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NEW JERSEY STATE PLAN FOR CAREER EDUCATION

FISCAL YEAR 1978

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PROJECT DIRECTOR
STATE PLAN FOR CAREER EDUCATION

NEW JERSEY STATE

FOR

CAREER EDUCATION.

Division of
Vocational Education
Dept. of Education
State of New Jersey

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1977-1982

ANNUAL AND FIVE-YEAR

PROGRAM PLAN PROVISIONS

Public Law 93-380, Section 406

of

The Education Amendments of 1974

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New Jersey.
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INTRODUCTION

The New Jersey State Department of Education is the recipient of a grant awarded under Public Law 93-380 (which is discussed on page 8) for the purpose of writing our State's first comprehensive plan for career education for grades kindergarten through twelve.

This Plan does not set forth any specific mandates. It is a series of suggestions and recommendations for utilization by the various local education agencies which might wish to adapt it to meet their unique needs.

The New Jersey State Department of Education recognizes the fact that the expertise required for implementing career education exists in all segments of our society and is certainly not limited to those employed in formal education. Thus, an Advisory Committee representative of all facets of the community was established for the purpose of providing input.

The chief executives of various organizations selected representatives in response to invitation from Commissioner Fred G. Burke. The Project Director coordinated the activities of the Advisory Committee under the auspices of Dr. William Wenzel, Assistant Commissioner of Education, Division of Vocational Education.

The Committee established various task forces and compiled reports which were used as the basis for the Plan. Ad hoc task force members as well as resource persons joined the group as needed.

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NEED FOR CAREER EDUCATION IN NEW JERSEY

New Jersey has a land area of 7,504 square miles which places it 46th in the nation in terms of size. Its population of approximately 7,433,920 results in a population density of 991 persons per square mile placing it first in the nation. Sixteen of our state's 21 counties have a population over 100,000, with 5 counties over 500,000. Six of our cities have a population over 100,000 with one city over 250,000 and another over 350,000.

We live in a highly technological state ranking seventh in the country in industrial output. At the same time, however, unemployment rates (by county) currently range from 6.4% to 15.5% with a median of 9.9%.

In spite of its high population density, nearly 2/3 of the land is forest and farms. In view of the fact that the state is densely populated in some areas and sparsely populated in others, New Jersey's educators must address a diversity of needs on the part of the citizenry.

The sociological climate in New Jersey and throughout the U. S. today is such that severe criticism is being hurled at educators who are being told that students undergo the educational process and enter into a society for which they are not prepared. Recent Gallup Polls and NIE surveys conclude that the populace is demanding that educators place greater emphasis on job preparation as well as aiding students in career decision making.

The New Jersey State Department of Education is attempting educational reform through providing a thorough and efficient system of education for all of our state's citizens. The Department views the development and implementation of comprehensive, interdisciplinary career education activities as a vehicle to accomplish such educational reform.

The Department offers the following definition of career education as set forth by the U. S. Office of Education:

"Career education is the totality of experience through which one learns about and prepares to engage in work as part of his or her way of living." We must bear in mind that "work" in this context is defined as ". . .conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others."

The definition as purported by the Council of Chief State School Officers provides further insight into the career education concept:

"Career education is essentially an instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. In scope, career education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of career education includes an awareness of self and the world of work, broad orientation to occupations (professional and nonprofessional), in-depth exploration of selected occupational clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement of all students."

Three broad goals of career education programs are:

- A. Career education will improve the quality of career choice.
- B. Career education will improve individual opportunities for career entry.
- C. Career education will improve individual opportunities for career progression.

Based upon these broad goals, career educators are attempting to produce individuals who, when they leave school are:

1. Competent in basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.
3. Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work.
4. Equipped with career decision-making skills, job hunting skills, and job getting skills.
5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.
6. Equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.
7. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.
8. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.
9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

Conceptual Base of Career Education in New Jersey

The student outcomes enumerated above are consistent with New Jersey's efforts to accomplish educational reform. With the passage in 1975 of the Public School Education Act, N. J. S. A. 18A:7A et seq (hereinafter referred to as Chapter 212), the legislature set forth its commitment "to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society."

The New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8, sets forth State educational goals. These goals are listed below. After each goal, the career education learner outcome(s) with which the State goal interfaces is set forth by number. (The student outcomes are listed on pages 2 and 3.)

"(b) Educational outcome goals: The public schools in New Jersey shall help every pupil in the state:

- "1. To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively. (Career education student outcomes 1-9)
- "2. To acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures and current social issues. (Career education student outcomes 1-4, 6, 9)
- "3. To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world. (Career education student outcomes 1, 9)
- "4. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer. (Career education student outcomes 1-3, 5, 6)
- "5. To acquire job entry level skills and, also, to acquire knowledge necessary for further education. (Career education student outcomes 1, 3, 5-9)
- "6. To acquire the understanding of and the ability to form responsible relations with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own. (Career education student outcome 1)
- "7. To acquire the capacities for playing satisfying and responsible roles in family life. (Career education student outcomes 1, 9)
- "8. To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental. (Career education student outcomes 1-3, 5, 8, 9)

- "9. To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the aesthetic expressions of other people. (Career education student outcomes 1, 8, 9)
 - "10. To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life. (Career education student outcomes 3, 4, 9)
 - "11. To develop an understanding of his/her own worth, abilities, potentialities and limitations. (Career education student outcomes 1, 3, 6, 7, 9)
 - "12. To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change. (Career education student outcomes 1-9)
- "(c) Educational process goals: The public schools in New Jersey shall provide:
- "1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils. (Career education student outcomes 1-9)
 - "2. Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil. (Career education student outcomes 2, 4-6, 9)
 - "3. Specialized and individualized kinds of educational experiences to meet the needs of each pupil. (Career education student outcomes 1-9)
 - "4. Opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools. (Career education student outcome 6)
 - "5. Comprehensive guidance facilities and services for each pupil. (Career education student outcomes 1, 3-9)
 - "6. An environment in which any competition among pupils is positive. (Career education student outcomes 1, 5, 8, 9)
 - "7. Resources for education, used with maximum efficiency. (Career education student outcomes 1, 3-9)
 - "8. Teaching staff members of high quality. (Career education student outcomes 1-9)
 - "9. Diverse forms of constructive cooperation with parents and community groups." (Career education student outcomes 1, 4-9)

Further, the New Jersey Administrative Code mandates that the educational program for each school include the following criteria which require implementation of career education:

- "2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
- "3. Provide for continuous learning through and effective articulation between and among the districts and schools;
- "5. Provide all pupils guidance and counseling to assist in career and academic planning;
- "10. Provide career awareness and vocational education pursuant to law and regulation."

Finally, it is mandated that the following strategies or activities be implemented in the instructional process. These strategies or activities are particularly conducive to implementation of a comprehensive, interdisciplinary approach (K-12) to career education.

- "1. A school environment designed to foster positive feelings by pupils toward self and others.
- "2. Creative use of various instructional methods, materials, and equipment.
- "3. Opportunities for pupils to participate in the study of individual, school and community problems.
- "4. Active involvement of pupils in directed and self-directed activities.
- "5. School and classroom organization and pupil assignment based upon individual pupil needs.
- "6. Effective use of personnel, resources, and facilities of the school and community.
- "7. An emphasis on the interdisciplinary nature of knowledge and the interrelatedness of learning."

Status of Career Education in New Jersey

A survey of all mandates for career education applicable to our state reveals eight major sources which will be highlighted in a review of New Jersey's career education efforts.

1. U. S. Office of Education official definitions. (See page two.)
2. New Jersey Statutes Annotated, 18A:7-1, et seq., of the Public School Education Act of 1975 (Chapter 212).
3. New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8.
4. Laws of 1970 (Chapter 230).
5. The Vocational Education Amendments of 1968, Part D.
6. Public Law 94-482, The Education Amendments of 1976.
7. Directive of Fred G. Burke, Commissioner of Education, State of New Jersey.
8. Public Law 93-380, The Education Amendments of 1974, Section 406.

Four of these mandates are of State origin, and four are of Federal origin. To New Jersey, the most important single mandate concerning this concept is found in three--the New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8, which provides that under the "thorough and efficient" system of free public schools, a local education agency must discover and eliminate discrepancies between state goals and actual results at the local level. In the school improvement process mandated by the code, a local education agency, in meeting discovered discrepancies in relation to state goals, requires utilization of career education concepts and strategies in meeting specified mandated goals (as discussed on pages five and six herein).

New Jersey's current activities sensitive to career education have developed over many years. As far back as 1965, the Department launched the first career exploration program for junior high schools with emphasis on practical experience, interaction with workers and exploration cycles

developed in conjunction with business and industry. To date, Introduction to Vocations, the objective of which is to provide realistic guidance through exploratory manipulative experiences in a wide range of occupational clusters, is operating in 279 districts and 380 schools with 80,393 students participating.

In 1966, the position of County Occupational Education Coordinator was established. Three coordinators were appointed to serve Bergen, Camden and Gloucester Counties by creating, organizing, implementing and evaluating a county-wide system of career awareness and vocational education. The role of the coordinators rapidly expanded and evolved into that of County Career Education Coordinators. There are currently 19 County Career Education Coordinators who are responsible for the implementation of career education, from kindergarten to the adult level.

In 1966, educational leaders in New Jersey created Technology for Children (T4C), the objective of which was to enhance the learning process at the elementary level by utilizing tools and technological activities in the classroom and provide elementary school children with a better understanding and appreciation of their future career role. During the summers of 1966-1968, the staff of the New Jersey Department of Education, Division of Vocational Education, conducted training institutes for elementary school teachers. Four classes of children were involved in the program. By 1969, T4C was operating in 32 elementary schools in New Jersey, with 114 teachers and 2,800 children involved. By the school year 1976-1977, the T4C programs, with emphasis on child-centered, activity-oriented and individualized teacher-learning situations, is operating in 21 counties, 310 school districts and 1,100 schools involving 5,200 teachers, 140,400 students and 335 local educational agency supervisors.

Public Law 1970, Chapter 230, provided for the implementation of career development procedures that would have a positive and measurable impact on our state's children. The stated purpose of this legislation emphasizes the combination of technical activities and academic curriculum to assist students in developing self-awareness and an appreciation of work through appropriate sequential exploration experiences, grades kindergarten through twelve.

During the five years prior to 1970, several pilot programs were implemented to provide occupational awareness at the elementary and middle school levels as well as assist students in learning the basic skills. Thus, the enactment of the career development legislation offered the Department an opportunity to coordinate the disparate parts into a comprehensive career development program in model districts.

Three cities, Camden, Rahway, and New Brunswick, were selected as model career development sites. Each site contained the following elements:

- ...Career Awareness--Technology for Children--K-6
- ...Exploratory Experiences--Introduction to Vocations--7-9
- ...Summer Coupled Pre-Vocational Work Study--10-11
- ...Job Placement
- ...Career Resource Center
- ...In-Service Teacher Training

A State Director of the Governor's Career Development Program was assigned to implement, monitor, and evaluate the programs which began in January, 1971.

During 1972-1973, additional sites were added in Jersey City, Keansburg, and Salem City. In 1973-1974, the comprehensive career development program was expanded to a total of nineteen sites. The additional thirteen cities included: Atlantic City, Bayonne, Bridgeton, Hoboken, Lakewood, Newark, Orange, Passaic, Paterson, Perty Amboy, Plainfield, Trenton, and Union City.

The 1974-1975 expansion included the following nine sites: Asbury Park, Long Branch, Hackettstown, Millville, Pleasantville, Wildwood, Hunterdon Central, Elizabeth, and Parsippany-Troy Hills.

With a decrease in funds during 1975-1976, the number of local education districts receiving funds as Governor's Career Development Programs numbered nine.

These career development sites resulted from a 1969 pilot, demonstration project operating in the city of Hackensack. Thus, it formed the backbone of the Governor's Career Development Programs herein described. Additional pilot, demonstration projects were established in the Asbury Park and Wayne School Districts. Monies were provided under the U. S. Commissioner's discretionary funds, Part D of the Vocational Education Amendments of 1968.

Additional funds provided for implementation of pilot, demonstration and exemplary projects which included six major dimensions: (1) working with teachers, (2) use of the computer, (3) attention to the affective domain, (4) filling gaps in career orientation programs, (5) broadening the input of leadership from local districts, colleges, communities and the New Jersey State Department of Education; and (6) evaluation of innovative career programs.

Current pilot, demonstration and exemplary projects address: (1) teacher training programs, (2) the decision model, (3) the articulation model, (4) additional course syllabi concerning media, job placement, articulation, career counseling, and (5) career information centers under the leadership of the New Jersey Occupational Resource Center.

Public Law 94-482, The Educational Amendments of 1976, Title III, Part C, provides for extensive state planning for career education. The major thrust of this legislation in extending planning efforts is as follows:

"Any state desiring to receive the amount for which it is eligible for any fiscal year pursuant to this part shall agree to submit to the Commissioner by December 31, 1978, a report on any planning undertaken pursuant to this part. Such report shall be in such form as the State may desire, and may include planning proposals for--

"(1) extending career education and career development programs and services to all individuals in the state;

"(2) extending the concept of the education process beyond the school into the area of employment and community affairs, and relating the subject matter curricula of schools to the needs of individuals to function in society;

"(3) the implementation of new concepts in career education and career development and for the replication of concepts which have demonstrated success;

"(4) the development of training programs, including inservice training programs, for teachers, counselors, other educators, and administrators;

"(5) fostering cooperative arrangements with such community groups and agencies as the public employment services, vocational rehabilitation service, community mental health agencies, education opportunity centers, and other community resources concerned with vocational development guidance and counseling, in order to avoid unnecessary duplication in the provision of services in the community; and

"(6) inventories of state, local and private resources available for the development of career education and career development programs and services."

New Jersey's emphasis and direction is consistent with the national thrust; for on August 24, 1974, Public Law 93-380, the Education Amendments of 1974, received Congressional approval. Section 406 of this law makes direct reference to career education and for the first time, authorizes monies (\$15,000,000) to support the provisions of the Act.

Section (a) sets forth the sense of Congress in three key statements:

"(1) Every child should, by the time he has completed secondary school, be prepared for gainful or maximum employment and for full participation in our society according to his or her ability;

- "(2) It is the obligation of each local educational agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvantaged) within the school district of such agency; and
- "(3) Each state and local educational agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child for maximum employment and participation in our society according to his or her ability."

Section (b) sets forth the purpose:

- "(1) Developing information on the needs for career education for all children;
- "(2) Promoting a national dialogue on career education designed to encourage each state and local educational agency to determine and adopt the approach to career education best suited to the needs of the children served by them;
- "(3) Assessing the status of career education programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex;
- "(4) Providing for the demonstration of the best of the current career education programs and practices by the development and testing of exemplary programs and practices using various theories, concepts, and approaches with respect to career education;
- "(5) Providing for the training and re-training of persons for conducting career education programs; and
- "(6) Developing state and local plans for implementing career education programs designed to insure that every child has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability."

Recognizing New Jersey's needs as set forth in Public Law 93-380, Commissioner Fred G. Burke issued a directive on February 20, 1976, in which he charged the Assistant Commissioner, Division of Vocational Education, with responsibility for:

1. Submitting an application for Federal funding to develop "A State Plan for Career Education, grades K-12" under the provisions of Public Law 93-380, Section 406; and

2. If the grant were received, to prepare such a State Plan for Career Education for the State Board of Education by June 30, 1977.

New Jersey was chosen as one of 44 states to receive funds for development of an elementary and secondary career education plan during fiscal year 1976-77. Thus, the Plan herein is submitted.

SUGGESTED PROGRAMS AND SERVICES WHICH CAN BE UTILIZED
IN THE IMPLEMENTATION OF CAREER EDUCATION

(For further information regarding the following programs and services, please contact the New Jersey State Department of Education, Division of School Programs and/or the Division of Vocational Education, 225 West State Street, Trenton, New Jersey 08625.)

I. Elementary

A. Home Economics and Consumer Education (Grades K-6)

Through Home Economics and Consumer Education curriculum offerings, learning experiences are included which further develop individual growth, self-awareness, and desirable attitudes and behaviors in the school, home and immediate community. Introduced are appropriate career education modules and career awareness experiences.

B. Technology for Children (Grades K-6)

Technology for Children is committed to assisting early childhood and elementary school teachers to individualize the teaching-learning situation by providing personalized activity-centered learnings representative of the technological world of work. Occurring mainly in the elementary classroom, these concrete experiences of the real world are integrated into the regular curriculum.

Characterized by an organized plan for teachers' and pupils' growth and self-improvement, Technology for Children extends regular classroom teacher competencies, offers alternate program options by the inclusion of hands-on learning experiences, and functions in self-contained, departmentalized, and open classroom situations.

C. Career Guidance (Grades K-12)

Career counseling and guidance serves to assist the student in identifying his/her present level of career development, determining its appropriateness, and developing options for attending to individual needs.

Services include counseling (individual and groups), testing, and coordinating efforts with teachers, parents, business, industry and labor.

A data retrieval system has been established to provide staff with information concerning: (1) career experiences for students pertinent to their broad career orientation at the elementary and secondary level, (2) vocational education for students enrolled in other areas, and (3) job/education placement and career counseling.

D. Glassboro's Right to Read Program (Grades K-3)

The program has two essential career education elements. The first is a comprehensive assessment of student reading competencies, staff capabilities in teaching reading and parental interest in reading programs. Secondly, based on this assessment, a program of staff development, reading instruction, and parental and community support is formulated and implemented.

E. Project HEAR (Grades 4-6; 7-9; 10-12)

The program provides students with a wide range of information which they can utilize in making career decisions. The focus has three segments: (1) extending the knowledge of one's ability, (2) extending the knowledge of available careers, and (3) creating exercises which promote experiences in choosing and eliminating career stereotypes.

F. Industrial Arts (Grades K-6)

Industrial Arts Education at this level consists of the basic problem-solving activities which are an essential part of the common learning experiences of all elementary school children. Activities are integrated with the basic units of learning. An understanding of the concept of industry is developed through the use of tools, materials, and processes. Activities may take place in the classroom under the direction of the classroom teacher, or in an organized shop facility under the supervision of an industrial arts specialist.

II. Middle School and/or Junior High School

A. Project SAIL--Mathematics, Student Achievement in Individualized Learning (Grades 6-8)

This is an eclectic, diagnostic-prescriptive mathematics program with topics ranging from whole number place value to pre-algebra skills and concept.

A sequence of 25 mathematical topics is used to establish broad learning goals. Specific objectives for each student are determined by diagnostic tests. Students receive individual prescriptions based upon individual needs.

B. Industrial Arts (Grades 6-9)

Industrial Arts in the middle school provides students with an understanding of and exposure to concepts and experiences in the trade, industrial and technological aspects of our culture. Students participate in exploratory experiences in such areas as: construction, manufacturing, transportation and communications. An approach may be through the implementation of some of the following programs or program concepts: World of Construction, World of Manufacturing, World of Communications, World of Transportation, American Industries, Industrial Technology, or Industriology.

C. Home Economics and Consumer Education (Grades 7-9)

Through Home Economics and Consumer Education curriculum offerings, individualized learning experiences are included which continue to reinforce individual and family growth, self-awareness, and desirable attitudes and behaviors in the school, home, and immediate community. Appropriate career education modules and occupational awareness are introduced. Future Homemakers of America chapters carry out activities supporting the total career development concept.

D. Occupational and Career Development Program

This program provides career development designed for orientation and information at the elementary level, information and exploration at the middle school level, and exploration and preparation at the secondary level. The program includes: (1) student evaluation of self-characteristics, (2) exploration of occupational areas, (3) introduction to the economics and social values of work, (4) introduction to psychological and sociological meanings of work, (5) exploration of educational avenues, and (6) development of the decision-making process.

Six components are incorporated: (1) hands-on activities, (2) role playing, (3) field trips into the community, (4) resource people in the classroom, (5) subject matter tie-ins, and (6) introduction to occupations.

E. Health Occupations Orientation (Grades 7-12)

Through an Orientation to Health Occupations Program, the student becomes aware of the broad range of health careers in order to make a more realistic choice of a career within the health field.

Seventeen clusters of related health occupations are presented. Specific career information within each cluster includes a description of the occupation, personal and educational requirements needed, employment opportunities available, and classroom as well as observational experiences in health care facilities in the community.

F. Employment Orientation (Grades 7-12)

This is a two-phased program designed primarily for special needs pupils. Phase one provides motivation and evaluation through work simulation in a variety of vocational fields.

Phase two follows up with short-term basic skill training in areas which have been previously revealed as appropriate. Once trained in basic skills, the pupil can choose among various alternatives which include entrance into regular shop programs, participation in cooperative education or both.

E. Introduction to Vocations (Grades 6-10)

This program is designed to provide guidance through a broad base of career awareness. Exploratory, manipulative classroom and laboratory experiences are offered in a wide range of occupational areas. The resources of business, industry and the community are utilized so as to assist students in making realistic career choices.

F. Business Education (Grades 7-12)

Office occupations programs are designed to prepare students for a wide variety of job tasks. The programs offer structured experiences designed to (1) enable the student to acquire skills needed for employment, (2) give the student an opportunity to acquire knowledge related to these skills, and (3) provide an opportunity for students to acquire the attitudes and work habits needed for success in employment.

Included in these programs are opportunities for Cooperative Office Education experiences.

III. High School

A. Cooperative Vocational Education: Six Disciplines (Age 16 and above)

Cooperative Vocational Education is a program which allows a pupil to spend half time in school and half time on the job under supervision by the school. During the in-school portion, one period of related instruction conducted by the respective Cooperative Education Coordinator is required daily. Cooperative programs are conducted in the following education disciplines: Agriculture, Business and Office, Distributive, Health, Home Economics, and Industrial Education.

Cooperative Industrial Education occurs as three types:

1. Cooperative Trade Occupations--CIE #1

Most jobs in which pupils are placed are skilled trades and may lead to an apprenticeship after graduation.

2. Cooperative Industrial Occupations--CIE #2

Most jobs in which pupils are placed are below the level of skilled trades and are therefore suitable for disadvantaged pupils who lack the skills to become craftspersons.

3. Cooperative Employment Orientation--CIE #3

The program is similar to CIE #2, except that the program serves pupils classified as handicapped.

B. Secondary Study Skills Program

This is a process oriented program in basic skills essential to the academic success of secondary students. It is designed to increase competency in nine basic skill areas through cumulative sequential development. The basic skills areas are: listening, finding main ideas, drawing conclusions, taking notes, taking tests, surveying textbook material, using the various parts of textbooks, locating specific information and following directions.

C. The New Model ME: Curriculum for Meeting Modern Problems

This is a positive, preventive approach to the study of human behavior and aggression. The curriculum is designed to aid high school students in dealing with available alternatives for solving personal problems as well as to make students aware of short- and long-range consequences. The curriculum incorporates the causal approach to understanding human behavior and includes a great deal of material that is affective in nature as well as a variety of activities which promote student and teacher interactions.

C. Educational Service for Schoolage Parents

This program was developed at New Brunswick's Family Living Center to provide educational, nutritional and social services for pregnant students. Pregnant adolescents and their offsprings are high risk individuals--educationally, medically, and socially. Pregnant teenagers often have an academic history of poor motivation, excessive absence, and truancy.

Girls in the program are given instruction in three areas: (1) academic subjects--a highly individualized instruction which provides for a continuum of the subjects the girl has been studying, (2) family life education--includes instruction in nutrition, food preparation, sewing, and consumer economics, and (3) maternal and child health--includes anatomy, human reproduction, growth and development, heredity, hygienic and dietary habits, and techniques of labor.

D. Industrial Arts (Grades 9-12)

Industrial arts at this level provides students with a choice of direction. The student may continue to explore various occupational and educational pursuits or concentrate and develop his/her knowledge and skills in a selected occupational area or areas. For some students, a broad general technology background is provided; for others, work orientation or pre-employment preparation is emphasized. In addition, opportunities are provided for the development of educational interests.

E. Home Economics and Consumer Education (Grades 9-12)

Occupational and cooperative education programs in Home Economics prepare students for specific employment opportunities in: food services; child care and development careers; clothing, textiles and fashion careers; housing and home furnishing services; and family and consumer services.

The Home Economics and Consumer Education curriculum offerings assist youth in developing necessary child development and guidance, nutrition education, and home management.

F. Job Placement (Age 14 and above)

This is a service to provide part or full-time job placement for the student who is not being served by any other vocational education program. (The part-time job is normally held after school hours and on weekends. The full-time placement may occur during summer months or other vacation time).

Job opportunities can provide students not only with financial resources but also with an opportunity to explore their skills and interests which may improve their ability to formulate further career plans.

Job placement is recommended as an integral part of a broad-based guidance and counseling service.

G. Health Occupations Education (Grades 9-12)

The health occupations programs include: (1) an in-depth study of various occupations permitting the student to make a realistic health career choice, (2) skill development, related knowledge and planned supervised clinical experiences, and (3) cooperative education which provides realistic, on-the-job application of skills and knowledge acquired.

H. Vocational Industrial Education (Grades 9-12)

Vocational Industrial Education is instruction which is planned to develop basic manipulative skills, safety judgement, technical knowledge and related occupational information for the purpose of fitting persons for initial employment in industrial occupations and upgrading or retraining workers employed in industry.

Individuals so trained will engage in occupations concerned with designing, producing, processing, assembling, maintaining, servicing or repairing any product or commodity.

I. Agriculture/Agribusiness/Natural Resources Education (Grades 9-12)

Agriculture/Agribusiness/Natural Resources Education incorporates the scientific and occupational skills relating to the production, processing, distribution and marketing of agricultural products.

Agribusiness includes the following aspects related to agricultural products: research and development; sales, service and repair of machinery and equipment; and sales of supplies and materials.

Agriculture also includes the industry related to the production and use of ornamental plants in the environment, including the development and maintenance of turf and recreational areas.

Natural Resources Education includes the conservation and management of forests, grasslands, soils, fisheries and wildlife, and the preservation of water quality.

J. United States History: A Differentiated Approach to Learning

This is a two-year social studies program for high school students. The heterogenously organized classes offer the student a variety of learning activities which lend themselves to infusion of career education concepts: (1) Large group, teacher dominated classes are used to present concepts, audio visuals, or outside resource persons, (2) Small group situations create an atmosphere wherein students can interact in groups of ten to fifteen persons, and (3) Independent study activities permit students to develop individual skills according to their ability and interest. A team-teaching approach is utilized.

IV. Specialized State-wide Services

A. Teacher Education and Training

Providing for the continued training of teachers and an adequate supply of teacher educators is an important objective of the New Jersey Department of Education. Programs for the preparation and improvement of educational personnel are conducted through Rutgers, The State University, the State Colleges, private colleges and local education agencies.

In-service education receives a great deal of emphasis. Special workshops are conducted for teachers, guidance counselors, administrators and school board members.

B. New Jersey Curriculum Management Center

The New Jersey Curriculum Management Center for Career and Vocational-Technical Education, located at Building 4103, Kilmer Campus of Rutgers, The State University, is an agency of the Division of Vocational Education. Its three major tasks are: (1) to improve the capability of the Curriculum Laboratory as a curriculum management center for vocational-technical education, (2) to maintain the New Jersey Curriculum Laboratory as a management center for career education curriculum, and (3) to provide leadership in regionalizing efforts in curriculum coordination for the Northeast region.

C. New Jersey Occupational Resource Center

The New Jersey Occupational Resource Center is a forerunner in its field. It is the most comprehensive resource center for occupational information in the state. It is located in Building 871, New Jersey Job Corps Center, Plainfield Avenue, Edison, New Jersey 08817. The following resources and services are provided: ERIC microfiche collection (over 90,000 documents); doctoral dissertations (over 2,000 available on microfilm for loan);

periodicals (over 500); document collection (current, nationwide developments in career education as well as vocational/technical education); multi-media software for loan (films, filmstrips, filmloops, transparencies, and kits); educational simulation/games (the largest collection available for loan in the state); duplication of microfiche and audio cassettes; ERIC computer searches at cost; workshops; traveling displays; orientation tours; inter-agency exchange programs; and placement of materials for loan purposes in learning resource centers throughout the state.

D. Central Staff of the Department of Education

The central State Department of Education staff provides assistance by playing a key role in the national research and development diffusion network which is coordinated by the National Institute of Education and the U. S. Office of Education. Other State procedures which may be helpful to districts are feedbacks of results of Statewide Testing, conduction of educational audits, support of educational research and development, and sharing of expertise of the diverse experts who comprise the central staff.

E. Educational Improvement Centers--EIC's

The primary point of contact to a network which branches out to include not only the state but the nation as a whole is the EIC. There are four EIC's which were established to serve four geographic portions of the state and provide maximum assistance and open lines of communication for LEA's. EIC's are equipped with comprehensive educational information storage and retrieval facilities making possible rapid response to inquiries germane to a broad range of topics. Personalized technical consultation is provided so as to assist LEA's in: modifying or designing programs in accomplishing school improvement, ranging from models for goal setting to assessment and evaluation; organizing and administering orientation, awareness or training programs for LEA personnel; and providing linkages between local districts within New Jersey or throughout the United States. This process is facilitated

by New Jersey's diffusion and dissemination program which, along with all other states, validates products or programs as being learner or cost effective. For many of these, consulting services, training services and materials are available directly from districts which produced them. There are hundreds of such nationally approved projects, many of which were developed by school districts within New Jersey.

F. County Offices

Local districts are monitored by County Office staff approximately six times annually. Once every five years districts receive a more comprehensive review by a team organized by the County Office. The monitoring, on-site team visits and Annual Reports will serve as a basis for classification of districts as "approved," "conditionally approved" or "disapproved."

The County Office provides the following assistance: working with districts in all phases of their efforts and monitoring progress of the total educational planning process and improvement programs of local districts; reviewing each district's budget for adequacy with regard to long- and short-range objectives; conducting on-site evaluation visits; approval of district plans and reports; continuing regulatory responsibility including certification, budget preparation, building facilities, pupil transportation contract approvals; and serving as representative of the Commissioner in a variety of educational capacities in the county.

* * *

The following sections--Needs Assessment; Curriculum Infusion of Career Education; The Counselor and Career Education; Career Education and Teacher Training; Business, Labor, Industry, Government/Education Interface; Career Education and Elimination of Stereotyping; Career Education for Special Education Students; Career Education for the Disadvantaged; Career Education Needs for Limited English Speaking Students; and Evaluation--provide the reader with recommendations and suggestions. The information contained therein can be utilized in the formulation of career education goals and objectives which meet the unique needs of students in the respective schools throughout the state.

NEEDS ASSESSMENT

The Needs Assessment Task Force of the Advisory Committee for the New Jersey State Plan for Career Education conducted a prioritizing Needs Assessment survey in February, 1977, to determine the relative ranking of career education needs of New Jersey youths in elementary, middle/junior, secondary and post-secondary settings.

The instrument identified eight major priority areas within career education and provided an opportunity to analyze their needs relative to the different grade levels of education within the State that contain career education components.

It was not feasible to personally contact each school district in the state. Therefore, an attempt was made to identify key individuals throughout the state who enjoy regular on-going relationships with the local districts and who could make objective evaluations concerning districts' needs based upon valid data and expert judgment.

In 1966 the Department of Education, Division of Vocational Education, established the position of County Occupational Education Coordinator. There are now nineteen County Career Education Coordinators to serve our state's twenty-one counties. The general responsibility of a County Career Education Coordinator is to create, organize, implement and evaluate a county-wide system of career education, K-adult. The Coordinator also serves as executive secretary of the County Career Education Coordinating Council which is composed of citizens representing the critical constituencies concerned with career education. As executive secretary of this body, the Coordinator is responsible for utilizing the input of the Coordinating Council to develop and revise an annual and a long-range plan for career

education for his/her respective county as required by the New Jersey Department of Education, Division of Vocational Education State Plan.

Therefore, these individuals were identified as the key persons with the most specific, useful information concerning LEA activities and needs. With this in mind, it was determined that the input of the New Jersey County Career Education Coordinators would provide an effective, wide base of valid information.

Below are listed the ten highest ranking priority needs identified through this process. Due to the fact that three of the items were deemed to have equal importance, the listing includes a total of fourteen areas.

Priority Area & Grade Level

- | | |
|----------------------|--|
| <u>Rank Priority</u> | 1. Family involvement and the elementary level. |
| | 2. a. Curriculum infusion of career education concepts at the secondary level. |
| | b. Guidance and counseling at the middle school level. |
| | c. Guidance and counseling at the post-secondary level. |
| | 3. Family involvement at the middle school level. |
| | 4. a. Curriculum infusion of career education concepts at the elementary level. |
| | b. Curriculum infusion of career education concepts at the post-secondary level. |
| | 5. Family involvement at the secondary level. |
| | 6. Labor and industry involvement at the secondary level. |
| | 7. Guidance and counseling at the elementary level. |
| | 8. a. Education/work placement at the post-secondary level. |
| | b. Family involvement at the post-secondary level. |
| | 9. Labor and industry involvement at the post-secondary level. |

10. Guidance and counseling at the secondary level.

The two charts which follow graphically display the relative priority areas arranged by grade level on one (Appendix A) and by priority area (Appendix B) on the other.

The priority areas which appear on each chart are defined as follows:

1. Activities that emphasize increased career awareness and exposure.
2. Activities that provide opportunities for increased exploration of careers.
3. Activities and programs designed to provide preparation and skill development for career entry.
4. Infusion and integration of career education concepts into the curriculum.
5. The provision of career guidance and counseling.
6. The provision of placement in future education and work opportunities for students.
7. Increased involvement of the labor and industry segment of the community.
8. Increased involvement of the family in the student's career development growth.

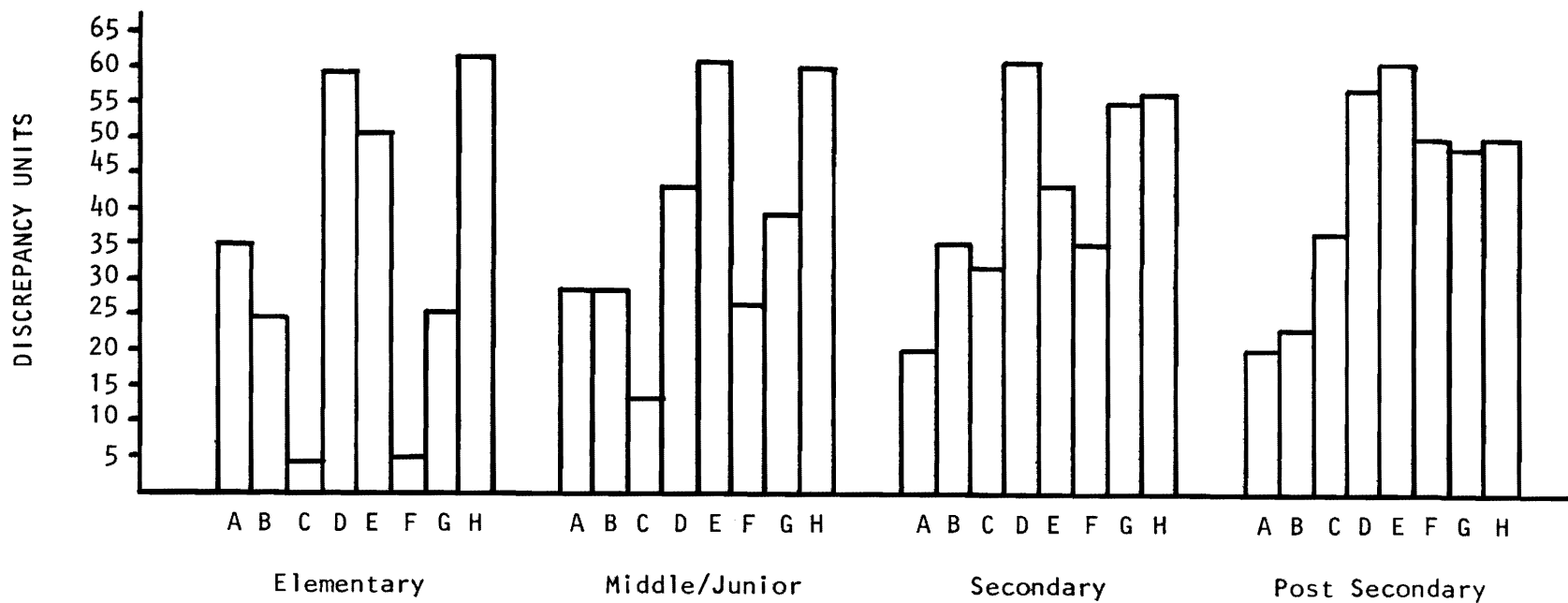
The four levels represent elementary, which is K-6 or 8; middle/junior school, which, depending upon the district, runs anywhere from grade 5 through grade 9; secondary, which is grade 9 through grade 12; and post-secondary, which is anything beyond grade 12 but less than baccalaureate programs.

The survey instrument (Appendix D) consisted of two rating scales. The first measured existing career education activities in each county. The second attempted to measure the ideal state of career education activities, given optimum resources. In both cases values from 0 to 5 are used to indicate the level of actual activity existence or desirability. The

discrepancy units on the charts which summarize the survey are computed by subtracting the actual from the ideal for each county and then summing up each activity area within each grade level.

CAREER EDUCATION NEEDS ASSESSMENT

BY GRADE LEVEL



KEY

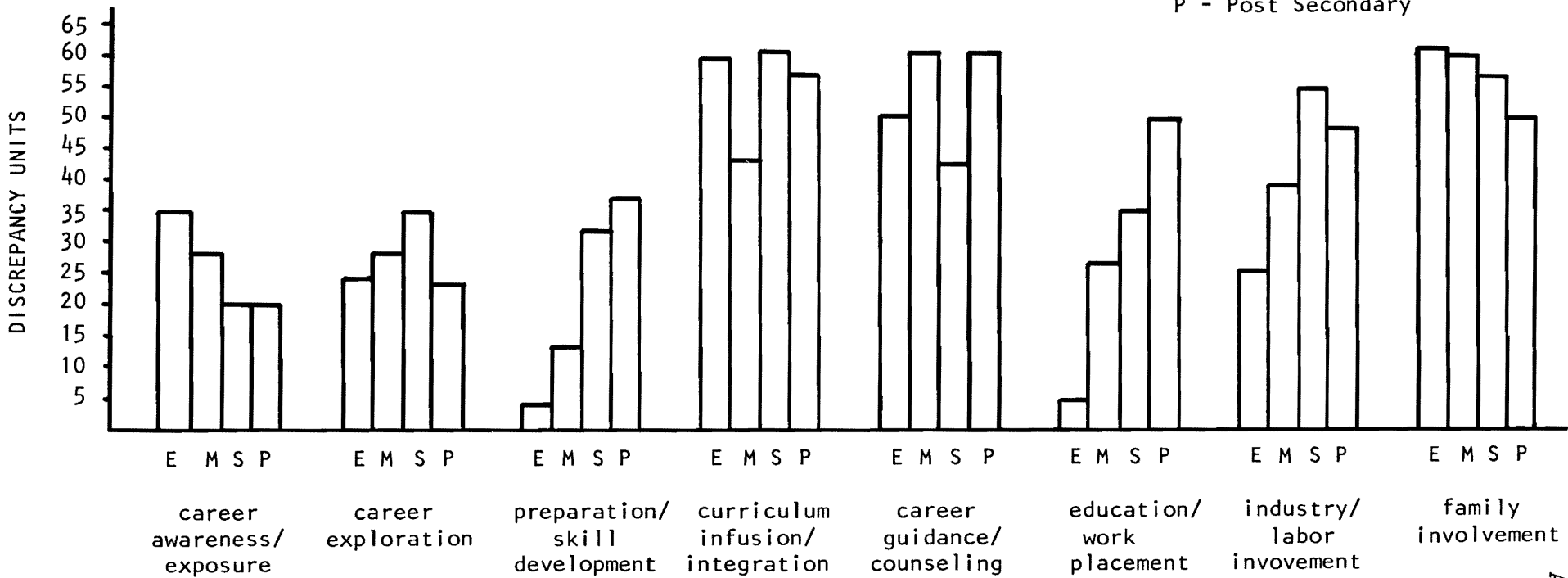
- A - Career Awareness/Exposure
- B - Career Exploration
- C - Preparation/Skill Development
- D - Curriculum Infusion/Integration
- E - Career Guidance/Counseling
- F - Education/Work Placement
- G - Industry/Labor Involvement
- H - Family Involvement

CAREER EDUCATION NEEDS ASSESSMENT

BY PRIORITY AREA

KEY

- E - Elementary
- M - Middle/Junior
- S - Secondary
- P - Post Secondary



N.J. ADVISORY COMMITTEE
ON THE
STATE PLAN FOR CAREER EDUCATION

DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON, NEW JERSEY

To: County Coordinators

From: Needs Assessment Task Force

As you know, a State Advisory Committee has been established to assist in writing the State Plan for Career Education. One of our tasks will be to determine the present state of Career Education within our schools both public and private. To this end, you are being asked to cooperate by completing the two rating scales below in order to provide a basis for needs assessment. SCALE A is designed to elicit information relating to the current status of Career Education within your County. SCALE B is designed to obtain your best professional estimate of what Career Education should be within your County given optimum resources. In both cases you are being asked to base your ratings on your best professional judgment and insight.

Thank you for your cooperation.

Needs Assessment Task Force

CURRICULUM INFUSION OF CAREER EDUCATION

It should be understood that career education is a concept, composed of several elements which can be infused into existing curriculum, both vocational and academic at all grade levels. Implementation of the career education concept provides students with the knowledge and skills needed to make their career decisions.

<u>Elements</u>	<u>Outcomes</u>
Career Awareness	Career Identity
Self Awareness	Self Identity
Attitudes and Appreciation	Self/Social Fulfillment
Decision-making Skills	Career Decisions
Economic Awareness	Economic Understanding
Skill Awareness and Beginning Competence	Employment Skills
Employability Skills	Career Placement
Educational Awareness	Educational Identity

The options which are available for a student regardless of when s/he completes their education will include:

- continued education
 - two year college
 - four year college
 - vocational-technical school
 - private business school
- apprenticeships
- employment

Presently, in New Jersey, career education is being infused in all grade levels in a variety of ways. There are specific programs such as Technology for Children (T4C) which is generally found in the lower elementary grades. Emphasis is to acquaint children with the concept of working and the use of basic tools. Introductions to Vocations provides an overview of the 15 occupational clusters with students exploring careers via hands-on-experiences, field trips, speakers, and audio visual aids.

During the last few years nearly 30 school districts have been funded as Career Development Projects. Components of these projects include not only Technology for Children and Introduction to Vocations but also Job Placement,

development of Resource Centers, and CACIS (Computer Assisted Career Information Service).

In a number of schools throughout the state, in-service programs for teachers have been conducted to assist teachers in the process of infusing career education into existing curriculum.

Following are recommendations which provide for curriculum infusion of career education:

I. RECOMMENDATION: Course requirements within the recognized curricula should be reviewed to give each student the opportunity to select, with guidance, courses of personal or career interest.

ACTION:

- A. Through in-service training courses, teachers should be provided with the needed expertise to evaluate curriculum offerings.
- B. Career education curriculum evaluation should occur at all levels.

II. RECOMMENDATION: Local school districts should use all available resources to improve the courses now offered and to add new courses that could help prepare students for successful careers.

ACTION:

- A. Encourage all educators to become familiar with career education and incorporate its concepts into their professional work.
- B. Activities developed by Career Education staff and teachers should be shared with others, implemented, and evaluated.
- C. All teachers in all subject areas should become skilled in ways to relate their subject matter to one or all of the career education elements. The students should clearly understand the relationship of the various disciplines, their aptitudes and interests, and the world of work with its 30,000 different occupational titles which fall into 15 occupational clusters.

III. RECOMMENDATION: The curricula should be free of restrictions as follows:

- A. De-emphasize any differentiated curricula at the secondary level which may lead to lock-step tracking.

- B. Increase the number, variety and quality of courses and options available to every individual.
- C. Grant educational credit for evaluated learning experiences that take place within the community under the auspices and supervision of school officials.

IV. RECOMMENDATIONS:

A Career Resource Center should be established to provide students and teachers with resources which will assist in reviewing various occupations. Typical of materials to be found there are:

- A. Files
- B. Guidance files
- C. Subject related films
- D. Monthly magazines
- E. College Catalogs
- F. Paper back books
- G. Pamphlets
- H. Filmstrips and cassettes and auto-vance cassette and filmstrip players

ACTION:

- A. A physical area should be set aside and identified as a career information center or area.
- B. A person should be assigned the responsibility of collecting, ordering, securing, maintaining materials for the center.
- C. A budget should be assigned for the establishment and updating of career information. An effort should be made to include both print and non-print materials.
- D. An advisory council of citizens, parents and staff should be established to provide input for the operation of the center.
- E. Students should be made aware of the existence of a career information center in the school and should be exposed to its services.
- F. A formal program should be designed which encourages students to use the center to complete assignments for their various classes. Activities which encourage parental involvement should be scheduled.
- G. Students should be cycled through the center at all grade levels.

The following material, Information for Completion of Curriculum Assessment Form, was compiled by Jane Shafer, Director, Career Development, Hunterdon Central High School, to determine the extent to which career education concepts were being infused into various subject areas. The data collected was utilized in the development of a curriculum infusion plan for the district. Ms. Shafer also devised the Guidelines for Workshops for Career Education Curriculum Development.

These materials are included for the purpose of providing the reader with ideas for curriculum infusion which can be accomplished with limited financial resources.

 Teacher's Name

 Course being assessed

 Department

INFORMATION FOR COMPLETION OF CURRICULUM ASSESSMENT FORM

We are trying to identify, within the existing curriculum, those activities which could be defined as Career Education activities. In order to do this the in-Service Committee for Career Education has allocated one page for each of the Elements. Based on already developed definitions and descriptions of the Elements, the Committee drew up their own explanation of each Element. Examples of activities that would demonstrate the teaching of each Element are also listed. We then developed a list of the kinds of activities that a classroom teacher might be utilizing to achieve the expected outcome of the Element. You are asked to check the appropriate column. In some instances the committee felt that more than a check-off type answer was needed and you are asked to reply to the question briefly. Space is also provided on the check list sheets for you to amplify your answers in any way you choose.

Please keep in mind two things:

- Not all subject areas lend themselves to all of the eight elements. Example: You may find that your particular area stresses one area such as Employability Skill and barely touches on the element of Economic Awareness.
- This is not an evaluation of what you are doing or how you are doing it. We are merely trying to determine "where we're at" as to the extent Career Education is already going on in some areas by some teachers.
- You should complete one of these Assessment Forms for each course you teach. The reason for this will be better understood after you examine the Assessment Form.*

Please complete and return this to your department representative of the in-service Committee for Career Education by 3:00, Thursday, May 24.

Your effort and cooperation are appreciated

*If you feel you are using similar approaches or techniques in each of the several subjects you teach then complete only one form but please list all courses on the front sheet.

CAREER AWARENESS--CAREER IDENTITY

Career awareness is the awareness of the careers in the community or society which allows for an individual's selection of appropriate role or roles.

Examples

Chemistry class - A discussion is based on a magazine article which deals with the application of the chemical principle of sugar as it is applied to food preparation. This is followed by a general discussion about the many occupations related to food preparation and the role of a chemist in this industry.

Touch shorthand - A field trip is taken to the courthouse to demonstrate the use of this skill.

In order to help the student develop career awareness do you:

	YES	NO	NOT APPROPRIATE	COMMENT
1. Use any of the following				
a. Field trips				
b. Speakers				
c. Career oriented audio-visuals				
d. Role playing				
e. Discussions				
f. Bulletin boards				
g. Other (describe)				
2. Hand out sheets listing careers which are related to or use your subject skill necessary training, and the centers where training is available.				
3. Allow for individual study of a specific occupation by means of visits and interviews or using other resources.				

Additional comments or examples to clarify or describe what you are doing to develop career awareness.

SELF AWARENESS--SELF IDENTITY

The student is given the opportunity to explore him/herself in relation to the environment, avocational and vocational interests.

The committee decided that all teachers are continuously providing students with opportunities to discover his/her potential as far as abilities and interests are concerned. S/he daily learns about what s/he is able or not able to do, physically, emotionally, or mentally. His/her contacts with people in school and the experiences we provide constantly help the student to develop self concepts and learn about his/her ability to cope with the requirements of the environment. We agreed that Self Awareness is necessary so that the student may have that much more information to put into decision making when planning curriculum choices and the future training or occupation s/he will enter upon leaving school.

If you utilize teaching techniques which you feel are good examples to how you can help the student develop self-awareness, we would appreciate a brief description.

ECONOMIC AWARENESS--ECONOMIC UNDERSTANDING

The student should understand the relationship of present and anticipated occupational status to economic trends found in the community, state, and nation. S/he should begin to develop some understanding about the relationship between personal economics, life-style, and occupational roles.

Examples

Home Economics - A field trip is taken to a pattern company where economic outlook for the future was explored along with the salary range for various jobs.

Social Studies and Economics - The students participate in a simulated activity such as purchasing stock and keeping track of its record.

D. E. School Store or Cosmetology Clinic - The students are involved with the management of a business.

In order to help the students develop economic awareness do you:

	YES	NO	NOT APPROPRIATE	COMMENT
1. Invite guest speakers in to discuss economic outlook of a given occupational area related to your subject area.				
2. Provide, in the classroom or by some activity, an opportunity for real or simulated management of money. (If answer is yes, please describe the activity. This might come under what you refer to as Consumer Education.)				
3. Use the following to make students aware of the relationship of economics to your subject area or occupation related to your area.				
a. Bulletin boards				
b. Audio-visual aids				
c. Role playing				
d. Field trips				
e. Discussions				

YES	NO	NOT APPROPRIATE	COMMENT
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4. Use value clarification in discussing priorities about using money.

Additional comments or examples to clarify or describe what you are doing to develop economic awareness.

DECISION MAKING SKILLS--CAREER DECISIONS

The student will begin to understand that decision making involves responsible action in identifying alternatives and taking steps to implement a course of action. By selecting alternatives most consistent with his/her goals and taking steps to implement a course of action, the student will begin to understand the decision making process. Thus, the student will begin to become proficient in identifying and using resource information in making career decisions.

Examples

A classroom teacher gives the student a chance to decide the amount of work s/he will do and the grade s/he will receive by drawing up a contract. The student is given a choice. Minimal amounts of work merit a C; additional work merits a B. If s/he does all these and teaches one class s/he will earn an A. The student weighs the alternatives and considers the consequences.

The student is assigned to do a project for a class. This necessitates undergoing a decision making process to determine what will be done, how to do it, the materials to be used, and the amount of time or effort to be expended in order to accomplish the project and earn the desired grade.

In order to aid the student in developing decision making skills do you:

	YES	NO	NOT APPROPRIATE	COMMENT
1. Assist students with information and alternative suggestions when s/he asks about				
a. Selection of courses				
b. Independent study				
c. Sources of career information				
2. Provide guidance in a project oriented assignment.				
3. Present value clarification activities.				
4. Provide other situations which you feel assist in decision making skill development. Please describe.				

Additional comments or examples to clarify or describe what you are doing to help develop this skill.

SKILL AWARENESS AND BEGINNING COMPETENCE--EMPLOYMENT SKILLS

Skills are the ways in which one extends one's behaviors. The student should develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product. In order to develop beginning competencies a student should:

1. Become familiar with use of basic tools, equipment, and materials associated with business, commercial and industrial activities.
2. Have a beginning understanding of interpersonal relationships resulting from interaction of people in various occupational roles.
3. Develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his/her choice.
4. Develop the skills necessary for employment in the career of his/her choice.

Examples

Any of the Business, Vocational, Industrial Arts, or Home Economics courses are doing this almost on a continuous basis. However, teachers in many other subject areas are also teaching skills necessary for employment.

Math - A student is taught how to determine percentages. His/her attention is brought to the fact that this will not only be personally useful but can also prove to be a necessary job skill.

Science - Students are assigned to do a laboratory experiment. In order to obtain the expected results s/he must follow directions. The ability to do this properly is stressed as to its importance in all areas of our life.

In order to help a student develop skill awareness and beginning competencies do you:

	YES	NO	NOT APPROPRIATE	COMMENT
1. Provide students with opportunities to work on a task or project which has a sequence of activities and requires him/her to decide what is to be done, what resources or materials to be used, plan how to plan the project, use specific procedures and then evaluate the outcome. (Please list examples)				

SKILL AWARENESS--EMPLOYMENT SKILLS (continued)

	YES	NO	NOT APPROPRIATE	COMMENT
2. Relate the necessity of basic communication and computing skills to whatever career choice s/he will make.				
3. Provide situations for the student to try out tools, equipment, materials or procedures which give him/her a chance to see how s/he works with these? (List examples)				
4. Help students develop awareness of the tools and processes needed for careers related to your subject area (tools, machines, research, planning, etc.)				
5. Provide opportunity for the student to practice learned skills so that s/he may become competent enough to use them on an entry-level job.				

Additional comments or examples to clarify or describe what you are doing to develop skill awareness.

ATTITUDES AND APPRECIATIONS--SELF-SOCIAL FULFILLMENT

The student should recognize individual differences and become tolerant in interpersonal relationships. One should recognize the responsibilities to one's self and others when accepting a task or job.

Example

In the areas of literature, foreign language, family living, sociology, and social studies, many units deal with sectional and cultural differences.

Any class or activity which has students working in groups is providing students with opportunity to learn to accept responsibility, to carry their share of the job, and to learn to work with others.

In order to aid students in developing the appropriate attitudes and appreciations do you:

	YES	NO	NOT APPROPRIATE	COMMENT
1. Use group activities which give students experience in interpersonal relationships and learning how to work as a team member.				
2. Stress appreciation of other cultures and other people's ideas and life styles.				
3. Expose students to other life styles and opinions				
a. By field trips				
b. By speakers				
c. By audio-visual aids				
d. By discussions				
e. By role playing				
f. By other activities (Please describe)				

Additional comments or examples to clarify or describe what you are doing to develop career awareness.

EMPLOYABILITY SKILLS--CAREER PLACEMENT

The student should begin to develop the work habits and attitudes necessary to enter an occupation in the career area of his/her choice. S/he should recognize the implications of working with or without supervision. As s/he prepares for career placement s/he should learn to relate information about him/herself to the selection, learning and performance of related duties or tasks.

Example

Social Studies - A student has expressed an interest in becoming a "courtroom" lawyer. During an internship in a legal office s/he discovers that a lawyer has to learn to budget time, spend many hours in research, and work with many types of people. Thus the student can become familiar with the responsibilities of a lawyer.

In order to help students develop employability skills do you:

	YES	NO	NOT APPROPRIATE	COMMENT
1. Schedule activities (class, assignments projects) which give students a chance to work with others and/or independently.				
2. Conduct a follow-up discussion which helps students to "zero-in" on how they like to work - alone or with a group.				
3. Directly or indirectly counsel students who have expressed interest in an occupational area for which they do not seem to have desirable characteristics (e.g. ability to relate to people, ability to manage or organize, coordination or manipulative skills, etc.)				
4. Stimulate the students' thinking about what any employer expects of an employee as basic expectation (attendance, performance, courtesy, follow directions, etc.) by use of				
a. Field trips				
b. Speeches				
c. Audio-visual aids				

EMPLOYABILITY SKILLS--CAREER PLACEMENT (continued)

	YES	NO	NOT APPROPRIATE	COMMENT
d. Workbooks				
e. Role playing				
f. Other activities (describe)				
5. Provide any type of activity which gives the student a chance to match knowledge with occupational interests. (Please describe briefly)				

EDUCATIONAL AWARENESS--EDUCATIONAL IDENTITY

(Educational Direction)

(Educational Selection)

(Educational Decision)

The student should recognize that career directions require various types of educational programs or preparation and that learning is a continuous process occurring both in and outside of school.

Examples

Math - The math teacher describes subject areas as to their content, and the reasons an individual would take one instead of another.

Language - A student expresses interest in the Foreign Service and wants to know what preparation s/he needs. The teacher refers him/her to appropriate resources such as guidance counselor, college catalogs and the library for specific books describing careers and career preparation requirements.

In order to help the student develop educational awareness do you:

	YES	NO	NOT APPROPRIATE	COMMENT
1. Inform students of job opportunities related to your discipline as to their educational requirements. (Emphasis on the fact that there are different types of educational exposure with several routes available.)				
2. Refer students to appropriate resources (materials and personnel) when inquiries are made regarding type of preparation required for specific occupations.				
3. Take students to seminars, conferences, workshops, contests, shows, and similar activities which are specifically related to your discipline and will offer opportunity for exploring related occupations.				
4. Provide educational awareness by other activities. (Please describe)				

Additional comments or examples to clarify or describe what you are doing to develop educational awareness.

GUIDELINES FOR WORKSHOPS FOR CAREER EDUCATION CURRICULUM DEVELOPMENT

Day 1

1. Teacher to be released for entire school day.
2. Teacher receives attached memo as preparation for the in-service released day.
3. Packet for Career Education Curriculum Development is distributed at beginning of the workshop.
4. Career Education Coordinator reviews packet and then goes through the procedure on a chalk board using a course of study example suggested by someone present at workshop.
5. Participants are made familiar with resources available in the Coordinator's office/workroom, the library, on the computer, and in the community.
6. The rest of the day is spent on development of a sample lesson plan by participants. Each participant will plan to "trial run" the lesson which may run for one or several periods.

Day 2

1. The second day is a follow-up discussion and evaluation of the lesson taught by the workshop participants.
2. Copies of each participant's lesson plan are distributed to the rest of the group.
3. Each participant gives a brief review of how his/her lesson plan was presented and an evaluation of its effectiveness or acceptance (his/hers or student's evaluation). S/he might also explain what revisions are necessary.
4. A brainstorming session can follow which could include:
 - critique of curriculum development procedure
 - critique of Lesson Plan format
 - suggestions for other ways to develop curriculum for infusion
 - sharing of ideas for strategies and resources for teacher use in future lesson plans

INFUSING THE CAREER EDUCATION CONCEPT
INTO EXISTING CURRICULUM

As you become more knowledgeable about career education and the many ways by which it may be integrated into existing curriculum, your imagination and creativity will help you develop a process of your own for infusing career education concepts and activities into your course of study. This suggested procedure in "how to" has been developed only as an initial guide with two purposes. The first is to aid you on identifying specific portions of your course of study which already have the potential to implement career education concepts or achieve a career education objective. The second purpose is to help you actually develop strategies for infusion.

PROCEDURE

Step #1

Read over the attached list of Career Development Concepts. From the career education folder which you received at the in-service meetings you should review the basic career education elements. These are all concerned with the overall goals of career education and some statements about the real world in which we work, use our leisure, and participate as a consumer.

Step #2

Review the attached Assessment Sheets which we used last spring. These will review for you the definition we developed for each of the career education matrix elements and the suggested teaching strategies related to each.

Step #3

Now with these statements in mind take one section, unit, or sub-unit of your course of study and see how much of it fits into the career education matrix. On the attached form (Outline Analysis Sheet) pencil in your topical outline headings (and sub-headings if you prefer). Read Step #4 before doing Step #3.

Step #4

As you go through your outline evaluate each heading or section of your outline as to how it relates not only to the eight elements but also to the lists of career education concepts, themes, and goals. On the Outline Analysis Sheet write in the concept, theme, or goal to which that part of your outline is related.

Step #5

Once you have identified the career education related portions of your course outline select one small section to work with (this might be a whole unit or sub-unit) and develop it following the suggested format on the sheet entitled Lesson Plan.

OUTLINE CONTENT (may be topical headings or de-tailed)

C. E. MATRIX ELEMENT REPRESENTED

STATEMENT, GOAL, THEME OR CONCEPT THIS IS RELATED TO. Can be one from the packet or your own modification.

OUTLINE ANALYSIS SHEET

Developed by: _____

School Year: 19____ - 19____

LESSON PLAN

Subject Area:

Name of Course:

Name of Unit or Section of Course of Study:

Time Allowed (minutes or periods):

Major Idea (concept, theme, goal):

Objectives: (may be performance objectives or may be merely that the student will have experienced a specific activity)

Content: (outline of specific information to be presented or guidelines for the discussion or activity)

Activities: (may be for one, for whole class or you may list several for students to choose between)

Teacher:

Student:

Evaluation:

Examples for evaluating achievement of objectives.

Rating Sheet for project or assignment

2 or 3 questions on a test for entire unit/course

Demonstration by student by role playing or participating in class discussion

Demonstration by student of ability to apply knowledge or skill being taught

Resources: (Audio-Visual Aids, Speakers, In-School or Out-of-school visits/ observations, etc.)

This list of concepts or major ideas has been developed from two separate sources. Some of these are also listed in the themes and goal statement of the career education matrix. You might also want to develop some additional concepts which are not listed but which you feel are compatible with the career education goals.

CAREER EDUCATION CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. People and their work need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of careers which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand and geographic location have an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development is a life long process and requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in a changing society.

* OUTCOME

Description:

The American Family

The American Family unit is a unit that examines the history of the American Family over the past 250 years and projects into the coming decades what the future of the family will be.

During the course of the forty-five days, the students examine various eras of the American Family, starting with the Colonial period and ending with the family of the 1970's. Reflected in each section of the unit, the reader will find certain parts of the lessons devoted to the exploration of various careers and the analysis of various career aptitudes and attitudes. Special emphasis is given to the rise of women's rights in American History, and thus the changing role of women regarding career possibilities will be explored. The following are examples of lessons which are career oriented and which are implemented in the teaching of the unit.

Subject Area: Social Studies

Name of Course: American History I

Name of Unit: The American Family

Time Allowed: 45 periods (40 minutes each)

Lesson Plans: Lesson #1 (one week)

General Objectives:

To be able to depict the varying lifestyles of the Colonists. (Man, Woman, Child).

SPECIFIC OBJECTIVE:

To construct a "Colonial" diary depicting the various roles and/or jobs of a colonial person (man, woman, child).

SKILLS UTILIZED:

- 1) analyzing
- 2) synthesizing
- 3) observing
- 4) recall

MATERIALS NEEDED:

- 1) reference books - texts, encyclopedias, mags, etc.
- 2) comp paper
- 3) construction paper for cover

*Lesson plan formulated by classroom teacher.

PROCEDURE:

The students are to construct a five day diary of a person during the colonial period. This project may take place in the classroom or in the library. The students will be asked to cover the following areas in their diaries:

- 1) lifestyle
- 2) education
- 3) career choice of the individual (butcher, baker, blacksmith, etc.)
- 4) medicine
- 5) role of religion in the family

DISCUSSION QUESTIONS:

None for this assignment.

Lesson #2 (two days)

GENERAL OBJECTIVE:

To be able to see and understand the various changes in the educational and employment opportunities for women in America.

SPECIFIC OBJECTIVE:

To read and react to three case studies of young women and their quest for educational and employment equality.

SKILLS UTILIZED:

- 1) reading
- 2) recall
- 3) analyzing

MATERIALS NEEDED:

text, The Rights of Women, Pages 3-26

PROCEDURE:

The students will be asked to read the section "Three Women in Crisis" for a homework assignment. The follow-up class could be handled in one of two ways:

- 1) Pick students to role play the three women and have members of the class ask them questions concerning their plight.
- 2) Have the students write down their solutions to the problems of the three women and share orally with the rest of the class.

Lesson #3 (3 days)

GENERAL OBJECTIVE:

To observe and analyze the impact of war and depression on the jobs of men and women.

SPECIFIC OBJECTIVE:

- 1) To read and discuss a reading selection on the History of Women in U.S.
- 2) To view and discuss the video-tape, "We, the Women".

SKILLS UTILIZED:

- 1) observing
- 2) recall
- 3) analyzing

MATERIALS NEEDED:

- 1) text - The Rights of Women
- 2) video-tape - "We, the Women"

PROCEDURE:

The students will be asked to read "An Overview of Women in American History" from the text. The video-tape "We, the Women" will then be shown to the students.

DISCUSSION QUESTIONS:

- 1) What types of jobs were available to women during the colonial period?
- 2) Did the type of jobs change for women over the decades? In what ways?
- 3) What effect did WWI and WWII have on the job opportunities for women?
- 4) What will the proposed E.R.A. do to the job market for women?

INTERDISCIPLINARY APPROACH
TO CAREER EDUCATION

The following materials are available for loan from the New Jersey Occupational Resource Center, Building 871, New Jersey Job Corps Center, Plainfield Avenue, Edison, New Jersey 08817, 201-985-7769.

BOOKS

Career Education and the Technology of Career Development. The Proceedings of the Eighth Invitational Conference on Systems Under Construction in Career Education and Development. Palo Alto, California: American Institutes for Research, 1971. (CAR-CA - 1972)

"Appendix C: Science and Social Studies
Curriculum Planning Charts: p. 231-243

Career Education. How To Do It. Creative Approaches by Local Practitioners. Washington, D. C.: Office of Career Education, U. S. Office of Education, 1974

"A. All Classroom Teachers Will:..."pp. 1-50

Goldhammer, Keith. Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill Pub. Co., 1972 (CAR/ES/1972)

"Career Development: An Integrated Curriculum Approach,
K-12" pp. 185-208

Hansen, Lorraine S. Career Guidance Practices in School and Community. Washington, D. C. National Vocational Guidance Association 1970. (CAR/OC/GU-1970)

"Flexible Modular Scheduling" p. 129

"Interdisciplinary Approaches" p. 129

Hoyt, Kenneth. Career Education and the Elementary School Teacher. Salt Lake City, Utah: Olympus Publishing Co., 1973 (CAR/CA-ED/1973)

"Academic Learning through Career Awareness and Exploration" pp. 29-71.

Hoyt, Kenneth. Monographs on Career Education The School Counselor and Career Education, Washington, D. C.: U. S. Government Printing Office, 1976 (CAR/CO/1976).

"III. Role and Function of School Counselors in Career Education" pp. 7-17

McClure, Larry. Career Education Survival Manual. Salt Lake City, Utah: Olympus Publishing Company, 1975

"Integration of a New Kind" p. 78-79

Matrix of Basic Learner Outcomes for Career Education. Arlington, Texas: Partners in Career Education. (CAR/CU/N.D.)

Negley, Harold H. Career Education Curriculum Guide. Indiana State Department of Public Instruction, 1974

"K-5 Unit Guide" p. 9-65

"6-8 Unit Guide" pp. 69-138

"9-10 Unit Guide" pp. 141-163

"11-12 Unit Guide" pp. 165-184

Ressler, Ralph. Career Education: The New Frontier. Worthington, Ohio: Charles A. Jones Pub., 1973. (CAR/PR/1973).

"Traditional Means of Providing Career Information - Social Studies, Mathematics, Health and Physical Education, Arts and Crafts, Language Arts, Music, Industrial Arts, Home Economics." pp. 7-10

"Career Education in the Middle Grades" pp. 106-121.

Tennyson, W. Wesley. The Teacher's Role in Career Development. Washington, D. C.: The American Personnel and Guidance Association, 1965. (CAR/1971)

"V. Relating School Subjects to Careers"

Wernick, Walter. Teaching for Career Development in the Elementary School. Worthington, Ohio: Charles A. Jones Publishing Company, 1973 (CAR/OC-GU/1973)

"Relating Subjects to Career Education" pp. 33-40

Wigglesworth, David C., Career Education A Reader. San Francisco, California; Canfield Press, 1975 (CAR/OC-CU/1975)

"Careers From A to Zoo" pp. 53 -

"Cluster Based Instructional Planning for Industrial-Arts Career Education" p. 115 -

"Implications of Cluster Systems for the Design of Instruction" p. 121

THE COUNSELOR AND CAREER EDUCATION

Our children are deserving of the most expert and understanding advice that can be provided in plotting their educational program and their vocational choice and training. Guidance, in the most ideal state, enables each individual to understand and develop his/her abilities, interests and personal traits in order to relate them to his/her life goals. Guidance is a vital part of all aspects of education and requires close cooperation between counselors and all members of the school staff.

In a continuous school program, kindergarten through grade twelve, guidance and counseling should be utilized to assist all students in developing appropriate choices commensurate with their abilities so that they are able to develop successful plans for implementing career options and flexibility in our changing society and its demands.

The counselor provides opportunities to aid students in developing a basis for career decision making through use of the following investigatory procedures:

A. Background information: discussion of past experiences and their relation to a basis for future career decision making.

B. Personal development: consideration of work and life style values and priorities and their relevancy to each other.

C. Self concept: the student's perception of self--physically, intellectually and in relationships with others.

D. Functional reality: discussion of academic record, standardized test information including vocational and interest inventories, and special talents that influence career decision making.

E. Career awareness, exploration, development and information: use of various media and procedures such as, speakers, career days, and field trips to provide information about careers.

A basic function of the guidance staff is the operation of the career resource center which provides for the accumulation, evaluation and dissemination of occupational data. Here, the counselor in charge serves as a human resource to students, staff, parents and community.

The school counselor is involved in the personal growth of the student through facilitation of: the clarification of values, the collection of data in the development of plans, the setting of goals, decision-making, the implementation of action, and the self-evaluation of goals. The counselor provides the opportunity for individual and group counseling, and assesses, analyzes and interprets data relative to the personal growth and career planning of the individual. S/he guides the student in the selection of sequential courses relevant to the student's personal growth and career planning. The counselor participates with other members of the pupil personnel services team in relationship to meeting the needs of the student. In addition, the counselor disseminates career information and acts as a consultant to staff, parents, learning institutions, community agencies, business and industry in reference to the student's growth and development. In the capacity as consultant, the counselor shares in curriculum revision, appropriateness and readiness of course offerings for students.

The following recommendations are offered:

- I. RECOMMENDATION: The counselor should play a key role in career education and should perform the following leadership functions:

- ACTION:
- A. Identification of individual career development needs and suggestions on programmatic implementation.
 - B. Utilization of educational and occupational information.
 - C. Efforts on the part of the counselor to sensitize and assist in elimination of race and sex stereotyping.
 - D. Expansion of the variety and appropriateness of assessment materials.
 - E. Involvement in developing career awareness initiated in the primary school years through the developmental process.
- II. RECOMMENDATION: The counselor should perform the following participatory functions:
- ACTION:
- A. Conduct career guidance needs assessment surveys.
 - B. Aid in curriculum revision.
 - C. Encourage the involvement of home and family in career education.
- III. RECOMMENDATION: The counselor is responsible for the following in working with students in career education:
- ACTION:
- A. Assisting students in articulating goals. (Each student who does not have a well-articulated goal or direction for his/her post high school plans should be scheduled for additional experiences and counseling to assist him/her in making a well-informed, tentative decision.)
 - B. Reviewing individual career objectives and post high school plans through counseling sessions.
 - C. Assisting with the coordination and implementation of career education field trips.
 - D. Aiding in conducting student needs assessment for career education.
 - E. Participating in the operation of career resource centers.
- IV. RECOMMENDATION: Every high school should have a job placement coordinator who possesses:

- A. A bachelor's degree with a New Jersey standard teaching certificate.
- B. Graduate training in the guidance field leading to counselor certification.
- C. A knowledge of career development concepts.
- D. Background in the world of work.
- E. Ability in human relations and management techniques.
- F. Strong motivation toward working with students.
- G. The ability to work well with other staff members and with business and community agencies.

V. RECOMMENDATION: In order to function effectively, the job placement coordinator should:

ACTION:

- A. Work in close conjunction with the guidance department to ensure the best decision for each individual child.
- B. Survey business and industry to determine employment opportunities.
- C. Survey other agencies such as the Department of Labor, New Jersey Employment Service, YWCA, YMCA, Boy and Girl Scout Organizations, and other agencies which might provide contact and support.
- D. Maintain contact with professional organizations such as the New Jersey Personnel and Guidance Association, the American Personnel and Guidance Association, the National Vocational Guidance Association, the New Jersey Vocational Guidance Association and the American Vocational Association.
- E. Counsel students so as to aid them in developing and reaching career objectives.
 - 1. Help students identify strengths and weaknesses.
 - 2. Aid students in understanding how to utilize occupational information and factors which affect one's career.
 - 3. Guide students in learning how to make decisions.

- F. Initiate activities which make students aware of the job placement program such as participation in assemblies and personal appearances in home-rooms.
- G. Keep files on students who are seeking work. (Students should fill out a registration form to be maintained in the file and reviewed periodically.)
- H. Maintain an employer prospect file and update it periodically.
- I. Aid students in learning how to locate job leads, fill out application blanks, write a letter of application and resume, behave during a job interview, and provide hints in how to succeed on a job.
- J. Participate in field visits with work experience coordinators in the schools.

VI. RECOMMENDATION:

The local education agency should provide adequate office space.

- A. The job placement coordinator should have an office or work area within the guidance suite.
- B. The office or work area of the job placement coordinator should be easily accessible to students.

VII. RECOMMENDATION:

An advisory committee should be established to assist in the development of the placement program.

- A. The job placement coordinator should serve as executive secretary of this body.
- B. Membership should include representatives from business, industry and labor.
- C. Members of the community should also be included.
- D. A representative of the faculty should serve on the committee as well as a member of the student body.
- E. The committee should aid in:
 1. Developing the program philosophy
 2. Clarifying objectives
 3. Identifying community resources
 4. Developing in-service programs for counselors, teachers, community members and employers.

REFERENCES FOR FURTHER READING

- Bauernfeind, Robert H., Review of California Occupational Preference Survey. In O. K. Buros The Seventh Mental Measurements Yearbook. Highland Park, N.J.: Gryphon Press, 1972.
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- Hedges, Janice Neipert and Bemis, Stephen E., "Sex Stereotyping: Its Decline in Skilled Trades," Monthly Labor Review, May, 1974.
- Hoyt, Kenneth, The School Counselor and Career Education. Washington, D. C.: U. S. Government Printing Office, 1976.
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- Law, Gordon F., Jr. (Ed.) New Jersey Career Guidance Guide. Trenton, N.J.: State of New Jersey, Department of Education, 1974.
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- Steiger, JoAnn M. and Sara Cooper, The Vocational Preparation of Women, Report and Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women. Washington, D. C.: U. S. Government Printing Office, 1975.
- Super, Donald E. and Martin J. Bohn, Jr., Occupational Psychology. Belmont, California: Wadsworth Publishing Co., Inc., 1970.

CAREER EDUCATION AND TEACHER TRAINING

Teacher educators can play a key role in the career education movement, for they are in a position to effect change throughout the total educational arena. It is incumbent upon teacher educators to develop new educational paradigms and innovative instructional strategies which emphasize what individuals can do and how they can perform as a result of educational experiences rather than what they happen to know.

The most important area of emphasis in teacher preparation for career education should be upon teachers' acquiring knowledge and competence in an effort to assist students in meeting developmental needs. Teacher preparation programs should be designed in such a way that the teacher is able to recognize his/her role in aiding students to become self-sufficient, productive human beings.

Teachers must be prepared to aid children in acquiring skills related to all of the life roles in which one engages--producers of goods or services, members of a family, citizens, participants in avocational pursuits, as well as understandings which lead to aesthetic appreciations. It is essential, therefore, that teachers have knowledge of all of the life roles in which one might engage.

It is also imperative that teacher preparation programs provide the opportunity for teachers to understand the nature of work in today's society. They must have an understanding of the changes in the world of work due to technology. They should also have an understanding of the nature of the occupational and professional world, levels of employment within specific fields and the ways of life associated with occupations and professions.

It is important that the in-service needs of current practitioners be recognized and identified. Schools of education should take a leadership role in providing the needed in-service training in collaboration with school districts as well as other agencies on a continuing basis.

The following recommendations are offered:

- I. RECOMMENDATION: The State Department of Education should assist in the delivery of career education in teacher education programs offered by the various colleges of the state.
- II. RECOMMENDATION: The State Department of Higher Education should assist in the coordination of career education in teacher education programs offered by the various colleges in the state.
- III. RECOMMENDATION: Each college offering teacher education programs should be responsible for providing for the delivery of career education services.
 - ACTION:
 - A. Each college should coordinate the infusion of career education concepts in the various pre-service programs in teacher education, counselor education, and all other appropriate departments.
 - B. Each college should develop and implement an on-going in-service program of credit courses representing the scope and principles of career education.
- IV. RECOMMENDATION: All teacher education programs should include career education concepts and components in the context of appropriate courses, including both subject matter and methods courses and in the context of other modes of preparation.
 - ACTION:
 - A. Each college should be responsible for the development of such career education concepts and components in conjunction with faculty of the various departments.
 - B. College students enrolling in teacher education programs should be encouraged to include in their education valid work experience.

V. RECOMMENDATION: Presently employed public school staff should be provided opportunities and incentives to become familiar with career education concepts and the means by which career education can be integrated with their current practices.

ACTION: A. Teacher education programs should provide the necessary training to enable in-service teachers to:

1. Devise and/or locate instructional methods and materials designed to assist pupils in the understanding and appreciation of the career implications in various subject areas.
2. Utilize career-oriented methods and materials where appropriate in the instructional program.
3. Help students develop, clarify, and assimilate meaningful sets of work values.
4. Integrate the programmatic assumptions of career education into their instructional program and teacher-pupil relationships.
5. Utilize resources of Educational Improvement Centers, The Occupational Resource Center, the Vocational Education Curriculum Center, the Department of Labor and Industry and other relevant sources of occupational information.
6. Utilize other sources regarding avocational information.

B. Teachers should be trained specifically to:

1. Provide students with occupational competencies at levels which will enable them to gain job entry.
2. Make students aware of the rapid changes taking place in the world of work due to technology. (They should be encouraged to develop attitudes which will enable them to adapt to change.)
3. Assist students in acquiring job-seeking, job-getting, and job-holding skills.

4. Participate in the guidance process.
 5. Participate in job-placement process.
- C. The guidance (student personnel) counselor education program should provide the following:
1. Familiarity with the U. S. Dictionary of Occupational Titles and Occupational Safety and Health Act Regulations.
 2. Supervised work experience, or supervised visitation to work places in industry, construction, distribution, service establishments.
 3. A knowledge of techniques for utilization of career education materials and resources.
 4. Familiarity with and opportunities to utilize materials in determining the abilities, aptitude and interests of counselees.
- D. In-service training for guidance counselors should be established to familiarize them with the concepts of career education.
- E. The guidance counselor should be trained to coordinate career guidance activities in the school by directly involving teachers as part of the guidance function.
1. Curriculum resources in career guidance should be provided for all teachers.

VI. RECOMMENDATION: In-service orientation programs setting forth the concepts of career education should be provided for school administrators and board members.

ACTION:

- A. Colleges should develop such programs.
- B. Colleges should provide workshops, conferences, convenient to the LEA's.

VII. RECOMMENDATION: Curriculum coordinator/career education coordinators should be on the staff of every school district and charged with the responsibility of infusing career education into the school curriculum.

ACTION:

College curriculum for the training of such personnel shall include:

1. The concept of career education
2. Curriculum and infusion
3. Managing career education programs
4. Evaluation of career education
5. Student assessment within career education
6. Student placement
7. Improvement of career education
8. Involvement in productive relationships with community, as well as business, labor, industry, and government.

SUGGESTIONS FOR FURTHER READING

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- Drier, Harry N., Jr., Ed.; Martinez, Nancy S., Ed. Developing an Implementation Plan. The Administration of Career Education: Module 8; Publ. Date 75 81p. ED115925 CE005819
- Even, Brenda B. Integrating Career Education into Teacher Preparation. Publ. Date: 76 130p. ED128656 CE0088204
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BUSINESS, LABOR, INDUSTRY, GOVERNMENT/EDUCATION INTERFACE

It is not possible to educate our children in a vacuum--within the confines of the classroom, remote from the real world. In order to prepare children for life, the world outside must be brought into the classroom; conversely, the classroom must be taken out into the world.

At some time in all of our lives, we are participants in or at the very least influenced by four vital segments of society--business, labor, industry, and government. Therefore, it is incumbent upon educators to provide students the opportunity to appreciate their own relationship to these elements. This is an insurmountable task to accomplish alone. Educators must initiate activities and dialogue with business, labor, industry, and government so as to draw upon the expertise of these vital sectors of society.

It is evident in New Jersey that leaders in business, labor, industry and government are most anxious to engage in a collaborative effort, for their respective interests are dependent upon our most important resource--the human resource--our nation's children.

The following recommendations are offered:

- I. RECOMMENDATION: Career awareness and occupational possibilities must be a part of the curriculum.
- ACTION:
 - A. To accomplish this, teachers, educational administrators, including school boards, must recognize the need for career and life planning as an integral part of the educational process.
 - B. Educators through continual coordination with business, industry, labor, and government, should keep informed of projected needs in terms of requirements for the various occupations, wage and salary levels, working conditions and career potential. Thus, students can be provided with such information as:

1. The projection of current and future requirements for skilled and unskilled workers in the various career fields.
2. Educational requirements for each occupation.
3. Wages that an entrant can expect in various fields, as well as the potential of each field in terms of economics and job satisfaction.
4. The dollar value of a high school education, two year college, four year college, masters and doctors degree in various occupational areas upon job entry as well as over a life-time.
5. Mutual employer and employee responsibilities.

II. RECOMMENDATION: Establish communication between educators, and business, labor, industry and governmental agencies to increase awareness of mutual responsibilities in career planning.

ACTION: A. Establish an interface committee including representatives of labor, industry, government and education and representatives of the armed forces that will meet on a regularly scheduled basis to ensure continuation of cooperative efforts.

The committee should:

1. Review current needs, educational resources, employment and job trends and other related concerns.
2. Establish county resource directories to include: speakers, tours, audio visual aids, display materials and information, contact people, etc.
3. Encourage the use of available resources by school systems in their programs involved with career and life planning.
4. Reports of the committee should be published and shared with the community.

III. RECOMMENDATION: Instill in students the concept of safe, healthful living and work habits so that they can recognize and avoid hazardous conditions and situations as well as learn to follow accepted safe procedures and thus reduce the incidence of accidental injury or illness.

ACTION:

- A. The Department of Education in conjunction with the Department of Labor and Industry should develop lesson plans and resource lists of training aids and materials on pertinent safety and health subjects relating to the home, recreation, travel, school, and the work environment.
- B. A resource center for safety and health training materials and training aids should be established within the LEA.
- C. Include this concept in subject matter at all levels as appropriate for the age group involved.

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CAREER EDUCATION AND ELIMINATION OF STEREOTYPING

It is incumbent upon educators to assure equal opportunity for all students regardless of race, color, religion, sex or national origin. Equal educational and employment opportunity is the law. It is mandated by Federal, State and local legislation, Presidential Executive Orders and definitive court decision. (Some of these mandates are paraphrased herein.)

Even though these mandates exist, there remains a need to communicate to educators, employers and all segments of society why and how equal opportunity requires positive, affirmative action beyond the establishment of neutral, non-discriminatory policies.

Experience in administering equal opportunity laws over the years has shown that past discriminatory practices have become so deeply imbedded in our society that these practices continue to have extremely unequal effect on certain groups even when those in decision-making positions are not putting forth a conscious effort to discriminate. Thus, we witness the legal necessity for positive, affirmative action.

Educators are in a position to aid in changing these deeply embedded attitudes which result in the discriminatory practices which permeate society. In recognition of this fact, the New Jersey State Department of Education has developed an Affirmative Action policy for implementation of State Title VI and Federal Title IX regulations. The policy prohibits discrimination on the basis of race, sex, color, creed, religion, ancestry, natural origin, or social or economic status in programs or activities under the auspices of the Department.

I. RECOMMENDATION: The State Department of Education, local educational agencies, governmental agencies and the various advisory councils throughout the state should endeavor to eliminate sex and racial stereotyping.

ACTION: A. Where appropriate, these bodies should be fully cognizant of the following legislation and put forth a concerted effort to assure adherence to:

1. The Equal Pay Act of 1963 which provided that where skill, effort and responsibility are required to perform jobs under similar working conditions, an employer may not discriminate in wage payments on the basis of sex. In 1972 the law was extended to cover executive, administrative, professional workers and outside salespersons.
2. The Civil Rights Act of 1964, Title VII prohibits discrimination in employment on the basis of sex, race, color, religion and national origin.

The 1972 amendment extended the law to cover state and local government agencies as well as public and private schools.

3. Executive Order 11246 required that all government contracts include provisions for forbidding the contractor to discriminate on the basis of race, color, religion, or national origin.

This Order was amended by Executive Order 11375 to prohibit sex discrimination.

4. Title IX of the Education Amendments of 1972 provides that no persons shall on the basis of sex be excluded from participating in, be denied the benefits of, or subjected to discrimination under any education program or activity receiving Federal financial assistance.
5. Public Law 94-482, The Education Amendments of 1976, Title II--Vocational Education mandates that each state carry out vocational programs which are devoid of sex discrimination and thus furnish equal educational opportunities in vocational education to persons of both sexes.

Public Law 94-482--Title III, Part C--Career Education, provides for the planning for the assessment of the status of career education

and career development programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex.

6. Public Law 93-380 Education Amendments of 1974, has provision for assessing the status of career education programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex.
7. The Resolution on Equal Rights for Women adopted by the State Board of Education on September 12, 1963.
8. Title VI of the State of New Jersey which prohibits discrimination on the basis of race, sex, color, creed, religion, ancestry, national origin, or social or economic status and also prohibits discrimination against the handicapped.
9. Affirmative Action Plan of the New Jersey State Department of Education which prohibits discrimination on the basis of race, sex, color, creed, religion, ancestry, national origin, or social or economic status in programs or activities under Departmental jurisdiction.
10. Title IV Civil Rights Act of 1964 prohibits discrimination on the basis of race and provides funding to assist school districts in developing and implementing desegregation plans.

II. RECOMMENDATION: Local and state agencies through hiring and promotional practices should provide for non-stereotypical role models.

ACTION:

- A. Qualified women and minorities should be employed and promoted to leadership positions. This would be an equal opportunity endeavor and would also increase the number of female and minority role models in leadership positions.
- B. The State Department of Education and the LEA should publish a list of organizations which address the interests of women and minorities so that members can be contacted when resource persons are needed or as the various advisory committees are established.
- C. School districts should develop affirmative action plans as required by Title VI.

III. RECOMMENDATION: Curricula materials, and classroom practices should be free of sex and racial bias and assure equal education and employment opportunities for all students.

ACTION:

- A. Career education concepts should be utilized in improving the self-concept of female and minority students.
- B. Career education programs should prepare all students for careers based on individual abilities and interest irrespective of sex or race.
- C. The curriculum should emphasize the dual roles of women and men as homemakers, parents and wage earners.
- D. State and local education agencies should review curricula and materials in an effort to reduce stereotyping.
- E. Students should be made aware of legislation germane to sex and racial discrimination.
- F. The role of women and minorities in the development of our country should be stressed in the curriculum.
- G. It is essential that in-service activities be utilized to develop curriculum materials and classroom practices which emphasize men and women in non-traditional careers.
- H. Educators who are aware of discriminatory practices in the classroom should make every effort to bring about correction within the district.

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SELECTED RESOURCES ON WOMEN IN THE WORLD OF WORK

Those items marked with an asterick (*) are available for loan from the N.J. Occupational Resource Center.

1. A. I. T.
Agency for Instructional Television
Box A
Bloomington, Indiana 47401
 - A. Self Incorporated: Different Folks. 1975. Age: 11-13 years (16mm--15 min.)
2. Butterick
P. O. Box 1945
Altoona, Pennsylvania 16603
 - *A. American Man: Tradition and Change. 1976. (2fs/2cs/teachers guide).**
 - *B. American Woman: New Opportunities. 1976 (2fs/2cs/teachers guide).
 - *C. American Women--Two Hundred Years of Authentic Fashion. 1975 Gr. 7-12. (2fs/2cs/teachers guide/poster).
3. Altana Films
340 East 35th Street
New York, New York 10016
 - A. Women's Rights in the U. S. An Informal History. Gr. 9--Adult (16mm film--27 min.)
4. Center for Cassette Studies
8110 Webb Avenue
North Hollywood, CA 91605
 - *A. Career Girl. 1971. Gr. 9--Adult (Cassette)
5. The Center for Humanities, Inc.
White Plains, N. Y. 10603
 - *A. Man and Woman: Myths and Stereotypes Part 1 and 2. 1975. Gr. 9--Adult. (80 slides/1 cs/1 record/1 teachers guide).

**fs indicates filmstrip; cs indicates cassettes.

- B. The Re-education of Women and Men: Creating New Relationships Part 1 and 2. 1976. Gr. 9--Adult (160 slides 2cs/2 records/Teachers guide).
6. Changing Times Education Service, Inc.
1729 H Street NW
Washington, D. C. 20006
- *A. How on Earth Do Working Wives Manage? 1971. Gr. 9--Adult (40 copies of 3 page article/ditto master/transparency/teachers guide).
- *B. Now At Last Better Jobs For Women. 1972. Gr. 9--Adult (3 page article/transparency/ditto master/teachers guide).
7. Churchill Films
662 No. Robertson Blvd.
Los Angeles, CA 90069
- A. Other Women, Other Work. 1973. Gr. 7--12 (16mm--20min.)
- B. Sylvia Fran and Joy. 1973. Gr. 7--12 (16mm--25 min.)
8. Coronet
65 E. South Water Street
Chicago, Illinois 60601
- A. Male and Female Roles. 1975 Gr. 7--12 (6fs/6cs/1teachers guide).
9. Doubleday Multimedia
1371 Reynolds Avenue
Box 11607
Santa Ana, CA 92705
- *A. Career Mothers. 1974. Gr. K--4 (6fs/6cs/t. gd.).
- B. Mrs. Cop. 1973 Gr. 9--Adult. (16mm--25 min.)
10. Dunn-Donelley Publishing Company
666 Fifth Avenue
New York, N. Y. 10019
- A. Identity: Female. Gr. 9--Adult (3 fs/6 spirit masters/8 cards visuals/ 3 transparencies/3cs/2 decks of 40 activity cards/35 4--page readings/teachers guide).
11. The Eccentric Circle Film Library
c/o Transit Media Library
P. O. Box 315
Franklin Lakes, N. J. 07417

- A. Anything You Want To Be. 1974. Gr. 9--12 (16mm--8½ min.)
12. EMC Corporation
180 E. Sixth Street
St. Paul, Minnesota 55101
- A. Girl Stuff. 1974. Gr. 4--10. (4 paperback books/4cs/1 teachers guide).
- B. Really Me. 1974. Gr. 4--10 (4 paperback books/4cs/1 teachers guide).
- C. Winners All. 1974. Gr. 4--10 (4 paperback books/4cs/1 teachers guide).
- D. Women Behind the Bright Lights. 1974. Gr. 4--10. (4 paperback books/4cs/1 teachers guide).
- *E. Women Who Win Sets 1--4. 1974. Gr. 4--10 (4 paperback books/4cs/1 teachers guide in each).
13. Educational Activities, Inc.
1937 Grand Avenue
Baldwin, N. Y. 11510
- A. Breaking Barriers. 1976. Gr. 7--12 (4cs/1 teachers guide).
- *B. Women in American History. 1974 Gr. 7--12. (6fs/3cs/1 teachers guide).
- C. Women Pioneers. 1976. Gr. 7--12 (4fs/4cs/1 teachers guide).
14. Encyclopedia Britannica
180 East Post Road
White Plains, N. Y. 10601
- A. Getting Reading. Gr. 6--9 (16mm--15 min.)
- B. Why Mothers Work. Gr. K--9 (16mm--19 min.)

15. Eye Gate House
Jamaica, NY 11435
- *A. My Mother Works. 1974. Gr. K-6 (6 fs/6 cs/1 teachers guide).
16. Film Fair Communications
10900 Ventura Blvd.
Studio City, CA 91604
- A. Free To Choose. 1974. Gr. 7-Adult. (16mm-16 min.).
- B. Making It in the World of Work. 1972. 7-Adult (16mm-26min.).
17. Guidance Associates
858 Third Avenue
New York, NY
- A. Becoming A Woman/Becoming A Man. 1971. Gr. 7-9. (2fs/ 2cs/
1 teachers guide).
- B. Everthing... 1969. Gr. 7-9 (2 fs/ 2 cs/ 1 teachers guide).
- *C. Girls and Boys - Rights and Roles. 1976. Gr. 7-12 (2 fs/ 1 cs/
1 teachers guide).
- *D. Jobs and Gender. 1971. Gr. 10-12. (2 fs/ 2 cs/ 1 teachers guide).
- *E. Masculinity and Feminity. 1969. Gr. 10-12. (2fs/ 2 cs/ 1 teachers guide).
- *F. People Who Organize Facts. 1972. Gr. 6-8. (4 fs/ 4 cs/ 1 teachers guide).
(2) Bakery Forewoman.
- G. To Be A Woman and a Writer. (fs/ 2 cs/ 1 teachers guide.)
- *H. Women At Work: Choice and Challenge. 1975. (2 fs/ 2 cs/ 1 teachers guide).
- *I. Women Today. 1974. Gr. 9-12. (2 fs/ 2 cs/ 1 teachers guide).
18. Herstory Films, Inc.
137 East 13th Street
New York, NY 10003
- *A. Rollover. 1974. Gr. 9-Adult. (16mm-10 min.)

19. Interact Company
Box 262
Lakeside, Cal 92040
- *A. Herstory. 1972. Gr. 10-12. (Game).
20. McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020
- A. The American Woman: Portraits of Courage. (16mm - 53 mins.).
- *B. Free to Be... You and Me. 1975. Gr. K-6. (6 fs/ 6 cs/ 1 book/ 1 teachers guide/ smiles & tears cards/ 4 letter chipboards/ poster/ game board, cards).
21. Miller-Grody Productions, Inc.
97-03 43rd Avenue
Corona, NY 11368
- A. A Girl Like Me/A Boy Like Me. (4 fs/ 4 cs).
22. National Audiovisual Center
General Services Administration
Washington, DC 20409
- *A. Increasing Job Options for Women. 1975. Gr. 9-Adult. (76 slides/ 1 cs/ 1 script).
- *B. Legal Responsibilities: Affirmative Action and Equal Employment. 1975. Gr. 9-Adult. (74 slides/ 1 cs/ 1 script).
- *C. Legal Rights of Women Workers. 1975. Gr. 9-Adult. (64 slides/ 1 cs/ 1 script).
23. Pathescope Educational Films Inc.
71 Weyman Avenue
New Rochelle, NY 10802
- *A. Non-Traditional Careers for Women. 1974. Gr. 7-12 Adult. (2 fs. 2 cs/ 1 teachers guide).
- B. People At Work: New Horizons For Women. 1975. Gr. K-6. (1 fs/ 1 cs/ 1 teachers guide/ 10 spirit masters).
24. Prentice-Hall
150 White Plains Rd
Tarrytown, NY 10591
- A. Women. 1977. Gr. 7-Adult. (10 fs/ 10 cs/ 1 guide).

25. The Salisbury Center
BOCES of Nassau County
Valentine Rd & The Plain Rd
Westbury, NY 11590

A. Why Not? 1975. (16mm-18 min.)

CAREER EDUCATION FOR SPECIAL EDUCATION STUDENTS

The United States Congress has indicated that there are approximately eight million handicapped children in our nation, half of whom do not receive an adequate education. In addition, approximately one million are excluded from the public school system. These facts were pointed out when the Education for Handicapped Children Act of 1975 was formulated.

The Act has special significance to New Jersey as evidenced by the data herein prepared by the New Jersey State Department's Bureau of School Programs. As the reader can see, there are 123,339 handicapped pupils in New Jersey public and non-public school programs.

The law provides that all children have available a free public education and that for each handicapped child there will be an individualized educational program set forth in a written statement developed jointly by a qualified school official, the student's teacher and parents, and the child if possible. The Act also provides that handicapped and non-handicapped children will be educated together to the maximum extent possible. One crucial provision of the Act is that states and localities will undergo comprehensive personnel development programs including training for regular as well as special education teachers and support personnel.

With regard to career education, New Jersey's educators are of the opinion that handicapped students are entitled to the same general benefits of education as the non-handicapped. The handicapped can be trained to be contributors, rather than dependents. It is imperative that career education be a significant component of educational programs for the handicapped. Career education can be a vehicle which will help assure that handicapped individuals become assets to society rather than liabilities.

The following recommendations are made with regard to career education for special education students:

I. **RECOMMENDATION:** Career Education concepts should be included in the general curricula for the handicapped K-12.

ACTION:

- A. The New Jersey Department of Education should utilize the services of its Educational Improvement Centers, Bureau of Special Education and Division of Vocational Education to develop a system of in-service training and other assistance for local school districts in the matter of career education for the handicapped.
- B. State mandates on special education should require that career education be a component of the curricula for the handicapped.
- C. The development of career education curricula for the handicapped K-12 should be a responsibility of each local school district. The development of curricula should include participation by special education teachers, child study teams, school administrators, guidance counselors, vocational education personnel, parents, board members, community agencies, representatives of the local business and industrial community, and, wherever possible, students.

II. **RECOMMENDATION:** Instructional programs for the handicapped should concentrate on developing basic skills in the cognitive and affective areas necessary for future employability of the handicapped.

ACTION:

- A. The teaching of academic skills to the handicapped should incorporate realistic concepts and examples related to career education skills.
- B. The development of personal, social, and behavioral skills should include components of these skills related to employability.
- C. State mandates on special education should specify that career education be a component of the individual education plan required for handicapped pupils.

- D. Child study teams should utilize the resources of guidance counselors, vocational education specialists, community agency specialists, parents, and students in developing the career education component of individual education plans.

III. RECOMMENDATION: Educational programs for the handicapped should provide awareness of the world of careers.

- A. Curricula for the handicapped K-12 should include a component on career awareness.
- B. Instructional programs for the handicapped should incorporate a variety of media and visitations to reinforce career awareness.

IV. RECOMMENDATION: Employment Orientation Programs for the handicapped should be included in the curricula of middle schools, junior high schools and high schools.

ACTION:

- A. The New Jersey Department of Education should mandate that employment orientation programs be available to all handicapped students of pre-adolescent and adolescent age.
- B. The New Jersey Department of Education should utilize its resources to assist local school districts in developing employment orientation programs. Such resources should include the Division of Vocational Education, the Bureau of Special Education and the Educational Improvement Centers.
- C. The development and implementation of employment orientation programs for the handicapped should include participation of special education specialist, child study teams, school administrators, guidance counselors, vocational education specialists, parents, board members, community agencies, business and industrial communities.

V. RECOMMENDATION: Educational programs for the handicapped should include opportunities for work experience within the school.

- ACTION:**
- A. Employment Orientation Programs should provide a systematic program of work training experiences within the school.
 - B. Coordinators of Employment Orientation Programs should be appointed by local school districts serving adolescent handicapped populations and should develop and supervise in-school work stations.

VI. RECOMMENDATION Educational programs for the handicapped shall include opportunities for on-the-job training experiences.

- ACTION:**
- A. Employment orientation programs should provide a systematic program of on-the-job training outside of the school.
 - B. Cooperative Industrial Education and/or Employment Orientation coordinators should develop and supervise on-the-job training sites.
 - C. An advisory committee representing community agencies and the business and industrial sectors should be formed in each community to assist the local school district in developing and implementing on-the-job training programs for handicapped students.

VII. RECOMMENDATION: Job placement services for the handicapped should be developed at the state and local level.

- ACTION:**
- A. A consortium of agencies such as the New Jersey Department of Education, the New Jersey Department of Labor and Industry, and the New Jersey Association of Rehabilitation Facilities should develop a cooperative and interrelated system of job placement services for the handicapped.
 - B. An on-going and current listing of employment opportunities related to individual capabilities should be maintained by the consortium. Utilization of a computerized system for this purpose should be strongly considered.
 - C. Guidance counselors in the schools and employment counselors in other agencies should be required to include the handicapped in systems they have developed for providing employment counseling services.

VIII. RECOMMENDATION: The handicapped student should be made familiar with community resources which can assist them when they are no longer in school.

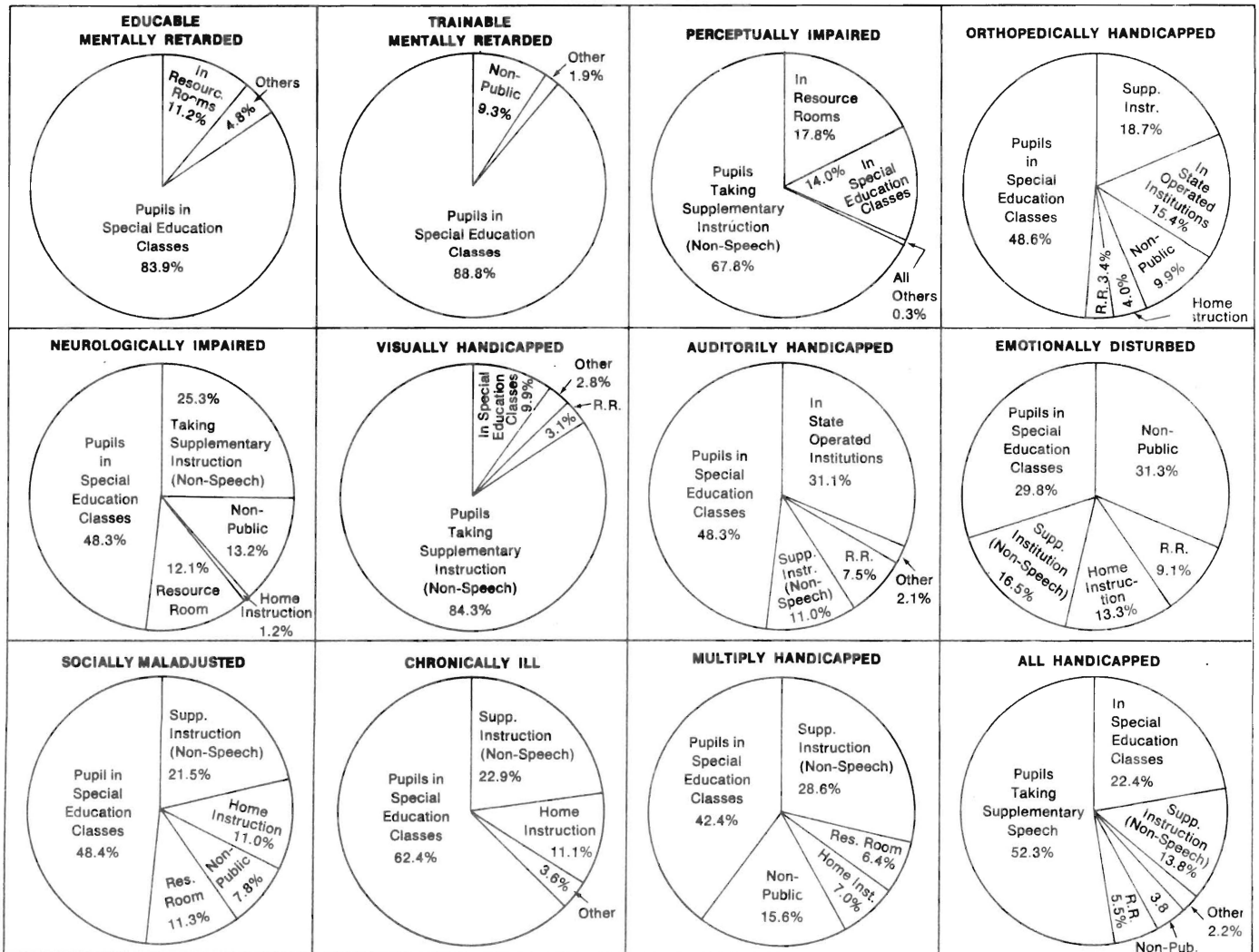
- ACTION:
- A. Employment Orientation Programs should include a component on community resources.
 - B. Each handicapped student should be provided a list of community resources upon completion of schooling.
 - C. Each handicapped student should be provided access to the services of public schools relating to employment assistance after they have completed their schooling.
 - D. Each parent group and agency representing the handicapped should be provided on-going and current information on community resources by the State of New Jersey.

HANDICAPPED PUPILS (UNDUPLICATED COUNT) IN NEW JERSEY PUBLIC AND NON-PUBLIC SCHOOL PROGRAMS, 1974-75

HANDICAP	PUPILS IN PUBLIC SCHOOL PROGRAMS						NON-PUBLIC PUPILS	TOTAL
	Special Education Classes	Resource Rooms	State Operated	Home Instruction	Supplemental Speech	Supp. Non-Speech		
Educable Mentally Retarded	11709	1561	0	70	—	480	130	13950
Trainable Mentally Retarded	2950	4	0	30	—	29	310	3323
Perceptually Impaired	2303	2919	0	39	—	11128	18	16407
Orthopedically Handicapped	427	30	135	35	—	164	87	878
Neurologically Impaired	3287	825	0	79	—	1722	897	6810
Visually Handicapped	93	29	10	6	—	793	10	941
Auditorily Handicapped	1078	167	694	12	—	246	36	2233
Communication Handicapped	155	40	11	5	64507	147	64	64929
Emotionally Disturbed	2654	806	0	1185	—	1473	2785	8903
Socially Maladjusted	804	188	0	182	—	357	130	1661
Chronically Ill	381	17	0	68	—	140	5	611
Multiply Handicapped	579	87	0	95	—	390	213	1364
Category Unavailable								
In Special Vocational	1223	—	—	—	—	—	—	1223
In Resource Room	—	106	—	—	—	—	—	106
TOTAL	26743	6779	850	1806²	64507	17069	4685	123339

1. Includes 639 public school children served by the Commission for the Blind.
2. The 1973-74 figure (350) was an estimate. This year's figure (1806) was obtained by direct survey.

% OF HANDICAPPED CHILDREN BY PROGRAM/SERVICES



SELECTED DOCUMENTS ON CAREER EDUCATION MATERIALS FOR
THE HANDICAPPED

Those items marked with an asterick (*) are available for loan from the N.J. Occupational Resource Center.

PROFESSIONAL BOOKS

1. A.R.M.S. AV Catalog of Materials. Auburn, Alabama: Auburn Univ., 1973.
2. Administrators' Guide. "Programs for Exceptional Children". 1973-74. Phoenix, Arizona: Division of Special Education.
3. Brolin, D. Vocational Preparation of Retarded Citizens. Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.
4. Cegelka, W.J. Review of Work-Study Programs for the M.R. Arlington, Texas: National Association for Retarded Citizens, 1974.
5. Conrad, Lawrence Robert. Annotated Bibliography and Abstracts on the Vocationally Handicapped. Los Angeles, California: Instructional Materials Center, 1972.
6. Crawford, Fred L. Career Planning for the Blind. A Manual for Students and Teachers. New York, NY: Farrar, Straus and Giroux, 1966.
7. Dallas County Community College District. Training Paraprofessionals for the Deaf. The Planning and Developing of a Training Program to Provide Increased Services to the Deaf in Occupational Development. Austin, Texas: Texas Education Agency.
8. Directory of Federal Programs for the Handicapped. Washington, D.C.: The Council for Exceptional Children, 1972.
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12. Feingold, S. Norman. Student Aids In the Space Age Educational Resources for the Handicapped - 1971 Revision. Washington, D.C.: B'nai B'rith Vocational Service.
13. Freschi, David F. An Experimental Prevocational Training Project for Autistic and Neurologically Impaired Children. Hartford, Conn.: Connecticut State Department of Education, 1973.

14. Gree, G. J. Vocational Education Development Project (Vocational Education Grant #4-1758-S708) Oshkosh, WI: Fox Valley SEIMC, 1973.
15. Gunn, Lynn (ED) Outreach Replicating Services for Young Handicapped Children. Chapel Hill, NC: TADS, University of North Carolina.
16. A Handbook for Developing Programs and Services for Disadvantaged Students. Springfield, IL: Board of Education and Rehabilitation, 1975.
17. Clothing Services. Home Economics Instructional Materials Center: Lubbock, TX.
18. Home Service Department. A Program Designed for the Visually Handicapped Homemaker. Denver, Colo: Public Service Company of Colorado.
19. Lake, T. P. (ed.) Career Education: Exemplary Programs for the Handicapped. Reston, VA: Council for Exceptional Children, 1974.
20. Lambert, R.H., Tindall, L.W., Davis, R.E., & Ross-Thompson, B. Vocational Education Resources Materials (A Bibliography of Materials for Handicapped and Special Education) 2nd ed. Madison: Center for Studies in Vocational and Technical Education, University of Wisconsin, 1974.
21. Lerman, Alan M. and George R. Guilfoyle. The Development of Pre-Vocational Behavior in Deaf Adolescents. New York, N.Y.: Teachers College, Columbia U., 1970.
22. *McGarvie, Douglas J. and Werner H. Raasch. Classroom Materials Guide for Teachers of Mentally Retarded Children. Waukesha, Wis: Waukesha County.
23. Special Needs Populations: Annotated Bibliographies on Bilingual, Correctional, Migrant, and Handicapped Populations with Unique Vocational Education Needs. (Biblio. Series #33). Columbus, OH: The Center for Vocational Education.
24. Mann, Joe and Kim Henderson (Ed) Catalog of Audiovisual Materials Related to Rehabilitation 1974-75. Auburn, Alabama: Alabama Rehabilitation Media Service, 1975.
25. National Advisory Committee on Handicapped Children. Better Education for Handicapped Children. Washington, D.C.: U.S. Dept. of H.E.W., 1969.
26. SPECIAL EDUCATION COLLECTION
 - * Ken Cook Automated Teaching System
 - * Comprehensive Occupational Assessment & Training System (COATS).
 - * JEVS specimen sets of their work sample evaluation system
 - * Job Survival Skills Program
 - * Community Life Skills Program
 - * Interpersonal Life Skills Program (Singer career systems)

- * Singer Vocational Evaluation -
System and Career Awareness
Laboratory - Audiovisual Presentation
- * P.I.E.S. - Picture Interest Exploration Survey
- * TOWER - Testing Orientation and Work Evaluation in Rehabilitation system
- * Audiovisual materials for Loan
- * ERIC Microfiche Documents
- * Documents

CAREER EDUCATION FOR THE DISADVANTAGED

Between 10 and 15 per cent of our nation's children are considered educationally disadvantaged. Statistics indicate that in some cities, the figure goes as high as 50 per cent.

A survey conducted by County Career Education Coordinators during the 1975-76 school year indicates that over 155,000 New Jersey students in grades seven through twelve are identified as disadvantaged. Further, 46,000 children between the ages of seven through seventeen were listed as not attending school.

These alarming figures bring to the attention of New Jersey's educators the necessity for reform. The educationally disadvantaged student needs far more than we have been providing.

Educationally disadvantaged students are measurably unsuccessful in regular educational programs. They have poor grades and are deficient in reading, oral language, and mathematics skills. They may demonstrate the following characteristics: tardiness, poor attendance records, poor study habits, lack of motivation for learning, behavioral problems, disrespect, short attention span and comprehension, poor health, and they may also have parents who express little concern.

Many disadvantaged students escape our notice because they may be withdrawn, chronically absent, or unwilling to participate in school and classroom activities.

In providing for the unique needs of the disadvantaged student, the following recommendations are offered:

- I. RECOMMENDATION: Assure that total staff understand the concept of career education and its value to the disadvantaged child.
- ACTION:
 - A. The LEA should provide in-service training for staff and administration. Such training should aid educators in:

1. Understanding career education concepts.
 2. Appreciating the needs of the disadvantaged child.
 3. Identifying the disadvantaged child:
 - a. Dropouts or potential dropouts
 - b. Absenteeism, tardiness
 - c. Poor academic habits
 - d. Lack of motivation
 - e. Behavioral problems
 - f. Disrespectful
 - g. Short attention span
 - h. Undernourished
 - i. Always tired
 - j. Poor health
 - k. Poor hygiene
 - l. Poor comprehension
 - m. Unconcerned parents
- B. Parents should participate in in-service training.
- C. The following should be utilized as a resource team for in-service training.
1. Local coordinator for in-service training.
 2. Consultants with the necessary expertise.
 3. Personnel of the Department of Education.
 4. Community representatives.
 5. Teachers within the district or from other districts who have the necessary expertise and experience.

II. RECOMMENDATION: Educators must recognize that there are certain requisites for the teacher of the disadvantaged.

Such requisites are:

- A. Able manager
- B. Thorough knowledge of subject area
- C. Familiarity with the problems of the disadvantaged
- D. Understand effective methods of communication with the disadvantaged
- E. Knowledge of methods and techniques successfully used in the motivation of the disadvantaged
- F. Experience in dealing with the disadvantaged
- G. Understands special program offerings for the disadvantaged
- H. Ability to locate and utilize resource persons

- I. Ability to diagnose learning difficulties
- J. Willingness to individualize instruction
- K. Ability to develop and implement programs based on needs, interests, and abilities of students
- L. Desirous of increasing his/her education in the area of the disadvantaged
- M. Provide assistance to other teachers of his/her students to help them better serve the disadvantaged
- N. Have faith in the ability of the learner to succeed
- O. Be mentally, physically, and emotionally able to meet the challenge
- P. Provide opportunities for students to have exposure to and interaction with successful adults through cooperation with business and industry

III. RECOMMENDATION:

The administration must play a key role in the education of the disadvantaged. Administrators must recognize their responsibility to:

ACTION:

- A. Identify the educationally disadvantaged student in the district.
- B. Prepare a continuum of programs to serve the disadvantaged at all grade levels.
- C. Employ teachers who are highly trained and especially equipped to deal with disadvantaged students.
- D. Survey existing curricula programs to determine the degree to which they are developed to meet individual student needs.
 - 1. Develop short and long range plans to implement any necessary changes which become apparent as a result of the survey.
 - 2. Implement, evaluate and update the short and long range plans.
- E. Establish a flexible curriculum which is designed to meet the needs of individual students.
- F. Maintain small size classes in order to better individualize instruction.
- G. Emphasize communication and computation skills development.

- H. Provide an assortment of the necessary special instructional materials and equipment.
- I. Provide the necessary support staff to meet the unique needs of the disadvantaged student.

SELECTED MATERIALS ON CAREER EDUCATION
FOR THE DISADVANTAGED

Items preceded by an asterisk (*) are available for loan at the New Jersey Occupational Resource Center.

PROFESSIONAL BOOKS

- *Annotated Bibliography on Career Education. For Administrators. Dee Wilder. (comp.) Tennessee: Tennessee RCU, 1973. (SN 1973).
- *Breakthrough for Disadvantaged Youth. Washington, D. C.: U. S. Department of Labor, Manpower Administration, 1969. (SN-EC/DI 1969).
- *Breakthrough for Disadvantaged Youth--Job Placement Creation, and Development Louis A. Ferman. Washington, D. C.: U. S. Department of Labor, Manpower Administration, 1970. (SN JO/PL 1970).
- *Breakthrough for Disadvantaged Youth--Recruitment and Community Penetration John M. Martin. Washington, D. C.: U. S. Department of Labor, Manpower Administration, 1970. (SN RE 1970).
- *Breakthrough for Disadvantaged Youth-Testing, Counseling, and Supportive Services. Jesse E. Gordon. Washington, D. C.: U. S. Department of Labor, Manpower Administration, 1970. (SN CO 1970).
- *Breakthrough for Disadvantaged Youth-Using the Nonprofessional. Charles Grosser. Washington, D. C.: Manpower Administration, 1970. (SN NO RE 1970).
- *Compensatory Education: What Works To Help Disadvantaged Pupils. Seymour Holzman. Arlington, Va: National School Public Relation Assoc., 1973. (SN 1973).
- *Description of Special Vocational Education Programs for Disadvantaged Persons in Pennsylvania. Ferman B. Moody. Harrisburg, Pa.: Pennsylvania Department of Education, Bureau of Vocational Technical and Continuing Education, 1970. (SN 1970).
- *Designs for the Preparation of Vocational and Technical Teachers of Socio-economically Disadvantaged Youth. Harry Huffman. Columbus, Ohio: The Center for Vocational and Technical Education. 1972. (SN 1972).
- *Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. Evelyn R. Kay. Washington, D. C.: U. S. Government Printing Office, 1973. (SN 1973).
- *Handbook for Developing Vocational Programs and Services for Disadvantaged Students. Southern Illinois U. Springfield, Illinois: Division of Vocational and Technical Education, 1975. (SN 1975).

*Impact of Vocational Education and Manpower Training on Target Population: Ethnic Groups, The Disadvantaged, Handicapped, Unemployed, and Unemployable Adults. Project Baseline Supplemental Report. James E. Wall. Flagstaff, Arizona: Project Baseline, Northern Arizona U, 1974. (SN 1974).

National Guidance Handbook. A Guide to Vocational Education Programs. Chicago, Illinois. SRA 1975.

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Special Needs Population. Annotated Bibliographies on Bilingual, Correctional, Migrant, and Handicapped Populations With Unique Vocational Education Needs. Joel H. Magisos (comp), Columbus, Ohio: The Center for Vocational Education. 1975.

*Vocational Education for Minorities Informal Bibliography 17. Marilyn Schreiber DeKalb, Illinois: ERIC Clearinghouse in Career Education, 1974.

Vocational Education for the Handicapped. A Bibliography of ERIC Documents. Paul E. Schroeder. Columbus, Ohio. The Center on Vocational and Technical Education, 1973.

*Vocational Instructional Materials for Students With Special Needs. Douglas C. Towne. Portland, Oregon: Northwest Regional Educational Laboratory, 1972. (SN IN MA 1972).

*What School Administrators Should Know About Vocational Education for Disadvantaged Youth in Rural Areas. Oliver Robinson. Columbus, Ohio: The Center on Vocational and Technical Education, 1971. (YT 012-965). (SN RU AD 1971).

*What Vocational Education Teachers Should Know About Disadvantaged Youth In Rural Areas. Robert W. Walker. Columbus, Ohio: The Center on Vocational and Technical Education, 1971. (VT 013-637). (SN RU YO 1971).

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2. N.J. Vocational Division. Where To Find Job Services & Training in New Jersey. Trenton, N.J.: N.J. Vocational Division, 1973. (ED 043-716).
3. Russell, Max M. Occupational Education, 2nd edition. Macmillan Information, 1973.

4. U.S. Department of Labor. Occupational Outlook Handbook, 1974-1975 edition. Washington, D.C.: U.S. Government Printing Office, 1974.
5. Yellow Pages of Learning Resources. Cambridge, Mass: MIT Press, 1972.

PERIODICALS

1. Career World. The Continuing Guide to Careers. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040. (Sept. - May).
2. Counselor's Information Service. B'nai B'rith Vocational Service, 1640 Rhode Island, N.W., Washington, D.C. 20036.
3. Inform. National Career Information Center, American Personnel & Guidance Assoc., 1607 New Hampshire Ave., N.W., Washington, D.C. 20009.
4. Occupational Outlook Q. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.
5. Vocational Guidance Q. American Personnel and Guidance Assoc., 1607 New Hampshire Ave., N.W., Washington, D.C. 1970.
6. Work/Life (formerly Manpower) Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

PAMPHLET MATERIAL

1. Careers Inc.
P.O. Box 135
Largo, Florida 33540
 - A. Desk - Top Career Kit
2. Chronicle Guidance Publications
Moravia, N.Y. 13118
 - A. Occupational Briefs and Reprints
3. Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
 - A. SRA Career Information Kit
 - B. SRA Guidance Service Subscription Plan
 - C. SRA Occupational Exploration Kit Grades 9-12
 - D. SRA Widening Occupational Roles Kit Grades 6-9

CAREER EDUCATION NEEDS OF LIMITED
ENGLISH SPEAKING STUDENTS

Cultural and ethnic groups are striving to nullify the effects of technology, the mass media and desegregation in an effort to maintain identities and values from diverse ancestries. Early history in America's educational arena indicated that educators embraced a philosophy which stressed an elimination of cultural separateness. Today, we see the concept of the melting pot folding in the presence of the realities of a pluralistic society. It is incumbent upon educators to aid students to reacquaint themselves with their own ethnic roots within the framework of the American personality and to provide unique personal experiences for students by promoting the spirit of cultural pluralism.

In its Report on the Reform of Secondary Education, The National Commission on the Reform of Secondary Education stated that educators must provide an atmosphere conducive to the development of relationships based upon mutual respect between groups through emphasis on an appreciation of diverse values and the ability to settle conflicts which arise as a result of a lack of understanding between peoples. The Report further indicates that minority students are too frequently counseled into vocational training which results in dead ends and occupations in which they cannot utilize the skills acquired in school.

Upon completion of its Equality of Educational Opportunity Survey, the U. S. Office of Education has illuminated data which we cannot ignore. The researchers set out to determine what factors helped a student develop the belief that he or she was capable of influencing his or her future (since

such a belief appeared positively related to achievement). Data indicated that minority children (Indian, Mexican, Puerto Rican, Negro and Oriental) were far less likely to believe in the chances of their own success. It was concluded that the students' negative estimate of their chances for success was an accurate reflection of the discrimination they were likely to encounter.

New Jersey educators have a major responsibility in the provision of career education for limited English speaking students as evidenced by the fact that 22,265 of these students reside in our state. (See Table I)

New Jersey confirmed its commitment to provide for bilingual education programs with the approval on January 8, 1975, of Senate Bill 811, (Chapter 197, Laws of 1974). To assist in the administering of Chapter 197, new rules were set forth in the New Jersey Administrative Code, Title 6, Subtitle F, Chapter 31. In compliance with the Rules, the Bureau of Bilingual Education was established in the State Department of Education. One of its major charges is to assist the Departments of Education and Higher Education in the enforcement of the provisions of Chapter 31. One of the Bureau's recent endeavors is set forth in Table II--Bilingual Needs Assessment Summary.

Further, the State Advisory Committee on Bilingual Education was established for the purpose of advising the Department of Education and the Department of Higher Education in setting forth policies and procedures germane to the Act.

During the 1976-77 school year the Division of Vocational Education awarded a series of pilot and demonstration grants to districts throughout the state for the purpose of establishing models that the various districts could implement in an effort to provide for career awareness. As a result of a review of research with regard to development of attitudes, it was determined that the crucial grade levels were the elementary and middle or junior high school levels. Career education specialists determined that if students could

attain the needed self awareness and career awareness at these grade levels, then the remainder of the educational process would be devoid of the unique problems of the limited English speaking student. Thus, the grants were awarded in Technology for Children and Introduction to Vocations Programs. Eleven grants were provided for the 77-78 school year. Upon completion of the programs, data will be compiled and disseminated to the various districts throughout the state.

Additional efforts by the Division include two Bilingual Workshops held at the Occupational Resource Center during the 76-77 school year. The Division will host two bilingual workshops during June, 1977.

TABLE I

NUMBER OF PUPILS WITH LIMITED
ENGLISH SPEAKING ABILITY
BY ETHNIC CLASSIFICATION AND COUNTY
OCTOBER 1, 1975

County	Total Limited English Speaking Ability	Ethnic Classification										
		Hispanic	Portugese	Italian	Greek	Korean	Indian	Arabic	Viet- namese	Chinese	Japanese	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Atlantic	477	453	6	3	8			1	5			1
Bergen	1,224	484	46	150	86	33	18	38	17	39	160	153
Burlington	260	123	28	3	8	54	3		26	11	2	2
Camden	1,245	1,099	7	11	34	25	11		6	20	8	24
Cape May	18	18										
Cumberland	900	884	1	2	1	4				6		2
Essex	5,138	3,706	888	134	45	19	60	3	38	40	4	201
Gloucester	71	51		7			1		8	1	1	2
Hudson	3,944	3,502	26	88	36	37	58	69	12	14	10	92
Hunterdon	33	6	8	9					5			5
Mercer	749	625	1	28	2	19	3	2	8	17	11	33
Middlesex	1,296	1,033	17	24	30	37	45	4	21	39	4	42
Monmouth	689	511	27	17	17	18	2	4	40	15	3	35
Morris	418	316	1	17	12	7	10	4	8	12	5	26
Ocean	195	150	4	16		6			11	2		6
Passaic	3,903	3,363	12	154	9	6	21	114	8	2	6	208
Salem	22	21		1								
Somerset	132	69	2	9	6	7	6	2	7	8	3	13
Sussex	12	5		2					2			3
Union	1,526	1,116	144	75	35	34	12	5	20	11	8	66
Warren	13	10		2		1						
State Total	22,265	17,545	1,218	752	329	307	250	246	242	237	225	914

TABLE II

*BILINGUAL NEEDS ASSESSMENT SUMMARY

Report as of January 31, 1977

County	Districts Reporting	Students Enrolled Whose Native Language Is Other Than English	Number of Languages	**LESA Student
Atlantic	7	1,285	4	511
Bergen	34	2,011	34	556
Burlington	8	680	19	190
Camden	12	5,123	15	2,406
Cape May	2	5	4	2
Cumberland	5	778	6	228
Essex	19	16,211	32	8,936
Gloucester	13	114	3	46
Hudson	5	6,985	13	1,762
Hunterdon	2	16	4	10
Mercer	1	160	7	39
Middlesex	6	1,337	16	666
Monmouth	14	1,692	16	664
Morris	5	1,027	14	309
Ocean	6	1,084	10	285
Passaic	6	3,918	21	1,457
Salem	1	11	1	47
Somerset	6	349	17	116
Sussex		0	0	0
Union	6	4,779	16	1,835
Totals	158	47,565		20,045

*Statistics from New Jersey Department of Education, Division of School Programs, Bureau of Bilingual Education

**Limited English Speaking Ability

The following suggestions are provided with plans for implementation.

- I. RECOMMENDATION: Efforts of the Department of Education and local education agency should be unified.
- A. Joint efforts should be made so as to provide for:
1. Workshops which will give the participants insight into bilingual programs and career education programs that currently exist.
 2. Development of assessment materials to determine the needs and extent of the limited English speaking population.
 3. Cooperation and dialog among Department of Education personnel, local education agencies, parents, and community groups.
 4. Development of career education curricula and materials for limited English speaking students.
 - a. Career education materials at all levels should be utilized to improve the self-concept of limited English speaking students. Bicultural as well as bilingual aspects must be considered.
 - b. The materials should be geared toward student interest and multi-leveled difficulty to meet individual needs.
 - c. Materials should be field tested in order to determine effectiveness and applicability. Those materials which are determined effective should be shared with the various districts requiring them.
 - d. Curricula and materials should be reviewed and updated annually.
- B. Parental involvement is essential.
1. Workshops in the appropriate languages must be developed and held at the local education agency.
 2. Such workshops should provide for exchange of information as well as training in basic English language skills.

- C. Testing assistance should be made available for limited English speaking individuals who require aid in preparing for Civil Service and other English examinations.

Test centers should be established for this purpose.

- D. Mobile Occupational Resource Centers for limited English speaking students should be developed to serve districts where concentration of students is limited.

- 1. In view of the fact that there are school districts which have limited resources and personnel, well-equipped mobile units should carry a trained bilingual teacher and aids as well as appropriate multi-lingual career education materials.

- 2. These units can be shared by the various districts in need.

II. RECOMMENDATION: Appropriate teacher and teacher aide training programs in the areas of English as a second language and bi-lingual education must be developed in more detail.

ACTION:

- A. Career education concepts should be stressed.
- B. In-service programs to acquaint college professors with such concepts may be necessary.

III. RECOMMENDATION: Guidance counselors should be aware of the unique needs of limited English speaking students.

ACTION:

- A. Such awareness and appreciation can be accomplished through in-service programs and/or guidance counselor preparation programs.

*SAMPLE LESSON PLANS FROM
CAREER EXPLORATION CURRICULUM

Boston Public School
Department of Bilingual Education
Title VII Project
Career Education Program
June 1, 1976
Curriculum Writers
Carmen Rivera Lassen
Dory Van Duzer
Translated by Estella McDonnell
Puerto Rican Congress

*THIS IS A SAMPLE DEVELOPED ADDRESSING THE PUERTO RICAN POPULATION.
SIMILAR TECHNIQUES COULD BE UTILIZED WITH REGARD TO OTHER
POPULATIONS.

TopicThe Puerto Rican Community and Public Health.

Objectives

Provided with the historical background of a recently arrived Puerto Rican family, the students will present a drama highlighting at least two health problems which are encountered by the family and that could be resolved by health inspectors. (For example: lead poisoning, poor heating).

Information for the TeacherThe Puerto Rican Community and Public Health

Puerto Ricans migrating to the United States don't have a clear understanding of public health services. Housing and contamination problems often go unnoticed due to Puerto Ricans' lack of knowledge in the area of public health. Puerto Ricans are confronted with lead poisoning, poor heating and poor housing and they are not aware of where to seek out help or if they are, they are unable to communicate in English.

Suggested Activities

Drama: A Puerto Rican family arrives in the United States and encounters a series of housing problems. The Public Health inspector is able to help them.

TopicCompare the Diet of Puerto Rico to the Diet of the United States

Objectives

The students will list at least two differences found in the diet of Puerto Rico and the United States.

Information for the Teacher

A person working in the area of nutrition with the desire to do an effective job must take into consideration the differences in the Puerto Rican diet when compared to the American diet. For example:

Puerto Rico

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The Puerto Rican diet is based on starch (rice, plantains) and meat. Vegetables are used in the preparation of stews, soups, etc. 2. In Puerto Rico fruits are available all year. 3. Sugar consumption is greater. 4. Puerto Ricans eat two large meals, lunch and dinner. 5. Since Puerto Rico is a commonwealth of the U.S.A. there are many influences in the food of Puerto Rico. Ex., sandwiches, hot dogs, etc. | <ol style="list-style-type: none"> 1. The American diet is based on starch (bread and potatoes), meat and vegetables separately. Vegetables and salads are eaten in great quantity. 2. In the United States fruits vary with each season. 3. Less sugar is consumed, such as in coffee. But sugar is consumed in great quantities through candies, soft drinks, etc. 4. Americans have one large meal in the late afternoon. 5. In some cities it is common to eat Latin food. Ex., New York, Boston |
|---|---|

TopicThe Portrayal of Puerto Ricans in the Media

How are Puerto Ricans portrayed in the media, such as radio, television and movies?

1. Regardless of how they are portrayed, how do I perceive Puerto Ricans?
2. If I were in control of one of the media areas, how would I portray Puerto Ricans?

Objectives

Based on the job responsibilities of radio station and television personnel the students will:

1. Write a short script for a program in which the leading role is played by a Puerto Rican.
2. Will develop and present a program that portrays their ethnic group.
3. Will discuss the program presentation and the reasons for portraying certain aspects of the ethnic group.

TopicCultural Expression

Objectives

Students will recognize that music and dance can capture the image of a group through the identification of at least two characteristics in the music and dance of each historical period in Puerto Rico

The identification will include:

1. How the Taino Indians used music and dance as a means of communicating with nature and expressing their feelings.
2. The influence of the Spaniards in the music of Puerto Rico and sample of music and dances of Spanish origin that the Jibaro incorporated in his music.
3. The reason for the presence of Black Africans in Puerto Rico and evidence of their influence in Puerto Rican music and dance.

4. Typical American music and dances that have become popular in Puerto Rico.
5. Music, songs and dances originated in Puerto Rico.
6. The protest song as a means of criticizing the present situation of Puerto Rico.

Students will demonstrate their knowledge that Puerto Rican identification is expressed through music and dance even on the mainland.

RESOURCES FOR TEACHERS

(To be used in conjunction with the preceding lesson plan.)

Boston Public Schools, Department of Bilingual Education, Title VII Project Career Education Program. Contact Person: Carmen Rivera Lassen, (617) 261-3970.

E.R.I.C. Career Education: Disadvantaged Students, Columbus, Ohio. Clearinghouse On Vocational and Technical Education, 1973.

E.R.I.C. Vocational Education for Minorities, An Informed Bibliography. DeKalb, Illinois, Eric Clearinghouse in Career Education, 1974.

Hispanic Culture Curriculum Project, Social Studies Bilingual Bicultural Curriculum, Boston, Hope, 1974.

Oppenheimer, Zelba V. Careers For Bilinguals, Vol. I; Chicago: Relatina Publications, 1975.

Paalack, Erwin and Menacker, Julius. Spanish-Speaking Students and Guidance, Boston; Moughton Miffin, 1971.

Council on Interracial Books, Racism in Career Education Materials, Sexism in Career Education Materials, New York: EPIE; 1975.

U.S. Office of Education, Division of Bilingual Education, 7th 2D Street, S.W., (202) 245-0861.

Dissemination Center for Bilingual Bicultural Educations, 6504 Tracto Lane, Austin, Texas.

RESOURCES IN NEW JERSEY

Aspira, Inc. of New Jersey, 786 Broad St., Newark (201) 642-8080. This organization offers counseling services to Puerto Rican Youth with an emphasis towards college placement. They also have a health careers program for high school youth. Could be contacted for speakers.

Bureau of Bilingual Education, New Jersey Department of Education, 225 West State Street, Trenton, New Jersey (609) 292-3773.

REFERENCES FOR FURTHER READING

- Arevalo, Mary R. "What can Career Education Offer the Bilingual Bicultural Student?" Thrust for Education Leadership 4(1975)15ff
- Career Education: Implications for Minorities, Proceedings of a National Conference, Nellum & Associates, Washington, D.C.: 1973.
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SELECTED BILINGUAL MATERIALS FOR CAREER EDUCATION

Those items marked with an asterick (*) are available for loan from the New Jersey Occupational Resource Center.

1. ACI Films Inc.
35 West 45th Street
New York, NY 10036

A. When I Grow Up. 1975 (5fs/5cs/1 t.gd./1 ditto master.)

2. DLM (Developmental Learning Materials)
7440 Natchez Avenue
Niles, Illinois 60648

*A. Career Association Cards. 1976. (30 rectangular cards).

*B. Career Environment Cards. 1976. (30 cards).

*C. Career Flip Book. 1976.

*D. Career Identity Cards. 1976. (15 card sub sets).

*E. Occupation Photographs. 1976. (20 photographs).

*F. Job Inset Puzzle. (wooden puzzle).

*G. Pareando Objetos, personas y edificios (Building Match-Ups) 1974. (8 large master cards depicting a specific building; 48 small cards depicting an object or person that can be found in the respective buildings, 1 teachers guide).

*H. Rompecabezas de Deportes. 1976 (32 colored puzzles).

*I. Written Language Cards--Careers. 1975. (8 large cards; 2 grease pencils; 1 wiping cloth; 1 teachers guide).

*J. Carteles de Trabajadores. (12 color posters).

3. EMC Corporation
180 E. Sixth Street
St. Paul, Minn. 55101

*A. El Mundo del Trabajo. 1975. Gr. K-5. (4fs/4cs/1 t.gd.).

*B. La Gente y las Varias Ocupaciones. 1975. Gr. 6-8 (4fs/4cs/1 t.gd.)

*fs indicates filmstrip; cs indicates cassettes; t.gd. indicates teacher's guide.

4. Miller--Brody Productions Inc.
342 Madison Avenue
New York, NY 10001

*A. A Girl Like Me/A Boy Like Me. 1976. Gr. 3-5. (4fs/4cs)
(2 in Spanish).
5. Prentice--Hall
150 White Plains Rd.
Tarrytown, NY 10591

A. Los Puertarriquenos. 1973. Gr. 9-12 (2fs/2cs/1 t.gd.).
6. Whirlpool Corporation
Parts Distribution Center
La Porte, Indiana 46350

*A. Basic Electricity for Appliances. Gr. 9-Adult. (Textbook and
quiz book; cassette).
7. Xerox Education Publications
245 Long Hill Road
Middletown, Conn. 06457

*A. Amiquitos (Community Helpers) 1976. Gr. K-4 (1fs/1cs/1 t.gd./
games/duplicating masters/work sheets).

EVALUATION

The excerpts below are taken from a publication prepared for the U. S. Office of Education entitled *Evaluation and Decision Making: A Functional Guide to Evaluating Career Education, and are presented here to clarify those critical and significant concepts so imperative to the local education agency's role in the evaluation of projects. The present plan is to use such resources as the USOE Handbook for aiding local education agencies in developing evaluation plans.

- (1) ". . . evaluation should be viewed as a management tool for improvement of program performance.
- (2) ". . . the evaluation findings from this perspective are neither "good" nor "bad," but useful and informative.
- (3) ". . . addressed principally to the program managers and their staffs to provide the background on evaluation techniques, issues, and problems needed for decision-making and program direction and for implementation of changes indicated by the evaluation studies.
- (4) ". . . highlights techniques and procedures that evaluators will find useful in planning and implementing evaluation studies.
- (5) "Improvement in career education requires both process and outcome information, and if these evaluation categories must be used, the approach may best be viewed as a short term 'summative' evaluation conducted for 'formative' purposes."

Recommendations for the Development of

Local Education Agency Self-Evaluation Plan for Career Education

I. Legal mandates--The Education Amendments of 1974, Public Law 93-380, Section 406, and the Public School Education Act of 1975 (Chapter 212).

*Malcolm B. Young and Russell G. Schuh, Evaluation and Decision-Making: A Functional Guide to Evaluating Career Education, Development Associates, Inc., Washington, D. C.

II. Purposes--The LEA evaluation is conducted in order to address such elements of education as:

- A. Compliance with the above-mentioned mandates
- B. Management of fiscal and physical resources
- C. Need for program improvement and/or expansion
- D. Effectiveness of curriculum in meeting student needs
- E. Effectiveness of curriculum in meeting community needs
- F. Effectiveness of the management system
- G. Effective use and development of facilities
- H. Effective use of community resources
- I. Effective data development, data collection and information retrieval system
- J. Comprehensive reporting--internal and external
- K. Cost effectiveness
- L. Effectiveness of curriculum in developing student competencies

III. Decisions to be made:

- A. The LEA evaluation should focus on questions significant to the entire educational process as determined by the principal participants.
 - 1. Can we continue the curriculum as it is?
 - 2. Can we expand the curriculum to include more students?
 - 3. Can we modify specific parts of the curriculum?
 - 4. Can we improve the implementation of the curriculum?
 - 5. Can we eliminate the curriculum altogether?
 - 6. Other (specify): _____
- B. The decision on the curriculum being evaluated will be made by (check one or more)

___ the superintendent
 ___ the evaluation team
 ___ administrators

___ teachers
 ___ parents
 ___ school board
 members

___ other(s)

IV. Focus of Evaluation--The evaluation should be in terms of such elements of education as:

A. Planning, management and operational processes including:

- Quality, availability, applicability of program offerings
- Career guidance, counseling and placement services
- Flexibility and utility of facilities and equipment
- Cooperation and use of community resources
- Internal and external curriculum articulation
- Effective use of staff, staff qualifications and appropriate inservice
- Participation of community, teachers, students in planning and implementation of all aspects of education

B. Attainment of student competencies

- Proficiency measures attuned to program objectives
- Criterion referenced tests
- Kindergarten to grade 12 broad-based assessment of student skills, knowledge, attitudes and next-step employment/education readiness
- Follow-up of student employment/education success as measured by
 - Employment, unemployment, underemployment
 - Employer/educator satisfaction with student

C. Determination of services and programs addressing such areas as:

- Sex role stereotyping and sex bias
- Minority groups
- Handicapped persons
- Disadvantaged persons
- Limited English speaking persons
- Needs and needs assessment
- Research

V. Evaluators Work Plan

The publication entitled Evaluation and Educational Decision-Making: A Functional Guide to Evaluating Career Education, provides the prime resource for the Development of an LEA Self-Evaluation Plan. The reader is referred to page 124, the Evaluation Design Worksheet, taken from this publication. Pages 125, 126, and 127 comprise a sample which has been prepared to illustrate the Evaluation Design Worksheet.

TABL 2.1
EVALUATION DESIGN WORKSHEET

<u>COLUMN 1.</u> Program Objectives (See Chapter Four)	<u>COLUMN 2.</u> Related Evaluation "Questions" (See Chapter Five)	<u>COLUMN 3.</u> Specify Data Source(s) (See Chapter Six)	<u>COLUMN 4.</u> Instrumentation (See Chapter Seven)	<u>COLUMN 5.</u> Sampling (See Chapter Nine)	<u>COLUMN 6.</u> Design and Analysis (See Chapters Eight and Ten)
List program objective #1.	Outcome: State outcome question	List sources from whom data is to be collected	Cite Instrument or describe procedure	Specify sampling procedure and size	Indicate type of design and Specify descriptive and
	Activity: State related activity questions	List sources from whom data is to be collected	Describe type of instrument or procedure	Specify sampling procedure and size	inferential statistical procedures
	Relational: State question relating outcome to activities	Not Applicable	Not Applicable	Not Applicable	Specify Analysis Techniques
List program objective #2.	Outcome:				
	Activity:				
	Relational:				

FROM: USOE Handbook:
Evaluation and Educational Decision-Making

LEGAL AUTHORITY	<u>EVALUATORS WORK PLAN</u> PROGRAM OBJECTIVES OUTCOMES/PROCESS GOALS	EVALUATION-QUESTION PROGRESS
<p><u>LEA--BOARD POLICY:</u> Board calls for the evaluation of 1976-77 projects in career education through T&E student outcome #5.</p> <p>5. To acquire job entry level skills as a competency upon graduation.</p>	<p><u>*Goals</u> (Product) (Progress)</p> <p><u>*Secondary Objectives</u></p> <p><u>*Function Descriptors</u></p>	<ol style="list-style-type: none"> 1. Did students achieve intended outcomes? <ol style="list-style-type: none"> a. Is job placement compatible with training? b. How does employer rate student skills? c. What is the mechanism for student decisions on career plans? d. What is the mechanism to assess job holding skills? e. How effective is the mechanism location of available jobs? f. What is the level of need for these skills in the job market? 2. To what extent are students in the program similar to others? 3. What are the costs of implementation? 4. How does the community perceive the project? 5. How many students see job entry level skills as a vital career need?
<p><u>STATE</u></p> <p>The Public School Education Act of 1975, (Chapter 212)</p>		<ol style="list-style-type: none"> 6. What are the costs of instituting an on-going evaluation?
<p><u>FEDERAL</u></p> <p>The Education Amendments of 1974, Public Law 93-380, Section 406.</p> <p>The Education Amendments of 1976, Public Law 94-482, Title II</p>	<p>*Each district will establish its own goals/objectives/function descriptors. This bank can be utilized to correlate with this section of the model.</p>	

DATA SOURCES

- a. Student
- b. Employer
- c. Student/Employer
- d. Employer/Student

- e. Level Advisory Committee
- f. Related Manpower Delivery Systems

INSTRUMENTATION

- a. Follow-up questionnaire
- b. Employer questionnaire
- c. Simulation-student follow-up
- d. Student follow-up (interview and application)
- e. Employer/student questionnaire
- f. Annual survey

SAMPLING	DESIGN AND ANALYSIS	PERSONS RESPONSIBLE	COMMENTS
<p>Student (a, c, d, e, f) Total population or random sample?</p> <p>Employer (b, d, e, f) Stratified sample or by type of program?</p>	<p>Questionnaire-Include tabulation by question and by program; then use means of responses.</p>		<p>The Board requires quantitative and qualitative data.</p> <p>Expand to include all students in program.</p>

REFERENCES FOR FURTHER READING

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- Perkins, Lawrence H., The Evaluation of the Leon District Career Education Project, Grades K-14. Final Report, 1975; 113p.
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ANNUAL AND LONG RANGE IMPLEMENTATION OF CAREER EDUCATION

The one-year plan for implementation of career education is to begin its interface with the Thorough and Efficient Goals as set forth on pages three and four. Districts have the latitude of setting career education goals which meet the unique needs of the students in the respective schools.

It is the intent of the Plan to provide school districts with the technical assistance necessary to implement the objectives in 20 per cent of the schools annually in conjunction with the total departmental effort for implementation of the Thorough and Efficient mandates of the State. Thus, it is planned that 100 per cent of the schools will implement career education concepts within five years.

ANNUAL AND LONG-RANGE PLANNING AND BUDGETING

Based upon estimates of amounts of money that have been utilized in the past for implementation of career education activities, the following figures on pages 131 and 132 provide an approximation of the funds required.

NEW JERSEY STATE PLAN FOR CAREER EDUCATION IMPLEMENTATION

COMPONENT COST ESTIMATES SUMMARY

	<u>1977-78</u>	<u>1981-82</u>
1. Evaluation	\$ 35,000	\$ 35,000
2. Needs Assessment	250,000	150,000
--Administrative and Developmental costs		
--Staff Development--Planning and Implementation		
3. Staff Development	400,000	500,000
--Curriculum Planning, Development and Infusion		
--Evaluation		
--Elimination of Stereotyping by Race and Sex		
--Special Needs Education		
--Guidance and Counseling		
4. Curriculum Development and Dissemination	205,000	300,000
--Target Populations-- Limited English Speaking, Handicapped and Disadvantaged Students		
5. Industry/Education Cooperation	<u>50,000</u>	<u>120,000</u>
Totals	\$940,000	\$1,105,000

The chart above reflects those estimated career education implementation costs which are in addition to other anticipated funds (The Elementary and Secondary Education Act, Title IV-C; The Education and Professional Development Act; The Education Amendments of 1976, Public Law 94-482; and The Education for all Handicapped Children Act of 1975, Public Law 94-142).

These estimated costs span grades K-12 through the following levels:

K-6	Career Awareness
7-9	Career Exploration
10-12	Career Preparation

IMPLEMENTATION OF NEW JERSEY STATE PLAN FOR CAREER EDUCATION

SUMMARY OF STAFF COMMITMENT AND COSTS

	<u>1977-78</u>		<u>1981-82</u>	
	Federal	State Annual Budget	Federal	State
*Planning Coordinator, Salary	\$20,660		\$27,911	
*Clerk Stenographer, Salary	6,630		8,957	
Travel	2,048		2,702	
Supplies	800		1,080	
Other	14,300		19,319	
Director Career Development Salary		\$7,500		\$10,132
Travel		480		500
Supplies		190		200
Other		2,100		2,837
Supervisor Career Development, Salary	3,000		4,053	
Travel	112		151	
Supplies	45		60	
Other	1,050		1,418	
Deputy Assistant Commissioner, Salary		3,600		4,864
Travel		275		325
Supplies		100		140
Other		1,000		1,351
Occupational Resource Center Staff Salaries	1,000		1,351	
Office of County Career Education Coordinator Director and 19 Coor- dinators Salaries	84,750		103,035	
**Other Department Staff, Salary	<u>6,900</u>	<u>26,000</u>	<u>9,321</u>	<u>28,300</u>
Educational Improvement Centers, Division of School Programs, Division of Research, Planning and Evaluation, and the Divi- sion of Administration and Finance				
Totals	\$141,295	\$41,245	\$179,358	\$48,649

*The source of these funds is the Education Amendments of 1974, Public Law 93-380.

**There will be other Department of Education Staff who will provide assistance in the delivery of career education. However, at this time it is not possible to estimate the extent of their involvement and prorated costs.

Please refer to pages 23, 24, and 25 for discussion of services and assistance offered by the Department of Education Central Staff, Educational Improvement Centers and County Offices.

PLANS FOR DISSEMINATING INFORMATION ABOUT CAREER EDUCATION

The following activities and procedures are planned for the dissemination of information germane to career education to interested persons within the state:

A. Continue to expand and improve the services and activities of the Research Coordinating Unit in providing the following services: ERIC Bank, lending printed materials, ERIC Computer searches, duplicating ERIC microfiches, traveling displays, orientation tours, issuing special papers, (media material) and coordination with other information centers.

B. Plan, initiate a statewide conference and several workshops for career educators and all who are interested in career education

C. Assist in providing programs for training teachers to meet the needs of all students including those who are disadvantaged, handicapped, minorities, women, and those who have limited English speaking ability. Share information with regard to such programs with the districts throughout the state by utilizing Department of Education publications.

D. Initiate, coordinate, produce and disseminate curriculum materials in career education. These materials would be produced in the form of microfiche documents, Curriculum Newsletter, brochures, directories, and conferences.

E. Provide services to the counties of the State to promote the growth of career education programs by supporting the activities of the county career education councils and county career education coordinators. Such activities include upgrading of county plans for career education, conducting and analyzing surveys, developing needs assessment instruments, coordinating local programs and consulting with employer, employee and educational personnel.

F. Provide a copy of the State Plan for Career Education for all districts within the state.

G. Provide copies of the State Plan for Career Education to the U. S. Office of Education.

H. Provide copies of the State Plan for Career Education to each state in the country.

IMPLEMENTATION OF STATE PLAN FOR CAREER
EDUCATION AND RELATIONSHIP TO OTHER PLANNING EFFORTS

The New Jersey State Department of Education recognizes that local districts themselves are in the best position to bring about school improvement by implementation of career education as it interfaces with a thorough and efficient education for our students. The experience and knowledge of New Jersey's school districts, the County Offices and Educational Improvement Centers, as well as the State Department's dissemination and diffusion network and the tie-in to the national network from which successful programs and processes from the rest of the country can be obtained will be organized for ready access by districts. From these resources, local districts may request general or specific information, materials, technical training and technical assistance to aid in planning and implementation.

New Jersey has a Self-Evaluation Checklist for Mandated Programs. It is the means by which the Department assures that all school districts comply with all mandated programs, regulations and State Plans and is the means by which districts are monitored. Elements of all the plans (State Plan for Vocational Education; Elementary and Secondary Education Act, Title IV Plan; and The Adult Education Plan) as well as elements of mandated programs and regulations are included in the monitoring checklist.

Another technique which is used to assure a close relationship among and between the various state plans is an interdivisional, interdepartmental task force arrangement. For example, members of the Vocational Division and other Department of Education staff serve on the task force for the development of the Elementary and Secondary Education Act, Title IV State Plan; staff of the Division of Research, Planning and Evaluation serve on the Committee

responsible for formulating the State Plan for Vocational Education, the State Plan for Adult Education, and the State Plan for Career Education.

MODEL FOR LOCAL EDUCATION AGENCY
IMPLEMENTATION OF CAREER EDUCATION

Following are suggested steps to be followed in implementing career education:

PHASE I

1. Organize the appropriate interactive network of interested individuals and groups.
2. Promote an understanding of the concepts of career education and establish appropriate educational objectives.

PHASE II

3. Study the current educational system to determine the changes necessary to implement career education.
4. Inventory all available resources.
5. Design the career education system most appropriate for your community.

PHASE III

6. Gain the cooperation of all necessary organizations, institutions, and individuals.
7. Implement the system.
8. Build in an evaluative process to determine how well the system is working.

PHASE IV

9. Create a feedback system to use evaluation findings to adapt and improve career education programs.
10. Make provision for a program of maintenance to sustain early initiative and tie these activities into the interactive network.

The following General Planning Model has been extracted from the State of New Jersey, Department of Education, publication entitled T & E, A Primer for School Improvement in New Jersey. This model can also be utilized in the implementation of career education and is diagrammed on the following page.

STEP ONE--GOAL DEVELOPMENT

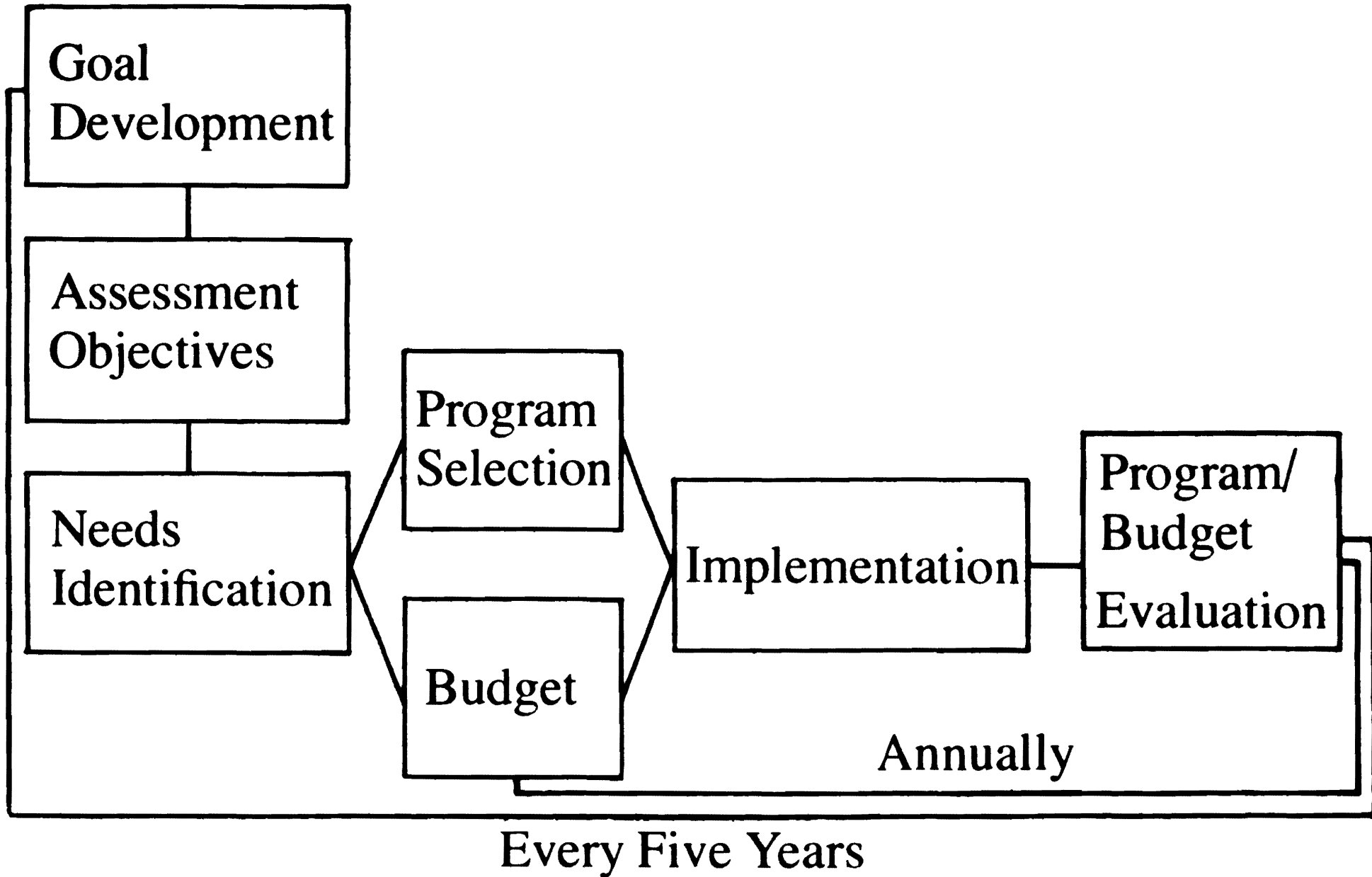
The district develops district and school goals with involvement of teachers, staff members, administrators, board members, pupils, parents, and other citizens. This step is taken for the following reasons:

1. To assure that the schools continue to be responsive to the needs of all concerned groups.
2. To assure that local goals are consistent with state goals determined by the State Board of Education.
3. To provide a base against which to assess school needs and set objectives for programs.

Action to be taken in goal development:

1. Gather current information about the community and school system as background data for goal development.
2. Study the statewide educational goals.
3. Prepare a written plan for the goal development task which assures broadest representation of views in the process and a calendar for its completion.
4. Follow the plan and calendar to develop goals for the district and its schools.
5. Analyze the information collected and obtain public review before final approval by the school board.

General Planning Model



Assistance

The county education office will assist each district in establishing time-lines for goal development. The County Superintendent's staff will also render assistance during goal development. Educational Improvement Centers are available to provide technical assistance.

STEP TWO--ESTABLISHING ASSESSMENT OBJECTIVES (GOAL INDICATORS AND STANDARDS)

The district specifies in writing objectives/goal indicators and specifies the level of student achievement desired.

1. The district establishes objective/goal indicators which specify goal elements to be assessed.
2. Levels of proficiency are then established.

STEP THREE--NEEDS IDENTIFICATION

The local education agency determines the difference between its current status and desired level of proficiency. This assessment is carried out in order to ascertain whether or not an acceptable level of achievement is being obtained in relationship to goals.

1. Prepare a written plan and calendar for determining the status of the district with respect to each previously determined goal based on the objectives/goals indicators and standards.
2. Implement a plan and a calendar for arriving at the discrepancy between present achievement and desired achievement.
3. Prepare a report of the findings showing the present and desired achievement for each goal.

STEP FOUR--DEVELOPING AND INSTALLING EDUCATIONAL PROGRAMS

The district school board adopts and implements an educational program for the district and each school which includes programs designed to improve the quality of education and plan for professional improvement.

1. Establish with the teaching staff a program which provides for the translation of community goals into educational objectives and programs.

2. Identify or develop educational programs for each school which can be used to achieve the objectives established by the district and determine any resources needed to carry out each program. Program planning should reflect consideration of individual student differences.

3. Implement the educational program.

4. Prepare a plan and calendar for implementing and evaluating each program.

STEP FIVE--EVALUATING EDUCATIONAL PROGRAM EFFECTIVENESS

The district measures the extent to which its educational programs actually fulfill their expected purposes.

1. Describe how it will be demonstrated that program objectives have been met or the means by which progress toward possession of skills, knowledges and competencies will be measured.

2. The local education agency identifies and develops methods by which the accomplishment of program objectives will be measured and evaluated.

3. Conduct the evaluation through the teaching staff under the direction of the chief school administrator and in consultation with parents and pupils.

4. Use evaluation findings to develop recommendations for school improvements for the following year.

5. Report the results of the evaluation study annually to all interested persons.

STEP SIX--BUDGET REVIEW

The local education agency budgets annually for its projected educational plan and programs to assure the necessary input of funds, materials, equipment, staffing, space and other resources to carry out the projected plan and programs.

GLOSSARY OF TERMS

1. Appreciations, Attitudes--Appreciations and attitudes are part of the affective component. They are how the individual feels toward his/her role and the roles of others in the world of work, career fields, and toward society.
2. Aptitudes--Aptitudes are the tendencies, capabilities, or potentials to learn or understand.
3. Attitudes--Attitudes relate to tendencies as reflected in behavior to accept or reject particular groups of individuals, sets of ideas, situations, or values.
4. Avocation--An avocation is a non-work activity pursued for enjoyment or self improvement.
5. Career--A career is a sequence of choices which form a pattern throughout one's life and which represent part of one's self concept.
6. Career awareness--Career awareness is the knowledge of careers particularly as they relate to the behavior, education and training, growth, rewards and life-styles of persons in specific occupations or related occupations.
7. Career development--Career development is a lifelong process which involves a series of experiences, decisions, and interactions. When taken cumulatively, career development results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.
8. Career education--Career education is a comprehensive and organized instructional program designed to facilitate the career development of students. It is an attempt to integrate the general, academic, and vocational curricula and to bridge the gap between the school and the community. The program is characterized by "learning how to live" and "learning how to make a living."
9. Career education element--Career education elements form the total concept of career education divided into eight basic or essential components called elements, which represent areas of educational goals and cognitive, affective, and psychomotor behavioral objectives. The CCEM elements are organized to help the students move from awareness toward high levels of development associated with identity.
10. Career guidance--Career guidance is that part of a career education program which systematically utilizes the stimuli provided by work and the work world to facilitate self-understanding. Career guidance makes use of individual and group activities.

11. Career exploration--Career exploration is the dissemination, assimilation, and experiencing of occupational information using limited laboratory activity at the orientation level and extensive laboratory activity at the exploration level to equip students with physical experiences and understandings in occupational areas.
12. Decision-making skills--These skills are necessary in understanding cause and effect relationships and in applying information about self, society, and the world of work.
13. Economic awareness--Economic awareness is knowledge of, and attitudes toward, production, distribution, and consumption of goods and services as related to career development.
14. Economic understanding--Economic understanding is the ability to "read" the economic environment in order to solve personal and social problems.
15. Educational awareness--Educational awareness is the knowledge of, and sensitivity toward, the relation between education, formal or informal, and the various life roles performed by self and others.
16. Employability skills--Employability skills involve the ability to conduct a search for, locate, and obtain career placement on both an initial job entry and for vertical and/or horizontal mobility.
17. In-depth skills--In-depth skills go beyond the most basic performance and knowledge requirements of an occupation. They are necessary to permit an individual to advance within a specialized area.
18. Industry--Industry is a general term used to designate organizations and personnel representing business, labor, agriculture, manufacturing, government, and the professions in the public and private sectors of the economy.
19. Job-entry skills--Job-entry skills are basic occupational skills which prepare students to handle fundamentals without making mistakes, without omissions, and without endangering others when pursuing a task or operation at normal speed.
20. Job placement--Job placement is the placement of the student by the school in employment commensurate with his/her interests, abilities, education and training.
21. Matrix--The Matrix contains the elements, themes, goals, and objectives of career education at each grade level.
22. Occupation--An occupation includes various work activity organized in similar ways. An occupation engages the worker's attention for a period of time but does not require single-minded commitment. It requires differentiated training and may involve considerable retraining.

23. Occupational clusters--An occupational cluster describes occupations which are related and grouped according to type of work, skill or worker, and place where work is done.
24. Performance objectives--Performance objectives are the observable, useful behaviors which a student should be capable of performing at the conclusion of a learning activity. Performance objectives include: (1) a statement of student terminal performance (observable behavior); (2) a specification of the category of the learning (cognitive, affective, psychomotor); (3) the conditions under which or within which the performance is carried out; and (4) a criterion of acceptable performance.
25. Professional occupations--Professional occupations are concerned with both the theoretical and practical aspects of human endeavor in such fields of knowledge as art, science, engineering, education, medicine, law, business relations, administration and management.
26. Self--Self represents the entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of him/herself and a meaningful career choice.
27. Self-awareness--Self awareness includes the knowledge of personal aptitudes, abilities, interests, aspirations and limitations.
28. Self-concept--One's self concept is an organized configuration of perceptions composed of such elements as characteristics and abilities, as they relate to others and the environment.
29. Self-Identity--A person has attained self-identity when s/he knows who s/he is, what s/he is like, and is conscious of possessing a reasonably consistent internalized value system.
30. Service occupations--Service occupations involve the application of ability and skill in contribution to the welfare of others and to the repair or maintenance of products owned or used by them.
31. Technical occupations--Technical occupations are concerned with the theoretical and/or practical aspects of such fields of work as science, engineering, education, and medicine. This kind of work usually requires specialized education and training.
32. Theme--A theme is a statement which summarizes several related goal statements. It is used to trace the development of related goals across the grade levels.
33. Vocation--Vocation implies a dedication or long term commitment with a high level of requirements, rewards, and expectations.
34. Vocational education--Vocational education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advance degree.

35. Vocational guidance--Vocational guidance is an "individualized" aspect of the educational program. It is designed to enable each student to reach his/her full potential in career development.

Source: Glossary for Staff Development, The Center for Vocational and Technical Education, The Ohio State University.

(Definition number 34 was taken from The Education Amendments of 1976, Public Law 94-482, Title II.)

