third party evaluation, selected statements from students, and a retrospective review of the career education sequence as seen by students and faculty. The evaluation abstract states that the program was successful in increasing students' positive attitudes towards themselves and towards work in the arts and career decision making skills were increased. Conclusions and recommendations are also presented.


Identifiers: Center for Career Education in the Arts RI

[Assignment details and related documents information]

ED 172004 CE 021989

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Identifiers: Center for Career Education in the Arts RI

[Assignment details and related documents information]
A project was conducted to develop three prototype comprehensive career planning programs and to offer those prototypes as models that could be used by both educators and personnel directors who are interested in helping employed women improve their occupational status. A national survey of programs in operation in community and junior colleges and in business and industry provided the basis for the development of a modified Delphi instrument that was submitted to a panel of experts for their evaluation and recommendations. Instrument items consisted of possible career planning activities and various procedures for facilitating the implementation of a career planning program. Among these panel's conclusions were these: (1) a majority of the individual career planning activities are considered to be very important for inclusion within any programmatic effort to assist employed women in their career planning and developmental goals, and (2) those career planning activities that seem to be directed more at improving the knowledge and skills of employed women were judged to be more important than those various activities that related to women's individual personal needs. Development suggestions for career planning programs for employed women make up the bulk of the document. (CT)


Lewiston School District, Maine.

For related documents see UD 019 232-234

Sponsoring Agency: Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Lewiston High School students, adult education students, recent graduates and dropouts. Project activities which were geared to preparing all interested participants with experiences that would facilitate their entry into employment in the world of work are described. Included are descriptions of needs assessment activities, community agencies' cooperation, personalized help in resume writing and job interviewing, and counseling and job referral services. Follow-up activities which were designed to monitor the job placement, provide continuing contact with employers, and collect data on curriculum effectiveness are also described. Recommendations for improving and continuing the success of the project are made. Samples of flow charts and forms used during the course of the project and third party evaluations for each year of the project are appended. (Author/EB)

Descriptors: Career Development/Community Cooperation/Employment Opportunities/Employment Programs/Employment Services/High School Students/Adult Placement/Job Search Methods/Program Evaluation/Secondary Education/Student Employment/Vocational Counseling


Available from: Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703

EDRS Price - M 01/PC03 Plus Postage.

Language: English

Geographic Source: U.S./Pennsylvania

The fifth part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youths. The report is, in fact, one manuscript of 627 pages. However, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part deals with developing vocational programs for chronically disruptive youth. It includes diagnostic and management procedures, programming steps, methods of assessment, and other topics. A description of a model program concludes the paper. (Author)

Descriptors: Behavior Problems/Career Development/Delinquent Rehabilitation/Delinquents/Occupational Guidance/Program Development/Vocational Interests
Prepared materials are presented for teachers and administrators who want to become more familiar with the concept of career development in South Carolina. The package's two major goals are (1) to provide the learner with conceptual knowledge of career development and (2) to identify career development elements and objectives. Under the first goal are five objectives: to know what career development is, to identify the need for career development, to understand central issues involving career development, to identify your responsibilities on the career development team, and to prepare for career development implementation. Contained in these objectives are questions, exercises, a composite inventory, and a summary. For goal 2, seven basic elements inherent in career development implementation are identified: self-knowledge, decision-making, educational awareness, career awareness, economic awareness, social awareness, and attitudes and appreciations. Under each element are listed various objectives. Finally, the package depicts a suggested objectives-activities matrix.

Descriptors: Career Awareness/ *Career Development/ *Career Education/ Citizenship Responsibility/ Economic Education/ Educational Legislation/ Educational Objectives/ Educational Resources/ Elementary Education/ Family Life Education/ Human Relations/ Individual Development/ Learning Activities/ Program Development/ Program Planning

Identifiers: *Kentucky

Twenty sample career education implementation plans for grades 4-6 are included in this document. Goals, objectives, activities, and potential resources are identified for the following six areas: personal development, career and occupational awareness, economic understanding, citizenship, family life, and human relations. The career education legislation enacted by the commonwealth of Kentucky precedes
One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education and Welfare's Joint Dissemination Review Panel (UDRP). Project MATCH (Matching Attitudes and Talents to Career Horizons) is being conducted for grades K-8 in Ontario, California. For the years 1974-76, it received federal funding under ESEA Title IV-C. Developed to infuse career education into the regular curriculum, the project covers ten areas: career awareness, self-awareness, attitude development, educational awareness, economic awareness, consumer competencies, career orientation, career exploration, career planning and decision making, and civic responsibilities. One hundred and ten infusion units have been developed as well as the following five special programs: Simutown, Individualized Reading Center Program, English Course of Study, Citizen Apprentice Program, and Individualized Learning Activity Packages. To evaluate the project's effectiveness, four project-developed career education tests were administered to both treatment and control students in each grade. Based on the test results and the large sample used in the tests, it was concluded that the project produces educationally significant results. The review process that this and the other six projects underwent prior to UDRP submission and approval is described in CE 214-215. (ELG)

Descriptors: Articulation (Program)/ Career Development/ Career Education/ Career Planning/ Educational Finance/ Educational Objectives/ Elementary Education/ Evaluation Methods/ Junior High Schools/ Program Costs/ Program Development/ Program Effectiveness/ Program Evaluation/ Validated Programs

Identifiers: Project MATCH
Developmental Career Guidance Project, Pima County, Arizona.
A Submission to the Joint Dissemination Review Panel.
McBain, Susan L.; Jung, Steven M.
American Institutes for Research in the Behavioral Sciences.
Palo Alto, Calif.
Jun 78 12p.: For related documents see ED 162 099 and CE 020 214-215
Washington, D.C.
Report No.: AIR-66700-6/78-TR(2)
Contract No.: 300-77-0303
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California
One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (UDRP), the Developmental Career Guidance Project for grades K-12 is being conducted in Pima County, Arizona. For the years 1971-75, it received its funding primarily from the Arizona State Department of Education. Based on the Arizona Career Education Matrix, it covers seven areas: self-awareness, career awareness, decision making, employability skills, educational awareness, economic awareness, and appreciations and attitudes. At the elementary level, curriculum activities focused on self-awareness, self esteem, and an introduction to jobs. At the junior high level, on greater study of occupations and decision-making skills; and at the high school level, on student's exposure to work and work environments.
A Community Resource Center was established in Tucson and coordinated community and parent involvement. To determine the project's effectiveness, a third-party evaluator administered a Career Test to 2,500 students in grades 4-12, evenly divided between schools with high and low implementation of career education. An impressive difference was found between the test results of the two groups, indicating the effectiveness of the project in achieving its goals and recommencing its replication elsewhere. (The review process that this and the other six projects underwent prior to UDRP submission and approval is described in CE 020 214-215.) (ELG)
Descriptors: *Career Development/ *Career Education/ *Curriculum Development/ Educational Objectives/ Elementary Secondary Education/ Evaluation/Metrics/ Learning Activities/ Program Content/ Program Costs/ Program Development/ Program Effectiveness/ Program Evaluation/ Program Validation/ Validated Programs
Identifiers: *Developmental Career Guidance Project

American Institutes for Research in the Behavioral Sciences.
Palo Alto, Calif.
30 Apr 78 1p.: For related documents see ED 162 098 and CE 020 214-215
Washington, D.C.
Report No.: AIR-66700-4/78-TR(1)
Contract No.: 300-77-0303
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California
One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (UDRP), the Career Development Program is being conducted for grades K-10 in Akron, Ohio. For the years 1971-75, it received funding from federal, state, and local sources. Based on the Ohio Career Development Model, it seeks to familiarize students with seven areas: the self, economics, the world of work, decision-making, the individual and the environment, education and training, and employability and work adjustment. In grades K-6, curriculum activities were selected for career motivation, in 7-8 for career orientation, and in grades 9-10 for career exploration. To evaluate the program's effectiveness, cognitive and affective tests were administered to 250 non-program students at four different grade levels. Besides comparisons between participating and non-participating students, subgroup comparisons were made according to sex, race, background, and academic orientation. Because of the large number of students tested and the consistent results achieved, the program is considered to be educationally meaningful, effective in achieving its goals, and an important educational effort. (The review process that this and the other six projects underwent prior to UDRP submission and approval is described in CE 020 214-215.) (ELG)
Descriptors: *Career Development/ *Career Education/ *Curriculum Development/ Educational Finance/ Educational Objectives/ Elementary Secondary Education/ Evaluation Methods/ Learning Activities/ Program Content/ Program Costs/ Program Development/ Program Effectiveness/ Program Evaluation/ Program Validation/ Validated Programs
Identifiers: *Career Development Program

ED170500 CE020221
McBain, Susan L.
Guide to Competency-Based Education for Business and Office Occupations. A Catalog of Bookkeeping/Accounting, Clerical/Secretarial, and Data Processing Skills Which Your Students Need to Get a Job and to Keep It.

New Mexico State Dept. of Education: Santa Fe, Div. of Vocational Education. July 77. 154 p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC04 Plus Postage.
Language: English

Geographic Source: U.S./New Mexico

This curriculum guide was developed to help administrators develop a competency-based postsecondary curriculum to prepare students for employment in business and office occupations. The content is in five sections. The first one introduces the concepts and techniques of competency-based education and includes some sample forms, such as student progress charts and instructor's schedules. Each of the next three sections presents the core competencies and job skills along with prerequisite knowledge (subject matter student must know to fulfill the competency) for one job cluster. The three job clusters covered are bookkeeping/accounting (includes bookkeeping clerk, full charge bookkeeper, accountant, and internal auditor/controller), data processing (includes key entry operator, data control clerk, data processing trainee, and programmer), and clerical/secretarial (includes receptionist clerk-typist, word processor, clerk-stenographer, secretary, and administrative secretary). An outline of the vocational competencies and liberal arts subjects required for an associate degree in secretarial administration is included. The last section covers the employment outlook for several occupations within the three job clusters and for each occupation includes a description of work, helpful personal traits, training, salary, and employment outlook in the United States, New Mexico, and Albuquerque.

Descriptors: Accounting; Behavioral Objectives; Bookkeeping; Business Skills; Career Development; Clerical Occupations; Course Content; Data Processing Occupations; Employment Opportunities; Job Skills; Occupational Information; Office Occupations Education; Performance Based Education; Postsecondary Education; State Curriculum Guides; Vocational Education.

Identifiers: New Mexico (Albuquerque)
This report presents an overview of Project CDCC (Career Development Centered Curriculum), a curriculum-based career development program for students in grades K-6. The program's purpose, approach, definitions, and model are described. The approach stresses integrating career awareness with existing subject matter as well as building into the curriculum an approach to self-awareness. Also, learning activities are linked to performance objectives for which there are evaluation techniques. Career development goals and tasks for K-3 through K-12 are presented for each of the three CDCC program elements: (1) life role understanding (occupational, avocational, family, and civic), (2) decision-making skills, development and utilization, and (3) realistic self-concept formation. Another part of the program's framework, the Occupational Clustering system, is diagrammed. Also, to illustrate the interdependence of project framework parts, the CDCC program design considerations are diagrammed. Format of the four sections contained in each of the twenty-seven curriculum units is described. In conclusion, the project's staff training, program evaluation, and program development elements are summarized. (CSS)


Identifiers: Career Development Centered Curriculum Project/ Education Amendments 1974/ Michigan (Coloma)

ED169245 CE020072
Project CDCC: Coloma Career Development Centered Curriculum

Project CDCC (Career Development Centered Curriculum) provides career development instruction to rural, elementary-level students. The objectives are to help students demonstrate increased awareness of life roles, formulate realistic self-concepts, and develop and use decision-making skills. Through a process which included testing and refinement, twenty-seven units containing 141 performance objectives were developed to integrate career awareness into existing subject material. The units include learning and practice in math, communication arts, science, and social studies; they employ various teaching strategies and techniques, such as activity sheets, classroom discussion, audiovisuals, role playing/simulation, and field trips. The materials were pre- and posttested using (1) a field test site (up to four years of student exposure and units taught between testing periods), (2) an experimental site (one year of student exposure and units taught between testing periods), and (3) a control site (units not taught between testing periods). There were substantial posttest performance differences between experimental groups and the control group in favor of the former. Also, greater results were shown at any grade level if the students had taken the CDCC units at lower levels. Educational assessment data indicated that implementing career education activities did not hurt academic achievement.


Identifiers: Career Development Centered Curriculum Project/ Education Amendments/ 1974/ Michigan (Coloma)

Vail, Paul
Georgia State Dept. of Education, Atlanta, Div. of Guidance, Counseling and Testing.

Counseling and Testing, 338p.; Not available in hard copy due to reproducibility problems; For related documents see ED 160 635-851

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 498AH50072
Grant No.: GG0750033B
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS
Language: English
Geographic Source: U.S./Georgia
Governmental Source: State

A project was conducted to develop, test, and implement a comprehensive program for Georgia school systems, grades K-14. The target population included regular students, students with special needs, out-of-school youth, and adults experiencing career problems. Project objectives were to develop a K-14 guidance model, develop a state/local management system to deliver a comprehensive guidance program, and provide for a formal evaluation of existing and proposed materials.

Sixteen, and eventually thirty, sites implemented the 7-12 guidance project. Three selected model sites implemented 7-12 and were later joined by two other sites that implemented the K-6. The Asche Matrix, based on knowledge/awareness of self, work, education, and decision-making formed the foundation for the guidance model's development. New materials were developed for the elementary and adult components. Two important project results were the development of elementary guidance materials and state level management procedures. Third-party evaluation of the process objectives audit, guidance model assessment, and 1975-76, 1976-77 staff development evaluations revealed that the audit and assessment objectives were most fully completed; staff development components were incomplete. Overall, a balanced evaluation was made. (Appendixes include career guidance materials: the Asche Matrix goals, support services proposal, processes review, evaluation and needs assessment instruments, K-14 model, and resources.) (CS5)


Identifiers: Asche Matrix, Georgia Career Development Matrix

Progress toward the four stated objectives in a K-12 career education project was determined after examining the field testing results of students, interviews, and data analysis. Satisfactory progress was made toward objective 1: revising, expanding, and refining two computer retrieval career education units. On a developer questionnaire teachers reacted favorably to the unit revision objective. Field testing was not completed during the project. Objective 2, evaluated as successful, was to demonstrate a computer retrieval system to the teacher in individualizing and integrating the units. User questionnaire responses indicated generally that teachers favorably reacted to unit materials, methodology, and content. Objective 3, to demonstrate that the units met students' academic and career development needs, was evaluated using control and experimental groups in a pretest and posttest design. The basic conclusion was that the career education unit was an effective means for increasing achievement in career knowledge at the elementary level. The final objective was to provide in-service training to school personnel and community representatives. Implementation of a course, "Orientation and Implementation of Career Education, K-12," was evaluated as a positive step toward achieving this objective. A questionnaire revealed that the staff considered the course a successful undertaking. (Appendices include evaluation instruments. (CSS)

Descriptors: Academic Achievement, Career Awareness, Career Development, Career Education, Career Exploration, Career Planning, Curriculum Development, Demonstration Programs, Educational Improvement, Educational Objectives, Elementary Education, Evaluation Methods, In-service Teacher Education, Management Systems, Program Effectiveness, Program Evaluation, Program Improvement, Staff Improvement, Student Evaluation, Student Opinion, Teacher Attitudes

Identifiers: Education Amendments 1974, Pennsylvania (Tri-County Region)

31 Aug 78

155p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency: Office of Career Education (DEWE), Washington, D.C.

Bureau No.: 554AH50115

Grant No.: G007503739

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ South Dakota

A three-year project, Pathfinder has concluded its second year of providing community-based on-site career experiences to young people who have left high school either as graduates or dropouts and who wish to explore careers within a framework of occupational clusters. During the year from September, 1977, to August, 1978, 172 students received guidance, counseling, instruction in basic skills, or work experience. To evaluate the program's achievements for this time period, the following procedures were used: a follow-up survey of some previous year's clients; a pre- and post-assessment of development in basic skills, career knowledge, and decision-making; community site personnel questionnaires; interviews with second-year clients; and site visitations. Based on the evaluation data collected, it was concluded that (1) the program is functioning very satisfactorily; (2) the number of clients being served has increased significantly in the second year; (3) those who have completed the program indicate satisfaction with it; (4) participants' mathematical achievement levels were raised; (5) career counseling and assessment are considered particularly valuable; (6) the project staff has an excellent relationship with community site personnel; (7) dissemination efforts were increased; and (8) recordkeeping improved. Areas for future improvement include greater emphasis on basic English skills, a more efficient feedback system from former students, and the initiation of small group learning situations. (ELG)

Descriptors: Basic Skills/ *Career Development/ *Career Education/ Career Planning/ *Dropout Programs/ Experiential Learning/ Information Dissemination/ Occupational Clusters/ Occupational Guidance/ Postsecondary Education/ Program Development/ Program Evaluation/ *School Community Cooperation / School Industry Relationship/ Success Factors/ Vocational Counseling/ *Work Experience Programs/ Young Adults

Identifiers: Pathfinder

A Systems Management Approach to Career Education. Annual Report, Community School District 18, Brooklyn, N.Y.

158
The Psychology Technician Training Program at Georgia College

Nisan, William W.

The program is designed to prepare students for work under the supervision of doctoral-level psychologists without having to obtain graduate degrees in clinical psychology. The program was developed in 1971 by Georgia College staff when it was noticed that many of their psychology graduates were working as psychology technicians at a nearby state mental institution. It was felt that the program would heighten the relevance of the graduates' academic background. All psychology majors at Georgia College are required to take statistics in addition to general and experimental psychology. In addition to these, students in the technician training program must take courses in applied and abnormal psychology, testing, personality theory, learning, learning theory, and one quarter of supervised field experience. Evaluation of the program after five years indicates success in the increased employability of graduates and improved relations between the college and area agencies and institutions. Graduates of the program have been employed by the local mental institution and also as employment counselors, parole agents, and correctional rehabilitation counselors. Problems of the program include uneven quality of supervision in the students' field experiences and dissatisfaction of graduates who discover that their jobs dead end after a few years without additional academic degrees.

Descriptors: *Career Development/ *Clinical Experience/ *Field Experience Programs/ *Higher Education/ *Job Training/ Practicum/ *Practicum Supervision/ *Program Content/ *Program Evaluation/ *Psychology/ *Relevance (Education)/ *School Community Cooperation/ *Student Experience/ *Undergraduate Students/ *Undergraduate Study

Available from: ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI, 48109. $8.50
EDRS Price - MF04/PC04 Plus Postage. PC Not Available from EDRS.

Lang.: English
Geographic Source: U.S./ Georgia

Many complex issues and imperatives face those individuals responsible for the development, maintenance, and functioning of guidance, counseling, and pupil/student personnel services in today's educational institutions. The role of the counselor is critical and deals with a variety of areas such as: (1) life/career development concerns of students; (2) development and evaluation of systematic guidance programs both in urban and rural settings; (3) research in guidance; (4) elementary guidance and parent education; (5) programs for minority students; (6) career resource centers and the use of computer-assisted information delivery systems; and (7) sex-fair counseling programs and practices.

Descriptors: *Career Development/ *Counseling/ *Counseling Programs/ *Counselor Role/ *Counselors/ *Educational Practice/ *Elementary Secondary Education/ *Guidance/ *Guidance Programs/ *Higher Education/ *Pupil Personnel Services/ *Student Personnel Services

Identifiers: Information Analysis Products

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G0077C0121

EDRS Price = MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Connecticut

This catalog contains information about planning career guidance programs, and five selected planning models. General information about planning and educational change is discussed in the section on planning, along with specific guidelines for planners of career guidance programs. Two worksheets, "Planning Considerations" and "Selection Guide," explain how to use the models or components for planning career guidance programs. The Career Guidance Programs section briefly describes current career guidance practices and foresees what the future holds for guidance programs. It describes components of career guidance necessary for comprehensive programs that meet the current and future needs of students. The model objectives, target users and settings, developer, sponsor, publication date and ordering information are included. Also included for each model is a description of the model's content, an abstract, history of development, field test and research data, bibliography, and necessary additional information. A section on integrating models is included, with a comparison of the models along number of dimensions. Resources and references are also contained in this document.


Ohio State Univ., Columbus. National Center for Research in Vocational Education. 79 112p.


Contract No.: G0077D2142

EDRS Price = MF01/PC05 Plus Postage.

Language: English

Geographic Source: U.S./ Illinois

This catalog contains information about planning career guidance programs, and five selected planning models. General information about planning and educational change is discussed in the section on planning, along with specific guidelines for planners of career guidance programs. Two worksheets, "Planning Considerations" and "Selection Guide," explain how to use the models or components for planning career guidance programs. The Career Guidance Programs section briefly describes current career guidance practices and foresees what the future holds for guidance programs. It describes components of career guidance necessary for comprehensive programs that meet the current and future needs of students. The model objectives, target users and settings, developer, sponsor, publication date and ordering information are included. Also included for each model is a description of the model's content, an abstract, history of development, field test and research data, bibliography, and necessary additional information. A section on integrating models is included, with a comparison of the models along number of dimensions. Resources and references are also contained in this document.


ED167821 CEO20343

ED167797 CEO20255

Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives. Halasz-Salster, Ida
Women in Nontraditional Jobs: A Program Model. Boston: Women's Bureau (DOL), Washington, D.C. 70 133p.; For related documents see CE 019 143 and CE 019 871-872


EDRS Price - MF01/PC02 Plus Postage.

Language: English

Geographic Source: U.S./ District of Columbia

Government: Federal

Part of a project to expand and improve the occupational options of low-income women, this program model (one of thirty nationwide) describes classroom training and work experience in the building maintenance skilled trade areas (maintenance and repair of electrical machinery, construction carpentry, plastering, painting, and papering). Part I, an overview, discusses program components, eligibility, and benefits. Part II deals with budget and staff. Part III describes recruitment, intake, and orientation. Part IV covers classroom training and occupational fitness. Part V deals with work experience. Part VI covers counseling and supportive services. Part VII consists of job development, placement, and post-placement. Part VIII deals with monitoring and evaluation. Appendices include a screening interview form; a counseling orientation schedule; formative evaluation questionnaires; a weekly scheduling form; samples of a course outline, classroom assignments, and an evaluation form; suggested exercises for developing occupational fitness; a list of electrical tasks; a worksite agreement; a schedule for the counseling component of the program; a brochure on the Nontraditional Occupations for Women program; a list of procedures for identifying and posting jobs; a form letter to employers; and a final trainee reaction form. (LMS)

Descriptors: *Affirmative Action/ Ancillary Services/ Blue Collar Occupations/ Building Operation/ *Building Trades/ Career Development/ Educational Programs/ *Employment Opportunities/ Federal Aid/ *Females/ Job Development/ *Job Placement/ *Job Training/ Maintenance/ Manpower Development/ *Models/ Occupational Guidance/ Program Administration/ Program Budgeting/ Program Content/ Program Coordination/ Program Costs/ *Program Descriptions/ *Program Development/ Program Evaluation/ Program Planning/ Recruitment/ Skilled Occupations/ Vocational Counseling/ *Work Experience Programs/ Working Women

Identifiers: Massachusetts (Boston)/ *Nontraditional Occupations/ Nontraditional Occupations Program for Women

ED167755 CE019973


For related documents see CE 018 143, CE 019 871, and CE 019 873

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Geographic Source: U.S./ District of Columbia

Government: Federal

Prepared for employers and staffs of job service and training programs, this guide presents information on how to conduct a workshop to expand employment opportunities for women in nontraditional occupations--in blue collar skilled work as well as white collar professional, technical, and managerial jobs. The guide includes sections on purpose of the workshop (to provide a forum in which employers are encouraged and assisted in hiring women for nontraditional jobs), agenda for a one-day workshop, workshop facilitator, program staff participation, locating and selecting employers, size of workshop, facilities, materials for kits, and workshop format--background and rationale. Appendices include a selected list of publications, slides, and films on women in nontraditional employment; an invitation letter; a registration form; an agenda; and a workshop evaluation form.

(LMS)


Identifiers: *Nontraditional Occupations

A program was developed for parent involvement in career education of students at the elementary, junior high, and senior high levels. The goal of the program is to make parents aware of the important role they play in the career development processes of their children. Topics dealt with include the following: (1) improvement of communication skills between parent and child; (2) influence of parents on career choice and work values; (3) career resources in the school and community; (4) sex-role stereotyping and its effect; (5) improvement of self-concept of children; (6) the importance of career planning; and (7) the stages of career development. At each of the three academic levels, the parents attend five learning sessions, and in Project Apollo, the senior high component, the students are also present. Except for the individual meetings in Project Apollo to review the students' records, the sessions involve the use of handouts, discussion groups, audiovisual materials, reading materials, or role playing. (Outlines are included for each session giving objectives, materials, procedure, preparation, guidelines, and alternate programs. Appendices provide copies of handouts and questionnaires.)


An evaluation of the Desoto County, Florida Career Education Project was conducted to determine the effectiveness of career education activities in grades K-12. Project goals emphasized at the elementary level were self-awareness, attitudes/appreciations, and career awareness. Career awareness and attitudes/appreciations were emphasized at the middle school level; and career awareness, economic awareness, decision-making, and employability skills were emphasized at the secondary level. At each grade level in post-test only, experimental/control group analysis was made based on results from the following instruments: Minnesota Cognitive Questionnaire for Career Education (K-12), Piers-Harris Children's Self Concept Scale (K-5), and The Assessment of Career Development (6-12). The second grade experimental group scored significantly higher than their control group on the self-concept scale. The eighth grade experimental group scored significantly higher than their control group on career planning involvement, but significantly lower on career planning knowledge and occupational characteristics. No significant differences were found between groups in grades K-12 on a measure of cognitive achievement and no other comparisons. Instructional and guidance staff participated in workshops and career education concepts, implementation methods, group-guidance techniques, career education skills, and occupational resources. Workshop evaluations ranged from average to excellent; however, at the end of the year implementation had barely begun. Elementary teachers appeared to have made the most progress. (RJ)


Identifiers: Assessment of Career Development/ Desoto County FL/ Florida/ Minnesota Cognitive Questionnaire/ Career Education/ Piers Harris Children's Self Concept Scale/ Public Law 93 300

Brickell, Henry M.; And Others
Policy Studies in Education, New York, N.Y.
Aug 75 90p. Not available in hard copy due to light print in the original document
EDRS Price MF-$0.83 HC-$11.37 Plus Postage. PC Not Available from EDRS.

An evaluation of the current status of career education in the State of Michigan was conducted to determine to what extent the operational model developed by the Michigan Department of Education has been implemented. A third-party evaluator found that while the model has been implemented to a degree, it is not as comprehensive as intended. Survey instruments administered to the following populations: (1) a randomly drawn sample of 60 of the 525 local school districts in the state; (2) a selected sample of 98 school districts now active in career education; (3) all 49 career education principal districts; and (4) a majority of the 8 colleges and universities in the career education consortium. The third-party evaluator found that the general conceptual model was comprehensive in scope and extremely ambitious in the degree of change it envisioned in educational programs throughout the state. A substantial set of products was developed to put the conceptual model in operational form. An administrative network was also developed to disseminate the model, but the data indicate that the dissemination process is still in its early stages. Finally, the viability of the model rests on the degree to which personnel in the educational system change their roles and work together to make the model operational.

ED106430 08 CE019699
Moore, Earl J.; And Others
Missouri Univ., Columbia. Coll. of Education.
Jun 77; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-696.
Grant No.: G007500339
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri
This manual explains how to administer the Life Career Development Needs Survey(s) for adults and suggests ways to use the data obtained. Three separate needs surveys are included for the following segments of the adult population: young adult, middle adult, and older adult. The instruments are based on three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (See ERIC document CE 019 692 for a detailed description of the career guidance model for postsecondary and adult programs; ED 160 850 describes the elementary and secondary career guidance model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and secondary students (CE 019 698); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693).
Descriptors: Administrator Guides; *Adults; *Career Development/ Counseling Programs/ *Guidance Programs/ *Needs Assessment/ Secondary Education/ *Student Needs/ *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project

ED100429 08 CE019699
Miller, Yvonne Cecil; And Others
Missouri Univ., Columbia. Coll. of Education.
Jun 77; 20p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-696.
Grant No.: G007500339
EDRS Price MF-$0.83 HC-$1.87 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri
This manual explains how to administer the instrument, Life Career Development Needs Survey--Secondary School, and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693).
Descriptors: Administrator Guides; *Adults; *Career Development/ Counseling Programs/ *Guidance Programs/ *Needs Assessment/ Secondary Education/ *Student Needs/ *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project
This manual explains how to administer the following two instruments: (1) Comprehensive Counseling and Personnel Services Program Assessment: Postsecondary; and (2) Comprehensive Counseling and Personnel Services Program Assessment: Adult. These instruments are intended to assist the views of those learners who are participating in a current program (Postsecondary or Adult) and to determine how well the program is meeting the needs of the consumers it is serving. The items represent typical program services or suggest services that might be adopted or adapted. Directions for administration and suggestions for instrument interpretation are included. The two assessment instruments are appended. (See ERIC document CE 019 692 for a detailed description of a comprehensive career-guidance model for postsecondary and adult programs; ED 160 850 describes the elementary and secondary career guidance model.) Other related documents contain the administrative manuals for the following: The Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); Guidance program assessment instruments for elementary schools (CE 019 694), and secondary schools (CE 019 695); and three community survey instruments (CE 019 693). (BM)

Descriptors: Administrator Guides/ Adult Education Programs/ *Adults/ *Career Development/ Counseling Programs/ *Guidance Programs/ Guidance Services/ Needs Assessment/ Participant Satisfaction/ Postsecondary Education/ *Program Evaluation/ *Surveys

Identifiers: *Georgia Comprehensive Career Guidance Project

ED166428 08 CE019897
Comprehensive Career Guidance Projects.
Moore, Earl J.; Miller, Yvonne Cecily.
Missouri Univ., Columbia, Coll. of Education.
July 77 10p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699.
Sponsoring Agency: Georgia State Dept. of Education.
Atlanta.: Office of Education (DHEW). Washington, D.C.
Grant No.: G007500439
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri.

ED166429 08 CE019896
Moore, Earl J.; And Others.
Missouri Univ., Columbia, Coll. of Education.
July 77 10p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699.
Sponsoring Agency: Georgia State Dept. of Education.
Atlanta.: Office of Education (DHEW). Washington, D.C.
Grant No.: G007500339
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri.
Career Guidance Projects. 

Miller, Yvonne Cecil; And Others
Missouri Univ., Columbia. Coll. of Education.
Jun 77 23p.; For related documents see ED 160 B35-858, ED 160 B74, and CE 019 692-099
Grant No.: G007500339
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This manual explains how to administer the instrument, Guidance Program Assessment--Elementary School, and suggests ways to interpret the data obtained. Four aspects of a comprehensive guidance program are examined through the use of this assessment instrument: advice areas, school helping processes, classroom environment, and group topics. This manual contains interpretive information for both computer analysis and hand computation of the data. Hand computational aids and the survey instrument are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697); secondary students (CE 019 698) and adults (CE 019 699); guidance program assessment instruments for secondary schools (CE 019 695) and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 698). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 B50 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) 

Descriptors: Administrator Guides/ *Career Development/ Counseling Programs/ Counseling Evaluation/ *Guidance Programs/ *Guidance Services/ Needs Assessment/ Participant Satisfaction/ Program Development/ *Program Evaluation/ *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project
ED165424 04 CE019693

Community Survey Instruments: Adult Education Program
Survey: Inventory of Community Resources, Inventory of Staff
Resources, Comprehensive Career Guidance Projects,

Mauore, Earl J.; Duthier, Timothy B.,
Missouri Univer., Columbia, Coll. Ed. Education.
77 24p.: For related documents see LO 160 85-958, ED 160
874, and CE 019 692-699
Sponsoring Agency: Georgia State Dept. of Education,
Atlanta., Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339

LRU Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri

This manual demonstrates three instruments that can be used to
inventory elements related to adult education and career
development: (1) the Adult Education Program Survey, which is
designed to examine the concerns of adult learners in the
community regarding their prospective participation in adult
education; (2) the Inventory of Community Resources, which is
directed toward identifying potential instructors and support
personnel in the community; and (3) the Inventory of Staff
Resources, which is designed to identify staff capabilities
that can be used in a career guidance capacity. This manual
explains how to administer each instrument and suggests ways
to interpret the data obtained. The survey instruments are
appended. Other related documents contain the administration
manuals for the following: the Life Career Development Needs
Survey for elementary students (CE 019 697), secondary
students (CE 019 698), and adults (CE 019 699); and guidance
program assessment instruments for elementary schools (CE 019
694), secondary schools (CE 019 695), and postsecondary
and adult programs (CE 019 696). These assessment instruments
are related to a comprehensive career guidance model developed by
the Georgia State Department of Education. (See ERIC document
ED 160 850 for a detailed description of the elementary
and secondary career guidance model: CE 019 692 describes the
model for postsecondary and adult programs.)

Descriptors: Administrator Guides, Adult Education Programs/
Adults/Career Development, Community Surveys, Guidance
Programs, Needs Assessment, Personal Needs/Program Development/Program Planning
Identifiers: Georgia Comprehensive Career Guidance Project.

ED165423 08 CE019692

Comprehensive Career Guidance, Postsecondary & Adult
Programs and Model
Mauore, Earl J.; Miller, Thomas B.
Missouri Univer., Columbia, Coll. Ed. Education.
77 18p.: For related documents see ED 160 835-858, ED 160
874, and CE 019 693-699
Sponsoring Agency: Georgia State Dept. of Education,
Atlanta., Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri

Divided into four parts, this document describes a
comprehensive career guidance model for postsecondary and
adult programs. In part 1, the rationale for extending career
guidance and counseling into the lifelong learning perspective
is explained, the Georgia Life Career Development Model is
described, and the components of a process model for
comprehensive career guidance are presented. Part 2 reviews
adult career guidance programs in the following settings:
adult correctional institutions, agencies; business and
industry; and regional- and community-based brokerages. Part 3
reviews career guidance programs in postsecondary
institutions. Finally, part 4 presents a comprehensive career
guidance program model for adults based on the following
propositions: (1) a life career development framework; (2)
utilization of a process model; (3) program functions of
personnel which can be identified and related to life career
development objectives and process responsibilities; (4)
postsecondary and adult linkage; (5) an action plan with a
cybernetic-systems approach and (6) identification development
of processes and systems that are uniquely beneficial to adult
populations. Needs assessment instruments and an inventory
of program functions and factors are appended. Related documents
(CE 019 693, CE 019 694, and CE 019 695) contain administration
manuals for adult and postsecondary career
guidance assessment instruments. (BM)

Descriptors: Adult Education Programs, Adults/Agencies/
Articulation (Program)/Business/Career Development,
Conceptual Schemes, Continuous Learning, Corrective
Institutions, Educational Methods, Guidance Programs,
Guidance Services, Industry/Models/Needs Assessment,
Postsecondary Education/Program Design/Program Surveys/Systems
Approach, Vocational Counseling
Identifiers: Georgia Comprehensive Career Guidance Project.

Creative Research Associates, Inc., Silver Spring, Md.

Sep 78 117p.


Contract No.: 0589-AA-NS-0-7-6A

EDRS Price MF-$0.83 HC-$5.01 Plus Postage.

Language: English

Geographic Source: U.S./ Maryland

A third-party evaluation of the District of Columbia Experience Based Career Education Program (D.C. EBCE) was conducted in 1978. The program involved tenth- and eleventh-grade students in an individualized program of study that included academic instruction and career development opportunities. Using the Context, Input, Process, and Product (CIPP) design, the evaluation determined the program's success in meeting its goals, which included gaining support of administrators and parents, improving in terms of management, staff, and effectiveness of the resource site: academic quality; career development; and sex equity. Evaluation instruments included the Everyday Skills Test (reading and mathematics), the Career Maturity Inventory, and the Tennessee Self Concept Scale. Those were administered on a pretest-posttest basis along with a writing skill test. Interviews and questionnaires were administered to advisory council members, staff, administrators, parents, and students. Additional information was obtained from records, documents, and observations. The conclusions drawn from these findings were as follows: (1) D.C. EBCE is reaching its goals and is supported by school administration, the community, and parents; (2) more development of resource sites is recommended for future years; (3) the D.C. EBCE academic program is sound; (4) much progress has occurred in the area of career development; and (5) the Far West Laboratory model operates well in the Washington, D.C., environment. (Data tables and sample questionnaires are included.) (CT)

Descriptors: *Academic Education/ Basic Skills/ *Career Education/ *Experiential Learning/ *Individualized Programs/ *Program Development/ Program Effectiveness/ *Program Evaluation/ Resource Centers/ Secondary Education/ Sex Fairness

Identifiers: District of Columbia/ *Experience Based Career Education/ For West Laboratory Model


Contract No.: 400-76-042

Available from: National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

EDRS Price MF-$0.83 HC-$5.47 Plus Postage.

Language: English

Geographic Source: U.S./ Ohio

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (8); program and projects (35); curriculum guides, activities, and resources (44); mainstreaming (10); personnel development (29); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (Conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED (ERIC document) number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry. (EM)

A study was conducted of Indiana’s Summer Program for the Education and Development of Youth (SPEDY) to describe the program itself and to study the program’s effect on participants’ short-term career education attitudes, knowledge, and skills. SPEDY is a training for public-sector work program operated each summer for about ten weeks for fourteen- to sixteen-year-old economically disadvantaged youth and funded by the Comprehensive Employment and Training Act. In 1978, twenty-five SPEDY programs were operated in Indiana’s sixty-eight-county Balance-of-State. Ten of the programs consisted entirely of formal career education training, including apprenticeships in various career areas. The other fifteen consisted of between twelve and fifty-three hours of career education training combined with work experience. Nine possible outcomes were chosen for study: work-related attitudes, locus of control, job-seeking skills, job-specific occupational information, self-esteem, career planning, attitudes toward learning, general occupational information, and sex equity. Pre- and post-tests were administered and analyzed separately for each of the sixteen programs. For total groups, 244 analyses were conducted. The results revealed that most of the objectives were achieved; however, significant changes were found, especially at the eighth- and tenth-grade levels, for attitude changes toward oneself, others, and the world of work. The evaluation process revealed that not all students in the exploration component had experienced three core exploration activities by the end of their sophomore year. Evaluation also disclosed that some teachers, especially at the tenth-grade level, were not infusing career-related activities within their classrooms; however, most teachers conducted some career activities within their classrooms throughout the school year. (Author/WM) 


Identifiers: Mansfield City Schools OH: Ohio

Language: English
Geographic Source: U.S./ Virginia*

This bibliography is designed to provide Americans who are working with Indochinese refugee adults with an idea of what materials are commercially available in the field of teaching English as a second language. Materials were chosen because they have been successfully used with Indochinese refugees over the last three years, or because they have been identified as needed. The focus is on the needs of the adult refugee who is planning employment or vocational training. The annotations refer to materials as being on the beginning, intermediate, or advanced level; this scale refers to ability to speak English and is not the same as level of education. The bibliography includes English as a second language (ESL) texts with emphases on course texts, pronunciation and fluency, readers, writing texts, vocabulary and idioms, grammar practice, ESL tests, and student references. Supplementary materials listed include ESL in specific vocational areas, employment skills, and survival skills. Teacher aids and information on the languages and cultures of the refugees are also covered. (SA)


Bureau No.: 1154A/60-28
Grant No.: 300-76-G-11
Available from: Center for Career Development and Occupational Preparation, College of Education, Texas A & M University, College Station, Texas 77843 (No charge while the supply lasts).
The Implementation of a Career/Life Planning Program in an Industrial Setting.

Knudell, Richard L.


Sponsoring Agency: Department of Energy, Washington, D.C.

Report No.: UCAR-10009

Contract No.: W-7405-ENG-48

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Language: English

Geographic Source: U.S./ California

In 1975, Lawrence Livermore Laboratory implemented a Career/Life Planning Program for all employees. The program aims to assist employees in taking responsibility for their own careers, revive their creativity, and stimulate active career planning. The program is staffed by counselors with a combination of psychological and technical backgrounds. Components of the program include: individual career and life-transition counseling; a library of occupational and educational information; and a series of career planning workshops. One result of the workshops is the development of an individualized career strategy. Employees participating in the Career/Life Planning Program cluster into four areas: (1) those assessing how they are doing in their current careers; (2) those who are exploring or seeking alternative careers; (3) those who are seeking to improve interpersonal communications; and (4) those who are interested in personal growth. Participants' evaluations have been extremely favorable. Supervisors of over half of the participants have reported continuing long-term improvement in employee productivity, morale, and attitude. Through the Career/Life Planning Program, many of Lawrence Livermore Laboratory's employees have taken charge of their careers and become their own "career managers." (Author)

Descriptors: *Career Change/ *Career Development/ *Employee Attitude/ *Industrial Personnel/ *Interpersonal Relationships/ *Job Development/ *Organizational Communication/ Program Descriptions/ Workshops
A study was conducted to explore the evolution of career education concepts and its application to the bilingual population. The literature search reviewed theory as well as research papers, surveys, other literature searches, program descriptions, and state vocational/career education plans. Agencies which produce literature and other career education support of bilingual families and their children were also reviewed. The findings were synthesized to identify programmatic requirements and to establish directions for national and state planning efforts. Among the findings are these: (1) a language is a critical factor in planning specific career education programs for bilingual persons; (2) children of bilingual families, where two languages are critical for survival, demonstrate distinctive, more adult, social maturity; (3) the school system loses its "holding power" on bilingual children during the seventh through ninth grades; (4) career-related materials in bilingual format are virtually non-existent; and (5) state and local planning of career and vocational education, bilingual education, and migrant education have not been coordinated. One of the four major recommendations suggests that bilingual career awareness materials (K-6) and bilingual career exploration materials (K-7) be developed concurrently in terms of career education content development, language appropriate for student and/or parents, and the environment of the bilingual family. (BM)

Descriptors: *Career Awareness/*Bilingual Education/*Bilingual Students/Career Development/*Career Education/Career Exploration/Career Experience/Instructional Materials/Migrant Education/Non-English Speaking/Program Description/Student Characteristics/Student Needs/Vocational Education/Vocational Maturity

Maryland State Dept. of Education, Baltimore. 28 Sep 77 63p.; The Staff Development Needs Assessment Instrument will not reproduce well due to blurred and broken type; For related documents see ED 132 284 and ED 138 786

Sponsoring Agency: Office of Career Education (DHEW/DOE), Washington, D.C.

ED 164852 08 CE018861


Maryland State Dept. of Education, Baltimore. 28 Sep 77 63p.; The Staff Development Needs Assessment Instrument will not reproduce well due to blurred and broken type; For related documents see ED 132 284 and ED 138 786

Sponsoring Agency: Office of Career Education (DHEW/DOE), Washington, D.C.

ED 164852 08 CE018861


Maryland State Dept. of Education, Baltimore. 28 Sep 77 63p.; The Staff Development Needs Assessment Instrument will not reproduce well due to blurred and broken type; For related documents see ED 132 284 and ED 138 786

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ED 164852 08 CE018861


Maryland State Dept. of Education, Baltimore. 28 Sep 77 63p.; The Staff Development Needs Assessment Instrument will not reproduce well due to blurred and broken type; For related documents see ED 132 284 and ED 138 786

Sponsoring Agency: Office of Career Education (DHEW/DOE), Washington, D.C.
Experience-Based Career Education Project for the R.I. Department of Education: Final Evaluation Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center. Aug 78. 272p. Includes appendices and bibliography.,


EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors: Academic Achievement; Career Awareness; Career Choice; Career Development; Career Exploration; Community Involvement; Evaluation Methods; Experiential Learning; Program Attitudes; Program Development; Program Evaluation; Secondary Education; Self Concept; Surveys; Vocational Counseling; Vocational Maturity; Work Attitudes

Identifiers: Career Education; Rhode Island


Oct 78. 412p. Not available in hard copy, due to reproducibility problems. For related documents see ED 145 104-107.

Sponsoring Agency: Office of Education (DHHEW), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Identifiers: California/ Fremont Unified School District CA/ Huntington Beach Union High School District CA

Operational Model for Career Development and Vocational Education.

(Use note for Huntington Beach's K-12 curriculum guides.)

Vocational Education, pupil personnel services, and career education and two school districts (Fremont Unified and Huntington Beach Union High) establish a consortia to develop demonstrations sites for model career development and vocational preparation systems and staff development programs. The Huntington Beach Union High project developed and presented a K-12 competency-based career education model. Data collected was inappropriate for determining whether growth was statistically significant, but student understanding increased after the program. Without a control group, it could not be stated that gains would not have occurred without the career education experience. The Fremont Unified project developed and implemented a career decision-making course. Activities were developed to meet objectives of six components: career development, decision making, staff development, insurance, articulation, community involvement, and dissemination. Data was analyzed by a third-party evaluator. Although many objectives were met, a teacher's strike affected objectives that required extensive in-class involvement. Appendices include the third-party evaluation report, Fremont Unified School District's skills assessment, articulated K-12 career education program, career decision-making materials, and Huntington Beach Union High School District's career development competency model and student assessment forms.
This report summarizes the development of a model career education program called CERES (Career Education Responsive to Every Student), which was designed to infuse career education concepts into elementary and secondary school curriculum and to articulate a curriculum structure to aid students in career choice and preparation. Following an introduction (Chapter I), Chapter II focuses on the accomplishments of the program's components: elementary, junior high, and senior high school instruction; adult and vocational education; guidance; handicapped instruction; teacher inservice and preservice training; and project administration. Chapter III reviews problems and changes in the project, including the lack of clear objectives and activities and the difficulty of articulating and integrating regular and special education. Chapter IV delineates the dissemination effort made both within and outside of the school districts. Chapter V describes special activities for the reduction of sex stereotyping. Following a chapter on evaluation methods (both external and internal evaluation were used), chapter VII draws the following conclusions: (1) important elements for the project's success were inservice education for curriculum change and board-of-education and community support; (2) academic achievement was favorably impacted by a career education thrust; (3) commercial curricular materials were not appropriate so that local materials were developed; and (4) the project was successful in meeting its primary objectives.


Identifiers: Education Amendments 1974

Classrooms beyond School Walls, for Grades K-12. Mamaroneck Career Education Project, Final Report. Mamaroneck Union Free School District 1, N.Y. 76 pp.; Not available in hard copy due to thin type in original document; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency: Office of Career Education (DEW/DE), Washington, D.C.

Bureau No.: 554AH0391
Grant No.: 0007502352
EDRS Price MF-$0.83 Plus postage. HC Not Available from EDRS.

Language: English
Geographic Source: U.S./New York

This document contains two reports on the Classrooms beyond Walls Career Education Project conducted by the Mamaroneck Union Free School District and the Sound Consortium for Grades K-12 in the 1975-76 school year. The final report summarizes the project's major objectives (increasing self-awareness and decision-making skills, training teachers in curriculum modification for career education, and coordinating more closely in the world of work and education), the learning activities of the school districts in the consortium, the dissemination activities and goals of the consortium, and the special problems of financial support and staff hiring and training. The summative evaluation report which was prepared by a third party discusses the preparation, administration, and analysis of (1) career education pretests/posttests for seniors and eighth-grade English classes, high school science classes, and fifth- and sixth-grade English classes, (2) a questionnaire on the career internship program, and (3) a staff questionnaire on attitudes toward career education. Recommendations in the evaluation report include the following: since community involvement is fundamental to this project, teachers and students need to learn more about and utilize fully the community employers and opportunities for educational experiences; career education classroom materials, such as curriculum guides, need to be developed; and a conceptual framework for career education should be created, describing the program content, its relationship to other subjects, and its sequencing over grades K-12. (ELG)


Identifiers: Education Amendments 1974
ED164755 08. CE016601
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
28 Oct 77 16p.; For a related document see ED 146 441
Contract No.: NE-C-00-3-0079
EDRS Price MF-$0.83 HC-$1.87 Plus Postage.
Language: English
Geographic Source: U.S./Ohio
Intended for the developmental practitioner, this report examines literature produced by the Career Planning Support System dealing with career guidance in four major areas: minority youth; women; transition from school to work; and program planning and evaluation. The area of minority youth includes a review of literature on educational and occupational choice and the effect on career achievement; research on the role of significant other influence in the education and occupational choices of black and white urban youth; research in the same area concentrating on females; and a handbook on sources of influence on career decision making. Regarding career development of women, one publication reports the findings of a study that applied two career pattern systems for women to data available on a national sample. Another discusses the representation of careers for women in career guidance materials. Also, a "parent handbook" is reviewed that examines career implications of sex stereotyping. An instructional unit concerning the transition from school to work is described in detail including titles and prices of instructional packages. A complete set of materials for guidance program planning and evaluation is presented along with prices for the set and single copy prices. This set contains booklets, handout material masters, a filmstrip, and a cassette tape. (CT)

ED164762 UD019082
Inner City Human Factors Evaluation.
Griffith, Albert R.
Jun 77 63p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 HC Not Available from EDRS.
Language: English
Geographic Source: U.S.
This evaluation examines the degree to which human factors support, relate to, or impede the successful achievements of Polaroid's Inner City mission to provide on-the-job training for the career development of disadvantaged workers. The program is cited as a model for industry-based career education. Background information is provided on the social/historical context within which Inner City operates, the psychological and practical needs of the disadvantaged workers served, and options, objectives and the present organization of Inner City. The evaluation represents both observations of the evaluators and data yielded from a questionnaire administered to the program participants. The observations include the way the mission is approached from a human factors/point-of-view relative to skill training, counseling, and placement. Also discussed are communication systems (formal and informal) among staff and trainee backgrounds, their perceptions of training, counseling, and placement, and their recommendations and gains. In addition, the report proposes recommendations for constructive change in the present model. Appendices include a trainee review form, a human resources report, and a copy of the questionnaire distributed to participants. A list of references is included: (EB)
Descriptors: Adult Vocational Education/ Career Development/ Disadvantaged Groups/ Job Placement/ Labor Force Nonparticipants/ Manpower Development/ On-the-Job Training/ Postsecondary Education/ Program Evaluation/ Staff Role/ Vocational Counseling/ Work Attitudes
Identifiers: Polaroid

Hopp, Gregory; Gilliam, Elizabeth K.

Michigan Univ., Ann Arbor. School of Education.

29 Sep 76

46p

Evaluation conducted by the Consortium for Evaluation Research Training and Service.


EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

Geographic Source: U.S./Michigan

This collection of ERIC document resumes is designed to assist counselors and other educational personnel involved in the development and maintenance of career guidance programs. The materials presented are a result of a computer search covering the ERIC data base from November 1966 through May 1978. The documents provide examples of exemplary programs, practices and materials in the area of career development. To simplify the reader's search for relevant information, a Program Analysis Matrix is provided to analyze each program noted in the ERIC citations, in terms of its special target population, education level, focus, materials, methods, and geographic location. (Author/HLM)


Success of the summer academic program was indicated by significant increases in the criterion measures. Based upon the data and upon informal discussions and interviews, specific conclusions and recommendations were given. (Author/GDC)

ED164616 C0008192

Related Resources in the High Interest Areas: Career Development/Programs and Practices.

Mamarchev, Helen L.; Pritchett, Beverly

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

72 122p.


Washington, D.C.

Grant No.1 400-76-0005

Available from: ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

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Success of the summer academic program was indicated by significant increases in the criterion measures. Based upon the data and upon informal discussions and interviews, specific conclusions and recommendations were given. (Author/GDC)
This module consists of materials for use in an inservice program for school counselors and other pupil personnel workers and is designed to aid in diminishing sex stereotyping. There are three major parts to this training program. The first is an eight-hour Workshop Component which is divided into four two-hour units. The second component is a Resource Packet which can be used directly by participants on an individual basis. It is organized into four units corresponding to workshop components. The program is divided into four units: (1) focus on self-awareness, (2) educational planning for individual development, (3) women in the work force, and (4) career planning for individual development. Each module unit gives methods, rationale, objectives, activities, and contents of the Resource Packet, as well as instructions for workshop activities and handouts and evaluation forms for the unit. (Author/Jul)

Descriptors: Academic Achievement/ Career Development/ Career Planning/ Counseling/ Community Resources/ Curriculum Development/ Educational Objectives/ Elementary Secondary Education/ Evaluation/ Faculty Development/ Guidance Services/ Information Dissemination/ Occupational Guidance/ Program Design/ Program Development/ Program Guides/ Program Planning/ Social Values/ Working Women
ED163193 08 CE018430

Post, John D., Jr.
Institute for Career Research, Hanover, Mass.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.
Bureau No.: 0021A1500020
Grant No.: G310-76-0010
EDRS Price MF-50.83 Plus Postage, HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Massachusetts

The Occupational Competence Access Project (OCAP) was conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. Some of the project's major accomplishments were establishment of career information centers; development and implementation of career guidance philosophy and policies; development of industrially validated curriculum in vocational areas; establishment of career development components in several academic areas; and the establishment of a community resource system. Summative evaluation data were collected through a pre-posttest of all students at both project sites. The impact the project had on the schools was also determined through interviews and an examination of school policy formation. The project was found to have positively influenced the occupational awareness, career maturity, and decision making abilities of the student population and to have had a favorable influence on the school's personnel and policy directions. In addition, formative evaluation inputs were collected on an ongoing basis. (Several appendices containing curriculum products, forms, and other related materials are included in a separate document, CE 018 431.) (BM)


ED163197 08 CE017643

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program Through an Exemplary Model. Final

Financial Status and Performance Report.
Northwestern Tri-County Intermediate Unit 5, Edinboro, Pa. 16412. July 76. 74p.; For related documents see CE 017 642, ED 114 586, and ED 120 411.

Sponsoring Agency: Office of Career Education (DHEW/DE), Washington, D.C.
Bureau No.: 594A00267
Grant No.: G007502058

Language: English

Geographic Source: U.S./ Pennsylvania

Government: Local

A project was conducted based on the following three objectives: (1) demonstrate a regional plan for the implementation of an open entry-exit (flexible) career development program encompassing career awareness, career exploration, and career preparation; (2) expose each student to a range of career clusters within the context of his educational development and career development interests in awareness, exploration, and preparation; and (3) develop and implement a model Career Resource, career-oriented curriculum model for use at all grade levels (K-12). Two career education curriculum resource units were developed and four career education resource-teacher units were revised by K-12 classroom teachers during the 1975-76 project year. These resource units were keypunched and stored in a computer for retrieval as per teacher/student requests. Several inservice meetings were conducted for seventeen school districts throughout a three-county area in Northwestern Pennsylvania, and community interaction was increased. The evaluation plan was basically concerned with the effectiveness of the K-12 Career Education Curriculum Model. (See CE 017 642 for the evaluation report.) In summary, the evaluators felt that, due to the limited amount of time during which the students were exposed to the project, the benefits of career education could not basically be assessed by the testing program. In general, responses from teachers and administrators to the materials, format, and methodology were favorable. (Author/SM)

Descriptors: Career Awareness/ *Career Development/ *Career Education/ Career Exploration/ Community Involvement/ Computer-Oriented Programs/ *Curriculum Development/ Elementary Secondary Education/ Faculty Development/ Inservice Teacher Education/ Occupational Clusters/ *Program Development/ Program Evaluation/ Program Planning/ Resource Units/ Teacher Developed Materials/ Vocational Education/ Vocational Education/ Vocational Maturity/ Education Amendments 1974/ Pennsylvania
A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report.

Northwestern Tri-County Intermediate Unit 5, Edinboro, Pa. Jul 78 191p. Not available in hard copy due to faint and broken type in the original document; for related documents see CE 017 643, CE 019 276, ED 114 588, and ED 120 411.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AHS0297

Grant No.: GO07502398

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Pennsylvania

Government: Local

An evaluation was conducted to measure the effectiveness of the K-12 Career Education Curriculum Model developed and implemented in the Northwest Tri-County Intermediate Unit 5 (Edinboro, Pennsylvania). (See CE 017 643 for a detailed description of the project.) Career awareness, career exploration, and career preparation of pupils K-12, were evaluated using standardized tests (relating to academic achievement in reading, mathematics, and career knowledge and evaluator-designed tests (relating to progress toward project objectives). A sample was drawn from the seven school districts participating, and a pretest-posttest design was utilized for testing. Questionnaires were administered to teachers and administrators. (Many of the instruments are appended.) Minimal differences in academic achievement were reported between the experimental and control groups. All groups showed gains in achievement during the year, but it was not possible to show that the use of the career units influenced these gains. In the area of career education, the experimental kindergarten and second-grade groups scored significantly higher than their control groups, but no significant differences were detected at the higher grade levels. The evaluators felt that in the limited amount of time during which the students were exposed to the project the benefits of career education could not be totally assessed by the testing program. Satisfactory progress was made toward diffusion of the curriculum project, and feedback from teachers and administrators was generally favorable. (BM)

Descriptors: Academic Achievement/ Career Awareness/ Career Development/ Career Education/ Career Exploration/ Community Involvement/ Computer Oriented Programs/ Curriculum Development/ Elementary Secondary Education/ Faculty Development/ Inservice Teacher Education/ Occupational Clusters/ Program Attitudes/ Program Effectiveness/ Program Evaluation/ Questionnaires/ Resource Units/ Standardized Tests/ Teacher Developed Materials/ Vocational Education

Identifiers: Education Amendments 1974/ Pennsylvania
This manual is designed to assist personnel responsible for training teachers in the implementation of the Work of Related Knowledge and Educational Development (WOK-ED) program. The program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals. It is a guidance-based program incorporating basic skills, human values, and career awareness. The material included in this manual is designed to be presented in three training sessions. Session 1 includes the following: an overview of career education; an introduction to the WOK-ED program and materials; learning activities in values clarification; a brief consideration of community involvement; and a delineation of staff responsibilities. The second training session focuses on evaluation and record keeping, and the third session covers costing and monitoring procedures. Time schedules, information handouts, and role-playing forms are included with the guidelines for each training session. A two-volume curriculum manual (ED 147 486 and CE 018 169) and an administrator's manual (ED 147 485) accompany this document. A project report is also available (ED 150 452).

Hoyt, Kenneth B.
Office of Career Education (DHEW/OE), Washington, D.C.

This monograph, summarizing the ideas of participants attending a two-day mini-conference, provides educators with information on the relationship between the National Alliance of Business (NAB) and career education. The booklet begins with a section presenting background information on NAB and several standard NAB youth programs. The next section provides specific examples of NAB involvement with local career-education efforts, including the NAB Career Guidance Institute (CGI) youth program. Also, examples of collaboration between NAB and Youth Employment Demonstration Program Act (YEDPA) programs in local career-education efforts are presented. Then follows a section highlighting five common problems along with suggested solutions for closer NAB and youth-education working relationships. The next section summarizes the hopes and aspirations expressed by the participants and is followed by some concluding remarks. A list of participants and issues raised by the participants is attached. (EM)

Descriptors: Basic Skills/ Career Awareness/ Career Choice/ Career Development/ *Career Education/ Community Involvement/ Counselor Evaluation/ Educational Alternatives/ Grade 9/ *Guidance/ Teacher Education/ *Occupational Information/ *Program Administration/ *Program Budgeting/ Program Descriptions/ Program Development/ Recordkeeping/ Secondary Education/ Staff Role/ *Student Evaluation/ Teacher Education/ Teacher Evaluation/ Values/ Vocational Counseling

Identifiers: *National Alliance of Business

ED162160 08 CE018711
National Alliance of Business and Career Education.
Monographs on Career Education.
This description of career education activities in the Ceres (California) Unified School District was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-389. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported is described in terms of: project overview; program development; materials and cost; evidence of effectiveness; and conclusions. In this report of the Career Education Responsive to Every Student (CERES) project, the ultimate goals are stated as follow: (1) improve career education concepts into the elementary and secondary curricula, and (2) develop a articulated curriculum that provides for student attainment of career education goals. The primary subjects are identified as approximately 4,200 students in grades K-12, and the evaluation design is described as a pre- post treatment and control group design. (BM)


Identifiers: California/ Ceres Unified School District/ Education Amendments 1974

-Project CDCF. Ceres Unified School District, Ceres, California. Bakersfield, Octave V.; Lish, Virginia. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. 30 Jun 78, 88p.; Information in Appendix B not reproducible well in small print; For related documents see CE 018 212-223 and CE 018 823


Report No.: AIR-86700-6/78-TR2(5)

Contract No.: 300-77-0303

EDRS Price MF-50.83 HC-2.06 Plus Postage.

Language: English

Geographic Source: U.S./ California

This description of career education activities in Ceres, California, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-389. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported is described in terms of: project overview; program development; materials and cost; evidence of effectiveness; and conclusions. The ultimate goal of the Coloma Career Development Centered Curriculum (CDCC) project was to provide career education instruction to rural students at the elementary level. This instruction is designed especially to increase students' awareness of life roles, to help them formulate realistic self concepts, and to foster the development and use of decision-making skills. The primary subjects are identified as approximately 1,600 students in grades K-6, and the evaluation design is described as a pre- posttest design using comparable groups of treatment and control students. (BM)


Identifiers: Coloma Community School District/ Michigan.

Kaplan, Carol B.; Downey, Lee. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. 30 Jun 78, 35p.; Information in Appendix B not reproducible well in small print; For related documents see CE 018 212-223 and CE 018 823


Report No.: AIR-86700-6/78-TR2(5)

Contract No.: 300-77-0303

EDRS Price MF-50.83 HC-2.06 Plus Postage.

Language: English

Geographic Source: U.S.

This description of career education activities in Coloma, Michigan, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-389. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported is described in terms of: project overview; program development; materials and cost; evidence of effectiveness; and conclusions. The ultimate goal of the Coloma Career Development Centered Curriculum (CDCC) project was to provide career education instruction to rural students at the elementary level. This instruction is designed especially to increase students' awareness of life roles, to help them formulate realistic self concepts, and to foster the development and use of decision-making skills. The primary subjects are identified as approximately 1,600 students in grades K-6, and the evaluation design is described as a pre- posttest design using comparable groups of treatment and control students. (BM)


Identifiers: Coloma Community School District/ Michigan/ Education Amendments 1974
Fostering a Team Approach to Career Education. Prince George's County Public Schools, Upper Marlboro, Maryland.
Lipton, Dewey; Gushee, Theresa
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
30 Jun 78 27p.; For related documents see CE 018 212-223 and CE 018 823
Office of Planning, Budgeting, and Evaluation.
Report No.: AIR-68700-TR2(3)
Contract No.: 300-77-C
EDRS Price MF-$0.83 HC-$2.08 Plus Postage.
Language: English
Geographic Source: U.S.
This description of career education activities in Prince George's County, Maryland, was prepared as part of a study conducted to identify, evaluate, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects is reported in a similar format, including the following descriptions: project overview; program development; materials and activities; costs; evidence of effectiveness; and conclusions. In this report of the Boston Mountains Educational Cooperative Career Awareness Project (CAP) the ultimate goal is stated as follows: to provide awareness of educational information among students with regular instruction in basic academic areas. (Special emphasis is placed on students who are hearing impaired and related to work they will encounter outside school.) The primary subjects are identified as students in grades K-G in six area schools, and the evaluation design is described as a post-test-only design using comparable groups of treatment and control students. (BM)
Descriptors: Career Awareness/ Career Development/ Career Education/ Community Involvement/ Elementary Education/ Evaluation Criteria/ Evaluation Methods/ Fused Curriculum/ Intermediate Grades/ Occupational Information/ Parent Participation/ Program Administration/ Program Descriptions/ Program Development/ Program Effectiveness/ Program Evaluation/ Relevance (Education)/ Resource Materials
Identifiers: Arkansas (Greenland)/ Boston Mountains Educational Cooperative AR/ Education Amendments 1974
This description of career education activities in Pima County, Arizona, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-360. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects is reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Pima County project, the ultimate goal is stated as follows: to help all students in the county grow in the areas of self-awareness, educational and career awareness, career decision-making, beginning, competency, employability skills, and appreciations and attitudes. The primary subjects are identified as Pima County's 90,000 students in grades K-12, and the evaluation design is described as a pretest-only design using comparable groups of treatment and control students in grades 4-12. (BM)


Identifiers: Akron Public Schools OH/ Education Amendments 1974/ Ohio

Career Development Program, Akron Public Schools, Akron, Ohio.
McBain, Susan L.; Topougis, Nicholas J.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
30 Jun 78 52p.; For related documents see CE 018 212-223 and CE 018 823
Report No.: AIR-66700-6/78-TR2(1)
Contract No.: 300-77-0303
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S./ Ohio

This description of career education activities in Akron (Ohio) Public Schools was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-360. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects is reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Akron Public Schools Career Development Program, the ultimate goal is stated as follows: to increase students' self-awareness and self-esteem, knowledge of the world of work, and skills in decision making. The primary subjects are identified as primarily students in grades K-10, and the evaluation design is described as a pretest-only design using equal numbers of randomly selected program and non-program students. (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Community Involvement/ Educational Counseling/ Demonstration Projects/ Educational Objectives/ Elementary Secondary Education/ Evaluation Criteria/ Evaluation Methods/ Faculty Development/ Parent Participation/ Program Administration/ Program Descriptions/ Program Development/ Program Effectiveness/ Program Evaluation/ Resource Materials/ School Community Relationship/ Self Concept

Identifiers: Akron Public Schools OH/ Education Amendments 1974/ Ohio (Akron)
This curriculum guide was developed to assist teachers in developing comprehensive industrial education programs, establish individual courses, or plan instruction integrated with other academic areas. This booklet's content is presented in six sections. The first, an introduction for teachers, explains the purpose of the guide. The next three sections briefly provide a rationale for industrial education and define industry and industrial education. The next section identifies five behavioral objectives of industrial education and for each objective presents a matrix to serve as a basis for selecting and organizing content. The elements of industry (system, resource, and coordinating elements) appear on the vertical axis of the matrix while content organizers (elements that provide specific focus for each objective) appear on the horizontal axis. The sixth section discusses three levels in the process of local curriculum planning, development, and review. The next section lists examples of sub-objectives and activities. A list of supplementary references and a bibliography are attached (EM) for related documents see CE 018 798.


Identifiers: Wisconsin
Project GIVE Final Report
Maine School Administrative District 51, Cumberland Center, ME 145p. Not available in hard-copy because of light brown print in original document. For related documents see ED 114 505 and ED 120 411.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This final report on Project GIVE (Guidance in Vocations and Education) consists of a report by project staff and a third-party evaluation report. The staff report summarizes major activities undertaken to achieve the project's eight basic objectives, anticipated changes and problems, and dissemination of special activities. The evaluation report begins by stating that the project is making substantial progress in all six of its goals: (1) increase career awareness among students; (2) aid in developing students' decision-making skills regarding career choices; (3) develop entry-level skills or readiness for further education; (4) expand community involvement and opportunities for outside learning experiences; (5) increase teacher knowledge of career alternatives related to academic disciplines and (6) increase use of career education concepts in grades K-12. Three mini-studies are described on the impact that career education has had on student performance; test scores from students in grades 3, 6, and 9 are analyzed and found to show that the infusion of career-education-oriented activities has a substantial effect on student personal growth and language skills. The final section of the evaluation assesses how effectively the project has met its performance objectives for each grade through use of learning activities, such as field trips, guest speakers, classroom discussions, inservice sessions for teachers, career exploration, shadowing, and group guidance sessions. The appendixes include documentation for the evaluation and the project proposal.


Identifiers: Education Amendments 1974

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12, Final Report
Walz, Garry R.; Benjamin, Libby
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

An external evaluation was conducted to assess the training packages developed by the Georgia Comprehensive Career Guidance Project (see CE 018 130 for the final report of this project). Three secondary staff development training packages (Educational Environment, CE 018 154; Work and Leisure Environments, CE 018 161; and Human Relations, CE 018 147) were evaluated for feasibility, transportability, and validity. Evaluation of project planning, communication, and implementation was also conducted. Overall, the planning aspect of the management was judged to be extensive and generally effective. It was reported that participants at all levels found communication to be insufficient. The training packages were described as well-organized, clear in exposition, substantive in content, and unique as a system in the comprehensiveness of their coverage. Since field testing and the implementation phase was yet to be done, the demonstrated usefulness of the materials could not be assessed. It was recommended that the manuals be analyzed to clarify the overlaps in content and activities and that an explanatory document be prepared to accompany the training packages to describe the relationships between packages and to identify specific goals, objectives, and activities within each training manual. Finally, additional changes in packaging and ideas for future development were suggested. (EM)
Comprehensive Career Guidance Project


Dunlap, Suzanne Fitzgerald; And Others

Georgia State Dept. of Education. Atlanta.

May 76. 91p.; Not available in hard copy due to poor print quality in original document. For related documents see CE 018 130-144, CE 018 148-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V0294-112

Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 (81.00)

EDRS Price MF-$0.63 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./Missouri

Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The eight activities presented in this manual on deliberate psychological education (growth through human understanding) encourage maximum participant involvement and small group experiences. These activities are based on the following goals: to appreciate the need for students to take part in experiential activities; to define human growth in terms of developmental stages; to identify skills needed for developing self-knowledge and effective interpersonal relationships; and to outline the beginning procedures for inaugurating a course in deliberate psychological education. (This manual is designed to accompany another training manual on self validation, CE 018 157. The other six staff development guides are available as EDRS documents CE 018 157, CE 018 150, CE 018 152, CE 018 154; CE 018 157-158, and CE 018 161.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Developmental Stages/ Educational Objectives/ Faculty Development/ Guidance Programs/ Humanistic Education/ Human Relations/ Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Interpersonal Relationship/ Leaders Guides/ Learning Activities/ Occupational Guidance/ Program Development/ Program Planning/ Secondary Education/ Self Concept/ Skills/ Teacher Workshops

Identifiers: Deliberate Psychological Education/ Georgia
ED160857.08 CE018161
Dagley, John C.; Colby, Pamela G.
Georgia State Dept. of Education, Atlanta.
Jul 76. 22lp.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: V0244-V2
Available from: Vocational Education Materials Center. Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 (83.20)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English
Geographic Source: U.S./Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) Each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The twenty activities presented in this manual on work and leisure environments encourage maximum participant involvement and small group experiences. These activities cover the following subject areas: trends and job classification skills; job expectations and responsibilities; and leisure-related values, needs, and abilities. Also included are strategies, skill objectives, and application objectives, which can be utilized in organizing program activities about work and leisure environments. (The other seven staff development guides are available as ERIC documents CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 163.) (BM)


Individual Advisory System.
Moore, Earl J.; And Others
Georgia State Dept. of Education, Atlanta.
Jul 76. 136p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: V0244-V2
Available from: Vocational Education Materials Center. Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 (83.23)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English
Geographic Source: U.S./Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The ten activities presented in this manual on individual advisory systems encourage maximum participant involvement and small group experiences. These activities cover the following goals: to develop a positive attitude toward constructive change in the high school; to have a workable knowledge of the individual advisory system (defined as an organized method in which every student in the school is able to relate personally with at least one faculty member in the school; to understand various means to structure and implement such a system; to outline the beginning procedures for an advisement system in the school; and to identify skills needed to be an advisor and to understand how best to develop these skills. (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157, CE 018 161, and CE 018 163.) (BM)

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The fifteen activities presented in this manual on self validation encourage maximum participant involvement and small group experiences. These activities relate to the students' quest for independence, identity, and confidence. More specifically, these activities are designed to help guidance team members learn more about particular psychological concepts and principles which facilitate student understanding of "self" as well as understanding of interactions with others. (The other seven staff development guides are available under EDRS CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 158, CE 018 161, and CE 018 163.) (BM)


Identifiers: *Georgia Comprehensive Career Guidance Project

ED160855 08 CE018154

The Educational Environment. Leader's Handbook
Moyer, Phillipp C.; And Others
Georgia State Dept. of Education, Atlanta.
May 76 24p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: VO244-V2
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, University of Georgia, Athens, Georgia 30601 ($3.13)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Language: English

Identifiers: *Georgia Comprehensive Career Guidance Project
Teacher Relationship/ Teacher Workshops

Relating with Significant Others. Leader's Handbook
Granum, Richard; And Others
Georgia State Dept. of Education, Atlanta.
May 78. 203p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339; Not available in hard copy due to reproducibility problems.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: V0244-VZ
Available from: Vocational Education Materials Center, Room 124, Finn Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($3.31) related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English
Geographic Source: U.S./ Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines the goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The nineteen activities presented in this manual on relating with significant others encourage maximum participant involvement and small group experiences. Those activities cover the following subject areas: dimensions of positive interpersonal relationships; development of significant relationships in the school; and the development of significant relationships in the home. (The basic principles in this training manual are based on individual Adlerian Psychology.)(The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 154, CE 018 157, CE 018 158, CE 018 161, and CE 018 163.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Classroom Communication/ Classroom Techniques/ Educational Objectives/ Faculty Development/ *Family Relationship/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Interpersonal Relationship/ Leadership/ Learning Activities/ Occupational Guidance/ Parent Child Relationship/ Parent Participation/ Peer Relationships/ Program Development/ Program Planning/ Role Models/ Secondary Education/ Skills/ Student Behavior/ Student Teacher Relationship/ Teacher Workshops

Identifiers: *Georgia Comprehensive Career Guidance Project

Newton, Fred B.; And Others
Georgia State Dept. of Education, Atlanta.
May 78. 150p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 239.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: V0244-VZ
Available from: Vocational Education Materials Center, Room 124, Finn Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.13)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English
Geographic Source: U.S./ Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The twenty-seven activities presented in this manual on life career planning encourage maximum participant involvement and small group experiences. Those activities cover the areas of values clarification, decision making, and goal setting. Implementation strategies for developing program activities in these areas are then presented, including curriculum development, on-call/responsive services, individual development CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)


Identifiers: *Georgia Comprehensive Career Guidance Project

This document is one in a set of eight staff development manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and career planning. The thirty-seven activities presented in this manual on human relations skills cover maximum participant involvement and small group experiences. These activities are designed to introduce a team of educators to human relations training a memory of the history and research on human relationships, a discussion of facilitation skills, and a description of a human relations center are presented along with a number of strategies which can be utilized in developing a human relations unit. (The other seven staff development guides are available as ERIC documents CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163.)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Educational Objectives/ Faculty Development/ Guidance Programs/ Humanistic Education/ Interpersonal Relations/ Human Relations Programs/ Human Relations Units/ Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Interpersonal Relationship/ Learning Activities/ Occupational Guidance/ Program Development/ Secondary Planning/ Education/ Sensitivity Training/ Skills/ Teacher Workshops

Identifiers: Georgia Comprehensive Career Guidance Project

DIALOG File: ERIC 68-78/NOV (Item 104 of 144) User 1210 16Jan80
Guided Imagery/Relaxation Training

Ono DIAL9G.Fileh ERIC 86-79/N0V (Item CE 018 161, Training. Staff Development K-8. ED160849)

Straub, Vicki W.; Moore, Earl J.

Georgia State Dept. of Education, Atlanta, 77-83b.; for related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152; CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: 0007500339

Available from: Vocational Education Materials Center, Room 124, Fair Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601

(22.95)

EDRS Price MF-$0.83 HC-$5.01 Plus Postage.

Language: English

Geographic Source: U.S./Missouri

Governmental State

One of six staff development training manuals for career guidance in the elementary school curriculum (K-6), this manual focuses on responsible assertiveness training. It is divided into the following five major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; and (6) participant summary sheets. The material covered by this manual includes basic assumptions and techniques of assertiveness training for both teachers and students in the elementary school curriculum (K-6). In addition to the other five staff development training manuals (CE 018 130-144, CE 018 139-143, and CE 018 339), a career guidance methods guide for grades K-6 (CE 018 137) is available.


ED160848 08 CE018143


Straub, Vicki W.; Moore, Earl J.

Minnesota Comprehensive Career Guidance Project/ Guided Imagery/ Relaxation Training
One of the six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on classroom meetings. It is divided into the following seven major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader’s summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; (6) participant summaries; and (7) a classroom meeting game board and cards. The three major goals covered by this manual include the following: to understand the general purposes, physical aspects, and the philosophical components of classroom meetings; to understand the specific types of classroom meetings and how to begin them; and to learn leadership techniques for facilitating effective classroom meetings. In addition to the other five staff development training manuals (CE 018 130-144, CE 018 139-140, and CE 018 143-144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (OM)


Identifiers: *Georgia Comprehensive Career Guidance Project

ED160846 08 CE018141

Sponsorship: Office of Education (DHEW), Washington, D.C.

Grant No. : GO07500339
Available from Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.95)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English.

Geographic Source: U.S./ Missouri.

Government: State.

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on parent education and consultation. It is divided into the following seven major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader’s summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; (6) participant summaries; and (7) a classroom meeting game board and cards. The three major goals covered by this manual include the following: to understand the general purposes, physical aspects, and the philosophical components of classroom meetings; to understand the specific types of classroom meetings and how to begin them; and to learn leadership techniques for facilitating effective classroom meetings. In addition to the other five staff development training manuals (CE 018 139-140 and CE 018 143-144), a career guidance methods guide for grades K-6 (CE 018 137) are available. (OM)

Descriptions: Career Awareness/ Career Development/ Career Education/ Career Planning/ Educational Objectives/ Elementary Education/ Elementary School Guidance/ Fused Curriculum/ Group Dynamics/ Guidance Programs/ Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Leadership/ Learning Activities/ Management Games/ Occupational Guidance/ Parent Participation/ Program Planning/ Skills/ Teacher Workshops

Identifiers: *Georgia Comprehensive Career Guidance Project/ *Systematic Training in Effective Parenting.
Comprehensive Career Guidance, Improving Classroom Behavior.

Staff Development K-6.

Straub, Vicki W.; Moore, Earl J.

Georgia State Dept. of Education, Atlanta.

ED 160844 08 CE018140


EDRIS Price MF-$0.83 HC-$4.67 Plus Postage. NC Not Available from EDRS.


Identifiers: *Georgia Comprehensive Career Guidance Project

Georgia State Dept. of Education, Atlanta.

ED 160844 08 CE018139

Comprehensive Career Guidance, Career Guidance Curriculum.

EDRIS Price MF-$0.83 HC-$4.67 Plus Postage. NC Not Available from EDRS.


Identifiers: *Georgia Comprehensive Career Guidance Project

Georgia Comprehensive Career Guidance Project and organized under three domains (interpersonal effectiveness; work and life skills; and life career planning). (See CE 018 130 for the final report of this project.) The four major goals covered by this manual include the following: to understand that chronic misbehavior in the classroom is an expression of discouragement; to learn the four goals of misbehavior and to learn how to teach the principles and specifics of the four goals of misbehavior to children. In addition to the other five staff development training manuals (CE 018 139 and CE 018 144-144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (DM)
This handbook is part of a series of instructional materials developed to facilitate the efforts of educators in planning and implementing comprehensive career guidance programs. (See CE 018 130 for the final report of the Georgia Comprehensive Career Guidance Project.) The focus of this handbook is on group leadership and is intended to help prospective group leaders prepare for their staff development activities in career guidance by reviewing some of the basic principles of group dynamics and group procedures. The information is presented under the following topics: definition of group; group atmosphere; leadership roles within the group; goal formulation; cohesiveness; facilitating cohesiveness in an established group; formulating the group; facilitating the general discussion; facilitating group interaction and learning; and summarizing the group activities. This handbook accompanies a series of staff development training manuals for both the elementary (CE 018 139-144) and secondary (CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339) levels. (BM)

Descriptors: Career Development/Elementary Secondary Education; Group Dynamics/Group Relations/Group Structure/Group Unity/Guidance Programs/Inservice Teacher Education/Interpersonal Competence/Leaders Guide/Leadership/Leadership Training/Occupational Guidance/Teacher Workshops

Identifiers: Georgia Comprehensive Career Guidance Project
ED160935  08  CE018130
Sep 75 128p.: Not available in hard copy due to reproducing problems; For related documents see CE 018 131-144, 018 134-144, 018 146-148, 018 150, 018 152, 018 154, 018 157-158, 018 161, 018 163, and 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: V0244-YZ
Grant No.: OEG-0-74-1741
EDRS Price MF-$0.83 HC-Not Available from EDRS.
Language: English
Geographic Source: U.S./Georgia
Government: State
The purpose of this project was to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model consisted of transportable packages intended to provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. Initially, six vocational education systems were involved, but later seven systems were discontinued and twenty-one new systems were added. A needs assessment was conducted to ascertain need priorities for program planning and development, and a multiple criterion approach to the assessment of the project was planned (some of the instruments are appended). The major conclusions are (1) though staff development is costly and frustrating, it seems to be the key to lasting effect and (2) there is a critical need at all levels (state, local, and federal) for program coordination. (Numerous materials are appended, including guides for training paraprofessionals, establishing a career guidance center, setting up a career guidance library, and evaluating the program. Also, twenty-four related documents are available; such as program development guides--CE 018 136; a staff development protocol--CE 018 138; an external evaluation of the training materials--CE 018 339; and several staff development training manuals and materials for staff.)

ED160803  CE017746
Carroll, Karen Lee
Rhode Island State Council on the Arts, Providence.
76p.; For related documents see CE 017 745, E 114 586, and E 120 411
Sponsoring Agency: Office of Career Education (DHEW/DE), Washington, D.C.
Bureau No.: CAN-5201343
Grant No.: G007502312
EDRS Price MF-$0.83 HC-Not Available from EDRS.
Language: English
Geographic Source: U.S./Rhode Island
Government: State
This report reviews a program designed to help talented high school students explore the arts. In the first of five sections, major program activities are defined, those intended to increase the students' self-knowledge, knowledge of work in the arts, and ability to relate the two in career decision making. Emphasis is on the engagement of working artists to address the student's specialized and interdisciplinary needs. Supportive services for parents, a high staff-to-student ratio, training in an alternative setting, and preserving training for artists as teachers are also mentioned as program activities. A participant summary is included. Section 2 evaluates the attainment of student, parent, and process objectives. For example, the first objective, increasing the student's self-knowledge, examines student evaluations and reviews the program processes. Resources are described as individual conferences, daily assignments, multiple talent exploration, work evaluation, and problem confrontation. In section 3, anticipated changes and recommendations such as those related to work accreditation, regional participation in new activities, and improved scheduling are included. The fourth section discusses the major dissemination activities. Related materials are appended. The final section briefly reports on special activities such as attempts to reduce sex stereotyping. An annual report abstract is also presented. (For the evaluation report, see CE 017 745.)

Descriptors: Annual Reports/Art Education/Arts Centers/Career Choice/Career Development/Career Exploration/Creative Activities/Cultural Opportunities/Gifted/Interdisciplinary Approach/Objectives/Parent Participation/Program Descriptions/Secondary Education/Talent Development/Talented Students
Identifiers: Public Law 93-380
ED160797 .5B CE01772B

Utah State Board of Education, Salt Lake City.  
70 pp.; Some of the contents presented in this document may not reproduce well because of small print; For related documents see ED 114 586 and ED 120 411.  
Washington, D.C.; Grant No.: G007604972  
EDRS Price MF-$0.83 Plus Postage, HC Not Available from EDRS.  
Language: English  
Geographic Source: U.S./ Utah  

This is a project report on Utah's plans to effect "incremental improvements" in career education implementation in seven school districts. Project objectives are formulated as follows: effect incremental improvements in attendance area, strengthen career education leadership capabilities, develop staff competence to diffuse the program, act as career education delivery model, and integrate and articulate the K-12 program into each district. The evaluation of objectives is described as one involving testing of fourth, seventh, and tenth graders. The remainder and major portion of the report contains four attachments. The first presents career education implementation categories for district, elementary, junior high, and senior high levels. Each level description also contains a chart of objectives and their relationship to the implementation categories. Attachment 2 presents the activities of the seven districts performed during the project period. Attachment 3 evaluated the project and describes the procedures and results by district. Tables represent students' familiarity and interest in career clusters, pretest/posttest scores on curriculum and interest inventory results, and career development' cluster assessment. The last set of tables contains results of career education implementation inventories completed by educational personnel. Summary, recommendations, and sample implementation inventory form complete the attachment. The final attachment charts the participating students and educational personnel according to race/ethnicity, exceptionality, and sex. (CSS)  

Identifiers: Public Law 93 380/ Utah  

Dunne, Faith; And Others  
Dartmouth Coll., Hanover, N.H. Dept. of Education.  
Aug 78 198p.; For related document, see ED 152 454.  
Washington, D.C.; Grant No.: G007604972  
EDRS Price MF-$0.83 HC-$10.03 Plus Postage, Language: ENGLISH  
Geographic Source: U.S./ New Hampshire  

Options was a two-year research and curriculum design project conducted at Dartmouth College (New Hampshire) under a grant for the Women's Educational Equity Act Program Staff. The project completed the following: assessment of career-related preoccupations and self-defined needs of rural young people in five different rural regions (Northern New England, Oregon, Tennessee, Nebraska, and New Mexico); design, field-testing, and revision of a curriculum focused on the general needs of rural students and the specific circumstances of youth in the rural Northeast; adaptation of the original course to specific circumstances in each of four other regions; field-testing of the adapted curriculum in schools located in the four regions outside the Northeast; evaluation of the original and adapted curricula through a pre-post testing procedure; and development of a manual to facilitate the adaptation of a regional curriculum to specific circumstances of other localities. The Survey of Occupational Career Interests was used to survey 248 females and 191 males for purposes of developing the initial curriculum in the first year. The adapted version, Profile of Occupational Interests, was used in the second year to survey 953 males and 952 females. The four field test sites were divided into control and experimental groups (those receiving elaborate support services and those who did not). Evaluation indicated the development team/nondevelopment team variable was not significant but that student change was significantly more positive in the experimental classes. (JC)  

Descriptors: Career Awareness/ *Career Development/ Curriculum Development/ Differences/ Females/ High School Students/ Intervention/ Males/ *Models/ *Needs Assessment/ Program Descriptions/ Program Evaluation/ *Regional Characteristics/ Role Perception/ *Rural Youth/ *Sex Role/ Social Change/ Womens Education  
Identifiers: Appalachia/ United States (Midwest)/ United States (Northeast)/ United States (Southwest)/ *Womens Equity  

ED160321. 95 RC108486  
This paper describes the development of a high school career program related to the Shadowing Experiences provided for counselors by General Electric. Nine Mini-Career Days, related to the different curriculum areas, provided students with at least four days of shadow sessions. Students attended the Career Days from their four morning class periods. Each class period was divided into three 5-minute segments. These segments provided the students with the opportunity to "sit in the shadow" of three resource persons during each period. The career program related subject matter they were presently studying to the world of work. It provided insight into the varied opportunities available. Students had an opportunity to talk with persons engaged in a career in which they were interested and an opportunity to shadow three resource persons each period. End-of-the-year program evaluations were largely favorable. (Author)

Identifiers: *Shadowing

ED155907 CG012707
Counselors' Career Exploration in the Junior High School. Counselors' and Teachers' Guides.
Columbus Public Schools, Ohio. Div. of Special Services.
213p.; Best copy available
EDRS Price MF-$0.93 HC-$11.37 Plus Postage.
Language: ENGLISH
Geographic Source: U.S. / Ohio
Government: Local
These career exploration guides offer junior high school counselors and teachers grade level programs for helping students understand and explore career alternatives, as well as develop the insights and individual initiative needed for realistic vocational goals. The program content deals with interests, abilities, job levels and fields, working conditions, preparation, chances for advancement, security, physical demands and other factors relevant to the study of vocations. Of the four guides, one guide pertains to the counselor's role. The counselor is given guidelines for: (1) coordinating the junior high school vocational exploration program; (2) organizing the program according to particular objectives and materials cited for each grade level—seventh, eighth, and ninth; and (3) assisting teachers in implementing the program through counselors' knowledge of resource materials and resource people. The three other guides are curriculum guides for teachers of grades seven, eight and nine. For each grade level, there are: descriptions of grade-appropriate objectives and materials; recommendations for teacher involvement in the program; suggested uses of materials and resources; and sample schedules of activities which might be considered typical of one month's programming. (Author/RF)

Identifiers: *Career Education/ *Teacher Role/ Vocational Counseling

ED155904 CG012672
Behring, Daniel W.; And Others
77 133p.; Best copy available
Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich.
Office of Career Education (DHEW/DE), Washington, D.C.
EDRS Price MF-$0.93 HC-$11.37 Plus Postage.
Language: ENGLISH
Geographic Source: U.S. / Michigan
The first year of operation of the Alma (Michigan) College Career Preparation Program is described and analyzed. The program seeks to strengthen traditional career planning services, add new efforts that support and augment strengths of the liberal arts program, and more effectively integrate students' educational programs with plans to enter the world of work. Although specific to this small college, the development issues, major activities, and evaluation results can be helpful elsewhere. The need for comprehensive career preparation and planning programs grew out of a pre-school faculty workshop in the fall of 1975. Components include: (1) early determination of student vocational interests, abilities, and values; (2) improvement of student career planning, utilizing specially trained faculty as Career Preparation Coordinators; (3) infusion of career education goals into student and faculty planning; (4) development of student career and employment search skills and entrance work experience; (5) practicum placement in work experience related to student goals and talents; (6) graduation requirements emphasizing competencies, especially in writing, analysis, problem solving, and communication skills; and (7) improved placement services for graduates. (Author/VEL)

Identifiers: *Career Preparation/ *College Preparation/ *College Programs/ Higher Education/ Performance Based Education/ *Practicums/ Problem Solving/ Program Evaluation/ *Small Colleges/ Student Personnel Work/ *Teacher Participation/ Teacher Role/ Vocational Counseling
ED155334 CE01654G
A College-Wide Faculty Team Provides Career Education/Career Guidance for Its Students
Banta, Trudy W.; Craig, David G.
EDRS Price MF-$0.80 HC-$1.67 Plus Postage.
Two task forces, a Career Development Team and a Curriculum Development Team, were formed from the Career Education Committee appointed in 1976 at the College of Education, University of Tennessee, Knoxville, to assist students while in college to make informed career choices within the field of education (i.e., career development), and to help them acquire sufficient knowledge of infusion techniques to permit them to function effectively in a career education position after graduation (i.e., career preparation). The Career Development Team developed and field tested a career checklist of questions for student use to (1) identify and analyze undergraduate career needs; (2) list available career resources; (3) match the career needs with the resources; and (4) order the phases and steps in deciding to teach and becoming certified. Of the sixty students who evaluated the checklist in the field test half reacted favorably and 80% said they would use it if given a copy. The Curriculum Development Team concentrated on meeting the need for preservice and inservice experiences in career education and developed six course modules in career education which are offered for credit to students of the College; also published a monograph of their articles about career education at the Department-level function. Future projects for both teams involve participation of community leaders, and the Career Development Team plans to further test and implement its checklist's use. (Included are a history of career education at the University of Tennessee, Knoxville, and a draft of the checklist.) (ELG)
Descriptors: Career Choice/ *Career Education/ *Career Planning/ *Check Lists/ Education Courses/ Faculty Advisors/ Faculty Organizations/ Higher Education/ *Occupational Guidance/ Program Descriptions/ Student College Relationship/ Teacher Education/ Teacher Education Curriculum/ Teachers Colleges/ *Vocational Development
Identifiers: University of Tennessee (Knoxville)

ED155322 0R CE016008
A Model for Implementation of Career Education into the Community College. A Comprehensive Program of Vocational Education for Career Development: K-University
Green, Mary Fulford
Manatee Junior Coll., Bradenton, Fla.
Dec 76 30p.: Not available in hard copy due to reproducibility problems: For related documents see CE 016 012-013, CE 016 017, ED 130 057, ED 143 830, and ED 147
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 007VW
Grant No.: 4-74-5200
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
One of several products developed for a comprehensive program of career development (kindergarten through university) for vocational education in Florida, this resource manual, divided into two parts, presents a model for facilitating the life career development of students in the community college setting and provides guidelines for its implementation. Part 1 of the manual contains an overview of the model: a description of the delivery system with an overview of a career development and placement center: an overview and diagrams of the management system: an overview and rationale of the support system: description of the units of the system, including a learning center and tutorial laboratory for technology: and an overview of curriculum provisions. Part 2 presents the ten steps for the implementation of the model, among which are organizing an appropriate interactive network of interested individuals and groups: inventorying and marshalling all available resources: putting the evaluation process in operation to determine why the system is working: and providing a program of maintenance to sustain the vital parts of the system and the initiative, and tying together the activities into the interactive network. (An index of subjects is appended.) (VB)
Identifiers: Florida (Sarasota County)
An Evaluation of a Career Development Seminar Using Crites' Career Maturity Inventory


Grant No.: 746-56-13105
EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Holland's (1973) theory served as a basis for designing a 15-hour career development seminar for 24 undergraduate students. A Solomon four-group design (Campbell and Stanley, 1963) was employed to evaluate the effectiveness of the seminar, with the Career Maturity Inventory (Crites, 1973) serving as the dependent measure. Seminar participants evidenced significant improvement on 22 control students on four of the six scales of the Career Maturity Inventory (CMI). It was evident that the use of a single theoretical approach to design career development seminars rather than an eclectic approach, had two major advantages. First, the use of Holland's theory provided the student an organized conceptual framework for viewing the world of work. Second, the use of the theory simplified the task of training career development group leaders by offering a unifying principle. The study demonstrated the effectiveness of the career development seminar in improving career maturity, and further attested to the validity of the CMI as a measurement and evaluation tool.

Descriptors: College Students, Counseling Theories, Evaluation Methods, Higher Education, Personality Assessment, Program Descriptions, Program Design, Seminars, Vocational Development

Identifiers: Career Maturity Inventory (Crites)

Turpin, Jerry P.
Bedford County Public Schools, Va.
Oct 76 122p.: Parts of this document will not reproduce well due to poor print quality.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 1361020
Grant No.: DE-0-73-5310(502)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This evaluation of the first year of the Exemplary Career Education Project for K-12 in Puerto Rico, the results of testing and interviewing school personnel and students in grades 1-2 and 7-9 at six regional pilot sites are reported. Six areas of student development are recognized by the evaluation: self awareness, basic academic/vocational skills, awareness of work values, awareness of and knowledge about work, career decision-making skills, and work habits. Based on the analysis of responses which showed the project to be successful in all six areas, twelve recommendations to modify the program are made, concentrating on the following areas: (1) the program's expansion to other schools; (2) improvement and creation of curriculum materials and courses for second and third grades and junior and senior high schools; (3) scheduling of the pre- and post-tests for evaluation; (4) school personnel development; (5) the role of the career education component; (6) program supervision; and (7) participation by the evaluators in discussions of findings.

In this evaluation of the first year of the Exemplary Career Education Project for K-12 in Puerto Rico, the results of testing and interviewing school personnel and students in grades 1-2 and 7-9 at six regional pilot sites are reported. Six areas of student development are recognized by the evaluation: self awareness, basic academic/vocational skills, awareness of work values, awareness of and knowledge about work, career decision-making skills, and work habits. Based on the analysis of responses which showed the project to be successful in all six areas, twelve recommendations to modify the program are made, concentrating on the following areas: (1) the program's expansion to other schools; (2) improvement and creation of curriculum materials and courses for second and third grades and junior and senior high schools; (3) scheduling of the pre- and post-tests for evaluation; (4) school personnel development; (5) the role of the career education component; (6) program supervision; and (7) participation by the evaluators in discussions of findings. As background, general information about the project's implementation and its objectives are included as well as extensive details about the methodology used for the study: its design, instruments, data collection procedures, and data analysis. The appendix contains copies of the tests, the interview schedule, and the project proposal. (ELR)


Identifiers: Virginia (Bedford County)

Colon, Jesus M.; Gonzalez, Jose R.
75 141p.: Not available in hard copy because of poor reproducibility.
Prepared by the Psychological Services Corp.
Sponsoring Agency: Puerto Rico State Dept of Education.

Hato Rey
Bureau No.: V274PR1
Grant No.: DE-2-4-VE-001
EDRS Price MF-$0.83 HC-$6.01 Plus Postage. HC Not Available from EDRS.

The goal of the program is described as an attempt to make a variety of career alternatives real for students, from the option of staying within the community to leaving. General features of a curriculum for small rural schools are given and four modern teaching methods as applied in rural areas are described: role-playing, hands-on activities, use of resource persons, and field trips--all used in conjunction with career education. A major portion of the report is devoted to kindergarten through senior high activity oriented, rural-urban, short- and long-term exchange possibilities to reduce rural students' isolation. The report concludes with a section on the hometown option, including teaching community appreciation, with "Foxfire-type" suggestions and skills for hometown living. A four-page list of resources found during the project is included. (RS)

Descriptors: Career Awareness, Career Exploration, Career Opportunities, Community Resources, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Experiential Learning, Field Trips, Program Descriptions, Role Playing, Rural Schools, Skill Development, Small Schools, Teaching Methods, Vocational Development

Identifiers: Maine (North Haven Island), North Haven Project for Career Development
A study was conducted to see what specific programs have been developed for employee career planning and development in order to help organizations interested in establishing career development programs learn what other organizations are doing, what types of programs are in effect and how they are managed. The study was based upon information derived from interviews, the literature, and questionnaires sent to twenty-seven corporations. Summaries of the information derived from the data collected is presented according to an alphabetical listing of the corporations, among them AT&T, General Electric, IBM, Lawrence Livermore Laboratory, 3M Corporation, Naval Weapons Center, and Union Carbide Corporation. It was concluded that (1) there are few organized and centralized career development programs in effect; (2) many companies are currently in the process of developing such programs; (3) there is much to be done if the goals of the organization and the individual are to be meshed and obtained; and (4) skills banks and job postings should be tied in with career development to develop skills needed by certain employees in terms of development for manpower requirements. Extensive recommendations are made on the basis of the study, and implications of coordinated human resources development programs are discussed. (Appendices contain other programs of interest and the questionnaire used in the study.)
Effects of a Career Development Program on Middle School Children

Matthews, Doris B.; O'Tuel, Frances

Sponsoring Agency: South Carolina State Coll., Orangeburg.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

To determine the effects of planned career development activities on middle school children, 126 sixth, seventh, and eighth grade students from predominantly black middle class families were divided into two groups (experimental and control) and pre-tested using the attitude scale and competency subtests (problem solving, planning, self appraisai, occupational information, and goal selection) of the Career Maturity Inventory (CMI). For one semester the experimental group participated in a career development program. At the end of the semester students from both groups were posttested using the CMI. Additional data from aptitude and achievement tests were collected for correlational studies with the CMI competency subtests.

Statistical analysis was conducted, and the following findings were reported: no significant differences were found between the groups on test measures, but the experimental group showed greater gains on all subtests of the CMI posttest than the control group. Students in the experimental group showed greater differences on subtests of self appraisal, occupational information, and goal selection; in the experimental group there were also significant differences in the change scores between boys and girls on self appraisal and problem solving: posttest scores for each grade level were greater than the preceding grade level with the exception of problem solving in the seventh grade: all CMI subtest scores with the exception of problem solving were positively correlated with scores from aptitude and achievement tests.

Descriptors: Achievement Tests; Aptitude Tests; Attitudes; Attitude Tests; Career Awareness; Career Choice; Career Education; Career Exploration; Career Planning; Correlation; Decision Making; Elementary Education; Intermediate Grades; Junior High Schools; Occupational Information; Pretests; Problem Solving; Program Effectiveness; Program Evaluation; Self Evaluation; Vocational Development

Identifiers: Career Maturity Inventory

career education program investigated the student's self concept, relationship with the world of work, attitudes toward career development, and decision making skills. The program was designed for inner city students in all grade levels. The teachers' choices of instructional materials for career education and the program coordinators' attitudes were also surveyed. Administration of the Self Observation Scales over a 3-year period indicated that the students in career education have a good self concept in relation to the national norm. The results of the Occupation Awareness Survey indicated that students were provided with the necessary information to delineate their relationship to the world of work, and that students in the project had an excellent understanding of the relationship between social, academic, and economic parameters of careers. Data from previous studies of decision making indicated that students in the career education program demonstrated good decision making skills. Teachers across all grade levels generally chose to use career education as a supplement and enhancement to everyday instruction in a smooth and consistent manner. The project coordinators' survey results demonstrated firm support for the program. Statistical data from the tests used in this evaluation are appended.

Descriptors: Administrator Attitudes; Attitude Tests; Career Awareness; Career Education; Decision Making Skills; Disadvantaged Youth; Elementary Secondary Education; Inner City; Instructional Programs; Measurement Techniques; Program Evaluation; Self Concept; Student Attitudes; Teaching Techniques; Vocational Development

Identifiers: District of Columbia Public Schools


Feils, Helmut A.

IBEX, Inc., Durham, N.C.

15 Nov 76. 95p.: For related document, see TM 005 763

Sponsoring Agency: District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The final evaluation report of the Washington, D.C. schools'
A six-month study of the Kentucky State Department of Education programs in practical arts' education (career exploration) in junior high schools was done in two parts. In the first part a questionnaire was given to teachers, counselors, students, and principals from twenty schools during the 1976-77 school year. The questionnaire was designed to poll programmatic aspects of the state practical arts program and to monitor attitudes relative to program effectiveness, acceptance, and degree of impact upon students. In general, the respondents were satisfied with most aspects of the program; however, the students felt more supplies, materials, equipment, and career information were needed. The second part of the study involved two administrations of an instrument entitled the Assessment of Career Development (ACD). The ACD was first given to a sample of Kentucky non-practical arts students in 1975. Later that year a sample of students involved in the practical arts program were administered the ACD. Students with practical arts education experience scored higher on the ACD than those who were not in the practical arts program. In addition, national norm mean scores were higher than practical arts student mean scores in all but one area of exploratory occupational experiences, but the practical arts students' scores were higher than national norm mean scores in all but one cognitive area measured by the ACD. (88)

Descriptors: Academic Achievement/ Career Education/ Career Exploration/ Educational Research/ Industrial Arts/ Junior High Schools/ Vocational Development/ Assessment/ Program Effectiveness/ Program Evaluation/ State Programs/ Student Attitudes/ Teacher Attitudes/ Vocational Development
Identifiers: Kentucky
ED151807 08 CE014188
An Exemplary Career Education Program in the Great Falls Public Schools (K-14). First Interim Report.
Great Falls Public Schools, Mont.
30 Nov 77. 191p.; Not available in hard copy due to material reproducibility of the original document. Appendix B (newspaper clippings) may not reproduce. For related documents see CE 014 187 and ED 134 842-843
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No.: 5024H60053
Grant No.: GO8-76-00112
EDRS Price MF-$0.83 Plus Postage. HC Not Available'from EDRS.

Evaluation was made of the first year of a project to expand and improve existing career education program components in Great Falls (Montana) public schools using Experience Based Career Education (EBCE). Six major goals in developing procedures leading to full implementation of EBCE strategies addressed were data based implementation, improvement strategies, guidance and career decision making, placement and follow-up, basic skills, and management. Evaluation data were obtained from standardized tests, several locally developed instruments, and numerous elements of record data. Major evaluation findings included the following: New offerings in vocational education and cooperative work experience were added to the curriculum: A Work Experience and Career Education Program (WECAP) was adapted and tested; decision criteria were established for adapting EBCE strategies for use within the district and successfully used in developing a new career exploration course; definitive baselines were established for assessing future project effects; and the project successfully explored several new areas for continued activity such as the Executive Internship and the Guidance Information System. (Appendices contain program proposals, evaluation instruments, and materials.) (TA)

Descriptors: Academic Achievement/ Business/ Career Education/ Career Exploration/ Cooperative Programs/ Curriculum Development/ Educational Alternatives/ Educational Strategies/ Formative Evaluation/ Fused Curriculum/ Learning Experience/ Program Attitudes/ Program Descriptions/ Program Effectiveness/ Program Evaluation/ Program Improvement/ School Community Cooperation/ School Districts/ Senior High Schools/ Skill Development/ Student Characteristics/ Student Evaluation/ Student Improvement/ Vocational Development/ Work Experience Programs
Identifiers: Experience Based Career Education/ Montana (Great Falls)

Aug 77. 73p.: Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977); slide/tape presentation not included in document
EDRS Price MF-$0.83 HC-$2.50 Plus Postage.

This model attempts to provide information about socialization, sex role learning, and career planning that can be used in consultation and educational programming to help women plan their career and life goals. The model identifies five factors which contribute to women's socialization, sex role learning process, vocational sex role, self concept, and career choice process. These factors are familial, societal, individual, socioeconomic, and situational. The factors are discussed, and over 175 references to existing theory and empirical research justifying the model are given. A verbatim script of a 20-minute slide/tape show giving an application of the model is included. This script includes the five factors described in the conceptual model and some of the barriers to the career development of women, including fear of failure and success, lack of confidence and assertiveness, loss of femininity and social rejection, and guilt. Implications of the model and slide show in terms of consultation with faculty, direct outreach programming, the training of counselors and counseling psychologists, and the need for further research and theory about the career development of women are discussed. (Author)

Descriptors: Career Planning/ Consultation Programs/ Educational Programs/ Females/ Feminism/ Goal Orientation/ Life Style/ Models/ Occupational Choice/ Program Descriptions/ Sex Discrimination/ Socialization/ Vocational Development

ED150471 CG012129
A Developmental, Preventive, and Consultative Model to Reduce Sexism in the Career Planning of Women.
O'Nail, James; And Others

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The conference reported here was held for national leaders from industry, labor, education, and youth-serving organizations to (1) provide a forum for the presentation of a sampling of illustrative programs, initiatives, and agencies for action for the private sector to enhance youth career development, and (2) obtain the counsel of participants on how the Department of Commerce can help facilitate and promote similar efforts throughout the private sector. Following a brief introduction and a discussion regarding the issues of work-education collaboration, this booklet's content is presented in five sections. The first section covers the conference proceedings and includes a summary of the presentations pertaining to each of ten programs illustrative of a range of private sector approaches to youth career development. The remaining four brief sections present (1) a brief conference statement as to why the Department of Commerce has a role to play in youth career development, (2) a synopsis of the discussion that took place during the conference, (3) conference summary and conclusions, and (4) an agenda for action for the private sector to help the whole community be a learning resource. The opening remarks, the remarks by the Secretary of Commerce, the luncheon address, descriptions of the ten illustrative programs, and a list of the participants are appended. (EM)

Descriptors: Business Responsibility/ Career Education/ Community Involvement/ Community Programs/ Community Role/ Conference Reports/ Cooperative Education/ Cooperative Programs/ Demonstration Programs/ Federal Government/ Government Role/ Program Descriptions/ School Industry Relationship/ Vocational Development/ Work Experience Programs/ Youth/ Youth Programs

Identifiers: Department of Commerce/ United States


Contains occasional light print. Sponsoring Agency: Rehabilitation Services Administration (DHFW), Washington, D.C. Grant No 22-P-5901-9-3-01. EDRS Price MF-$0.83 HC-$4.67 Plus Postage. Directed to three audiences - rehabilitation counselors, administrators in vocational rehabilitation, and decision makers in policy organizations - this document focuses on how to measure what happens to a disabled person who receives vocational rehabilitation services. Chapters 1 and 2 give background information on rehabilitation outcome measurement systems and a brief overview of the document purpose, respectively. Chapter 3 provides an overview of how outcome measurement is conceptualized, how outcome measurement systems are used by each of the three audiences above, and what impact outcome measurement has at these three levels. Chapter 4 describes in more detail what the current parameters of outcome measurement in rehabilitation are, including relevant federal standards. Chapter 5 is a catalogue of recently developed measures of rehabilitation outcomes that may have potential for improving the overall systems. Chapter 6 discusses research studies now underway to develop further improved outcome measurement systems, and gaps in the body of knowledge about outcome measurement that still need to be closed. Chapters 7 and 8 discuss the impact of outcome measurement on counselors, administrators, and policy makers. Chapter 9 presents some tentative prescriptions for taking action to improve outcome measurement systems. Chapter 10 makes a few predictions about the future of outcome measurement systems. An annotated bibliography is appended. (SH)
First-year evaluation of the Career Education Plus (CE+) project at Minot High School (North Dakota) was conducted. CE+ is an alternative educational program that provides career education learning opportunities for students in grades 9 and 10. Generalized project objectives were as follows: to provide for competencies in basic skills; to enhance good working habits and work values; to become proficient in decision making, job hunting, and job-getting skills; to explore the world of work; to provide specific training in job entry skills; and to provide for continual guidance activity. Evaluation focused on implementation of the management plan; process assessment of life, basic, and career skills learning; product evaluation of student terminal objective outcomes; and participant perceptions. Pretest and posttest comparisons were used to measure student growth, and traditional experimental and control group comparisons to measure the effect of project participation. Specific behavioral objectives either achieved or partially achieved were in the following areas: improvement in oral communication, writing skills, and basic quantitative skills; satisfactory completion of projects and competencies; development of career knowledge; and career explorations. Objectives not achieved at this point were in the areas of improvement in reading skills, development of self-knowledge, more positive attitude toward work, and higher level of career awareness. Survey results were generally favorable. (Appendices, which comprise the major portion of the document, contain the third-party evaluation report with data analysis and products and materials used in the project.) (TA) Descriptors: Academic Achievement/ Career Exploration/ Educational Alternatives/ Educational Objectives/ Parent Attitudes/ Program Administration/ Program Descriptions/ Program Development/ Program Effectiveness/ School Community Cooperation/ Senior High Schools/ Sex Stereotypes/ Skill Development/ Student Attitudes/ Student Characteristics/ Student Improvement/ Teacher Attitudes/ Vocational Development/ Work Experience Programs Identifiers: Experience Based Career Education/ North Dakota
The third-party evaluation presents assessment of the first cycle of operation of the Experience Based Career Education (EBCE) at Wichita East High School. Twenty-two process objectives and twelve outcome objectives were evaluated with either a nominal (yes/no) assessment of status, or a descriptive (statistical/narrative) assessment of status, as determined by interviews with program personnel, examination of project records, and administration of appropriate instruments. A pre-posttest design was used to assess outcome objectives achievement associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering checklist/open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Pre-posttest EBCE/control results are provided for the Differential Aptitude Test, the Career Development Inventory, the Coopersmith Self-Esteem Inventory, and, on the sex-role specialization questionnaire. Results of the parent evaluation, student evaluation resource surveys, and interviews conducted with resource persons at the work site are reported. It was concluded that process and outcome objectives were substantially accomplished. (Appendices contain detailed descriptions of procedures and data for five outcome objectives.)

Descriptors: Academic Achievement/ *Career Education/ Career Exploration/ *Educational Alternatives/ Educational Objectives/ Parent Attitudes/ Program Attitudes/ Program Effectiveness/ Program Evaluation/ School Community Cooperation/ Senior High Schools/ Sex Discrimination/ Skill Development/ Student Attitudes/ Student Characteristics/ Student Improvement/ Vocational Development/ Work Experience Programs

Identifiers: *Experience Based Career Education/ Kansas (Wichita)
The first year of a demonstration experience-based career education (EBCE) project implemented to provide realistic career information to J.L. Mann High School (South Carolina) students was evaluated. The project was intended to provide the EBCE students with community-based career experiences structured to reinforce academic instruction, and to combine community experiences in relation to the student's own interests, aptitudes, and abilities. An individualized course of instruction in English and mathematics was provided to enhance student achievement in basic skills. Evaluation data indicated an overall very favorable response to the EBCE program from students, parents, and the community. Twenty-one of the thirty-four students in the program rated the EBCE experience as "more satisfying" than former regular school experience, whereas only two rated it as "less satisfying." Limited cognitive data indicated that the EBCE students achieved as well or better academic areas as they would have achieved in the conventional program. (Appendices, which make up the greater part of the document, include various project materials, e.g., management schedule documentation, dissemination schedule documentation, dissemination products, EBCE student handbook, and career guidance objectives and criterion referenced activities for the classroom teachers.)

Descriptors: Academic Achievement/Basic Skills/; Academic Achievement/Higher Level Achievements/; Academic Achievement/Student Improvement/; Academic Achievement/Achievement Goals/; Academic Achievement/Student Attitudes/; Program Improvement/; Experience-Based Career Education/; South Carolina


EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

An evaluation was conducted to measure and assess student growth and development in the Second-Shift Program at the Johnstown Area Vocational-Technical School (Pennsylvania). The program was designed to provide educational services to students not generally accepted into the school's regular vocational program (eighteen of the forty participating students were identified as special education students), and was concerned with increasing the students' reading ability, computation skills, and familiarity with occupations. Appropriate evaluation instruments were administered to all subjects in the project, either as pretests and posttests or as posttests only. Evaluation project objectives were developed in the following areas: reading achievement as measured by grade level attainment, mathematics achievement, general educational development and achievement, interest and attitude toward school, familiarity with occupations, interest in an occupational area, attitude toward relevance of academic subjects, decreases in discipline problems, and increases in school attendance. It was found that student achievement as measured by standardized reading and mathematics tests was significant; some students made dramatic advances in reading achievement with grade level attainment, and student attitudes toward school improved significantly. Knowledge of the program's impact on student attitude as measured by the posttest was at a level where much student development might be attributed to the program. (Appendices contain the pre- and posttest school attitude assessment scale, the parent attitude assessment scale, and data for the occupational interest and knowledge survey.)

Descriptors: Academic Achievement/Basic Skills/; Career Awareness/Educational Alternatives/Employer Attitudes/Individualized Curriculum/Learning Activities/Occupational Guidance/Parent Attitudes/Performance Based Education/Program Descriptions/Program Development/Program Effectiveness/Program Evaluation/Resource Materials/School Community Cooperation/Senior High Schools/Skill Development/Student Attitudes/Student Improvement/Work Experience Programs

Identifiers: Pennsylvania

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Materials for Clusters Approach to Career Development

Fardig, Glen E.

Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

ED 112 Bli

Education Development

A Demonstration and Training Project--Phase II.

Goldman, Leo; Flugman, Bert


Aug 77: 118p.; For related information see EC 092 454 and ED 132 811: Some pages may not reproduce clearly due to print quality.

Report No.: CASE 26-77

Grant No.: C76-48-749

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Described are results of the second year of a demonstration and training project to develop and test a model for training counselors to promote the vocational development of secondary level special education students. An overview of the project covers the need for the project, features of the new model, program objectives (including the design of an occupational counseling program for mainstreamed physically handicapped high school students), preservice activities (such as selection of the schools and interns), and project conferences. Outlined in a second section are such program components as emphasis on work and career; a developmental/outreach/activities approach, field trips to colleges and non-academic schools, guest speakers, evaluation of field trips and speakers, development of a newsletter, parent meetings, supervision and inservice training of interns, and dissemination and publicity. In Section III, the counselor is described as someone who will organize, plan, arrange, visit, find services that are not readily available, and at the same time serve as models for the students. In a final section, the student population is described and evaluative information from scores on the Career Maturity Inventory and responses to a Career Interview are presented. Appended are a sample Career Interview form, a counselor activity guide, a counselor activity report form, excerpts from a newsletter for parents, a counselor guide for student information form, and an outline of statistical data (SBH).

Descriptors: Counselor Training/ Demonstration Projects/ Handicapped Children/ Demonstration Projects/ Physically Handicapped/ Program Descriptions/ Program Evaluation/ Regular Class Placement/ Secondary Education/ Vocational Counseling/ Vocational Development

ED 146545 08 CE014361

Occupational Counseling for Physically Handicapped Students: A Demonstration and Training Project--Phase II.

Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.

Fardig, Glen E.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

ED 112 Bli

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Aug 77: 118p.; For related information see EC 092 454 and ED 132 811: Some pages may not reproduce clearly due to print quality.

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Descriptors: Counselor Training/ Demonstration Projects/ Handicapped Children/ Demonstration Projects/ Physically Handicapped/ Program Descriptions/ Program Evaluation/ Regular Class Placement/ Secondary Education/ Vocational Counseling/ Vocational Development

ED 146545 08 CE014361

Occupational Counseling for Physically Handicapped Students: A Demonstration and Training Project--Phase II.

Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.

Fardig, Glen E.
ED147977 08 CE014982
Perspectives for Career Education in Corrections.
Ryan, T. A., Ed.
Hawaii Univ., Honolulu.
75 452p.: For a related document see CE 013 987
Sponsoring Agency: Office of Education (DH/EW), Washington, D.C.
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

One of the products resulting from the Adult Career Education in Corrections Program of the University of Hawaii (a national effort initiated in 1972 and implemented within a regional framework with local participation), this volume is intended to serve as a supplemental resource for use with a generalized model (see related note) for planning, implementing, and evaluating programs of adult career education in corrections. The volume is comprised of articles divided into seven major topical areas which correspond to the seven major functions of the model: establish conceptual framework (fourteen articles), process system information (three articles), assess needs for career education (two articles), define/develop goals/subgoals/objectives (three articles), formulate adult career education plan (eight articles), implement adult career education plan (sixteen articles), and evaluate adult career education system (one twenty-page article). The articles were written by a wide range of professionals in the fields of corrections, education, economics, sociology, and psychology. (SH)


ED147561 CE013901
A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.
Williams, David L.
Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
77 129p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This report reviews activities of a research project having the following objectives: identify selected personal characteristics of Iowa vocational agriculture students; determine the factors thought important by students; and determine the value of students' selected factors in developing occupational abilities. The list of factors is presented as well as a list of eighteen factors studied. A twenty-eight-page review of literature is presented first, followed by a description of the methodology for sampling, data collection (three-part questionnaire administered to a statewide sample of 300 senior high school students), and analysis of data. Findings are outlined in three sections: (1) personal characteristics of students in terms of types of Supervised Occupational Experience (SOE) of students, educational plans, educational plans, and home locations of students, and years of vocational agriculture; (2) importance of developing occupational abilities; and (3) importance of factors in developing SOE. Sections 2 and 3 describe data analysis in terms of last type of SOE, educational plans, educational plans, and home location. Conclusions are presented and recommendations include the following: types of occupational abilities a student desires to develop should be considered in developing an SOE program, and instructors should include in their program of study instruction on selecting, planning, and conducting SOE for beginning vocational agriculture students. (BL)

Descriptors: Agricultural Education/ Educational Research/ Farm Occupations/ Field Experience Programs/ High School Students/ Job Skills/ "Program Development/ "Program Evaluation/ "Program Improvement/ "Senior High Schools/ "Skill Development/ "Student Attitudes/ "Student Characteristics/ "Student Experience/ "Student Opinion/ "Supervised Farm Practice/ "Vocational Agriculture/ "Vocational Development

Identifiers: Iowa
ED147485 CE013264
Hockensack Public Schools, N.J.
Aug 76 70p; For a related document see CE 013 285
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This manual is designed for the administrator or coordinator responsible for implementing the World of Related Knowledge and Educational Development (WORK-ED) program in a school district. (The program is a career education course of study for ninth-graders designed to enable students who have not chosen the traditional college prep high school course to make career choices based on occupational information and ability to select goals.) The manual details all steps necessary to implement the program and provides the measuring devices for evaluating the program's success. Information and strategies necessary to achieve the program goals are discussed and include the following rationales, objectives, needs assessment, resource specifications and start-up costs, staff involvement, training, surveys of students, teachers/counselors, community evaluation. Appendices contain samples of all written materials necessary to implement the WORK-ED program. (TA)
Descriptors: Administrator Guides/ Career Education/ Community Involvement/ Curriculum Development/ Educational Administration/ Educational Alternatives/ Educational Objectives/ Educational Strategies/ Grade 9/ Guidance Programs/ Measurement/ Instruments/ Needs Assessment/ Occupational Clusters/ Program Administration/ Program Costs/ Program Descriptions/ Program Development/ Program Evaluation/ Secondary Education/ Staff Role/ Vocational Development

ED146386 08-CE013317
Elko County School District, Nev.
Mar 75 23p.; Best copy available
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEDOE), Washington, D.C.
Grant No.: V361008L
EDRS Price MF-$0.82 HC-$12.71 Plus Postage.
A project was undertaken (1) to develop and implement a program at the elementary school level (K-6) that would increase the career awareness of students and (2) to improve the guidance and counseling services at all grade levels. To achieve the goals, the following strategy was developed: develop a curriculum for a career awareness program in three selected pilot elementary schools which enrolled 1,374 students and fifty teachers; conduct inservice training for the teachers to enable them to implement the program, and establish a career guidance committee to develop a career guidance component for all grades. The project resulted in the successful implementation of the career awareness program at the elementary school level, the provision of inservice training to the teachers, the establishment of a career center to provide support to staff and students, and the development of two products, Course of Study and Curriculum Guide. (The appendix comprises most of the report, containing the Course of Study and Curriculum Guide. The course of study includes separate career awareness units for K-6, Educable Mentally Retarded (EMR), Art, Music, and Special Education (Grades 7, 8, and 9). The Curriculum Guide consists of supplementary teaching materials and lesson plans for use with sixty-eight career awareness films on different occupations. (EM)
Descriptors: Behavioral Objectives/ Career Awareness/ Career Education/ Curriculum Guides/ Elementary Secondary Education/ Exceptional Persons/ Films/ Learning Activities/ Program Descriptions/ Program Development/ Program Evaluation/ Resource Guides
Identifiers: Nevada (Elko County)

ED145253 CE013443
Dayton Univ., Ohio; National Alliance of Businessmen, Washington, D.C.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Strategies for implementing career exploration programs into schools and cooperating hosts from business and industry are suggested in this short booklet. Content is presented in outline form and covers the following topics: Organization of Guidelines for Exploration of Business and Industry (Schools--communication, preparation of students, and schedule students into site); Business-communication, Industry preparation, and schedule student into site); Implementation of Exploration in Schools; and In Schools and Industry Evaluation and Follow-Up of Hands-on Experience. (SH)
Descriptors: Business/ Career Exploration/ Industry/ Program Development/ Program Evaluation/ Program Guides/ School Community Cooperation/ School Industry Relationship/ Secondary Education
A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood through a Meaningful "Action Learning" Program. Final Report.

Napolitano, Richard R.
28 Sep 77 85p.; Not available in hard copy due to poor reproducibility of the original document


Bureau No.: 20-6803
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

A project involving thirty-nine eleventh grade students was undertaken at a senior high school to plan and initiate a community-based action learning program to provide students with a meaningful cooperative school-community work learning experience. Specific curriculum requirements were met through a combination of independent study, interdisciplinary study, or traditional classroom study, and students were evaluated twice during the eighteen-week semester on the accomplishment of objectives established by the student, advisor, and field site representative. Twelve project outcomes indicated that the program has become an alternative to the traditional school: (1) students' attitudes toward school become more positive; results in the Vocational Maturity Inventory Scale indicated increased career awareness; field site sponsors and parents sent numerous data to verify students' increased self-esteem and confidence; and plans have been established to develop many of the outcomes into a model for a community-based learning program. (The appendix, comprising one-half of the report, includes an application form; placement and sponsor's participant agreement forms; a typical field site resume; seminar objectives; curriculum objectives for English, social studies, and physical education; evaluation data results; and program and student evaluation questionnaires.) (EM)

Descriptors: *Career Exploration/ *Cooperative Programs/ Educational Alternatives/ Educational Objectives/ Grade 11/ Models/ Program Design/ *Program Development/ *Program Effectiveness/ Program Planning/ School Community Programs/ Secondary School Students/ Senior High Schools/ Student Evaluation/ *Vocational Development

Identifiers: Pennsylvania (Pittsburgh)
Objectives of a career education research and development program were to reduce student absenteeism and dropout rates in seven Baltimore schools (four elementary, two junior high, and one high school) by initiating and developing career awareness at the elementary level; providing information, personal development, and career exploration experiences in junior high schools; developing a high school cooperative education program with the community college; and involving the parents in development of the career education program. The primary conclusion was that the one-year program made a decisive impact on the participating students and was considered a success by all involved. Recommendations include providing inservice career training to all school personnel, initiating cooperative teacher education programs with local colleges and universities, and developing staff inservice education programs concerning public and private sectors of the employment community. The body of the report (twenty-three pages) includes brief descriptions of several project components, e.g., an elementary school store, junior high on-the-job work experiences, the high school volunteer intern program with the University of Maryland hospital, and a three-day workshop for teacher education faculty and students held at Coppin State College. Sample report forms, teacher guides and lesson plans, workshop agendas, and parent questionnaires are contained in a 104-page appendix. (BL)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Educational Alternatives/ Field Experience Programs/ Government (Administrative) Body/ Industry/ *Internship Programs/ Legal Responsibility/ *Program Administration/ *Program Coordination/ *Program Development/ Program Guides/ Research/ School Policy/ Secondary Education/ Social Services

Identifiers: Maryland/ Maryland (Montgomery County)

with the development, implementation, and administration of a student internship program, this administrative handbook begins with a program description of an internship program in Montgomery County, Maryland, in which students are released from school for part of the day or part of the school year to complete a nonpaid career education assignment in business, government, industry, research, or social service. The policies, procedures, and related information needed to assist in the development of an effective student internship program are presented including information about goals and objectives, types of programs, administrative guidelines and responsibilities, coordinator responsibilities, student selection and enrollment, credit and grading policies, legal and insurance issues, and safety and transportation issues. The appendices include sample forms for evaluation, application, placement, and attendance, copies of Maryland child labor laws, worker's compensation law regarding work permits, and child labor laws regarding hazardous occupations, and a schedule of the internships offered in the Montgomery County Public Schools. (BM)

Descriptors: *Program Guides/ *Program Administration/ *Program Coordination/ *Program Development/ Program Guides/ Research/ School Policy/ Secondary Education/ Social Services

Identifiers: Maryland/ Maryland (Montgomery County)
Implementing Career Education: Exemplary Practices in California Public Schools.

California State Dept. of Education, Sacramento. 77 71p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65, plus 6% sales tax for California residents)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The collection of California's exemplary practices in career education included in this document was chosen because each one illustrates an exemplary practice in a specific aspect of career education. It is also noted that each practice has demonstrated effectiveness and each can be replicated without unusual additional resources. Following the first two chapters, which discuss career education in general (definitions, basic concepts, common misunderstandings, change strategies, and concerns for the future) and career education in California (report of the Commission for Reform of Intermediate and Secondary Education (RISE), goal statements and career clusters), each of the remaining chapters discusses and describes exemplary practices/projects in one of the following areas: planning, management, staff development, curriculum development, instructional services, counseling services, community involvement, and evaluation. (SH)


Identifiers: *California

Alternatives to Contemporary Exploratory Programs. Final Report.

Reseller, Ralph


Sponsoring Agency: Bureau of Occupation and Adult Education (DHEW/DE), Washington, D.C.

EDRS Price MF-$0.83 HC-$2.66 Plus Postage.

The goal of a project was to survey the vocational divisions of state departments of education across the nation in order to provide the vocational division of Virginia with information upon which to base decisions concerning the development of its vocational exploratory program. A search of the literature was done and an ERIC search completed. Using Project Baseline, "sister" states were identified. All states were contacted and several were visited to uncover such information. Based upon those states actively involved in developing a continuum of occupational education from orientation through postsecondary vocational education, recommendations were that (1) a policy/philosophy statement be generated; (2) a staff function/position be created for the exploratory program; (3) the exploratory program be developed in phases; (4) an evaluation plan be put into effect to measure progress and results of the orientation and exploratory program; and (5) that an evaluation plan be put into effect to measure progress and results of the orientation and exploratory program. Ten pages of comparative tables and charts are appended, as well as sample telephone forms used in requesting information from state supervisors, service area directors, and state accreditation officers. (Author/BL)

Descriptors: *Career Education/ *Career Exploration/ *Demonstration Projects/ *Educational Practice/ *Intermediate Grades/ *Junior High Schools/ *Middle Schools/ *National Surveys/ *Policy Formation/ *Program Development/ *Program Effectiveness/ *Program Evaluation/ *Program Planning/ *Staff Role/ *State Departments of Education/ *State Programs/ *State Surveys/ *Statewide Planning/ *Statistical Data/ *Vocational Education

Identifiers: *Virginia
This document provides a step-by-step guide to assist administrators in implementing a career awareness development program on the elementary level. First, the program is described by the four basic attitudes and ten overall objectives which underlie all the program activities. Then the administrative responsibilities are presented under the following areas of consideration: funding, contacts, time, implementation, organization, personnel, space, supply and materials, and evaluation. These administrative responsibilities are divided into standard and optional categories so that each district or school can adapt the guide to its individual needs and resources. Finally, the basic concepts for an elementary (K-6) career awareness development program are listed according to grade level.

Descriptors: Administrator guides, administration, articulation, career awareness, career education, educational objectives, elementary education, facility requirements, instructional materials, personnel needs, program administration, program costs, program development, program evaluation, program length, supplies.
Guidelines for designing, implementing, and conducting occupational exploration programs for grades 7-9 are contained in this document, which was developed for use with public schools in North Carolina. Discussion covers the philosophy of occupational exploration, mission statements, continuing professional development for grades 7-9; program description of occupational exploration; program scope, exploratory laboratory description and sequencing, staff size and scheduling, facilities, equipment, teaching materials and supplies, information on the Career Education Clubs of America; strategies for implementing an occupational exploration program; recommended personal characteristics and competencies of staff; and guidelines for teacher certification and program evaluation. Appendices, which make up the greater portion of the document, are intended to aid local units in designing an occupational education program, arranging various laboratories for exploratory programs, purchasing equipment, selecting supplies and teaching materials, and developing instructional materials. Each laboratory is described outlining some possible occupational cluster combinations. Equipment and materials lists are provided to assist in purchasing those most appropriate for exploring experiences. Each laboratory has an instructional prototype for individualizing instruction. The appendices are titled as follows: Proposal for Inservice Education, Business and Office Occupations. Environmental Occupations, Service Occupations; Occupational Information Center, and General Information. 

Descriptors: *Career Education/ *Cognitive Processes/ Educational Administration/ Educational Objectives/ Facility Guidelines/ Planning/ Inservice Teacher Education/ Instructional Materials/ Intermediate Grades/ Junior High Schools/ Learning Activities/ Learning Laboratories/ Middle Schools/ Occupational Clusters/ Program Development/ Program Guides/ Program Planning/ Resource Guides/ Resource Materials/ Teacher Role/ Teaching Skills

Identifiers: North Carolina
Developing and Implementing a Vocational Education Awareness Program for Handicapped Students in the Cherokee High School.

Casey, Edwin R.

Apr 77

54p.; Mini Practicum, Nova University

EORS Price MF-$0.83 HC-$3.50 Plus Postage.

A practicum was developed at Cherokee High School (Georgia) for providing equal opportunities for mildly handicapped students to gain competencies necessary to succeed and advance in a chosen occupation. The curriculum involved the following: the high school principal (responsible for developing and implementing the program); vocational specialist (responsible for managing the existing school and community resources and formulating the interdisciplinary program); the interdisciplinary team (with each member responsible for identifying and designing the curriculum in his individual discipline); public relations (responsible for developing awareness, creating enlightenment, and stimulating involvement); the 15 students (meeting criteria which included inability, because of handicaps, to succeed in regular vocational programs); scheduling in the vocational education awareness program; counseling of the students and parents by the vocational specialist; placement of the students in a personalized program; the instructional program made up of instructional options which included skill training, full time employment, and placement in sheltered workshops; and a training plan for each student which outlined tasks and expectations. Measures of students' attendance, grades, personal qualities, employment, and occupational task performance supported the effectiveness of the curriculum.


The Open Door between Community and Classroom...How IPAR Puts It All Together to Provide Action-Oriented Face-to-Face Learning Opportunities to Help Schools Prepare Today's Youth for Tomorrow's World.


Available from: Institute for Public Affairs Research, Inc., 516 S.E. Morrison Street, Suite 710, Portland, Oregon 97214 ($5.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

IPAR, whose name originally stemmed from its official name--Institute for Public Affairs Research, Inc.--is described as a nonprofit organization operating in Portland, Oregon, and designed to bring students and teachers into closer contact with all aspects of the working world by (1) recruiting community resources as speakers in classroom for occupational exploration and offer work experiences, (2) operating a central scheduling center through which teachers can tap these resources, and (3) providing training and orientation for community participants to upgrade the quality of their involvement. After a brief description of IPAR’s activities and services, guidelines are offered for developing an IPAR-type program. These guidelines cover organizational suggestions during initial stages, setting the community and schools, sample outline of procedural steps, and suggested job descriptions for staff of an IPAR-type program.

Descriptors: Business/ Career Education/ Career Exploration/ *Community Resources/ Elementary Secondary Education/ Program Guidelines/ Industry/ Personnel Selection/ Program Descriptions/ Program Development/ School Community Relationship/ *Staff Role/ *Student Experience/ *Vocational Development

Identifiers: *Institute for Public Affairs Research/ *Oregon/ Oregon (Portland)
ED139922 08 CE010889

J. Alcorn, John D.: Fredrick, David L.
University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.
Jun 75 102p.
Bureau No.: VD0113V
Grant No.: DEG-0-74-10B
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

The project for the Columbia (Mississippi) School District was designed (1) to establish a model program of career counseling and placement which would lend itself to overall evaluation and have potential for replication and dissemination to other districts throughout the state and region, and (2) to determine the effects, if any, of this program on the vocational assurance and vocational anxiety of high school students, and on teacher attitudes toward career education. Project evaluation procedures involved the development and testing of hypotheses which would determine the accomplishment of the project objectives. Findings showed that the project was instrumental in reducing students' vocational anxiety and increasing their vocational assurance. There was also a positive increase in the teachers' attitude toward career education. This report is presented in four sections: Section I covers the project purpose, research hypotheses, definition of terms, procedures, experimental design, instruments, and statistical analysis of data; section II describes the Career Planning and Placement Program; section III contains results and findings as they relate to the research hypotheses; and a section IV includes the summary, conclusion, and recommendations. An 18-page career education and development bibliography, questionnaires, and other instruments used in the project are included in the appendixes. (WL)

Descriptors: Career Education/ Career Planning/ Community Involvement/ Educational Research/ High School Students/ Job Placement/ Program Development/ Program Effectiveness/ Program Evaluation/ Questionnaires/ School Community Relationship/ School Districts/ Secondary Education/ Student Evaluation/ Teacher Attitudes/ Vocational Counseling/ Vocational Development

Identifiers: *Mississippi/ Mississippi (Columbia)

ED139908 08 CE010317
Three-Site Evaluation for Career Development Projects.
Brickell, Henry.M.; And Others
Policy Studies in Education, New York, N.Y.
Jun 76. 156p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

An evaluation was done of three sites (Cincinnati, Cleveland, and Springfield) participating in Ohio's Career Development Program for students in grades K-10 from 1975-1976. To assess the program process, the local program directors, school administrators, teachers, and students were interviewed, instructional materials were examined, and classrooms were visited during 2-day site visits. Utilizing tests developed in Ohio, the pretest status and preand posttest growth of program and non-program students were analyzed to evaluate student learning. The II conclusions regarding student learning suggest that the program has influenced the learning of students, has made slightly more impact on cognitive than affective learning, and has been most successful in the elementary grades. The four conclusions about program process indicate that program directors and coordinators are capable of assuming a leadership role in insuring career development concepts into their schools, and appear to be providing for program expansion. The appendix comprises two-thirds of this report and includes process evaluations and the pre- and posttest findings from the three study sites. (EM)

Descriptors: Academic Achievement/ Affective Objectives/ Career Education/ Cognitive Objectives/ Cost Effectiveness/ Elementary Secondary Education/ Fused Curriculum/ Program Costs/ Program Effectiveness/ Program Evaluation/ State Programs/ Student Evaluation/ Vocational Development

Identifiers: *Ohio
The Nature of Barriers and Strategies for Overcoming Them.

Dahl, Peter R.
American Institutes for Research in the Behavioral Sciences,
Palo Alto, Calif.

Apr 77

Sponsoring Agency: Bureau of Education for the Handicapped (DEW/DE), Washington, D.C.
Contract No.: 300-75-0345
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Discussed are some attitudinal, communication, environmental, and skills barriers faced by handicapped people seeking to gain vocational skills and to work successfully. The author describes the Vocational Training and Placement of the Severely Handicapped (VDTAP) project and the Overcoming Barriers to Mainstreaming project. (IM)

Descriptors: *Attitudes/Communication Problems/ *Environmental Influences/Guidelines/Handicapped/Program Descriptions/Regular Class Placement/Skill Development/Vocational Development
26 Sep 79, 111p.; For a related document, see E0011214
Sponsoring Agency: National Inst. of Education (DHEW)
Washington, D.C.
Contract No.: NE-C-004-0011
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Supplementary Information (consisting of reports and instruments) to the Final 1974-75 evaluation report of the Research for Better Schools (RBS) program are contained in this document. Five sections are included. The section on student recruitment and selection (28 pages) describes briefly background details concerning recruitment activities and selection procedures in the Philadelphia school district. An analysis plan (15 pages) for the evaluation of 1974-75 data from the RBS program, limited to description, attrition, data representativeness, student effects, and participant-perceived effects, is presented in the second section. The data format manual (35 pages) for fiscal year 1975 is included in the third section. The fourth section (13 pages) presents unpublished instruments (Student Demographic Data Questionnaire and the Student Attitude Survey) developed by the project. The final section. Analysis of Data Representativeness (10 pages), focuses on student attrition during the year 1974-75 and student absences during the year.

Descriptors: Attendance/ Basic Skills/ Career Education/ +Data Analysis/ Data Collection/ Measurement Instruments/ +Program Evaluation/ Questionnaires/ Racial Differences/ School Districts/ Secondary Education/ Sex Differences/ Student Attitudes/ +Student Characteristics/ Student Development/ +Student Recruitment/ +Vocational Development
Identifiers: Pennsylvania/ +Research for Better Schools

Rochester City School District, N.Y.
17 Mar 77, 61p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 858AH60025
Grant No.: 0007902013
EDRS Price MF-$0.83 HC-$1.87 Plus Postage.
The overall objective of the program was to provide 200 Spanish-speaking adults and out-of-school youth, 16 years of age or older, with occupational instruction and English language skills which would enhance the enrollee's opportunities to acquire entry level job skills or upgrade the enrollee's present occupational status. The program began with 85 enrollees actively participating in one out of nine of the following courses: Cosmetology, automotive mechanics, electricity, commercial photography, nursing science, office skills, automotive body and painting, and basic adult education. The courses were made available at four school districts' facilities easily accessible to the target population. The program content consisted of: (1) Actual instruction of courses (provided both in Spanish and English), (2) Three hours per week of instruction in English as a second language (ESL), and (3) Counseling, as a supplement to instructional quality, in career and occupational areas. Second semester enrollment increased by 149 new enrollees with courses in accounting and welding being added to the program curriculum. Positive comments were received from community agencies on the operation of the program.

Descriptors: Adult Basic Education/ +Bilingual Education/ +English (Second Language)/ +Job Skills/ +Language Skills/ Program Descriptions/ Program Development/ +Skill Development/ Skilled Occupations/ Spanish Speaking/ +Vocational Development/ +Vocational Education

Fisher, Harold S.; And Others


Jan 76 115p.; For related documents see CE 010 459 and CE 010 460.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V0218VZ

Grant No.: OEG-0-74-1669

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This volume is one of a four-volume final report of a research project developed to identify the jobs and training needs for the area of wastewater land treatment systems and related agricultural occupations. The overall purpose of the project is presented in terms of its six subobjectives: (1) To identify the agricultural occupations related to the Muskegon County Wastewater Management System (MCWMS) and determine job needs. (2) To perform a task analysis on each of the identified agricultural occupations related to the MCWMS. (3) To write student terminal performance objectives and develop modules of instruction for the use of the MCWMS as an educational tool. (4) To explore the possibilities of utilizing the MCWMS as an educational tool. (5) To develop student awareness information. and (6) To implement an articulated curriculum with actual programs. Overall findings presented showed that nationwide employment of individuals working in conventional wastewater treatment systems as well as modern systems is expected to rise rapidly through the mid-1980's and that there is a need for student modules of instruction for the agricultural occupations. Appendixes constitute the majority of the document. Major appendices are titled Task Analysis of Survey Instruments, Selected Pages (9 pages), Example of the Format Used for Writing Student Terminal Performance Objectives and Instructional Modules (12 pages), Evaluation of the Components in the Instructional Modules (2 pages), Bibliography of Documents Related and Used for the Project (11 pages), Survey Question and Results Concerning Using the MCWMS as an Educational Tool (5 pages), and a Discussion of Possibilities and Approaches for Implementing Vocational and Technical Agricultural Programs in Career Education Banning District #21 (14 pages). (SH)

Descriptors: Agricultural Education; Agricultural Research Projects; Behavioral Objectives; Curriculum Development; Employment Projections; Farm Occupations; Job Skills; Job Training; Junior Colleges; Land Use; Learning Modules; Manpower Needs; Material Development; Off Farm Agricultural Occupations; Program Descriptions; Program Development; Research; Secondary Education; Surveys; Task Analysis; Vocational Development; Waste Disposal; Water Pollution Control; Water Resources

Identifiers: Michigan; Michigan (Muskegon County)

ED136071 08 CE010572

Aides to Career Education. 1975-76: An Evaluation. Crawford, Alan N.


ED 120 415 and ED 120 554

EDRS Price MF-$0.83 HC-$5.06 Plus Postage.

The Aides to Career Education (ACE) Program employs instructional aides to help disadvantaged vocational education students in Los Angeles develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. In 1975-76 (the fourth year) there were 289 aides assigned to 49 high schools and 1 regional occupational center plus 13 counselor aides in 13 urban impact schools. The (1975-76) evaluation included analysis of quantitative data, administration of questionnaires to certified, classified, and student personnel, and onsite visits by project administrators. Findings indicated that the program was effective in meeting its overall goal of increasing individual assistance to disadvantaged students. The program had a generally positive effect on the students assisted, especially on the slower ones. The greatest efforts of the aides were in the area of direct assistance to students. Project objectives for median ratings of 3.0 or more (on a 1-4 scale) were met in all areas and were higher than in the previous year: attendance of students in classes with ACE aides was also higher. Monthly inservice education workshops for development of aides' skills and for acquisition of feedback about the program were found to be generally effective. Provision of career guidance counselors and of teacher-developed instructional materials was found by teachers to be valuable. For the third year the number of hours assigned to each aide and the number of aides assigned to each school were reported to be adequate to meet student needs. (Data analysis and recommendations are included.) (TA)

Descriptors: Academic Achievement; Attendance Patterns; Career Education; Disadvantaged Youth; Dropout Prevention; Employment Potential; Employment Qualifications; Inservice Education; Program Effectiveness; Program Evaluation; School Attitudes; School Holding Power; Secondary Education; Student Attitudes; Teacher Aides; Teacher Attitudes; Vocational Development; Vocational Education

Identifiers: California; California (Los Angeles)
Planning for Career Education. Grades 7-9.
Burkhart, Phil
278p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.

142p.
141

EDIS5008 08 CE010366
Planning for Career Education. Grades 7-9.
Burkhart, Phil
278p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.

142p.
141

EDIS5008 08 CE010366
Planning for Career Education. Grades 7-9.
Burkhart, Phil
278p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.

142p.
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Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.

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EDIS5008 08 CE010366
Planning for Career Education. Grades 7-9.
Burkhart, Phil
278p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.

142p.
141

EDIS5008 08 CE010366
Planning for Career Education. Grades 7-9.
Burkhart, Phil
278p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.

142p.
This independent evaluation report of the BNO (Baldwin-Whitehall, Highlands, and Quaker Valley) Career Education Project, a K-14 effort in Allegheny County, Pennsylvania, focuses on student outcomes resulting from efforts at staff development, curriculum infusion, resource centers, and community involvement. Included in the report are (1) discussions of background and history of the project and problems encountered in the evaluation, (2) a description of the evaluation design (student testing in grades 3, 6, 9, and 12 to measure outcomes in terms of product objectives and examination of treatment and management through observation, questionnaires, and teacher logs), and (3) data analysis and findings. Major conclusions include the following: The project achieved all product objectives in grade 3, 25% in grade 6, 45% in grade 9, and 25% in grade 12. It was successful in motivating, supporting, and training large numbers of teachers who were more aware of career education and utilize these concepts in teaching. Resource centers established in all districts are used by large numbers of students who rate them highly, as do teachers. Parents and community have been involved. Individual teachers have infused career education concepts into their curriculum to some degree; no project-wide curriculum exists. Coordinators were limited in support they could provide to teachers. (TA)

Descriptors: *Academic Achievement/ *Career Education/ Comprehensive Programs/ Curriculum Development/ Elementary Secondary Education/ Fused Curriculum/ Post Secondary Education/ *Program Effectiveness/ Program Evaluation/ Regional Programs/ Student Attitudes/ Summative Evaluation/ Teacher Attitudes/ Teacher Participation/ *Vocational Development

Identifiers: Pennsylvania (Allegheny County)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

The Pontiac Adult-Student Learning System (PALS) Program's three years of operation are described in this report. The primary goal of the project was to broaden the career horizons and aspirations of students in Pontiac's (Michigan) two high schools through an instructional program which would include student work experience through cooperative efforts between area industries and businesses and the Pontiac schools. Five major sections are included: Statement of Problem, Overview of Project, Goals and Objectives, Data Analysis and Conclusions, and Evaluation Design Worksheets. The major portion of this report is included in the section, Data Analysis and Conclusions, in which each of the following project outcomes and supportive data are examined: Teacher Inservice training; delivery of followup for inservice participants; pilot one semester placement program for 11th and 12th grades; institute of support of the project by business and industry; disseminate the PALS curriculum throughout district, State, and nationwide; pilot and research program for girls on choosing nonsex role; stereotyped occupation; place PALS in the regular school day as a regular class; complete a followup of PALS students; continue career classes and increase number of students in program; involve parents in PALS program; and research decisionmaking process. Tables, graphs, and other supplementary information are included. (SA)

Descriptors: *Career Exploration/ Data Analysis/ Demonstration Projects/ Job Skills/ Program Descriptions/ *Program Development/ *Program Effectiveness/ School Districts/ *School Industry Relationship/ Secondary Education/ Skill Development/ Vocational Development/ Vocational Education/ Vocational Followup/ Work Experience Programs

Identifiers: Michigan/ Michigan (Pontiac)
ED136018 08 CE010148
Corpus Christi Independent School District, Tex.
Aug 76 106p.; For related documents see CE 010 149 and ED 118 785.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 807-V05-0018
Grant No.: OEG-0-73-0295
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Covering the period of June 1975 to June 1976, the final year of a 3-year career education counseling project in the Corpus Christi schools, this report describes the implementation of a project focused on the integration of career education concepts into new classes while maintaining and improving activities in the first- and second-year schools. Components of the project were identified and emphasis was placed on career awareness and career orientation for students and teachers in junior high school libraries, and developed career guidance and placement centers in the senior high schools. The placement component continues to provide employment experiences to individual students. Conclusions reported include the following: (1) Positive career education (CE) movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE is effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as valuable in that the relationship between education and life are explored. Data indicate that students appreciate the opportunity to experience decision-making strategies. Community representation in the schools has established a liaison between business and education. Appendices contain outlines of career education workshops and lists of instructional materials for use at various grade levels. (TA)
Descriptors: Administrator Attitudes/ *Career Education/ Comprehensive Programs/ Counseling Programs/ Curriculum Development/ Demonstration Programs/ Elementary Secondary Education/ Occupational Guidance/ Program Development/ Program Effectiveness/ Program Evaluation/ School Districts/ Student Attitudes/ Teacher Attitudes/ *Vocational Development Identifiers: Texas (Corpus Christi)

ED135997 CE009970
Facilitating the Career Development of Home-Based Adults:
The Home/Community-Based Career Education Model Final Report.
Gulfay, Vivian M.; Grothe, Mardell S.
Education Development Center, Inc., Newton, Mass.
Jan 76 123p.; For related documents see CE 009 970-972
Contract No.: NE-C-00-3-0121
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
The first volume of a three-volume final report describes the activities of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 18 and older neither working nor attending school on a full-time basis. The volume begins with a brief history of the model, tracing the project’s evolution through the various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major components and accomplishments of each of the model’s five major components: (1) Outreach, which used mass media and other approaches to attract clients, (2) Counseling, which provided career information, guidance, and referral by telephone among paraprofessional counselors, (3) the resource center, which collected and disseminated career-related materials for project staff, clients, and the community, (4) the information unit, which developed special directories and materials which supported the counseling process and could be sent to clients, and (5) research and evaluation, which provided project staff with feedback about the clients and the operation of the program. A third section describes the characteristics of the pilot site in Providence, Rhode Island, and how the project interacts with the community including its role in local adaptation after the research and development phase. The final section discusses the project’s efforts to share its experiences and findings with potential adopters of the model and other interested persons outside Rhode Island. (Volume 2 presents research and evaluation findings with primary focus on home-based adults who used the career counseling service. Volume 3 consists of appendices.) (TA)
The pre-service, inservice, field-based teacher education program of Ohio State University is designed as an integration of theory and practice involving preservice students with local children during all four years of their career preparation, under the close observation of university instructors. The inservice portion of the program was developed in part to counteract the uncritical identification of student teachers with their cooperating teachers' methodologies and in part to expose inservice teachers to new methods and theories. Techniques used for these purposes included freshman practical experience in supervision coupled with inservice teacher participation in field-based methods courses, summer institutes, workshops, tours, debates, etc.

Evaluation of inservice teachers' performances in these programs are used to identify good teachers and enlist their services for cooperating teacher positions. The core of the program is a sequence of preservice professional growth experiences, divided into three phases: (1) a freshman year concentration, "Focusing on Self and Choice of Career," concerned with developing, through field experiences, an adequate picture of self and role, testing the role concept against reality, and modifying the concept to satisfy the student and benefit society; (2) a sophomore year program, "Exploring the School within the Context of Community," concerned with identifying the school microcosm and school-community relationships, educational psychology, and a possible future synthesis seminar; (3) methods course blocks in various curricular groupings (introductory courses; Language Arts; Math, Social Sciences and Science; Fine Arts; Integrated Interdisciplinary Block; Student Teaching Experience) designed to allow students an opportunity to work at one school for a considerable portion of each school day over a significant period of time. (MB)

Descriptors: Career Awareness/ *Career Exploration/ Cooperating Teachers/ *Field Experience Programs/ Inservice Teacher Education/ *Methods Courses/ *Preservice Education/ *Program Descriptions/ *Role Perception/ School Community Relationship/ Self Concept/ Stakeholders/ Teacher Education/ Teaching Methods/ Time Blocks

Identifiers: Ohio State University Mansfield Branch
ED134842 CE010139
37p.: For a related document see CE 010 140
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were: (1) selection of a volunteer coordinator to direct the program, (2) the need for a community resource center, (3) compiling existing files of resource persons from such organizations as the YMCA, churches, service clubs, and others, (4) establishing a filing system and procedures, and (5) recruiting community resource persons to fill indicated positions for speakers. The specific objectives of the center are to help educators, parents, and others to make decisions concerning his total education and training. The center is located in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility. The topics discussed in this document include: (1) center personnel; (2) service programs, facilities, and funding; (3) general procedures, and office procedures. Appendices contain forms and materials used in the resource center. (TA)

ED134843 08 CE010140
An Exemplary Career Education Program in the Great Falls Public Schools (K-14). Final Report.
Jackson, Frances
Great Falls Public Schools, Mont.
30 Jun 76 360p.: For a related document see CE 010 139
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEDOE), Washington, D.C.
Report No.: CAN-2051900 Bureau No.: 502A50002A
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Description, data, and conclusions are presented for a 3-year career education project in the Great Falls Public Schools (Montana) which focused on the systematic development of components which would be transportable and operationally effective. Major developmental emphasis of the project was placed on the student and staff training, curriculum revision and development, identification, acquisition, and distribution of appropriate instructional resources, career education centers, a community resource center, and coordination of services to provide for a variety of work experiences. Achievements of the project in each major goal area are summarized. Conclusions presented indicate that as a result of the project, career education has become a significant facet of public school programs in the school district and has had an important role in enhancing educational processes. Appendix A contains the 1975-76 evaluation design and the forms used. Appendix B contains an action plan, and appendix C contains edited interim reports for 1973-74 and 1975-76. (TA)

ED134844 CE0101031
Nontraditional Career Development Programs for Women. A Career Exploration Project for Disadvantaged Youth.
Sarno, Marie R.
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
This paper is a discussion of a Career Exploration Project jointly undertaken by the Seal of Ohio Girl Scout Council and the Division of Continuing Education at Columbus Technical Institute during the summer of 1975. The participants were economically disadvantaged young women between the ages of 16 and 17. The main objective was to increase participants' awareness of self, others, career options, and educational alternatives, as well as the factors that go into a career decision. A variety of resources and program ideas were used, including exploration of career areas represented at Columbus Tech and exposure to actual work settings. An outline of the program content is given in the paper, as well as a discussion of some of its highlights, problems and outcomes. (Author)

A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region. Volume I. Final Report.

ED134835 08 CE010105


DIALOG FileCERIC 66-80/MAR (Item dissemination, on which would Region--with Kentucky University.

delivery of career development experiences within each of the three institutions involved--Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region--with central activity located in the Fayette County Schools. Major project themes centered on cooperative effort which would result in a comprehensive career development program for all students (K-14+). Project objectives focused on community involvement, career awareness, career exploration, career preparation, guidance and counseling, dissemination, and teacher education. During the first two years emphasis was directed at development of personnel (teachers, counselors, and principals) working at the four pilot schools. The second year was devoted to preparing conditions to assure responsibility for the installation of career development in Fayette County. The third year was totally devoted to diffusion of career development activities to other schools, and preparation for continuation of project activities. This report provides a full description of the project and is divided into eight sections: Summary of Report; Problem; Goals and Objectives; Results and Accomplishments; Evaluation; Conclusion; Implications, and Recommendations; and Bibliography. (SH)

Descriptors: *Career Education/ Cooperative Planning/ Elementary Secondary Education/ Higher Education/ Inservice Teacher Education/ Post Secondary Education/ Program Administration/ Program Descriptions/ Program Development/ Program Evaluation/ School Community Relationship/ Staff Improvement/ Staff Role/ Vocational Development/ Vocational Education

Identifiers: Kentucky/ Kentucky (Fayette County)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

The 3-year exemplary project whose overall objective was the establishment of comprehensive career-centered activities for grades 7 through 12, is described in this report. The introductory section presents a summary of the project which outlines goals and objectives and procedures (administrative structure, developing community support, awareness activities, exploration activities, preparation and guidance activities, postsecondary and adult activities, inservice training activities, and evaluation activities). The remaining six sections cover Problems, Goals and Objectives, Description of Project, Major Activities and Accomplishments, Third Party Evaluation, and (Project) Summary and Conclusions. The third party evaluation, which covers the majority of this report, contains data analysis on surveys conducted to gather opinions from teachers, students, parents, and businesspersons in the school district. Major conclusions presented in the evaluation are these: (1) Public relations efforts with business and industry were successful and parental and teacher involvement was more than adequate, (2) the career staff planned and organized appropriate career-related activities at all levels which resulted in higher scores concerning knowledge of careers for students participating in the career project (experimental groups) than for students not involved in a career project (control group), and (3) students in the experimental groups demonstrated a more positive attitude toward careers than did students in the control group. (1A)

Descriptors: Adult Education/ Career Education/ Career Exploration/ Comprehensive Programs/ Curriculum Development/ Elementary Secondary Education/ Employer Attitudes/ Insurance/ Teacher Education/ Job Placement/ Occupational Guidance/ Parent Attitudes/ Program Descriptions/ Program Development/ Program Effectiveness/ Program Evaluation/ Public Relations/ School Community Relationship/ School Industry Relationship/ Teacher Attitudes/ Urban Schools/ Vocational Development

Identifiers: Mississippi

ED134828 08 CE010069

An Urban Career Education Project in the Mississippi Delta. Final Report

Mississippi State Board for Vocational Education, Jackson.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

An Urban Career Education Project in the Mississippi Delta. Final Report

Mississippi State Board for Vocational Education, Jackson.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

An Urban Career Education Project in the Mississippi Delta. Final Report

Mississippi State Board for Vocational Education, Jackson.

Ehrman, Norman D.; Vincent, Roger D.
Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Aug 76 116p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 498AH50098

Grant No.: G007500386

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Comprehensive work experience and vocational guidance activities were established at the middle school level and their effects on career maturity and attitudes toward school of ninth graders were tested. The project was conducted at the Bowling Green Junior High School (Kentucky) during the academic school year of 1975-76. (The school supports a comprehensive K-12 career education program.) Results of the study should not be generalized to general settings that do not offer a career oriented curriculum. (Experimental variables in the research design were the guidance oriented work experience component and the Life Career Development System (LCDS). The work experience component was conducted entirely on the Western Kentucky University campus. The LCDS was conducted in the junior high school utilizing joint university and public school teacher facilitation efforts. The Career Maturity Inventory (CMI) and the School Sentiment Index (SSI) were administered to all experimental and control groups. Data was collected and reported from sponsors, students, parents, and teachers. Conclusions and recommendations were made based on empirical findings, programmatic results, and subjective observations. In general, the study was viewed as a success, the major recommendation being that decisionmakers and curriculum specialists at State and local levels strongly consider implementation of career work experience programs for the junior/middle school as a major vehicle for sound curricular decisionmaking on the part of students. Appendix I contains approximately one half of the document and includes the the teacher information sheet, parent information letter, and permission slip, sponsor contracts, sponsor information sheet, School Sentiment Index, advisory committee abstract, agenda, and membership, third party evaluation/comprehensive guidance and work experience, and third party evaluation/LCDS. (TA)

Descriptors: *Career Exploration/ College School Cooperation/ Comprehensive Programs/ Cooperative Education/ Educational Coordination/ Educational Research/ Experimental Programs/ Grade 9/ Junior High Schools/ Junior High School Students/ Occupational Guidance/ Program Descriptions/ Program Evaluation/ Student Attitudes/ Vocational Development/ Work Experience Programs

Identifiers: Career Maturity Inventory/ Kentucky (Bowling Green)/ School Sentiment Index

ED134798 08 CE009903


Grant No.: DEG-0-74-1722

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

A survey was conducted to define the career development needs of women in five school districts which form the Metropolitan Adult Education Program (MAEP) area (San Jose, California). The survey was a first step in a project to demonstrate the transferability of existing career development programs from other school areas to designated need populations within the MAEP area. A random sample of 320 women were interviewed. Their responses comprised survey I. An additional 41 women were surveyed by telephone. These interviews comprised survey II. Questions asked in the survey attempted to assess the identification of women with occupational choice, recognition by women that any woman may need to work, preparation already made for work outside the home, and self-identified career development needs. Priority career development needs that were identified include the following: women want and need to continue learning; women need to become more realistic about their future life situations; women need to learn how to make career related decisions; they need more career information and supportive services in order to continue their education; they desire a personalized atmosphere in continuing education courses; and some women (widely scattered) need citizenship classes. The report contains general findings of survey I and survey II including, conclusions, personal characteristics, career status, and preferences. Findings of survey I are also reported by district. An appendix contains the survey instrument, random walk instructions, a table on selected characteristics of sample census tracts, and census tract data. (TA)


Identifiers: *California (San Jose)
A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report.

List, Frank A.

Owensboro Public Schools, Ky.

Jun 76 19p.; For a related document see ED 115 949


Bureau No.: C006604409

EDRS Price MF-$0.93 HC-$1.67 Plus Postage.

In order to offer students guidance about the rapidly increasing field of communications, Apollo High School developed a cooperative radio and television communications program to be added to the English curriculum. The objectives of the project were (1) to utilize the expertise of the staff and the resources of Apollo High School, the Daviess County Vocational School, and Kentucky Wesleyan College to teach a high school course in radio-television communications, (2) to instruct students in the fundamentals of radio and television, from both technical and editorial viewpoints, and (3) to give students opportunities to explore mass communication careers—strengths and weaknesses. Although some problems occurred involving use of local media services and school staff changes, the project resulted in a large number of students choosing courses in communications. Enrollment in the English course also increased. This report includes a full description of the project methods and results, dissemination activities, inventory of equipment used, a curriculum guide, course outline, sample class log, and sample daily equipment schedule. (HD)

Descriptors: *Career Exploration/ Curriculum Development/ Interinstitutional Cooperation/ Mass Media/ Program Development/ Radio/ Secondary Education/ Television/ Vocational Education

Identifiers: Kentucky


Fairbanks, Dwight W.

Albany Union High School District No. 8J, Ore.

Jul 75 512p.; Best copy available


Available from: AI Union High School-Bld 2310 South Elm,

Albany, Oregon 97321 .50]

EDRS Price MF-$1.04 $27.45 Plus Postage.

The Career Exploration/Industrial Arts program guide is based on experiences at Oregon junior high schools. The program is unique in two respects: the learning is student-managed and the facility is a general open shop in which students plan and develop projects in a variety of activity areas. Student management consists of a notebook kept by each student of his activities and progress, allowing student experience in setting and achieving goals and in accounting for expenses. This system also saves many hours of recordkeeping for the instructor and provides for periodic assessment of students' work. Student-managed learning is reinforced through self-instruction when feasible. The open shop facility accommodates wood, metal, and drafting areas plus a range of other activities. Each activity area is self-contained with all tools, supplies, and instructional materials for the area. The open facility also increases opportunities for career exploration. The first third of the volume includes information on establishing such a facility by remodeling, new construction, and furnishing and installation. The second third consists of a series of worksheets for planning special projects. Appendices, the last third, contain plan sheets for 10 basic project areas and student management system forms. (MF)

Descriptors: Career Education/ Career Exploration/ Facility Requirements/ Flexible Classrooms/ Independent Study/ Industrial Arts/ Industrial Education/ Junior High Schools/ Middle Schools/ Program Development/ Program Guides/ Program Planning/ Recordkeeping/ School Shops/ Secondary Education/ Self Directed Classrooms/ Shop Curriculum/ Student Projects/ Student Records/ Student Responsibility/ Worksheets

Identifiers: Oregon
ED133652 CG010898
The Computerized Vocational Guidance System (VOCGUYD).
Cassel, Russell N.
75 Bp.: For related documents, see CG 010 987 to 989
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
The Computerized Vocational Guidance System (VOCGUYD) is designed primarily to relate the world of an individual to the world of work in a meaningful yet comprehensive manner. It is intended for use by individuals in their own leisure time planning, and is designed specifically to provide scientific means for the reducing of career planning choices from the many to the few for more intensive study with an appropriately qualified Career Guidance Counselor. It serves as an effective vehicle to foster career maturity in individuals by providing both "information about" (through CAI auxiliary guidance programs) and "experience with" (through use of Search and Screening criteria) fundamentals that are deemed to be paramount and critical to real job success. (Author)
Descriptors: *Computer Oriented Programs/ *Educational Guidance/ *Information Systems/ *Occupational Guidance/ Personal Interests/ Program Descriptions/ Secondary Education/ Test Results/ Vocational Aptitude/ Vocational Development

ED133643# CG010897
Cassel, Russell N.
75 40p.: For related documents, see CG 010 987 to 989, and CG 010 996: System developed by Psychometric Affiliates, Munster, Indiana.
Available from: Psychometric Affiliates, Box 3166, Munster, Indiana 46321
Document Not Available from EDRS.
The Computerized Vocational Guidance System (VOCGUYD). is designed primarily to foster career maturity and to assist individuals in their career planning. To foster career maturity a wide variety of search and screening criteria that are critical to job success are introduced, and which serve as the bases for career guidance purposes. The Career Success Index (CSI) provided by the computer, and which is arrived at through computer interrogation is the most important aspect of VOCGUYD. The CSI reveals the degree of agreement between one's interests, special aptitudes, work values, and school success in comparison to requirements attributed to success for a specific job area. Hopefully, a participant should identify from three to five job career areas with a CSI of Average or better, and for which more concentrated study would be made under the supervision of a Guidance Counselor. If the CSI is High it means the individual possesses the necessary conditions for job success. (Author)
Descriptors: *Career Planning/ *Computer Oriented Programs/ *Educational Guidance/ Guides/ *Information Systems/ Manuals/ Occupational Guidance/ Personal Interests/ Program Descriptions/ Secondary Education/ Test Results/ Vocational Development

ED133600 08 CE009716
Career Education for Persons in Rural Areas--Primary Focus on Adults 18 and Over. Final Report.
Paulsen, Russell
North Central Technical Inst., Wausau, Wis.
Aug 76 51p.: Several pages may not reproduce well due to faint, broken type. For related documents see ED 115 983-984 and CE 008 029
Sponsoring Agency: Office of Education (DEHEW), Washington, D.C.
Report No.: VT-102-880 Bureau No.: 502A550013
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
Based on a stated 3-year (1973-1976) project goals, career education activities were provided to the identified adult population (unemployed, underemployed, mid-career, high school dropouts, parents, and women) in rural areas of the North Central Vocational, Technical, and Adult Education District of Wisconsin. Project activities included classes, group sessions, counseling, career materials display, tours, testing, and informational meetings. In addition, a materials resource center was developed, an inservice program was conducted, and dissemination and publication relations activities were carried out. A third party evaluation was made of a selected school population in grades 3, 8, 9, and 12 and a variety of assessment instruments and survey forms were administered to the different participant groups. Some concluding results were these: Many project activities were found helpful; inservice programs assisted schools to expand career education; group meetings, workshops, and credit classes were the most successful inservice programs, sample adult career education programs, lists of career education materials, evaluation instruments, and the third party report. (NJ)
Descriptors: *Adult Education/ *Career Education/ *Developmental Programs/ *Inservice Teachers/ Education/ Instructional Materials/ Program Descriptions/ Program Development/ Program Evaluation/ Questionnaires/ *Rural Areas/ Summative Evaluation/ Vocational Development/ Workshops
Identifiers: Wisconsin
The report describes the use of the Career Maturity Inventory (administered to a random sample of ninth and twelfth grade participants) and the Self-Observation Scale (administered to a sample of sixth grade participants and nonparticipants) to assess the student level impacts of the project. Findings are presented as student outcome data, placement and followup data, and project expenditure data. Twelfth grade students significantly increased their scores from pretest to posttest on the CAI measure of career planning. Ninth grade participants showed a significant gain in the area of career-related self-appraisal. No evidence of impact was found at the sixth grade level. Followup survey data indicated some success for the project objective of articulating secondary education with postsecondary education and employment. (NJ)

Descriptors: *Career Education/ Career Planning/ College High School Cooperation/ Elementary Secondary Education/ Program Effectiveness/ Program Evaluation/ Student Development/ Vocational Development

Identifiers: Missouri

ED135959 CE00994
Evaluation of the State Fair Community College Career Education Project: 1975-76 School Year.
Navera, James L.
Jun 76 31p.
Report No.: VT-103-551
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Third-year activities of a career education project in a three-county, non-urban area of Missouri are evaluated. The report describes, in a three-county, non-urban area of Missouri, the successes, failures, and lessons learned. The purpose of the project was to provide opportunities for students to explore career alternatives and to assist them in making informed career decisions. The project focused on career awareness, exploration, and decision making. The study found that the project had a positive impact on students' attitudes and motivation toward careers. However, the project found that there were challenges in implementing the program, including the need for more resources and the difficulty in maintaining consistency in program delivery. The study also highlighted the importance of involving parents in the career education process. Overall, the project was successful in achieving its goals, and the findings were used to improve the program and inform similar efforts in other communities.
ED133584 08 CE009685
Davis County School District, Farmington, Utah. Sep 78 171p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: VT-103-583 Bureau No.: 502A-50004
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
The internally developed career education program presented was implemented into the existing curriculum over a 3-year period at all grade levels in the Davis County school system (Utah), and included hands-on experience, on-the-job training, career information centers, and guidance and counseling activities. The report briefly describes the inservice training, elementary, junior and senior high school classroom activity, and other project components. Presented in narrative and tabular form are student evaluation data collected from pretests and posttests regarding self-awareness, decisionmaking, knowledge of occupations and the relationship of occupation and functions, appreciation for work, and economic concepts. Also reported are teacher evaluation data on teacher involvement and teacher assessment of the career education program and the results of a parent career education attitude survey. It was concluded that the project had some impact on the participating students and teachers which varied with schools and classrooms depending on the attitudes of the administrator and teacher. It was also found that some teachers lacked a precise idea of career education and exhibited no desire to learn more due to a preconceived notion of its inapplicability to their teaching area. The project-developed questionnaires are appended to the report. (NJ)
Descriptors: Career Awareness/ *Career Education/ Career Exploration/ Data Analysis/ Educational Research/ Elementary Secondary Education/ Post Secondary Education/ Program Descriptions/ *Program Development/ *Program Evaluation/ *Student Development/ Teacher Attitudes/ *Vocational Development
Identifiers: Utah/ Utah (Davis County)

ED133579 08 CE009673
DiLego, Pasquale
Burlington School District, Vt. Aug 76 177p.; Best copy available
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C.
Report No.: VT-103-583 Bureau No.: 502A1-600030
Grant No.: OEG-310-75-0011
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Covering the Burlington school district's career education project for its first year from July 1975 through June 1976, the report describes a secondary program career education program emphasizing a combination of career clusters with student development plans. A sample population of 300 students from grades 7, 9, and 11 kept career folders and studied components of the career development model. An intensive inservice workshop program for teachers produced marked changes in practices and attitudes. Four project areas considered successful were the inservice workshop programs, the career development guidance model (student plans), counseling development, and acquisition of instructional materials to support career education concepts in the classroom. The third-party annual evaluation report gives tabulated results of pre- and posttesting of teachers, a sampling of student responses on values development, teacher evaluations of five inservice workshops, and recommendations for the next two years of the project. Principal recommendations were to further involve all secondary teachers and guidance counselors, to connect academic classes and teachers with the area vocational center, and to involve the local community. Appendices contain a variety of project materials. (MF)
Identifiers: Vermont/ Vermont (Burlington)

Robinson, Fred T., III
Monticello School District 18, Ark.
30 Jul 73 119p.; For a related document see ED 118 928.

Descriptors: Program Evaluation, *Rural Schools Exploration*

Evaluation design summary charts are measured work and self, elementary students significantly increased their awareness counseling, career study Arkansas education Technical Education (DHEW/06), Washington, D.C.

E0133585 DIALOG Filell ERIC

Senior and counseling services and placement services Humacao, Puerto Rico, Technical Education (DHEW/DE), Washington, D,C.

30 Jul 76 119p.; For a related document see ED 118 928.


Identifiers: Arkansas

ED133478 08 CE009258
Crux, Ramon A.
Puerto Rico State Dept. of Education, Hato Rey.
Jun 75 123p.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C.
Bureau No.: 261090L
Grant No.: 0E0-072-4349
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This project was developed from an overall need in Humacao, Puerto Rico, for an occupation information program at all levels of the educational system to provide more knowledge about the new employment opportunities resulting from Humacao's changing labor market. Since prior to project implementation, schools were characterized by no activities related to career awareness experiences, very limited guidance and counseling services and placement services (for junior and senior high levels), and no formal teaching-learning program about the world of work, specific project goals were to (1) develop and implement a program at the elementary school level designed to increase awareness of students in terms of the broad range of options open to them in the world of work, (2) improve the guidance and counseling services to all grade levels, (3) improve career orientation and exploratory experiences at the junior high level, and (4) establish a placement service to insure the placement of all exiting students in either a job, a postsecondary occupational program, or a beccalureate program. Emphasis was also placed on inservice training for teachers, counselors, and directors from the 11 participant schools. The project was reported successful in reaching objectives. There was an increased awareness of the importance of career education, and improved guidance and counseling services at all levels. The document contains a summary of the report, body of the report, and third party evaluations. Tables list schools served by zone, level, and enrollment during the years of the projects. Appendices (55 pages) outline activities carried out at the elementary, junior, and senior high school levels and at the supervisory level. (TA)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Elementary Secondary Education/ Guidance Programs / Inservice Teacher Education/ Job Placement/ *Occupational Guidance/ *Program Development/ Student Placement/ *Vocational Development

Identifiers: *Puerto Rico (Humacao)

Described in the report are the activities and accomplishments of a 3-year K-14 career education project serving over 21,000 students in 12 independent school districts, one parochial school, and a junior college. The project was composed of six components: Planning and implementation, occupational awareness (K-6), occupational investigation (grade 8), career exploration (grades 9-10), intensive group guidance for high school students, and placement and followup. For each of the components, a description of the program, goals and objectives, strengths and weaknesses, and future recommendations are presented. The third party evaluation by Educational Evaluations and Related Services is included in the document. An analysis of each component's accomplishments in terms of the stated objectives provides a measure of the success of the component. Ratings of staff and student achievements by project staff, counselors, school administrators, and other involved personnel are presented. Although the project was discontinued after the third year, Superintendents have made applications for regular units to continue the exploration and investigation activities. Project forms and correspondence are appended. (RG)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Comprehensive Programs/ Elementary Secondary Education/ Junior Colleges/ *Occupational Guidance/ *Program Descriptions/ *Program Evaluation/ Vocational Education

Identifiers: Texas


Information is provided in this report on existing career-related resources in Boston, and on what can be done to further the implementation of career exploration programs. Section 1 provides the historical and policy context for the information, analyses and recommendations. Section 2 describes national developments and strategies for implementation of career education. Section 3 details Boston's system-wide findings and recommendations related to career education.

New York State Education Dept., Albany.
11 Aug 75 72p.: Not available in hard copy due to marginal legibility of original document. For a related document see CE 008 018.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.

Report No. 1; VT-103-152 Bureau No. V381008L
Grant No.: OEO-0-73-2982
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

In this report, descriptions are given of two career education projects in Syracuse and Yonkers, which are designed to serve as models for their respective areas, are transportable to other districts, and emphasize guidance, counseling, and developmental activities at the elementary level. Syracuse's Life Centered Curriculum program is presented as one in which all educational experiences, curriculum, instruction, and counseling are geared to preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work. Activities in the Yonkers program are designed to: (1) Demonstrate the most effective methods and techniques in career education to meet the total student population needs, (2) demonstrate the most effective methods and techniques for retraining teachers, counselors, and administrators to infuse a total career education program, and (3) communicate career education philosophy and methods to career education practitioners. The report is divided into two sections--Summary of the Report and Body of the Report. Both sections give (in brief and extensive form, respectively) the following information for both projects: (1) Goals and objectives, (2) description of the general project design and procedures, (3) results and accomplishments, (4) evaluation, and (5) conclusions, implications, and recommendations for the future. A bibliography is appended. (SH)

Descriptors: *Career Awareness/ *Economic Education/ Educational Programs/ *Learning Experience/ Organizations (Groups)/ *Program Descriptions/ *School Community Programs/ Secondary Education/ Statistical Analysis

ED129878 50009450
Meridian Municipal Separate School District, Miss.
76 38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
A high-school-level field experience program in economic education in Meridian, Mississippi, is described. The program provided exposure to various careers as well as experience with economic processes. Each student spent several weeks in a variety of business, industrial, and manufacturing organizations. Students learned the background of each organization, personnel policies, operating areas, and payroll and accounting procedures. Every two weeks students met in classroom seminars for follow-up activities, reinforcing principles and concepts they had learned on the job. Students who participated received one-half unit of credit toward graduation. In a pilot phase, one group of students, which did not receive supplementary classroom instruction, performed significantly lower on the Test of Economic Understanding than did the students with supplementary instruction. In the Handbook, the Sponsors Section describes the program, basic economic concepts emphasized in the seminars, and a schedule of seminars. The Student Section explains the program and students' responsibilities and gives a sample of the evaluation form to be filled out by sponsors for each student.

Descriptors: *Career Awareness/ *Economic Education/ Educational Programs/ *Learning Experience/ Organizations (Groups)/ *Program Descriptions/ *School Community Programs/ Secondary Education/ Statistical Analysis
The Urban Career Education Center (UCEC) is an alternative experimental high school for students classified as potential dropouts. It began operating in 1972 founded on the premise that the real goal of a worthwhile education should be the preparation of students for a productive and satisfying life in their chosen career. The UCEC model includes close interaction with and utilization of educational, industrial, business, and other community resources to ensure that students gain the proper tools for acquiring marketable career skills. The program is divided into three phases. The major thrust of Phase 1 is orienting students to UCEC, diagnosing student strengths and potential problems in academic and personal areas, and exposing students to a variety of career information. Phase 2 includes basic classroom instructional activities and career exploratory ("hands-on") field experiences. Phase 3 deals primarily with advanced or specialized experiences for students in their career interests. From an analysis of student records, it was concluded that while most of these students were low achievers at their former schools, they showed a high level of academic and social growth at UCEC. (TA)

Descriptors: Alternative Schools, Career Education, Career Exploration, Educational Alternatives, Educationally Disadvantaged, Educational Objectives, Experimental Schools, Federal Programs, Potential Dropouts, Program Descriptions, Punahou School, School Community Programs, School Industry Relationship, Secondary Education, Student Adjustment, Student Problems, Underachievers, Urban Education, Vocational Development

Identifiers: Pennsylvania (Philadelphia)/UCEC/Urban Career Education Center

The report covers the second year of a three-year project to develop a career education continuum for grades K-14 in participatory Pennsylvania school districts. Emphasis was on development and procedures to schools for the major project components: curriculum infusion for grades 1-8, Singer Carrels exploratory component for grades 6-8, career experience component for grade 9, and other project activities (postsecondary, community, and army reserve military program). Described in the report are the process and product objectives and project design. For each of the components, major accomplishments, conclusions, discussion, and recommendations are delineated. A 27-page third party evaluation report by Educational Research and Development Associates is included. The evaluation design utilized student testing, survey questionnaires, and observation. It was concluded that the project has been very successful but staff size and financial limitations do not support a large scale effort. It was recommended that resources should be concentrated at particular grade levels or in one target school. Appendices comprise 162 pages and include materials and information on curriculum infusion, the Singer Carrel program, materials relating to the career experience program, and report of the career militia project. (RG)
The handbook is designed to be an introduction to a larger collection of materials on career education which are available through the Michigan Department of Education. It is a do-it-yourself suggestion book for districts who have not yet developed their plans for career education, as well as for those who are already immersed in initial planning or experimental implementation. Part A is an introduction to career exploration providing a discussion of its definition, major concepts, and expected outcomes. Part B presents a model exploration program which reflects what is felt to be the furthest advances in the state of the art. It describes various stages of the model: preliminary stage (role awareness), experience stage (role identification and exploration), and the planning stage (role participation-career planning). Part C, implementing career exploration programs, discusses some of the aspects of exploration programs that are essential to their success: (1) prerequisites, (2) curriculum planning (internal and external curriculum and support systems), (3) coordination needs, (4) teacher and counselor responsibilities, and (5) special counseling responsibilities for administrators and community persons. (Author/SP)


The career awareness miniseminars are designed to assist community college students in gaining awareness of various careers and occupations associated with the courses they are taking. These seminars are essentially group career guidance sessions conducted cooperatively by counselors and instructors. They are conducted in a classroom setting and are an integral part of the course offering. The seminars are designed as a means of providing career information services to students at their convenience rather than requiring them to seek out the information. This is especially important in educational settings where students basically spend time on campus only during their class hours--such is the case with commuting students. This publication is intended as a guide to developing and conducting career awareness miniseminars. The emphasis is on the community college, but the concept can be used in secondary schools and four-year colleges, or in any setting where clients are in need of career awareness services. (Author)


ED124844 CG010632
Career Awareness Mini-Seminars: A Guide.
Hackney, Larry H.; Williams, Calvin E.
EDRS Price MF-$0.63 HC-$1.67 Plus Postage.
The career awareness miniseminars are designed to assist community college students in gaining awareness of various careers and occupations associated with the courses they are taking. These seminars are essentially group career guidance sessions conducted cooperatively by counselors and instructors. They are conducted in a classroom setting and are an integral part of the course offering. The seminars are designed as a means of providing career information services to students at their convenience rather than requiring them to
ED124784 95 CE007429
Research and Development Project in Career Education. Final Report.
Russellville Public Schools, Ark.
31 Jul 75 61p.; For related document, see CE 007 4281
Bulletin board and classroom activities in the elementary grades will not reproduce well in microfiche due to faded type
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C.
Report No.: VT-102-955 Bureau No.: V381037L
Grant No.: OEG-0-73-2971
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Report No.: VT-120-867

ED124743 95 CE007359
McMinn, James H.
Mississippi State Board for Vocational Education, Jackson.
31 Jul 75 110p.; Pages 54-73 and 122-134, containing xeroxed copies of newspaper photographs and articles about the project, were removed from the document and are not included in the pagination
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C.
Report No.: VT-120-867

The report contains a summary of the project activities and the third party evaluations for the academic years 1973-74 and 1974-75. Discussed in the summary are the objectives and accomplishments of the past year for elementary, junior high, and senior high school levels. The areas of dissemination, data collection, staff utilization, and staff development are emphasized. Each evaluation report contains a detailed description of the geographic, economic, and social factors of the school district; program objectives and implementation for that year; the evaluation analysis; recommendations; and summary. The overall goal of the project was to provide students with sufficient occupational awareness and exploratory experiences to make sound career decisions. The program was implemented to accomplish 10 objectives in attaining this goal, and the evaluation team assessed results for each of these objectives. Evaluation procedures included data collection, analysis of records, reports, and program activities; analysis of input from staff, parents, students, and consultants; and student test results. It was concluded that the goal and objectives of the career project had been adequately met. Test scores are included in the evaluation reports. (RG)

Identifiers: Mississippi

Identifiers: Arkansas (Russellville)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
The final report covers the three phases of Project CAREER/Handicapped. The purpose of which was to design a system of coding behavioral objectives which would document the skills that could be attained by special needs students. Project objectives and procedures are discussed. The major results and accomplishments of the project include the following: (1) coding of 19,325 behavioral objectives, (2) utilization of three special needs consultants for every special needs area, (3) development of a battery of instruments which were utilized to evaluate the gains of the students, (4) establishment of several publications which documented project activities, (5) conducting a major conference on the application of the data bank for special needs students, (6) presenting the purpose and programmatic functions of the project to major educational conferences, (7) conducting several in-service training sessions with the special needs consultants, (8) establishment of in-service training systems and a preservice graduate level course, (9) completion of a document which describes the rationale for coding, and (10) tentative analyses of the social needs coding with reference to the project data bank. An analysis of the pre-and post-data pertaining to the special needs students of three pilot programs is appended. (Author/EC)

Descriptors: Achievement; Career Education/ Developmental Programs; Program Objectives/ Elementary Secondary Education/ Handicapped Students/ Program Content/ Program Descriptions/ Skill Development/ Vocational Development

Identifiers: Project CAREER

ED19005 CE010371
Report on Occupational Exploratory Training Project.

McQuaid, J. J.

Principia Island Dept. of Education, Charlottetown.

Mar 75 48p.; Best copy available: Not available in hard copy due to marginal legibility of original document.

Sponsoring Agency: Department of Manpower and Immigration, Ottawa (Ontario).

EDRS Price MF-$0.83 HC-$3.50. Plus Postage.

This is a report on a pilot project in occupational exploratory training sponsored by Canada Manpower. The project is an attempt to cope with the problem of Manpower clients who are undecided about an occupational goal, and to help prevent the placement of clients in programs unsuited to them. This report provides a background to the project, describes the program content and methodology, and concludes with a summary of recommendations. (SUL)

Descriptors: Guidance/ *Demonstration Programs/ Manpower Development/ Occupational Guidance/ Program Descriptions/ Program Evaluation/ Vocational Counseling/ Vocational Development/ Young Adults

Identifiers: CANADA/ Prince Edward Island

The project was designed to familiarize students, teachers, and others with the concept of career awareness through personal involvement. Emphasis was placed on the various aspects of assessment, planning, implementation, and continuation of the Awareness Program within the existing curriculum in each school of Union County Intermediate Education District. (IED). The project involved 2,300 students in grades one through six, 68 teachers, and 30 to 50 school personnel. The accomplishments of the project include inservice programs for staff development, instructional programs, and materials and curriculum development. Assessment and evaluation materials are appended and make up a major part of the document.

Appendix A presents the results of the Spring, 1974 career awareness assessment survey based on a questionnaire given to teachers. Appendix B presents separately the results of a career awareness assessment survey given to teachers and students in Grades 1-2, 3-4, and 5-6. The survey, conducted in October, 1974, was designed to determine the career awareness needs of teachers and students. Two third party evaluations of the project are presented in appendix C and D, with generally favorable observations. (Author/EC)

Descriptors: Career Awareness/ Career Education/ County Programs/ County School Systems/ Educational Assessment/ Educational Objectives/ Educational Programs/ Elementary Education/ Program Attitudes/ Program Descriptions/ Program Evaluation/ Questionnaires/ School Surveys/ Student Attitudes/Teacher Attitudes

Identifiers: Oregon (Union County)
ED18812 88 CE008349
Educating for Career Development.
Tannyson, W. Wesley; And Others
75 17p.
Washington, D.C.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage
Basic career needs, management tasks, objectives, human development, and implementation strategies for a career development education program are discussed in terms of the Minnesota Career Development Curriculum (CDC) project. Oriented toward teachers and counselors, the document contains six chapters: (1) The Challenge, (2) In Touch with Reality, discussing socioeconomic and cultural values and career expectations held by the general population and their implications for counselors; (3) Forecast of the Future, viewing future technological and economic changes in terms of present labor market conditions, occupational patterns, and educational requirements; (4) A Conceptual System for Career Development Education, elaborating on a conceptual structure for the definition and development of career development education; (5) A Process Curriculum for Career Management, presenting the CDC as a process model focusing on a sequence of personal competencies (career management tasks) to be mastered in four steps of the student's development; (6) Strategies and Resourcing for Implementation, discussing delivery systems and resources. Career management tasks (K-12 and post high school), instructional objectives (K-12), and an annotated resource and reference list are appended. (LH)
Descriptors: Career Education/ Counselor Role/ Curriculum Development/ Educational Objectives/ Educational Planning/ Educational Research/ Educational Strategies/ Futures (of Society)/ Individual Development/ Program Descriptions/ Program Development/ Relevance (Education)/ Resource Guides/ Teacher Role/ Vocational Development
Identifiers: Minnesota

ED117350# CE005971
Coordination in Cooperative Vocational Education.
Mayer, Warren G.; And Others
75 331p.
Available from: Charles E. Merrill Publishing Company, 1300 Alum Cree Drive, Columbus, Ohio 43216 ($12.95)
Document Not Available from EDRS
Purposes, goals, procedures, and practices of past and present cooperative vocational education programs are discussed. A broad spectrum of areas is covered in the chapters, which are also designed to stand on their own: (1) Purposes of Cooperative Vocational Education; (2) Roles of a Teacher-Coordinator; (3) Tasks of a Teacher-Coordinator; (4) Facilitating Career Development; (5) Task of a Teacher Coordinator; (6) Recruiting and Guiding Student-Trainees; (7) Placing Student-Trainees; (8) Developing the Occupational Experience Laboratory; (9) Organizing and Articulating Instruction; (10) Following Up Student-Trainees at Work; and, (11) Evaluating the Program. References, additional, and suggested activities conclude each chapter. Appended materials contain additional information and include: Vocational Education Amendments of 1968, presenting a comparative analysis of cooperative education and work study programs; Teaching Career Analysis figures; Performance Requirements for Teacher-Coordiators, listing 82 clusters; and application form to employ a student-learner. (LH)
Descriptors: Cooperative Education/ Cooperative Programs/ Coordinators/ Educational Coordination/ Educational Programs/ Job Placement/ Program Evaluation/ Program Planning/ Recruitment/ Secondary Education/ Teacher Role/ Teaching Methods/ Trainees/ Vocational Adjustment/ Vocational Development/ Vocational Education/ Vocational Followup/ Work Experience Programs
Identifiers: Florida

ED117312 CE005168
5p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
The document was published to inform the public of Florida activities in career education. Eight components are briefly described, the funding or coordinating organization or institution is identified, and contact for obtaining additional information about each one is given. Described are: Project PRO-CESS, the Professional Career Educator's Self-Instructional System: UPDATE, Florida's career education magazine; Project LOOM, Learner-Oriented Occupational Materials: Project FAIS, The Fusion of Applied and Intellectual Skills; EGCE, The Elementary Guidance and Career Education Project; Florida VIEW, Vital Information for Education and Work; CEC, The Career Education Center; and the Guidelines for Placement Services and Follow-Up Studies. (MS)
Descriptors: Career Education/ Career Planning/ Directories/ Program Descriptions/ Research and Development Centers/ Research Projects/ State Programs/ Vocational Development
Identifiers: Florida

Mortier, Thomas E., Comp.
Washington State Board for Vocational Education, Olympia.
73 71p.: Not available in hard copy due to poor reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The annotated bibliography consists of 138 career discovery and development publications (26 books, 31 journals, and 81 unpublished materials) under the headings of: general information and background; philosophy, rationale, and professional development; curriculum; career guidance; minorities, women, and the disadvantaged; programs, projects, and models of career development; and research and evaluation. The usual bibliographic data is included together with annotations 50-100 words in length. Each item is rated: with three stars for top articles, two stars for good articles, or one star for average articles. (BP)

Descriptors: *Annotated Bibliographies/ *Career Awareness/ *Career Education/ Career Planning/ Curriculum Guides/ Disadvantaged Groups/ Educational Programs/ Educational Research/ Females/ Minority Groups/ Occupational Guidance/ Program Descriptions/ *Secondary Education/ *Vocational Development

Covelo Indian Community, Calif.
75 109p.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Sacramento, Calif. Sacramento Area Office.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Describing the initial implementation period (April 1-June 30, 1975) of the Covelo Indian Community's Career Development Program, this report presents: (1) The Director's Report which deals with implementation delays, revised time frames, contracts for personnel, the new site, the board of directors, record keeping, testing instruments, charts, extra service highlights (services to college-bound students), the development center as a training center, and the cooperation between the Bureau of Indian Affairs' Area Offices and the community; (2) The Coordinator's Report (a brief summary of the coordinator's activities with particular reference to the hiring of the director); (3) The Liaison Counselor's Report on the multimedia center, tutorial questionnaires, and financial aid application and community service report instruments; (4) the Detailed Interim Process Evaluation Report of Project Activities which addresses the administration component, counseling, career education, higher education, adult education, adult vocational training, and job placement. Generally commending the community involvement in the project, the evaluator's report recommends that energies be directed toward those areas of the project which are behind schedule.

Appendices are attached and include: (1) Status Report, June 10, 1975; (2) Council Verifications; (3) Director's Monthly Reports; and (4) Instrument and Forms. (JC)

Identifiers: California (Covelo)/ Covelo California Indian Community

ED116841 RCO08911
ED117302 CEO04521

Pennsylvania State Univ., University Park. DEp. of Vocational Education.

Aug 74 172p., ed. 128-30. Pages 128-30 are of marginal reproducibility; several appended questionnaires were deleted because they are copyrighted.


Report No.: VT-102-361

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

The report is an accounting of the activities of the Vocational Development Study (VDS) project during the three-year funding period of July 1971 to July 1974. The longitudinal study, planned to cover a 10-year span, began in the fall of 1968. The project was developed to identify the effects of the high school experience on youth in vocational guidance. The sample consisted of the total ninth grade enrollment in three medium-sized Pennsylvania school/districts-Altoona, Hazleton, and Williamsport. Data were collected at several stages through standardized aptitude and achievement tests and inventories of interests, values, and vocational development. Information on family and environmental background, occupational and educational aspirations, as well as school-generated data were also collected and analyzed. The report presents the background of the project and describes procedures involved in sample selection and data collection, handling, and storage. The VDS project resulted in 20 published research monographs and numerous papers and articles. Copies of the monographs and papers and a list of the articles are included in the report. In addition, a one-year graduate followup survey was made of the Altoona class. Several questionnaires are appended. (NU)

Descriptors: Data Collection; Educational Research; Longitudinal Studies; Program Evaluation; Research Reviews (Publications); Secondary Education; Vocational Development; Vocational Education; Vocational Interests

Identifiers: Pennsylvania; Vocational Development Study


Drechsel, Lionel

Ogden City Board of Education, Utah.

Mar 75 28p.; tables 3 and 4, the occupational sentiment survey and the knowledge survey, will not reproduce due to tightness of type and have been removed from document.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.: VT-102-346 Bureau No.: V261002L

Grant No.: OEG-0-72-0886

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Covering the time period of October 1972 to May 1974, the final report documents the efforts of a career education project in the Ogden City School District. In the elementary grades the program stressed the importance of work and workers and introduced some very basic careers. On the junior and senior high school levels, a career guidance and placement center served as the hub of career exploration, planning and placement, providing resource materials, and coordinating community involvement. The program also provided career information to parents and teachers to enable them to more adequately fulfill their guidance responsibilities. Operation Partnership surveyed local business and industry to gain information to more effectively educate students for the world of work. Provisions were also made for field trips, on-the-job experience, and job training. The results of the independent third party evaluation are included in the report. (Author/NJ)

Pierce, William F.

The overall objective of Subcommittee No. 3 of the Implementation Task Force on Education and Training for Minority Business Enterprises was to effect actions required to implement two recommendations in the Final Report of the initial task force. The two recommendations were: (1) to establish a minimum of 12 pilot programs in entrepreneurial career awareness and training for minority youth at the elementary and secondary levels and for youth outside the established school systems, and (2) to establish a minimum of six pilot programs in entrepreneurial career awareness and training for adults. The document contains a suggested plan for implementation or timetable, for fiscal year 1975-76; a two-page discussion of sources for funding; a chart providing detailed information on projects already funded in 1975, with five pages of supplementary information; and a three-page discussion of the prospects for institutionalization of Subcommittee No. 3 programs, which are all pilot or demonstration projects. Some provisions which have already been made to assist these programs in continuing beyond the life of the current or pending contracts or grants are recounted, and efforts being made toward information dissemination are described. (Author/AJ)

Descriptors: Adults/ Adult Vocational Education/ Business/ Business Education/ Career Awareness/ Continuation Education/ Demonstration Projects/ Educational Finance/ Elementary Education/ Grants/ Information Dissemination/ Minority Groups/ Youth/ Program Development/ Secondary Education

Give Our Children Room to Grow.

Wool, S. Theodore

Not available in hard copy due to marginal reproducibility. For related documents from Room to Grow Program, see CE 005 606-608

The program MF-$0.76 Plus Postage. HC Not Available from EDRS.

A program to develop career aspirations in middle school students has been implemented in the Philadelphia Public Schools and is entitled "Give Our Children Room to Grow." It utilizes a series of teacher guided projects; dialogues with resource persons from industry, business, and upper schools; field trips; pupil created projects; and hands on activities to expand the students' awareness of the relationship between school, home, community, and jobs. Different aspects of the program are discussed, and include: Focus on Pupils, with manuals and resource materials for teachers and workbooks for students, encouraging informal discussions interrelating education, the individual student, and the world of work; Visitors to the Classroom, including representatives from industrial and commercial establishments, near peers, and those requested by students to serve as role models to provide occupational information; Career Choice, discussing the influence significant people may have in determining a child's area of interest and touching on educational relevancy; Environments, encouraging thoughts about future communities; and The Self, encouraging verbalization of hopes for personality development. Responses from children participating in the program are included, and it is stated that they are indicative of the value of the program as a motivational educational device. (LH)

Descriptors: Career Awareness/ Career Choice/ Career Education/ Career Exploration/ Educational Objectives/ Educational Programs/ Junior High Schools/ Occupational Aspiration/ Program Descriptions/ Relevance (Education)/ School Community Relationship/ School Industry Relationship/ Self Actualization

Identifiers: Pennsylvania (Philadelphia)/ Room to Grow Program
A Suggested Coordinated Program for Developing Career Appraisal Insights for Middle School Students.

Wal, S. Theodore

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

The suggested program involves the following areas: role of staff in educational and vocational planning; vocational orientation; activities in vocational development; career orientation programs; industry orientation programs; industry orientation trips, including purpose, basic procedures, and school follow-up; faculty orientation programs, including the economic, social, cultural, and educational environment of the community; and career materials resource center.

EDRS Price $0.90 Plus Postage, HC Not Available from EDRS.

Identifiers: Washington (Seattle)

Project EVA: Early Vocational Awareness.

Cox, William W.
Highline Public Schools, Seattle, Wash.
31 Jul 75 12p.; For related document, see CE 005 475

EDRS Price MF-$0.76 HC-$0.97 Plus Postage

Identifiers: Arizona (Pima County)

Project EVA: Early Vocational Awareness.


Report No.: VT-102-211

EDRS Price MF-$0.76 HC-$0.97 Plus Postage

Identifiers: Arizona (Pima County)
The Career Development Institute was helpful in choosing a career, that they learned of new career areas, and that the Institute program would be beneficial for all high school students. Survey responses from parents and students also indicated that the Institute appeared to be an effective way to broaden knowledge of career opportunities and to help students plan educational programs to fit their career plans. The survey instruments, tabulated responses to the surveys, and comments from parents and schools are appended. (MF)

Descriptors: Career Planning/ Educational Programs/ High School Students/ Occupational Information/ Parent Opinion/ Program Evaluation/ School Surveys/ Vocational Development

Identifiers: North Dakota

ED 133539 CE005075
81p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Developed to assist local educational agencies in developing vocational exploratory programs for ninth and tenth grade students, the document outlines activities that emphasize self-exploration and occupational information. Information needed to assess the direction and limits of individual programs, identification of occupational groupings, and instructional program planning (including program descriptions, goals and objectives, activities, and administrative procedure) are outlined. Business, environmental, industrial, and service occupations exploratory laboratory groupings and career resource center information are individually appended and make up the bulk of the document. Business occupations include business and office distribution and marketing, communications and media; environmental occupations include agriculture and natural resources; environment, marine science, and recreation; industrial occupations include manufacturing, construction, transportation, fine arts and humanities; and service occupations cover consumer and homemaking, health, personal service, and public services. Sample activities pertaining to the individual area, job groupings, special facility considerations, and equipment lists are provided. Career Resource Center provides lists of necessary equipment, books, films, booklets, and tapes available. It is emphasized that programs should be designed to meet the needs of the students, capitalize on previous career education experiences, and contribute to successful high school and post high school opportunities. (LH)

Descriptors: Business Education/ Career Exploration/ Environmental Education/ Industrial Education/ Learning Activities/ Program Development/ Program Evaluation/ Program Planning/ Resource Guides/ Secondary Education/ Service Education/ Vocational Education
ED112329 CE005070
Career Development through New Jersey Vocational-Tech
Education Programs and Services.
New Jersey State Dept. of Education, Trenton.
Jan 74 96p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
The major programs sponsored by the Division of Vocational
Education assisting career development in New Jersey are
identified and briefly described. The stated objectives of
career development are: identification of a variety of
occupational opportunities, development of a number of career
alternatives, demonstration of job responsibility, acquisition
of a job-oriented value system, implementation of career
decisions, and evaluation of results. The programs and
services offered in the State are listed for preschool through
post secondary and adult levels. They were designed to
accomplish the objectives by providing: (1) exploratory
experiences; (2) integrated vocational and academic education;
(3) assessment of interests, aptitudes, and abilities; (4)
opportunities for the development of good work habits and
attitudes; and (5) occupational skill training. Thirty-six
major programs and services are listed alphabetically with
designated grade levels and descriptions which define the
purposes and activities involved for each. Specialized
statewide services are also outlined including: county career
education coordinators, teacher education and training,
curriculum management center, occupational resource center,
and center for consumer education services. (Author/MS)
Descriptors: Career Awareness/ *Career Education/ *Career
Exploration/ *Elementary Secondary Education/ Post Secondary
Education/ Preschool Education/ *Program Descriptions/
Technical Education/ *Vocational Development/ *Vocational
Education
Identifiers: *New Jersey

ED112320  C0010080
An Evaluation of the Career Development Course Intermediate
Leton, Donald A.
Apr 75 45p.
Sponsoring Agency: Hawaii State Dept. of Education,
Honolulu. Office of Instructional Services.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
This report summarizes a course evaluation for an
intermediate career education course. Objectives of the course
were: (1) perceptualization: self- and environmental
orientations; (2) conceptualization: directional choice and
adaptive behavior; and (3) generalization: accommodation.
Satisfaction and mastery. The primary basis for the evaluation
was the students' achievement on an extensive course test
which is appended. The course pretest was administered to 734
students: the post-test to 611 students. The tests were then
scored, item analyzed, and statistically summarized. Results
indicate significant knowledge improvement related to taking
the course. (Author/HMV)
Descriptors: *Career Education/ *Course Evaluation/ *Course
Objectives/ *Guidance Programs/ Intermediate Grades/ Research
Projects/ Secondary Education/ Summative Evaluation/ *Vocational
Development

ED112129  CE004915
Career Development Outreach Program Exemplary Project. Final
Report.
Sommer, Sharon L.
Maine Univ., Farmington. Center for Educational and Career
Development.
30 Jun 75 46p.; Not available in hard copy due to marginal
reproducibility of original document
Sponsoring Agency: Bureau of Occupational and Adult
Education (DHEW/DE), Washington, D.C.; Maine State Dept. of
Educational and Cultural Services. Augusta. Bureau of
Vocations. Education.
EDRS Price MF-$0.76 Plus Postage. HC Not Available from
EDRS.
The document is the final report of the career development
outreach project. The project was designed to actively involve
a systematic program of career education, dissemination of
occupational information, and career guidance. The project was
to make the target population (students, faculty, and staff at
the University of Maine at Farmington and individuals referred
by community agencies) cognizant of the career resources
available to them when making career choices and also to
courage the target population to make their career decisions
based on realistic information. The functions (individual
counseling, testing, placement, community service, group
counseling, and resource library) of the center have been
tested over the years and proven successful. Survey
instruments, forms, and instructional material are appended.
(MS)
Descriptors: *Career Education/ Career Planning/ Demonstration Projects/ *Outreach Programs/ Post Secondary
Education/ Program Descriptions/ Questionnaires/ School
Community Programs/ *Student Volunteers/ *Surveys/ *Vocational
Development/ Vocational Education
Identifiers: University of Maine Farmington
The report describes the Mission Possible program, an alternative career exploration program for secondary school students in Cass County, North Dakota. The program is voluntary, flexible one in which students learn about careers at "career sites" in business and industrial establishments. It includes the following: observation, internship, released time, holiday and vacation period employment, or part-time employment. The report includes a review (with commentary) of the program's five objectives: identifying creative work experience approaches with business, industry, community, and civic organizations; improving student and employer satisfaction; identifying alternative work experience programs; developing procedures to utilize employment information; and providing inservice activities and services. The report includes a timetable for the implementation of the program from June 1, 1975 to May 1, 1976. It also includes six recommendations for expanding the program and reassessing its objectives in light of potential expansion. The report closes with a brief summary and conclusions. Almost three-fourths of the document is comprised of the following appendixes: map of Cass County, promotional material, letters and forms, appointment reminder card, legislative documents, questionnaire results, school participation chart, status report, letters received from community participants and school administrators, and lawyer's opinion of school liability. (JRL)

Descriptors: Career Education/ *Career Exploration/ *Educational Programs/ Letters (Correspondence)/ *Problem Solving/ Program Descriptions/ Questionnaires/ Records (Forms)/ School Community Relationship/ School Industry Relationship/ Secondary Education/ *Vocational Education/ *Work Experience Programs

Identifiers: Fargo Area Schools Work Experience Program/ FASWE/ Mission Possible/ North Dakota (Cass County)
The Community is the Teacher: Experienced-Based Career Education


EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Experience-Based Career Education (EBCE) has been developed as an experimental program to help high school students bridge the gap between study and experience, between the classroom and the community. The key to the EBCE concept is the adult working in any local community environment who is willing to share occupational knowledge of the real world with an interested student. EBCE is a voluntary, tuition-free alternative program of full-time learning resulting in an accredited high school diploma. It differs from traditional work/education programs by emphasizing broad career and intellectual goals rather than vocational skills, by using experiential education to convey academic learning, and allowing students a greater role in educational planning. Four educational laboratories were selected in 1972 to develop and test pilot versions of EBCE: in a variety of economic and social settings: Far West School, Oakland, California; Academy for Career Education, Philadelphia, Pennsylvania; Appalachia Educational Laboratory, Charleston, West Virginia; Northwest Regional Educational Laboratory, Portland, Oregon. One of EBCE's future challenges is to help school systems make the changes needed to accommodate this complex innovation. The forthcoming EBCE dissemination/service plan includes regional demonstration centers, state networks, and interagency cooperation at the national level. (EA)
Career Education and the Rural School Curriculum.

Peters, Richard O.

Jur 75

14p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

New Hampshire Supervisory School Union 58--Experimental Schools project (Groveton, New Hampshire) has developed a rural schools oriented career education program for grades K-12, which incorporates the total community. The program focuses on three major themes: (1) Self Awareness--Who Am I? (kindergarten and grade 1), (2) Awareness of Community Workers (grades 1-3), and (3) Awareness of the World Of Work (grades 3-12). In grades 3-6, emphasis is on student awareness of the world of work, while in grades 7-8 exposure to the world of work is through career guidance seminars, observational activities, and elective mini-courses. In grades 9-12, students are involved in elective mini-courses, career exploration seminars, and worksite placement. Teachers write their own career awareness lessons with assistance from the career/vocational education coordinator and then test them in their classrooms and revise them before distribution to other teachers. The Cornell Career Awareness Inventory and the Career Maturity Inventory are used to determine levels of career awareness and vocational maturity. An integral part of program development is direct teacher involvement in the process through in-service training.


Identifiers: New Hampshire (Groveton)

Hatching, Scratching, and Dispatching: A Creative Career Development Approach.

Johnson, Lynn E.; And Others

Apr 74. 53p.: Papers presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 8-12, 1974): Several pages may reproduce poorly

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

This paper is a compilation of the presentations of six panelists from Brigham Young University describing an innovative career development program for university students. Unlike years past, when students were strongly urged to select a major course of study immediately upon admission to the University, the new program recognizes that career decisions have often been made in the light of very inaccurate information. It contends that career education and development are processes, not products, and that the student must be allowed time for exploration. The program is designed to respond to these problems. The first paper deals with the different university departments involved in the program, while the second describes a one-credit hour course called "Practical Decision Making." The third presentation presents an overview of the decision making process and the fourth offers an evaluation of new career development programs. The fifth article deals with the use of self-instructional aids in career counseling while the final presentation describes a unique approach by Brigham Young University intended to make students more aware of its services.

Descriptors: Career Choice/ *Career Education/ *College Students/ *Counseling Services/ *Higher Education/ *Interdisciplinary Approach/ Occupational Guidance/ Program Descriptions/ Speeches/ *Vocational Development
ED109417# CED04254
Cluster Concept in Vocational Education.
Malay, Donald
American Technical Society, Chicago, Ill.
75 234p.
Available from: American Technical Society, 848 East 58th Street, Chicago, Illinois 60637 ($6.50)
Document Not Available from EDRS
The cluster concept in vocational education addresses itself to issues of: job-entry preparation; geographic and occupational mobility; optimum employability for young adults; the processes by which occupational or career decisions are made; worker adaptability in a rapidly changing labor market; and the effects of continuous education on career ladders. Essential differences between a cluster concept vocational program and the traditional vocational program reflect the stress on breadth of preparation bridging over into skills and information for a series of related occupations versus depth in a single occupational category. Chapters 1 and 2 present basic ideas and rationale for the cluster concept in vocational education, while Chapter 3 emphasizes pyramidal and vertical-hierarchical structure patterns of cluster organization, as well as descriptions of specific programs throughout the nation. Chapter 4 deals with physical facilities and instructional patterns for cluster programs and is followed in Chapter 5 by a comprehensive presentation of the cluster concept developed at the University of Maryland. Chapters 6 and 7 deal with vocational education teacher recruitment and preparation for the cluster concept and cluster concept program evaluation. The concluding summary chapter highlights possible concerns of school systems in planning and implementing a cluster concept program.

ED109309 95 CED004077
Models for Career Education in Iowa: Implementing Career Education Objectives in the Classroom: Accommodation Phase.
Pritchard, Mary E., Comp.
Iowa State Dept. of Public Instruction, Des Moines, Div. of Career Education; Iowa State Univ. of Science and Technology, Ames, Dept. of Agricultural Education.
71 62p.; For related documents, see CE 004 078-085
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The publication's purpose is to suggest procedures and activities for implementing the accommodation phase career education objectives for the Iowa demonstration project. The document is a reference for teachers at the intermediate level and is intended for use in planning classroom activities to meet career education objectives and the needs of students and community. Described are the procedures used by teachers in developing these activities and the steps involved in the development of the career education objectives. Also briefly outlined are suggestions for teachers and career education objectives for three areas of activities: self concept, the world of work, and self and the world of work. The main body of the document (40 pages) presents sample activities organized according to career education objectives, instructions, objectives, activities, resource materials, and evaluations. (BP)
Descriptors: Career Education/ Demonstration Projects/ Educational Objectives/ Elementary Education/ Evaluation Methods/ Intermediate Grades/ Learning Activities/ Models/ Program Design/ Program Development/ Program Planning/ Resource Guides/ Vocational Development
Identifiers: Iowa/ World of Work

ED109311 CED004080
Models for Career Education in Iowa: Career Development Model and Explanation.
Iowa State Dept. of Public Instruction, Des Moines, Div. of Career Education; Iowa State Univ. of Science and Technology, Ames, Dept. of Agricultural Education.
73 35p.; For related documents, see CE 004 077-085
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The exemplary project report describes in detail the development of a definition of career education, the concepts of the career development model, and the four phases of the career education objectives: awareness (primary level), accommodation (intermediate level), exploration (junior high level), and exploration and preparation (high school level). The four objectives are, further organized in the document within each of the career development phases: self-concept, world of work, and self and the world of work. The final section of the document is a glossary of terms used in the project. (BP)
Descriptors: Career Awareness/ Career Education/ Demonstration Projects/ Educational Objectives/ Educational Philosophy/ Elementary Secondary Education/ Models/ Program Development/ Self Concept/ Vocational Development
Identifiers: Iowa/ World of Work
ED106746

Educational Advising and Vocational Choice: Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R.

Galant, Richard, Comp.; Moncrief, Nancy J., Comp.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Dec 74 44p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2487

Contract No.: DEC-3-6-002487-1579

Available from: Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC-$1.50, cash or money order must accompany request).

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This annotated bibliography, prepared by the ERIclearinghouse and Personnel Services Center, is intended to alert the user in a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the ERIclearinghouse publications. Guidance on educational planning and current index to journals in education, and in Dissertation Abstracts International from March 1973 through September 1974. This search covers information regarding the reliability of certain counseling techniques and programs with respect to career development and actual vocational choice. One hundred and ninety-eight document abstracts have been retrieved. (Author).


ED106559

Career Awareness Exemplary Project. Final Program Report.

Tuchscherer, Jerry

Dickinson Public School District 1, N. Dak.

Dec 74 57p.

Appendix A has been deleted because it cannot be reproduced. Prepared by staff at Dickinson Area Vocational High School.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The guide briefly describes the objectives and content of a career awareness course consisting of a nine-week block (approximately 45 sessions) which was offered to all Dickinson Area Vocational High School students during their sophomore year. It gives week by week suggestions for implementing the career awareness program, including seminars, discussions testing devices, films and slides, and individual research projects, and provides an example of a typical detailed lesson plan for a 45-day program. A final synopsis provides a brief summary of the Dickinson area area vocational education program. Two pages of specific recommendations to ensure the success of career awareness programs are included. As are 20 pages of appendices relating to the Dickinson program and two pages of suggested resources materials. (JR)

Descriptors: *Career Awareness/ *Career Education/ *Curriculum Guides/ Lesson Plans/ *Program Descriptions/ *Program Development/ Program Guides/ Resource Guides/ Secondary Education/ Vocational Education

ED106502

Occupational Exploration Program Evaluation Report

Notebook—An Overview.

Ailtscherl, James W., and Others

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Aug 74 42p.; For individual reports see CE 003 669-75


EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The overview serves as an introduction to seven evaluation reports produced for the Occupational Exploration Program (DEP), a joint developmental effort of the Center for Vocational Education, Ohio State University, and the Jefferson County, Colorado public schools. The 1973-74 project was designed to provide occupational exploration experiences for junior high school students. The report contains a description of evaluation procedures employed by the program as well as an overall description of the program itself. The latter includes goals, objectives, and a discussion of simulation, the major technique used for delivering the program. The evaluation procedures section covers summative and formative evaluation concerns; general sampling; design parameters; and a brief description of the Revision's Information Summary, the compilation of evaluation data that accompanies each of the seven DEP reports. The final section describes the evaluation instruments utilized and procedures followed. Discussed are: knowledge tests, effective tests, student module questionnaires, teacher evaluation logs, panel review procedures, and observer forms. (Author/MW)


Identifiers: *Career Exploration/ Occupational Exploration Program/ DEP

355
The elementary program of career education, patterned after the elementary component of the East Providence Career Education Pilot Project, attempts to develop decision-making skills, self-direction, career awareness, and basic skills through greater individualization of instruction. This was accomplished by organizing activities around career-oriented interest centers and having ad hoc grouping of students work on basic skills. The document briefly discusses the program's principles, goals, career awareness, teaching methods, teaching techniques, classroom environment, the learner, interest or activity centers, basic learning skills, program content, a classroom diagram, steps for implementing the program, a self-evaluation system, and a detailed outline of career education objectives and content. (Author/EP)

Descriptors: Basic Skills/ Career Awareness/ Career Education/ Curriculum Development/ Decision Making Skills/ Educational Objectives/ Educational Philosophy/ Educational Principles/ Elementary Education/ Integrated Curriculum/ Program Descriptions/ Teaching Methods/ Teaching Techniques

Identifiers: Rhode Island
ED105142 CE003406
Dec 73 13p.
Available from: National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, D.C. 20041 ($0.50 per copy; 21-10 copies, $0.30 each)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
The report represents an abridged summary of a study which assessed secondary and postsecondary work education programs and found that they might be modified or expanded. A stratified, random sample of 50 work education sites was drawn for the study from a set of 500 representative programs. Specific occupational training, dropout prevention, and career exploration programs were studied in farming regions, bedroom communities, single-industry areas, and major industrial-business centers. The study’s main findings are briefly described and form the basis for the following policy recommendations: (1) explore further the concept of work education; (2) expand the scope of dropout prevention programs; (3) develop formal structures for career exploration programs; (4) use vocational aptitude and interest instruments in student counseling; (5) develop more effective follow-up practices; (6) strengthen the role of program advisory committees; (7) encourage unions to participate actively in work education programs; (8) improve the effectiveness of public relations activities; (9) discourage discrimination on the basis of student attitude; (10) establish internship programs for work education coordinators; and (11) increase funding of cooperative education programs. Brief descriptions are included of 18 secondary school programs dealing primarily with cooperative education. (SO)
Descriptors: Cooperative Education/Cooperative Programs/ Dropout Prevention/Job Training/Post Secondary Education/Program Descriptions/Secondary Education/Vocational Development/Work Experience Programs/Work Study Programs

ED103800 95 CG009756
Jul 74 500p.; For related documents, see CG 009 753-758:
Several pages may reproduce poorly
Report No.: P-7080-C Bureau No.: V261041L
Grant No.: DEG-0-72-0749
EDRS Price MF-$0.92 HC-$24.75 PLUS POSTAGE
This lengthy document describes a Career Achievement Skills Training (CAST) program, implemented in Pontiac, Michigan, a highly industrialized city of 120,000 located approximately 30 miles from Detroit. The purpose of the program was to deliver career achievement skills to selected K-12 students. Through the skill processes presented in the CAST program the students were to learn about and plan for their careers. An inservice training program was first held for teachers and counselors so that they would understand the program. Then these teachers, using a lesson plan manual developed by the CAST participants, delivered the program to their students once per week over the course of the year. This particular manuscript describes the program in detail and includes a section on major findings and on program evaluation. (Author/HMV)
Descriptors: Career Education/Computer Assisted Instruction/Elementary Secondary Education/Occupational Guidance/Program Descriptions/Program Evaluation/Skill Development/Teacher Role/Vocational Development
Identifiers: Career Achievement Skills Training Program/CAST

ED103801 95 CG009757
Jun 74 185p.; For related documents, see CG 009 753-758:
Report No.: P-7080-C Bureau No.: V261041L
Grant No.: DEG-0-72-0749
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
The purpose of the Career Achievement Skills Training Program (CAST) is to equip students with the skills they need to make decisions and career plans. The author maintains that skills are observable, measurable, and repeatable behaviors. He teaches these skills in three phases. First, students learn how to expand knowledge about themselves and a particular type of job by using people and things as resources. In the next phase, the narrowing phase helps the students relate the career information to their value using a decision-making process. Finally, in the preparing stage, the students participate in an interview-internship with a person working in the field in which they are interested and reevaluate their choices in light of their life styles and values. This manual describes the steps taken in educating teachers and counselors in the use of the CAST program. (HMV)
Descriptors: Career Education/Decision Making/Elementary Secondary Education/Inservice Teacher Education/Manuals/Program Descriptions/Vocational Development
Identifiers: Career Achievement Skills Training Program/CAST
Position Paper on Career Development.

Aug 73 20p.

Available from: Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (No. 59173, $0.50 single copy, quantity discounts available)

Document Not Available from EDSR.

The American Vocational Association and the National Vocational Guidance Association established a joint commission in 1971 to prepare a position paper on the basic elements of career development and to examine its potential for all education from kindergarten to adulthood. The paper is a partial response to this need in that it describes the concept of career development in general terms but limits discussion of its application specifically to the school setting and does not attempt the discussion of delivery systems although such discussion is needed. Part one discusses various aspects of career development: that it is a part of human development and that work values are a part of human values. It defines career as a time-extended working out of a purposeful life pattern through work undertaken by the individual, in which freedom to choose is a fundamental concept. Part two concentrates on career guidance as an intervention process and discusses the need for career guidance, the nature of career guidance, the responsibilities for facilitating career guidance, and the role and responsibilities that guidance specialists, vocational educators, academic teachers, principals, parents, and the community play in facilitating a career guidance program. (BP)


Identifiers: *Career Guidance

ED009930 CE002611


Halling, Cliff E.
Robbinsdale Independent School District 281, Minn.

226p.: Page 178 is missing; Pages 97-98 and 116A may not reproduce well

Available from: Cliff E. Halling, 4619 Gettysburg Avenue North, Minneapolis, Minnesota 55428 ($5.00)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The author states his views on career education, gives a detailed definition of the career development concept, and offers various materials that may be of value to educators in understanding and translating this process into practical school applications. He further discusses the behavioral objectives needed to implement a career development program as a vehicle to teach certain subjects. The final portion considers all the elements needed for a possible program organization. Two thirds of the document consists of 14 appendices of materials relating to career education programs including: a teacher inservice program of vocational exploration (12 pages), a survey of employer attitudes toward work-oriented students in entry-level jobs (17 pages), a community resource utilization program (18 pages), an environmental careers program (10 pages), a proposal for elementary integrated industrial arts (12 pages), and material about career related mathematics, geometry and communications programs (40 pages). (BP)

Descriptors: Behavioral Objectives/ Career Education/ *Educational Programs/ Inservice Teacher Education/ Integrated Curriculum/ Program Descriptions/ Program Development/ *Program Planning/ Relevance (Education)/ Vocational Development

ED101156 CE002911


73 13

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Operation Breakthrough, a special demonstration project to upgrade Spanish-speaking workers in entry-level factory jobs, was evaluated by a third-party evaluator at the end of its first year. The teacher training program was found, through interviews with teachers and aides, to be excellent. Curriculum materials were provided by the project, but each of the five sites where the project was carried out developed its own strategies. On-site visits determined the emphasis in the English as a second language segment was on real skills. Curriculum changes are planned. The physical facilities at the five sites ranged from poor to excellent, and three of the companies involved provided incentives for student enrollment. Students completing a questionnaire at the end of the school year exhibited a positive reaction to the program. Students who did not complete the program were not surveyed. Teacher responses to a questionnaire were also positive. Interviews with employers demonstrated the importance of their support in the program's outcome. Insufficient data were gathered from standardized tests in one step of the evaluation involving the Ilyin Oral Interview. Specific recommendations for improved use of personnel and equipment and clarification of program emphasis are offered. (AG)

Descriptors: *Adult Education Programs/ Adult Students/ Demonstration Programs/ Employer Attitudes/ Evaluation Methods/ *Program Evaluation/ Questionnaires/ *Spanish Speaking/ Student Attitudes/ Teacher Attitudes/ Vocational Development

Identifiers: *Operation Breakthrough

ED102424# CE003174

Position Paper on Career Development.


Aug 73 20p.

Available from: Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (No. 59173, $0.50 single copy, quantity discounts available)

Document Not Available from EDSR.

The American Vocational Association and the National Vocational Guidance Association established a joint commission in 1971 to prepare a position paper on the basic elements of career development and to examine its potential for all education from kindergarten to adulthood. The paper is a partial response to this need in that it describes the concept of career development in general terms but limits discussion of its application specifically to the school setting and does not attempt the discussion of delivery systems although such discussion is needed. Part one discusses various aspects of career development: that it is a part of human development and that work values are a part of human values. It defines career as a time-extended working out of a purposeful life pattern through work undertaken by the individual, in which freedom to choose is a fundamental concept. Part two concentrates on career guidance as an intervention process and discusses the need for career guidance, the nature of career guidance, the responsibilities for facilitating career guidance, and the role and responsibilities that guidance specialists, vocational educators, academic teachers, principals, parents, and the community play in facilitating a career guidance program. (BP)


Identifiers: *Career Guidance
Abstracts of Exemplary Projects in Vocational Education.

EDO 9523 CE002603

The 58 career education abstracts included in the document represent the projects selected for the second three-year round of vocational exemplary projects supported by the Office of Education under the Vocational Education Amendments of 1968. In a standardized format, the abstracts provide information about each individual project. Abstracts are arranged in alphabetical order by the States in which the projects are located; 45 different States are represented (Pennsylvania and Texas each sponsored three projects; and Wisconsin two), as well as the District of Columbia, Puerto Rico, Virgin Islands, the Trust Territory of the Pacific Islands, Guam, and American Samoa. The abstract format includes project title, director, applicant organization, estimated total Federal funds, duration, and site information. The program description information consists of: (1) administrative structure; (2) program design; (3) program components; and (4) unique features. The program components section outlines the overall guidance and counseling emphasis (including self-awareness, attitudes toward work, and career decision making); elementary and junior high career awareness; junior high orientation and exploratory experiences; job preparation in grades 9-14; placement activities; and any other additional information. (EA)


Identifiers: *Career Development

EDO 2661 CE001252

Wayne State Univ., Detroit, Mich.
7D 273a.

EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE

The pilot program was designed to aid inner-city Detroit public school students to raise and broaden their educational/occupational aspiration levels and plan for their future. The project served 15,000 students from seven elementary schools, two junior high schools, and one high school; control schools were selected to match the experimental schools. The concept of developmental career guidance as an ongoing process was basic to the project, and the most prominent objective of the program was to increase the students' awareness or consciousness of the world of work.
Purpose of the guide is to strengthen the students' ability to select and acquire a positive attitude toward work, toward all levels of occupational choices found in society, and toward themselves. To these ends, the junior high school students are to learn the functional interrelationships between production management and service areas of business and industry. Students also sample the operations and skills required in a number of occupations through work-site tours and experience. All seventh grade students are to participate in the program. Participation in grades 8 and 9 is optional. The Office of Education's division of fifteen occupational clusters is to be integrated into all junior high school classes. A conceptual approach is used, listing specific behavioral objectives, vocabulary lists, learning experiences, desired outcomes, and instructional and resource materials are specified. Each unit coordinates subject area, grade level, and occupational cluster. An appendix of related materials and a four-page annotated bibliography are included. (AG)


Identifiers: Career Development/ Cleveland/ Developmental Vocational Education Program/ Model Cities Program

Placement Component Procedures.
Fort Worth Public Schools, Tex.
Aug 72 32p.; For related documents, see CE 001 134-7
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The guide describes the placement service, an extension of the guidance and counseling component, of the Fort Worth high school career education project study. The placement component is a service to ensure placement of all existing students either in a job, postsecondary occupational program, or a baccalaureate program; duties of the placement officer are defined through goals, processes, and procedures. The fourteen-page appendix consists of various forms used by the placement service. (EA)

Descriptors: *Career Education/ Occupational Guidance/ Placement/ Program Guides/ Records (Forms)/ Senior High Schools/ Vocational Counseling

Identifiers: *Career Development/ Texas

Handbook for Implementation of Career Education in the Middle School.
Fort Worth Public Schools, Tex.
Aug 72 27p.; For related documents, see CE 001 134-5, CE 001 137-B
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The handbook helps orient teachers at the middle school level to the expected outcomes processes of a career education program. Topics covered are: career education objectives and concepts, classroom implementation, procedures for identifying and obtaining resource speakers, guidelines for use of community resource center, and evaluation procedures. (EA)

Descriptors: *Career Education/ Community Resources/ Middle Schools/ Resource Centers/ Teaching Guides

Identifiers: *Career Awareness/ Career Development/ Texas

Media Resources: Career Education.
Fort Worth Public Schools, Tex.
Aug 72 37p.; For related documents, see CE 001 134, CE 001 136-8
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The outcome of the media resources handbook is the identification and description of diversified instructional aids in the area of career education that are available to teachers through the career resource center at Fort Worth, Texas. Many of the resources are to be used directly in the occupations class in the middle school; however, the resources can be of assistance to teachers in lesson planning and individualizing instruction through student referrals to the career resource center. An annotated listing of over a hundred filmstrips and accompanying cassettes is included as well as listings of kits of occupational briefs, career games, computer system (electronic Programmed learning), career folders, slides, books, and pamphlets. (EA)

Descriptors: Audiovisual Aids/ *Career Education/ Instructional Materials Centers/ *Occupations/ Programmed Materials/ Resource Centers/ *Resource Guides

Identifiers: *Career Awareness/ Career Development/ Texas
THE SOCIAL SCIENCES CONCEPTS AND VALUES" (Harcourt Brace and World), the elementary grades curriculum guide incorporates career education into the social sciences with emphasis on career awareness and the world of work and the development of attitudes toward the dignity and satisfaction of work. The guide has separate divisions for grades one through five and consists of lesson plans for units of study that relate concept seeking, value seeking, and methods of intelligence to appropriate activities, resources, culminating activities, and evaluation techniques. (EA)

Descriptors: Career Education/Concept Teaching/ *Curriculum Guides/ *Elementary Grades/ Lesson Plans/ *Social Sciences/ Unit Plan/ Values/ Work Attitudes

Identifiers: *Career Awareness/ Career Development/ Texas

A curriculum guide for grade 8, the document is devoted to the occupational cluster "Hospitality, Recreation, and Personal Service Occupations." It is divided into four units: recreational resources for education, employment, and professional opportunities; barbering and cosmetology; mortuary science; hotel-motel management. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into subunits, activities, materials, and notes with a statement relating these units to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agribusiness, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); and transportation (CE 001 050). (AG)

Descriptors: Barbers/ *Career Education/ *Cosmetologists/ Curriculum Guides/ *Grade 8/ *Hotels/ Management/ Occupational Clusters/ *Hospitability, Recreation/ *Service Occupations/ Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia/ Mortuary Science
A curriculum guide for grade 8, the document is divided into eleven units: marketing and distribution; food manufacturing; data processing and automation; administration, management, and labor; secretarial and clerical services; office machines; equipment; metal manufacturing and processing; prefabrication; textile and clothing industry; and regulatory agencies. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: Automation/ *Business/ *Career Education/ Clothing/ Curriculum Guides/ Data Processing/ Equipment/ Food Processing Occupations/ Grade 8/ Management/ *Manufacturing/ *Marketing/ Metallurgy/ Office Machines/ *Office Occupations/ Office Practice/ Prefabrication/ Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia/ Regulatory Agencies

EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE

ED009010 CE001048
Health Occupations: Grade 8, Cluster II.

Culhoun, Olivia H.

Exemplary Project itself see CE 000 906

A curriculum guide for grade 8, the document is devoted to the occupational cluster "Health Occupations." It is divided into four units: the hospital, preventive medicine, drug use and abuse, and alcohol and tobacco. Each unit is introduced by a statement relating these categories to the unit topic. The document is devoted to the occupational cluster "Health Occupations." It is divided into six units: education, public utilities, community social and health services, law enforcement agencies, fire departments, and the postal system. Each unit is introduced by a statement of the topic, the unit's purpose, the list of career opportunities (positions) available in that area, next, the major areas are divided into: fine arts and humanities (CE 001 044); construction and environment (CE 001 043); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation, and personal service occupations (CE 001 051). (AG)

Descriptors: Accident Prevention/ Alcoholism/ *Career Education/ *Curriculum Guides/ Drug Abuse/ Food Service Occupations/ *Health Occupations/ *Health Occupations Education/ *Hospitals/ Occupational Clusters/ Pharmacists/ Preventive Medicine/ Smoking/ Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia/ Postal Workers

ED009009 CE001047
Public Service Occupations: Grade 8, Cluster I

Culhoun, Olivia H.

Exemplary Project itself see CE 000 906

A curriculum guide for grade 8, the document is devoted to the occupational cluster "Public Service Occupations." It is divided into six units: education, public utilities, community social and health services, law enforcement agencies, fire departments, and the postal system. Each unit is introduced by a statement of the topic, the unit's purpose, the list of career opportunities (positions) available in that area, next, the major areas are divided into: fine arts and humanities (CE 001 044); construction and environment (CE 001 043); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation, and personal service occupations (CE 001 051). (AG)

Descriptors: Accident Prevention/ Alcoholism/ *Career Education/ *Curriculum Guides/ Drug Abuse/ Food Service Occupations/ *Health Occupations/ *Health Occupations Education/ *Hospitals/ Occupational Clusters/ Pharmacists/ Preventive Medicine/ Smoking/ Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia/ Postal Workers
ED0009008 CE0001046
Agri-Business, Natural Resources, Marine Science: Grade 7, Cluster V.
Calhoun, Dlivia M.
72 pp.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 904
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
A curriculum guide for grade 7, the document is devoted to the occupational clusters “Agri-Business, Natural Resources, and Marine Science.” It is divided into five units: natural resources, ecology, landscaping, conservation, oceanography. Each unit is introduced by a statement of the topic, the unit’s purpose, main ideas, questions, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher’s manual for the series is available as CE 001 041. For other guides are consumer and homemaking (CE 001 041); communications and media (CE 001 043); fine arts and humanities (CE 001 044); agri-business, natural resources, marine science (CE 001 045); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051).
Descriptors: *Career Education/ City Planning/ *Construction Industry/ Curriculum Guides/ Demography/ *Environment/ *Grade 7/ Metropolitan Areas/ Occupational Clusters/ Suburbs/ Units of Study (Subject Fields)/ Urban Renewal
Identifiers: *Career Development/ District of Columbia/ Marine Science

ED000007 CE0001045
Construction and Environment: Grade 7, Cluster IV.
Calhoun, Dlivia M.
72 pp.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 904
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
A curriculum guide for grade 7, the document is devoted to the occupational cluster “Construction and Environment.” It is divided into four units: urban renewal and development, urban and suburban construction and planning, megalopolitan, and demography. Each unit is introduced by a statement of the topic, the unit’s purpose, main ideas, questions, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher’s manual for the series is available as CE 001 041. For other guides are consumer and homemaking (CE 001 041); communications and media (CE 001 043); fine arts and humanities (CE 001 044); agri-business, natural resources, marine science (CE 001 045); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051).
Descriptors: *Career Education/ City Planning/ *Construction Industry/ Curriculum Guides/ Demography/ *Environment/ *Grade 7/ Metropolitan Areas/ Occupational Clusters/ Suburbs/ Units of Study (Subject Fields)/ Urban Renewal
Identifiers: *Career Development/ District of Columbia/ Marine Science
ED098006  CE001044
Fine Arts and Humanities: Grade 7. Cluster III.
Calhoun, Olivia H.
District of Columbia Public Schools, Washington, D.C. Dept.
of Career Development. Metropolitan Educational Council for
Staff Development, Washington, D.C.
Sup 72  69p.; For the Washington, D.C., Career Development
Exemplary Project itself see CE 000 906
Sponsoring Agency: Bureau of Adult, Vocational, and
Technical Education (UH/EW/DE), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
A curriculum guide for Grade 7, the document is devoted to
the occupational cluster "Fine Arts and Humanities." It is
divided into five units: drama and literature, music, dance,
and crafts. Each unit is divided into a statement of the
topic, the unit's purpose, main ideas, questions, and a list of
career opportunities (positions) in that area. Next, the areas
of language arts, mathematics, science, social studies, home
economics, industrial arts, music, and physical education
(when applicable) are subdivided into career opportunities,
activities, materials, and notes with a statement relating
these categories to the unit topic. The document is one of
10 curriculum guides at the seventh and eighth grade
levels presenting a career education emphasis. The teacher's
manual for the series is available as CE 001 041. The other
guides are: consumer and homemaking (CE 001 042), fine
arts and humanities (CE 001 043); construction and
distribution, business and office occupations (CE 001 045);
agriculture, natural resources, marine science (CE 001 046);
public service occupations (CE 001 047); health
occupations (CE 001 048); manufacturing, marketing and
distribution, business and office occupations (CE 001 049);
transportation (CE 001 050); and hospitality, recreation and
personal service occupations (CE 001 051). (AG)

Descriptors: Art/ *Career Education/ *Curriculum Guides/
Dance/ Drama/ *Fine Arts/ *Grade 7/ Handicrafts/ *Humanities/
Literature/ Music/ *Occupational Clusters/ *Units of Study
(Subject Fields)
Identifiers: *Career Development/ District of Columbia

ED098005  CE001043
Communications and Media: Grade 7. Cluster II.
Calhoun, Olivia H.
District of Columbia Public Schools, Washington, D.C. Dept.
of Career Development. Metropolitan Educational Council for
Staff Development, Washington, D.C.
Sup 72  136p.; For the Washington, D.C., Career Development
Exemplary Project itself see CE 000 906
Sponsoring Agency: Bureau of Adult, Vocational, and
Technical Education (UH/EW/DE), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
A curriculum guide for Grade 7, the document is devoted to
the occupational cluster "Communications and Media." It is
divided into six units: advertising, film and photography,
radio and television, journalism and publishing, library and
periodicals, and transocean communications. Each unit is
introduced by a statement of the topic, the unit's purpose,
main ideas, questions, and a list of career opportunities
(positions) in that area. Next, the areas of language arts,
mathematics, science, social studies, home economics,
industrial arts, music, and physical education (when applicable)
are subdivided into career opportunities, objectives,
activities, materials, and notes with a statement relating
these categories to the unit topic. The document is one of
ten curriculum guides at the seventh and eighth grade
levels presenting a career education emphasis. The teacher's
manual for the series is available as CE 001 041. The other
guides are: consumer and homemaking (CE 001 042), fine
arts and humanities (CE 001 044); construction and
distribution, business and office occupations (CE 001 045);
agriculture, natural resources, marine science (CE 001 046);
public service occupations (CE 001 047); health
occupations (CE 001 048); manufacturing, marketing and
distribution, business and office occupations (CE 001 049);
transportation (CE 001 050); and hospitality, recreation and
personal service occupations (CE 001 051). (AG)

Descriptors: Art/ *Career Education/ *Communications/ *Curriculum
Guides/ Films/ *Grade 7/ Journalism/ Libraries/ *Mass Media/
Occupational Clusters/ *Photography/ Publicize/ Publishing
Industry/ Radio/ Telecommunication/ Television/ *Units of Study
(Subject Fields)
Identifiers: *Career Development/ District of Columbia
in career education for the seventh and eighth grade levels, the manual comments upon several topics: the career development philosophy, the basic ingredients of the D.C. program, the roles of the classroom teacher and the guidance counselor in the program, and the setting for the program's implementation. The manual also describes the characteristics and organization of the guides. Suggestions for planning ahead include a ten-page Grade 7 outline plan for implementing module 1 (a career cluster). Methods of introducing the curriculum to students and parents are discussed, and the importance of involving the community in classroom activity is stressed. The document concludes with chapters on career development activities and the evaluation of student learning. The ten curriculum guides are divided into clusters: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG) Descriptors: Behavioral Objectives/ Career Education/ Class Activities/ Community Resources/ Counselor Role/ Curriculum Guides/ Educational Philosophy/ Grade 7/ Grade 8/ Human Resources/ Information Dissemination/ Occupational Clusters/ Program Development/ Teacher Role/ Teaching Guides/ Vocational Education/ Career Development/ District of Columbia.

Identifiers: Career Development/ District of Columbia.

Teacher's Manual for the Career Development Curriculum Guides, 7th and 8th Grades.

Calhoun, Olivia H.


EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

To help teachers make effective use of ten curriculum guides, the document is devoted to presenting a career education emphasis. The teacher's manual for the series is available as CE 001 042. The other guides are: communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG) Descriptors: *Career Education/ Child Care/ Clothing Instruction/ Consumer Education/ Curriculum Guides/ Family Relationship/ Grade 7/ Home Economics/ Home Management/ Nutrition Instruction/ Occupational Clusters/ Purchasing/ Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/DE), Washington, D.C.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

A curriculum guide for grade 7, the document is devoted to the occupational cluster "Consumer and Homemaking." It is divided into six units: buying, child care, nutrition, clothing, family relations, and housing and household management. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purposes, objectives, activities, materials, and notes with a statement relating those categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG) Descriptors: *Career Education/ Child Care/ Clothing Instruction/ Consumer Education/ Curriculum Guides/ Family Relationship/ Grade 7/ Home Economics/ Home Management/ Nutrition Instruction/ Occupational Clusters/ Purchasing/ Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia.
A Career Development Program in Agricultural Occupations for Advantaged and Less Advantaged Rural Youth.

Lark, Floyd J.; and Others

Oklahoma State Univ., Stillwater, Dept. of Agricultural Education.

This document provides a summary of the results of the effort begun in the fall of 1971 by the Agricultural Education Department of Oklahoma State University to organize a career development program for advantaged and less advantaged rural youth. It was designed to increase the awareness of rural youth to career opportunities, to their own abilities, interests, and other characteristics in relation to careers, and to the decision-making process leading to the choice of a career. A summary of the program is outlined in terms of general unit development, specific occupation unit development, and the development of self-discovery and decision-making units. Related publications are listed. Appendices comprise three fourths of the document and include the self-discovery unit, the agricultural occupations cluster units (agricultural supplies/services), and a unit for a specific occupation within the agricultural supplies/services unit (agricultural sales clerk). (KP)

Descriptors: Ability Identification/Affluent Youth; Agricultural Occupations/Career Opportunities/Decision Making/Disadvantaged Youth; Educational Programs/Occupational Clusters/Occupational Guidance/Personal Growth/Program Development/Rural Youth/Self-Concept/Units of Study (Subject Fields)/Vocational Development

Identifiers: Career Development

K-12 Career Education Guide.

Lakeshore Technical Inst., Sheboygan, Wis.


Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: DEG-0-71-1027561

Available from: Lakeshore Technical Institute, 3811 Memorial Drive, Sheboygan, Wisconsin 53081 ($3.10)

EDRS Price MF-$0.92 HC-$24.75 PLUS POSTAGE

Directed toward reforming the scope of career education and initiating awareness and enthusiasm for continuous career education opportunities for all students in grades K-12, this curriculum guide describes the 16 basic career concepts and 205 general objectives taken from the Wisconsin State Career Curriculum Model and evaluated by teachers and counselors at the first Lakeshore Technical Institute. Grouped first by grade level (K-3, 4-6, 7-9, and 10-12) and then by subject area (communications, math, social studies, and vocational education), both grade level and subject matter rationales are divided into separate conceptual patterns to be introduced, developed, and emphasized. Behavioral objectives, classroom activities, lists of resources for activities, evaluation procedures, and suggested curriculum considerations, which were developed by Institute participants, accompany each concept. Models illustrating the scope and sequence of the 16 basic career development concepts through grades K-12, the three components of career development (self, work world, and career planning), and vertical and horizontal expansion of the concepts are included. (AG/SB)

Descriptors: Career Education/Career Opportunities/Concept Formation/Curriculum Guides/Elementary Grades/Institutes (Training Programs)/Integrated Curriculum/Kindergarten/Models/Secondary Grades/Vocational Development/Vocational Education

Identifiers: Career Awareness/Career Development
During the 1970-71 school year, this project sought to provide elementary and secondary students with a broad occupational orientation, work experience, specific training in job entry skills, intensive occupational guidance, and counseling. Accomplishments achieved during the year for the elementary component include: (1) providing 191 teachers with information and work units, (2) using 150 role models, (3) conducting 1,500 elementary students, (4) conducting 450 teacher conferences, and (5) establishing an interdisciplinary team in each of the nine elementary school projects. Accomplishments for the secondary component include: (1) establishing a new management team, (2) conducting meetings with a counselor evaluation committee, (3) developing a unit for Grades 7, 8, and 9 in the inner city, (4) developing a questionnaire to determine students' vocational interests. A complete description of the project including an evaluation and sample work units is contained in this document. (GEO)


Career Guidance: An Overview of Alternative Approaches.
Campbell, Robert E.; Vetter, Louise
Ohio State Univ., Columbus, Center for Vocational and Technical Education.
Aug 71 21p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: Inf-Ser-45
EDRS Price MF-$0.76 UC-$1.58 PLUS POSTAGE
By presenting a brief overview of alternative approaches to career guidance programs, this publication was designed to give state-level planners interested in reviewing the key concepts related 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. (US)

Identifiers: *Career Development/ Occupational Exploration

Neighborhood-Based Child Care Services for the Inner City: A Service Model, A Staffing Plan and A Program Implementation
Strategy.
Illinois State Dept. of Labor, Chicago, Ill. Human Services
Manpower Career Center.
Feb 71 92p.
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This feasibility study was undertaken to develop an integrated model for the delivery of neighborhood-based child care services to residents of the inner city which would: (1) put the needs of the child first, (2) provide supportive human services to the family unit, (3) provide inner city residents with career opportunities in the child care field, and (4) develop and sustain full community participation in program management. The proposed model consists of a Central Unit which serves a 25-block area and provides administrative and supportive services to five mini-centers. Each mini-center serves a five block area and provides service to eight to ten pre-school children, a similar number of school age children, and their parents. Employees are to be selected from the neighborhood and every effort will be made to utilize welfare mothers who wish to enter child care and human services careers. Six months prior to the opening of the Central Unit and Mini-Centers, and subsequently on an ongoing basis, all employees will participate in a training program. The career development program is based on a career ladder approach and allows workers to enter as a child development, human services, or clerical trainees and proceed with training and experience to higher competency and salary levels. Additional information and an implementation strategy are provided. (US)

Descriptors: *Career Ladders/ *Careers (1-4)/ *Career Opportunities/ *Child Care Workers/ *Clerical Workers/ *Community Programs/ *Day Care Services/ *Disadvantaged Groups/ *Feasibility Studies/ *Human Services/ *Inner City/ *Models/ *Occupational Mobility/ *Program Administration/ *Program Development/ *Vocational Education
Identifiers: *Career Development

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Identifiers: *Career Development
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*network of 16 Clearinghouses, each with a different educational focus
*system updated monthly with the latest educational information

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*Clearinghouse on Counseling and Personnel Services
*Clearinghouse responsible for selecting and processing materials in the areas of the helping services and the preparation of professional and nonprofessional counseling personnel
*information disseminator which provides special focused materials to help you in your work setting

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*career planning
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