Career Education for Benton Harbor Area School Youth a Report of Involvement and Experiences with the Career Education Committee

Veloriah M. Carter  
*Western Michigan University*

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CAREER EDUCATION
FOR BENTON HARBOR AREA SCHOOL YOUTH
A REPORT OF INVOLVEMENT
AND EXPERIENCES WITH
THE CAREER EDUCATION COMMITTEE

by

Veloriah M. Carter

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August, 1977
ACKNOWLEDGMENT

John Craig says, "No matter how much work a man can do, no matter how engaging his personality may be, he will not advance far in business if he cannot work through others." OTHERS! Without them this project would not be a reality. I appreciate deeply the patience and guidance of my major advisor Dr. Robert Betz. I gratefully acknowledge the continuous help of Ben Winslow, the resource materials he provided, and his supervision which enabled me a rich learning experience. A special "thank you" to the administrators of the Benton Harbor Area Schools and my professional colleagues who responded to the assessment instrument.

Finally, I am particularly indebted to the Curriculum Council members who provided the stimulation for this project, and to the Career Education committee members' constant involvement in the activities. This extra curricula experience took time away from my family; for their understanding and support I give whatever credit comes to this effort.

Veloriah Mauria Carter
A CHILD'S APPEAL!

I am a child,
   All the world waits for my coming,
      All the earth watches with interest to see what
         I shall become.
Civilization hangs in the balance,
For what I am the world of tomorrow will be.

I am a child,
   I have come into the world of which I know nothing
      Why I came I know not,
I am curious, I am interested.

I am a child
   You hold in your hands my destiny
      You determine largely whether I shall succeed or
         fail.

Give me I pray you,
Those things that make for happiness
   Train me I beg you
      That I may be a blessing to the world.

Author unknown:
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The concept of Career Education has received strong support, and in many cases open endorsement from the National Government and several State Governments. It is believed that Career Education will give new direction to public education in America. For many years Michigan has been active in the movement as many educators have looked with favor on the concept.

In 1974 Governor Milliken signed a bill "Public Act 97" - "Career Education Act" into law. This act provides for the promoting, planning, and developing of Career Education programs at the local level. In part, the act states "beginning with the 1975-76 school year each local educational agency shall have a comprehensive career educational plan, and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing recommended guidelines and goals." (Public Act 97, 1974, Sec. 7).

During the 1974-75 school year the Curriculum
Council of the Benton Harbor Area Schools initiated an ad-hoc committee known as the "Career Education Committee". The author was a member of the Council and volunteered to chair this committee. The council gave charges to the committee and in September of 1974 work was started.

For me this was the beginning of a very worthwhile experience which was served under the supervision of Mr. Ben Winslow, Career Education Planning District Coordinator - Berrien County Intermediate School District. The experience spanned a period of twenty-one months from September 1974 to May 1975, September 1975 to May 1976, and September 1976 to January 1977.

Rationale For The Experience

For the past seven years I have been involved as a counselor in the Benton Harbor Area Schools. I work with students helping them to discover their unique identities, clarify their values and interests, explore the world of work, and define their life goals. I accomplish these tasks through individual and group counseling sessions, classroom guidance groups, and social programs. Some of my time is devoted to facilitating parents in parent/child conflicts, husband/wife struggles, and teacher/parent misunderstandings. I teach parent effectiveness skills, implement parent orientation programs, and several other activities.
Prior to this period I taught school for two years in Michigan and eight years in Jamaica, West Indies. In Jamaica I assisted my husband in his pastoral duties, helping church members and community people in religious and social endeavors.


During my involvement as a school counselor I attended several state and national conventions. The career education concept was one of the most talked about topics. Many presenters at the conventions emphasized that the school counselor would become a person of pivotal importance in the career education drama. In the spring of 1974, I took a class at Western Michigan University, "Introduction to Career Development". These exposures made me aware that the concept of career education was compatible with my philosophy of counseling and guidance. I began to examine my own functioning, and determined that if career education aimed at making schools more relevant to its clientele, then as one of the educational team members, I should be involved.
Internship Goals

Counselors as members of Guidance and Student Personnel programs within schools need to re-evaluate their functions. Counselors who only "counsel" are on the way out. The inevitable direction of professional helping is toward developing counselors who play many roles. For example, counselors can see themselves as teacher/consultants to those who seek help or desire to improve their interpersonal relationship skills, communication skills, work skills, and community orientation. Counselors need to redouble their efforts to strengthen an individual's capacity to deal with his/her environment.

Counseling has always been thought of as a process of helping individuals examine their life experiences, with the goal that they might know themselves and their environment better and act on that knowledge more purposefully and creatively. The present career education thrust offers counselors an excellent opportunity to unify their efforts with other educators and community institutions to facilitate this process.

With the foregoing thinking and a commitment to the total development of the youth I serve, I became involved with the planning, developing and implementing of Career Education in the Benton Harbor Area Schools.
My major goals were:

1. To research existing literature on career development and education, to obtain an understanding of the national and state concept and to develop a process to accomplish the charges given by the Curriculum Council.

2. To establish an operating level of personal awareness and to develop a set of goals.

3. To develop a comprehensive plan which could be used as a guide to the delivery of career education to the youth of Benton Harbor.

4. To gain experience working with other educators in planning, developing and the implementing of a program.

5. And, to gain expertise in the career education movement and to be of service to the youth of Benton Harbor.

Methods of Achieving Goals

The implementing of any new program requires a focus of effort and precision in planning. Dr. Kenneth Hoyt and Associates (1972), outlined ten general action steps for implementing career education. These are presented in a four-phase operation:

Phase I

1. Organize the appropriate interactive network of interested individuals and group.

2. Gain 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 turn it into a career education system.
4. Inventory and marshall all available resources.

5. Begin planning the career education system most appropriate for your community.

**Phase III**

6. Seek the cooperation of all necessary organizations, institutions and individuals.

7. Implement the system.

8. Put the evaluative process in operation 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 the vital parts of the system and the initiative, and tie these activities into the interactive network. (Hoyt, 1972 p. 150).

The methods which appear below will accomplish phases I and II of Dr. Hoyt's "Action Steps for Implementing Career Education": Phases III and IV for future determination.

**School Year 1974 - 1975**


2. Establish a "Career Education Steering Committee".

3. Initiate an organizational meeting with the committee and introduce Act 97 and the charges given by the Curriculum Council.
4. Scrutinize the career education concept through national and state documents and other resource materials.

5. Examine several written career education models from other school districts.

6. Compare the educational philosophy of Benton Harbor Area Schools with the national and state philosophy of career education.

7. Draft a manuscript outlining the "Benton Harbor Area Schools Plan for Planning".

8. Submit the "Plan for Planning" to the Curriculum Council, the Central Administration, the Career Education Planning District Council for District 49, and the State Department of Education.

9. Confer periodically with Mr. Ben Winslow, my supervisor, for guidance, supervision and assessment.

School Year 1975 - 1976

10. Revise the "Plan for Planning".

11. Examine several career education assessment tools.

12. Select and adopt an assessment tool which will determine staff development needs.

13. Print and distribute to all educators the "Plan for Planning" and the "Career Education Delivery System".

14. Initiate and implement an administrator's orientation meeting.

15. Administer the assessment tool to all professional personnel during a regular staff meeting.

16. Identify the staff development needs through the assessment.

17. Plan an in-service based on needs identified.

19. Develop committee's activities for 1976-77 school year and recommend the plan to the Curriculum Council.

Summary

Whether at the state, local, school district, or individual school level there are a number of specific steps which must be undertaken if career education is to become a reality. Hundreds of detailed steps have been developed, but the actual ordering of these will depend upon the unique conditions of each community as well as the skill and experience of those participating in the development of the program. The action steps outlined above are devoted to establishing the preconditions required for the new concepts and innovative process to gain a footing.
CHAPTER II

CAREER DEVELOPMENT—PRECURSOR OF CAREER EDUCATION

Introduction

Long before career education became a popular theme across the country, the career development concept was being theorized and researched. Prior to the 1950's theorists were concerned with occupations, the transition from school to work and the single-job life concept. During the 1950's, some theorists emphasized a developmental view of occupational choices, or as some called it a "career psychology". There appeared several models and theories of career development. The most noteworthy will be briefly discussed as a base to the present career education concept.

Theories of Career Development

The existing theories of career development are assigned to one of five categories: the trait-factor theory, the sociological theory, the self-concept developmental theory, the personality-in-career theory and the psychonanalytic theory.

Trait-factor theory

The trait-factor theory is supposed to be the oldest
theoretical approach. This system which is ascribed to Parson (1909), Hull (1928), and Kitson (1925, assumes that a straight forward matching of an individual's abilities and interests with the world's vocational opportunities can be accomplished, and this solves the problems of vocational choice for that individual.

Vocational testing materials like the Strong Vocational Interest Blank, the Kuder Preference Record, the Differential Aptitude Test, and the Zimmerman Aptitude Survey are all based on the trait-factor stream of thought.

The sociological theory

This theory has been called developmental or self-concept. It holds as its central thesis that individuals develop more clearly defined self-concepts as they grow older, although these vary to conform with the change in one's view of reality as correlated with ageing. Thus, people develop images of the occupational world which they compare with their self-image in trying to make career decisions.

The adequacy of the eventual career decision is based on the similarity between the individual's self-concept and the vocational-concept of the career he/she eventually chooses. This position grew out of the work of Buehler (1933), Super (1957), Samler (1953), and Ginzberg and Associates (1951).
Vocational choice and personality theory

The general hypothesis underlying these studies are (1) workers select their jobs because they see potential for the satisfaction of their needs and (2) exposure to a job gradually modifies the personality characteristics of the worker. Ideas vary in this concept according to the rationale of the theorists. Hoppock (1957), suggests that occupational choices were based on occupational information and these were built on personal needs. He reasoned that satisfaction can result from a job which meets your needs today or from a job which promises to meet them in the future. Holland (1959), describes a detailed personality types for career choices while Roe (1957), proposes that genetic factor, early childhood experiences and environment shape career choices.

Psychonanalytic theory

Psychonanalytic attempts at career development suggests that unusual difficulty in career choices is a symptom of more basic psychological disturbances. Important are the processes of identification and the ego strength of the individual.

Among contributors to this theory are Brill (1949), who argues that sublimation is intimately bound up in vocational choices. He purports that vocational selection combines the pleasure and reality principle and this
results in a compromise. Bordin (1963), and associates say that the emphasis of psychonanalytic theories of occupational choice should be upon the differential ability of various occupations to satisfy instinctual needs, to gratify impulses and to reduce anxiety rather than emphasizing differential traits in people.

Most of these theories emphasize the same kind of critical agents e.g. parents, and periods e.g. fantasy stage. In viewing career development however, they differ in their choice of emphasis and the degree to which they specify the relationships between various events. The self-concept theory as presented by Donald Super (1957) is perhaps the most comprehensive and most widely accepted of the theories. He was one of the first to emphasize "careers" which he describes as a sequence of occupations, jobs, and positions throughout a person's working life. He is also credited with conceptualizing vocational development as a process of developing and implementing a self-concept. Because his theory has wide applicability for educators and for career education as a process, it will be reviewed in greater detail at this point.

Super's Developmental Self-Concept Theory

Super's theory was strongly influenced by Carl Roger's (1942), writings on self-concept and Charlotte Buehler's (1933), writings in developmental psychology. Buehler states
that life consists of distinct stages:

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<tr>
<td>Growth</td>
<td>1 - 14</td>
</tr>
<tr>
<td>Exploratory</td>
<td>15 - 25</td>
</tr>
<tr>
<td>Maintainance</td>
<td>26 - 65</td>
</tr>
<tr>
<td>Decline</td>
<td>65 - death</td>
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Life tasks vary according to these stages

Super's concept of career development is built on the framework of these life stages based on the assumption that vocational tasks reflect larger life tasks. And while all individuals proceed through the same general developmental stages, individuals vary with respect to the type, sequence and duration of various work and work related activities.

The theory

Super made three initial theoretical formulations which aided in the development of his theory. He proposes that:

1. A person strives to implement his self-concept by choosing to enter the occupation he sees as most likely to permit him self expression.


3. The particular behaviors a person engages in to implement his self-concept vocationally, are a function of the individual's stages of life development.

Based on the foregoing principles, Super (1957), generated ten propositions which he feels should underlie a vocational theory. These are summarized in the following
list:

a. People differ in their abilities, interests and personalities.

b. They are qualified, by virtue of these characteristics, each for a number of occupations.

c. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

d. Vocational preferences and competencies, the situations in which people live and work and hence their self-concept changes with time and experience (although self-concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

e. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance and decline, and these stages may in turn be subdivided into the fantasy, tentative and realistic phases of the exploratory stage, and the trial and stable phases of the establishment stage.
f. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability and personality characteristics, and by the opportunities to which he is exposed.

g. Development through life stages can be guided, partly by facilitating the process of maturation of abilities and interests, and partly by aiding in reality testing and in development of the self-concept.

h. The process of vocational development is essentially that of developing and implementing a self-concept: It is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.

i. The process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview,
or in real life activities such as school classes, clubs, part-time work and entry jobs.

j. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work, a role which his growth and exploratory experiences have led him to consider congenial and appropriate.

Super and his associates researched these propositions extensively and made many revisions of the theory. He departed from the defining of specific tasks to a more compact and abstract formulation. Here is a summary of his revised theory of vocational development tasks. (see Super, 1963 pp 84, 88, 90, 91).

<table>
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<tr>
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<td>Stabilizing in a vocation</td>
</tr>
<tr>
<td>Middle adulthood</td>
<td>30-50</td>
<td>Consolidating status and advancing in a vocation</td>
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Shelby Stone and Bruce Shertzer (1962) states that:

Super's theory is perhaps the broadest and
most widely accepted of the contemporary theories of vocational development. It has been systematically derived through the integration of the relevant aspects of existing theories and the unique additional contribution of Super and his associates. Unlike many other theories of occupational choices and vocational development, it has evolved rather slowly. Furthermore, the theory has been undergoing almost constant revision. During each of its own "developmental stages", Super's theory has been subjected to systematic research. Although it has been supplemented by research in the form of independent study by isolated investigators and by research through doctoral dissertations, the major continuing vehicle for research has been the twenty-year longitudinal Career Pattern Study. The data gathered from the group of ninth grade boys at the inception of the study have provided a more adequate understanding of the general course of vocational development as well as continuous testing of the essential elements of Super's career pattern theory. (Zaccaria, 1970 p. 53)

Implications of Theories For Educators

If the concept of a consciously facilitated lifelong process of career development as Super and other theorists express, is to permeate the educational program, what then must be expected of educators?

Super was indeed concerned for the application of his formulations on vocational and personal concerns. He says educators should attempt to provide the following:

a. Education which provides available experiences which foster a planful approach to developmental tasks.

b. Attempts should be made to arouse an awareness of the need to make pre-occupational and occupational
choices.
c. Orient students to the kind and sequences of choices which they will be called upon to make, and the factors which they should consider in making these choices.
d. Constant appraisal should be made of the students planfulness, readiness to make vocational choices, concern with the need to choose, and awareness of the factors to be considered in choice, in order to define relevant goals.
e. Educators should aid the student in clarification of self-concept.

Hansen (1967), a more recent theorist, summarized some key implications of career development for educators. He states:

a. Career development is a continuous developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self-concept.
b. Personal meaning of psychological determinants of work, what it means in the life of an individual in relation to values and life style may be far more important than external job characteristics.
c. Career development involves a synthesis or compromise, a reality testing which involves role
identification, role-taking and role exploration assessment of self and opportunities, and of the economic conditions in society.

d. Career patterns of individuals may be influenced by intelligence, sex, location, socioeconomic level, economic conditions and the changing nature of the world or work in an advanced technological society.

e. Career development is a part of human self-developmental tasks at various life stages, and individuals vary in their readiness for such tasks or their vocational maturity.

Schools therefore need to arise to the challenge of new expectations in several dimensions. Educators need to:

a. Learn to respect different kinds of people - many educators have experienced a single cultural background and have little empathy for persons from different cultures and backgrounds.

b. Learn interpersonal relationship skills - how to communicate openly, establish good working relationships, find ways for discovering resources and sharing them with students.

c. Eliminate sex-role stereotypes and stereotypes regarding careers suitable for minority and non-minority persons.

d. Know a great deal about the wide variety of
occupations available and be knowledgeable about the nature of career change in the face of a rapidly changing society and understand the characteristics and life styles that differentiate various occupations.

e. Assume responsibility for planning experiences in the community and at the same time augmenting real life experiences with several other dimensions of learning about careers.

f. Help students develop skills of decision making. The process of identifying values, expressing objectives and assigning priorities can all be brought into play in a variety of classroom situations in various subject fields, to assist students in learning the skills of arriving at rational decisions.

g. Strengthen school ties with industry, labor and other job information sources. Schools have an obligation to provide job placement services for those students who do not go to college. This service is no more and no less than the assistance provided students entering college.

h. Acquaint our community with the dollar and cent practicality of career education. At a time when local tax revenues are strained to the breaking point, career education in schools
could be the answer. Ideally, career education curriculum should prepare better citizens with better self concepts and a rewarding occupation. If this truly occurs, then there should be a resulting decline in unemployment, crime, and welfare cost, coupled with the rise in taxable income. This should more than offset the installation cost of career education.

A recent study conducted by Henry M. Levin of the Stanford University School of Education for the U.S. Senate's Select Committee on Equal Educational Opportunity estimates that inadequate education is responsible for three billion dollars in annual welfare expenditures and another three billion dollars in the cost of crime. Conversely, Dr. Levin says, that every four dollars invested in helping a student finish high school will generate seven dollars in additional tax revenue.

When expectations such as these are fulfilled, young people will be better able to cope with a rapidly changing world and rapidly changing careers, which are not something off in the future, but are a person's whole life here and now.

This review of the theoretical views of career development reveals two significant thoughts: (1) the process of career choice is deeply imbedded in cultural and economic factors; (2) a theory of career decision
making and behavior must be developed that will possess the generality to deal effectively with environmental variables. Thus it can be deduced, that the development of facilitative programs for career education is a most significant approach.
CHAPTER III

CAREER EDUCATION-NATIONAL AND STATE LEVEL

Introduction

Proponents of career education in the 1970's seem convinced that the concept if integrated into the total curriculum at all levels will make education more relevant to the student with the result that their motivation will improve, and the learning process itself will be enhanced. But what is this thing called career education which holds the prospect of reshaping American education?

Career Education-Definitions

From my research of the overwhelming amount of literature, spokesmen for career education have carefully and consciously avoided a precise definition. They argue that specific definitions related to implementation should be developed at state and community levels. However, a concept of career education has emerged and several characteristics and components have been identified. Here are a few of the many essential characteristics.

Sydney Marland (1972), while promoting career education as a major vehicle for educational reform, during his term as Assistant Secretary for Education, presented some broad, pervasive, and humanistic views of the concept.

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What the term career education means to me is basically a point of view - a concept - a concept that says three things, first that career education will be part of the curriculum for all students, second, that it will continue throughout a youngster's stay in school, first grade through high and beyond, if he elects, and third, every student leaving school will possess the skills necessary to give him a start to making a livelihood for himself and family, even if he leaves before completing high school. Career education in sum, would reflect a far broader understanding of the purpose of education in today's sophisticated, technical, change oriented society. The need not only to fit a person to function efficiently, but to make him aware of why he is doing what he is doing ... and to bring relevance to our classrooms for many who with reason now find learning meaningless. (Hoyt and Hebeter, 1974, pp. 21, 22).

Dr. Kenneth Hoyt, Director of the Office of Career Education defines career education as the:

Total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society to integrate these values into their personal value systems and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (Hoyt, 1974, p. 15).

In 1971, the Commissioner's Committee on Defining Career Education presented this definition:

Career education is the infusion into all educational curriculum and student activities - K through 14 - information and hand on experiences pertinent to real life jobs and world or work experiences. The main thrust then is to prepare all students for a successful life of work, by improving the basis for occupational choice by facilitating the acquisition of job skills and most important, by enhancing educational achievement in all subject areas and at all levels. (Hoyt and Bebeler, 1974, p 23).

Dr. John Porter, Michigan's Superintendent of Public
Instruction, and members of the State Board of Education define career education as:

A concept for developing an educational delivery system which emphasizes the knowledge and skills and attitudes people need to explore, understand, and perform the life roles they can be expected to play. It embraces all elements of education, requiring the cooperative participation of both the school and the total community. (Michigan Position Paper, 1974, p 4).

Based on the various conceptual definitions of career education postulated here, the following summary seems appropriate.

Career education:

1. Is an effort not merely an attitude.
2. Is broader than the present formal public education system.
3. Represents a joint effort of public education and community.
4. Seeks to help all individuals.
5. States that work should be one of the important and meaningful parts of one's life.
6. Should help individuals become familiar with the values of a work-oriented society.
7. Should help individuals integrate some set of work values into their personal value structure.
8. Should help individuals implement work values in their lives.
9. Should make work more possible, meaningful and
satisfying to each individual, that is each person should view self as worthwhile in our society.

Career Education-Rationale

American education has philosophically operated with two basic purposes (a) preparing people for living, and (b) preparing people for making a living. Career education seems to have deep roots in these basic purposes. Some of the most significant releases that have been made relative to American education have significant elements of the career education concept.

First, the Cardinal Principles of Secondary Education from the NEA Commission on the Reorganization of Secondary Schools (1918), stresses:

1. Health - a sound mind in a strong and healthy body.
2. Command of fundamental processes - ability to read, write, think, study and act.
3. Worthy home membership - a happy, unselfish and democratic life.
4. Vocation - vocational knowledge and skills needed to earn a living.
5. Civic education - calls for informed citizenship dedicated to the common good.
6. Worthy use of leisure - use of free time for worthy activities and pleasure.
7. Ethical character - the development of a spirit of service and character that is trusted and admired.

Second, in 1938, the Purposes of Education in American Democracy developed four objectives:

1. The objective of self realization.
2. The objective of human relationship.
3. The objective of civic responsibility.
4. The objective of economic efficiency.

Third, Educational Policies Commission of the NEA in 1944, issued a statement on educational needs of all youth:

1. Salable skills.
2. Good health and physical fitness.
3. Understanding of the rights and duties of citizens.
4. Understand successful family life.
5. Know how to purchase and use goods and services intelligently.
6. Understand the influence of science on human life.
7. Opportunities to develop their capacities to appreciate beauty in literature, art, music and nature.
8. To use leisure time wisely.
9. Develop respect for others.
10. To grow in their ability to think rationally, to
express thoughts clearly and to read and listen with understanding.

Fourth, the American Association of Secondary Schools in 1958 stressed two goals as most important:

1. Self-realization; the maximum development of all the mental, moral, emotional, and physical powers of the individual to the end that a rich life may be enjoyed through the realization of worthy and desirable goals.

2. Social effectiveness - the maximum development of the ability and desire in each individual to make the greatest possible contribution to all humanity through responsible participation in and benefit from the great privileges of American citizens.

These examples show that the basic tenents of the aims for education remain somewhat constant and stable. With the increased emphasis on career education there has been a renewed public awareness of the importance of preparing people for living and for making a living.

The basic rationale for career education therefore is found in the need to restore the work ethics as a viable and effective force in the society. People need to find meaning in their lives and this can be experienced through a healthy self concept.

It has been charged that these purposes have not received sufficient emphasis in the classrooms of the
country. Indeed in many classrooms it has seemed in practice as though the prime purpose is to ready students for the next grade. It has also been levied that school preparation does not fit people for the work demands of society.

Career education is not expected to provide a cure-all for these ills, it cannot immediately solve all the educational issues, it is not a patent response to all of the inadequacies inherent in today's educational system. It was not developed as a utopia for educational planning, but career education is essential to the continued improvement of life and living, both from an individual and a social perspective. It can become a viable system and make a positive contribution.
CHAPTER IV

CAREER EDUCATION
BENTON HARBOR AREA SCHOOLS THRUST

Site Information - School and Community

The 1976 census indicates that the Benton Harbor Area Schools, largest of Berrien County Intermediate School District, serves a student population of 10,350 with 23 elementary schools of 6,018 students, three 7/8 grade centers with 1,539, one senior high, a skill center and technical center equal 2,382 students, an alternative education education center 43 students, a school age mother's program 70 students and adult education classes serving 300 students. The minority student population is 25.7% white and majority 73.4% black; other ethnic groups comprise the remaining 9%.

The school district covers approximately 56 square miles which includes the City of Benton Harbor, St. Joseph Township, Benton Township, Sodus Township and portions of Bainbridge and Pipestone Township. The school board maintains 64 buildings on 34 individual sites and operates with an annual budget of about $16 million, generated by local property taxes, state aid, federal and state grants. They employ about 1,200 people, of these 524 are teachers; 63% are white, 29% are black,
and others 7.4%.

The school district with its approximately 48,000 population is located in the extreme southwest corner of the State of Michigan, close to the shores of beautiful Lake Michigan. The area is encompassed by many distinct features; a combination of urban and suburban life, the rural area comprises one of the largest fruit growing areas in the country. There is a large concentration of light and heavy industry, several major commercial and business companies. It has excellent transportation facilities, expressways, secondary road system, air and bus travel, daily air connection to all major cities. Excellent churches of all denominations and faiths serve the religious needs of the community. There are many cultural advantages in and near to this lake side resort.

Benton Harbor's Operational Concept

The general aim of American education at the present time is the fullest possible development of the individual within the framework of our present industrialized democratic society. Schools can offer to young citizens opportunities for developing a constructive and effective life. Schools can encourage the kinds of thinking powers, attitudes, values and skills upon which our present democracy depends. Schools can create a climate in which pupils see themselves as worthy, adequate and respected
individuals. The curriculum can provide learning opportunities based on individual needs, interest and abilities. Change can be accomplished by a carefully planned career education curriculum. Schools should and can make the difference in our youth's lives.

Career education is a concept that should improve the quality of education in every area of the curriculum. The concept refers to the career of living. It should be a teaching technique, not a new curriculum area requiring a separate block of time.

The goals of career education should be, to prepare and equip people to better face life, to give more options in choosing a life style, and to develop a personal set of values which will guide people in making wise choices and decisions. The objectives should include the creating of:

1. A positive self image, because the higher one's level of confidence, the higher the level of achievement.
2. A personal set of values, because without them one can only be a blind follower.
3. Skills in decision making, which is a process and should be learned.
4. Awareness of the world of work, because it is a working world in which we live.
5. Economic awareness, because our working world
operates in an economic pattern.

6. Leisure time resources, because with technological advances, leisure time makes up more of our daily lives.

A teacher's attitude, manner and rapport establishes a child's positive self-image. A personal set of values develops through language arts and social studies. Decision making skills evolve when students are taught to consider all the alternatives and weigh the advantages and disadvantages, as well as their possible consequences. An awareness of the world of work can be established as early as kindergarten. Work is simply doing what needs to be done, and the accomplishment of a job when handled right can be very rewarding. Teachers can begin an economic awareness in the early grades by teaching children that everything made available to them is the result of time and energy of someone else. Finally, leisure time resources are understood when the children's individual interests and skills are recognized and encouraged. In the career education curriculum what is taught, how it is taught, and why it is taught are all important.

Earl J. Moore and Norman G. Gysbers (1972), of the University of Missouri describes the changes that could result within a career oriented classroom as compared to the existing content oriented traditional classroom.

1. The instructional process
2. The learning activities will be abstract rich/action poor.

3. The content emphasis is usually in the past.

4. The reinforcement will be abstracting ability.

5. Evaluation will be on group norms.

6. Teacher focuses on content.

7. Learning goals are autocratic and didactic.

8. Teacher stresses imperfections and failures.

9. School climate is closed.

10. School staff is specialty oriented.

11. Encourages dependency in the student.

12. Student motivation is apathetic.

13. Students are self-centered.

14. A power struggle exists between student and teacher.

process will be experiential centered.

The learning activities will be action-abstract balance.

The content emphasis will be here and now/future.

The reinforcement will be doing abstracting abilities.

Evaluation will be on individual performance.

Teacher focuses on the person.

Learning goals are shared responsibilities.

Teacher stresses worthiness and success.

School climate is open.

School staff is interrelated.

Encourages responsibility in the student.

Student motivation is involved and creative.

Students are interdependent.

Student and teacher cooperate with each other.
15. Student's self-image is distorted and shallow.

15. Student's self-image is positive and realistic.

To achieve the expected outcome of career education for all students, varied instructional approaches and support services must be provided in accordance with the diverse backgrounds and needs of the students. For example, racial and ethnic minorities seem to experience low socioeconomic status and lack upward mobility in the economic, political, and social sense. As the career education program is planned, concentrated effort should be made to address the unique needs of the minority students. Special attention should be given to the wide variety of factors which exert strong counter-pressure to an adequate self-concept; the cultural diversities which exist within the inner city and the wide variety of individuals who make up the culture. Serious consideration should be given to a more creative approach to communicating with young people whose background has left them virtually unprepared for the basic reading and mathematical concept of the working world. Our efforts should be designed, to raise and maintain a level of teacher and staff expectation for such students, to raise the level of aspiration and motivation, improve pupil competency, provide opportunity for awareness, exploration and preparation experiences and, lastly, provide high quality placement service at the high school level.
Summary

There are a few significant points the author wishes to re-emphasize. (a) The philosophy of the Benton Harbor Area Schools as prepared by the Board of Education compares favorably with the philosophy of career education. (b) The schools enrollment statistics for 1976-77 school year show that the student population is comprised of approximately 70% disadvantaged youngsters. (c) Educators are constantly striving to provide quality education. It seems desirable that extensive study of the needs and characteristics of these youngsters be undertaken to provide the basis for comprehensive practical recommendations.

Many of these youngsters come to school with visible and invisible handicaps that impair their capacity to handle academic learning. Here are some typical characteristics.

1. Distrust of adults although he/she has to depend on them.

2. Not accustomed to the withdrawal of a warm relationship as a disciplinary method.

3. Usually a poor reader by middle class grade achievement standards.

4. Has a poor vocabulary, although he/she may be quite articulate among his/her peers.

5. Abstract thinking and problem-solving abilities
are likely to be low, consequently he/she prefers concrete examples for learning. Likes working with things rather than ideas. Needs more examples, time and practice to learn general concepts.

6. Vocational goals are short term and basically oriented to immediate physical and emotional needs.

7. Lack of achievement in school and alienation with middle class standards frequently result in hostilities and rebellion against adult authority. The adolescent often grows up under the threat of physical punishment until one day he realizes his strength.

8. Distrust for adults frequently results in a close identification with peers, and this sub-culture value system tends to reinforce the anti-middle class adult feeling.

These stated characteristics are not peculiar to disadvantaged youths but seem more pronounced and, if these can be applied to some of the students in the school system, educators have a responsibility to focus attention on the kinds of activities that are most likely to insure that these youth are given an opportunity.

With the preceding considerations in mind, the following implications seem appropriate:
1. Career education activities are particularly important because these youngsters lack the vocational models in their parents and relatives.

2. Teachers should be alerted to indications that the physiological needs of these youngsters may be more pressing than other needs.

3. Career education may create a significant trusting relationship with an adult.

4. Students should be involved in the development of behavioral goals and objectives.

5. Teachers should encourage, and reinforce, independence.

6. Teachers should stress behaviors of inquiry, analyzing, decision making and following through with plans.

If we in education willingly accept and apply the expectations that the career education concept implies, then we could confidently say, that there could be a removal of most unnatural and unfair impediments to full human existence on the part of our students. In addition, the search for justice and equality that we have expoused for so long may find its real beginning.
CHAPTER V

LOG OF EXPERIENCES

Introduction

The curriculum Council of the Benton Harbor Area Schools initiated the Career Education Committee in October of 1974. The author volunteered to accept responsibility as chairperson. The committee was charged by the council to:

Develop a career education model for the school district's students - pre-school through adult education.

The months of October to December 1974, I spent in preparation for this task. I contacted Mr. Ben Winslow the Career Education Planning District Coordinator for the Berrien Intermediate School District and together we laid the ground work for our activities. I studied "Public Act 97 - Career Education Act" and researched literature in order to develop a more precise concept of career education. I contacted colleagues who volunteered to serve on the career education committee.

School Year 1974 - 1975

The intern embarked on an unforgettable experience.
January 13, 1975

Career education committee conducted its initial meeting. Copies of the Public Act 97 and the charge given by the curriculum council were distributed and examined. The career education concept was explained by Ben Winslow and the author. The film "What is Career Education" was viewed by all of us and the contents used as the base of our discussion. Copies of the national policy paper, the state's position paper and various other resource materials were shared with committee members. We adopted guidelines on how to succeed in this effort. The suggested plan of action at that time involved:

1. Learn all we can about career education and how other school districts are involved.
2. Assess our own district's needs for career education.
3. Decide if our district wishes to be involved and why?
4. Define career education as it will be in our district.
5. Define everyone's role in career education - who is to be involved and how.
6. Develop a process for classroom implementation.
7. Provide in-service training and on-going assistance.
8. Provide related student services-career infor-
mation, community exploration, job placement, etc.

9. Plan ways to involve community.

10. Assess the program regularly; revise and expand it as needed.

11. Promote career education program with students, administrators, teachers, counselors, parents and community.

At the conclusion of this very informative meeting we set an agenda for future meeting dates.

February 17, 1975

Career education committee meeting convened at Fair Plain Junior High. We examined several written career education "Plans for Planning" from other school districts. The fourteen committee members were divided into three sub-committees; elementary, junior high and high school. Each group was charged with the development of goals and objectives for their respective group. They were advised to consult with other teachers at each grade level throughout the school district so that we could build a comprehensive and developmental set of goals.

February 18 - March 3, 1975

During this period I wrote definitions for the following:

Career, career education, career development, self
awareness, career decision making, career planning and placement and career preparation.

I also did a comparison of the educational philosophy of Benton Harbor Area Schools with the philosophy of Career Education as prepared by the national commission on career education.

March 3, 17, and April 7, 1975

These three afternoons were used by career education committee to develop a document known as the "Benton Harbor Area School Plan for Planning". This plan appears in Appendix C

May 15, 1975

The "Plan for Planning" was proposed to the Curriculum Council. It was accepted and later introduced to the Council of Eight and Central administrators.

During the summer of 1975, the plan was submitted to the Career Education Planning District council of the Berrien Intermediate School District and later to the State Board of Education.

School Year 1975 - 1976

In May 1975, Fair Plain 7/8 Grade Center teachers elected me to represent them on the Curriculum Council for the 1975-76 and 1976-77 school years. I attended
the Council meeting for the first time May 29. At this meeting six council members were chosen to serve with two central administrators on a Council of Eight group. I was one of the six members elected. This type of involvement gave me an opportunity to keep the council informed of the activities of career education committee and also to inform the committee of the directions and concerns of the council.

October 29, 1975

The Curriculum Council voted to make the career education committee an on-going group. The following charges were added:

1. Set up and formulate an in-service project in career education for the staff.
2. Develop a plan of instruction K - 12 for curriculum implementation in 1976-77 school year.

November 18, 1975

This was the first meeting of the committee for the new school year. We reviewed the activities of the 1974-75 school year. We decided to create a committee of three to preplan each committee meeting, so that our coming together would be more productive. We were not completely satisfied with the "Plan for Planning" so we requested of the Curriculum Council and the Council of
Eight permission to revise the document. Permission was granted and we proceeded to make the goals more developmental from kindergarten to high school.

November 24, 1975

Jerry Giek, Coloma Area Schools Career Education Director spoke to the committee. He explained how Coloma began their program and the path they took since inception. He explained the importance of having everyone on board to support career education, with emphasis on the principals and teachers in each building. He distributed sample copies of Coloma's program.

At the conclusion of this discussion we decided on the following:

1. Plan for Planning to be sent to printers
   February 16, 1976.

2. Principal orientation meeting date set for March 31, 1976.

December 10, 1975

At the Curriculum Council meeting I presented a report on the committee's activities. The revised plan was submitted and accepted. The council recommended that the committee make this document available to all staff members and that we pursue the area of determining staff development needs. We were advised to search out or
develop an assessment instrument that would determine what staff knows about the concept and what we are doing in this area.

December 19, 1975

Committee of three met and planned for January 13 meeting.

January 13, 1976 and February 20, 1976

Committee members examined several assessment tools, selected and adopted one to determine staff development needs. Our use of this assessment tool involved us in a statewide pilot program. During this period seventeen school districts became interested in assessing their individual district's needs for career education. The State Department of Education through Ben Winslow contracted with Western Michigan University for the use of their computer service in programming of the assessment, machine tabulating response sheets and providing report to identify area of needed in-service. Dr. Thelma Urbick was asked by Ben Winslow to be the assessment project coordinator.

During these sessions our committee developed a "Career Education Delivery System" and a "Cover Letter" to be attached to "Plan for Planning" for distribution to all educators. See Appendix A, B and C for above documents.
March 11, 1976

I presented to the Curriculum Council copies of Assessment Tool and Career Education Delivery System. Council suggested that parts B and C of Item 2 of system be re-worded. Council voted that system and tool be accepted.

March 26, 1976

Committee of three planning meeting.

March 31, 1976

This is the agenda we followed for the orientation meeting with central administrators and all building principals within the district.

AGENDA
Administrators' Orientation Meeting
B.H.A.S. Career Education 1976
Band Learning Center
March 31, 1976

Charge-Saundra Rutter-Chairperson
Curriculum Council

Public Act 97-Ben Winslow-Career Education Director
Intermediate School District

Career Education Model-Veloriah Carter-Chairperson
Curriculum Council
Career Education Committee

Career Assessment-Robert Lane-Director of Vocational Education B.H.A.S.
At this principals meeting a Cover Letter, copy of the Delivery System and the Plan for Planning were given to principals for distribution to all staff members.

April 13, 1976

The 52 item assessment instrument was administered during staff meeting in each building. (See Appendix D for assessment instrument).

April 27, 1976

Ben Winslow, Herb Pringle and I travelled to Western Michigan Campus for a meeting with Dr. Thelma Urbick, Larry Burman and Bra Shea. At this session we set the budget for computer service (See copy of budget, Appendix E). We determined what we needed to ascertain by the use of the assessment. Answer sheets were left with Larry Burman for tallying.

April 30, 1976

The committee members discussed plans for career education awareness day for staff members. The format of the in-service would be based on needs as identified by the assessment instrument. Members voted that we present ideas to the Curriculum Council and the Council of Eight.
May 20, 1976

I received tally sheets from Western Michigan University testing service the first week of May and on May 20, I presented a brief summary of findings to Curriculum Council. This was the last meeting of the school year for the council. They voted that the Career Education Committee continue its work for the 1976-77 school year, and that the committee develop plans for in-servicing of teachers during the fall of 1976-77.

May 24, 1976

Career education committee studies the results of the assessment to which 434 educators responded. The results and finding appear in Chapter IV. It appears appropriate in this section because the recommendations are based on the findings.

Summer

During the summer of 1976 Benton Harbor Area Schools through the Intermediate School District office indicated an interest in being selected as a participant in Project Career Education Dissemination (CEDISS). This project involves funds awarded the Michigan Department of Education by the National Institute of Education for career education activities. An application was submitted by the school district.
School Year 1976 - 1977

September 23, 1976

This represents the first meeting of the new school year. The career education committee reviewed the results of the assessment and prepared a tentative schedule for a career awareness day for staff. (See copies Appendix F)

September 29, 1976

I submitted a copy of the inservice plans to the Curriculum Council. After some adjustments were made as recommended by council members, the plan was accepted.

Mr. Dean Sanders, newly appointed deputy superintendent and chairperson of the Council of Eight, requested of the career education committee a written report of the assessment and a detailed plan of the awareness day activities.

October 13, 1976

I presented the above documents to Mr. Sanders and members of the Council of Eight.

During this meeting administrators expressed that there was not enough money in the budget to finance career education activities at this time. They suggested it would be detrimental to initiate an in-service program,
build motivation and enthusiasm on the part of staff and then be forced at a later date to inform them of unavailability of funds for effective implementation.

The Council of Eight voted that all activities be delayed until the status of state grant applied for was known.

January, 1977

The National Institute of Education via the State Department of Education granted to the school district a sum of $6,675.00 as a result of the career education committee activities over the past two years. The money is to be spent as indicated below:

1. It is the Michigan Department of Education's intention that funds granted be used by the grantee for the following purposes:
   a. assist the local site to establish a project team (5-7 individuals with two from community served by the site) and a project coordinator;
   b. assist the local site team to select an appropriate problem-solving implementation path;
   c. assist the local site team in problem solving/implementation activities by securing training, technical assistance, and information resources for the site in cooperation
with CEDISS staff;
d. maintain current management information
   system data as per CEDISS guidelines regarding
   local site and CEPD CEDISS activities;
e. provide CEDISS staff with local site and
   CEPD MIS reports of three month intervals
   and on request of CDISS staff;
f. assist CEDISS staff, CEDISS evaluation sub-
   contractor, and NIE local site interview
   team to gain appropriate access to local
   site for conduct of surveys as may be
   required by CEDISS;
g. assist CEDISS evaluation subcontractor to
   gain appropriate access over term of project
   (November, 1976-December, 1978) to local
   site for conduct of case study, if re-
   quested by CEDISS staff;
h. attend CEDISS management and technical
   assistance workshops provided for CEPD
   coordinators and appropriate others (approx-
   imately eight per year) and;
i. provide Department of Education with re-
   quired cost accounting data.

2. Of the total amount granted, a maximum of $750.00
   may be used by the grantee to defray costs,
   other than salary, wages, or fringe benefits
incurred as a result of providing the services specified in 1. above.

3. The grantee will provide to the Michigan Department of Education, a final report specifying actual project costs and expenditures within ninety (90) days after the grant ending date utilizing Michigan Department of Education Form No. DS-4033 (Revised 10/76) "Expense Activity Report".

The career education committee temporarily suspended its efforts at this time because as was stated previously the school district's budget could not handle the in-service planned, and the CEDISS grant cannot be used for this purpose. The administration expressed appreciation for the work of the committee, (see Appendix G). We hope that this work can be continued in the near future.
CHAPTER VI

ASSESSMENT FINDINGS AND RECOMMENDATIONS

Introduction

The efforts of the Career Education Committee thus far have fulfilled some of my internship goals and has put us in a position where we could confidently involve the entire school in our activities.

This chapter addresses itself to the findings of the assessment tool which was administered to the entire school district staff. From a population of 524 educators, 434 responded to the survey. From the results we developed some specific recommendations for future consideration.

Results of the Assessment

The assessing of people or a program serves two major functions. One, it illicits information to aid in designing effective programs and two, it summarizes the knowledge and skill status of people involved before and after programming. The career education committee realized that if our efforts were to be effective, we had to totally involve every staff member. The assessment instrument was the first step in this involvement process. We selected
an instrument that would give us information in four areas:

1. Exposure to formal career education training - Part I
2. Knowledge of career education concepts - Part II
3. Skills in handling career education - Part III
4. Commitment to the delivery of career education oriented instruction - Part IV

The following pages, 55 through 60 present the raw data; pages 61 and 62 offer a brief interpretation, and the remaining pages of this chapter submit recommendations which the intern feels will continue to facilitate the process of delivering career education to the students of the Benton Harbor Area Schools.
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12. Number of hours Career Education Workshop

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13. Number of hours Career Education Staff Meeting

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15. Involvement in Career Education Activities

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Part II

16. The career Education infusion process:
   (4) is a process whereby career development and the existing instruction is delivered cooperatively. 38

17. In today's schools, most instruction relates to
   (4) Career information: 41

18. Career education may be defined as:
   (1) a process whereby individuals may fulfill their unique needs with regard to their future life roles. 37

19. Career development is intended to:
   (3) enable individuals to make informed career decisions 30

20. The infusion process as a career education strategy:
   (2) incorporates the instruction and administration of a school into a cooperative unit of instruction 50

21. Self awareness and exploration activities focus primarily upon helping individuals:
   (1) understand themselves in relation to their educational activities. 27

22. Career awareness and exploration is primarily concerned with:
   (4) the development of a knowledge and understanding of the educational, social, work, and leisure worlds. 27
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Decision-making and planning is concerned with:</td>
<td>(3) helping students to apply a systematic method of decision-making to their lives.</td>
<td>41</td>
</tr>
<tr>
<td>24. Career placement is primarily concerned with:</td>
<td>(2) the development of student awareness of the utilization of the job placement programs.</td>
<td>40</td>
</tr>
<tr>
<td>25. The attainment of essential vocational and academic skills is most closely identified with:</td>
<td>(2) Career development.</td>
<td>24</td>
</tr>
</tbody>
</table>
**Part III**

At this time do you feel you have the skills necessary to:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Uncertain</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Work effectively with other teachers</td>
<td>82</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>27. Articulate to others definition of Career Education</td>
<td>28</td>
<td>29</td>
<td>40</td>
</tr>
<tr>
<td>28. Develop lesson plan</td>
<td>37</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>29. Articulate school district's model</td>
<td>20</td>
<td>17</td>
<td>62</td>
</tr>
<tr>
<td>30. Develop performance goals and objectives</td>
<td>56</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>31. Develop learner activities</td>
<td>44</td>
<td>53</td>
<td>26</td>
</tr>
<tr>
<td>32. Identify audiovisual and support materials</td>
<td>48</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>33. Contribute to development of district's plan</td>
<td>35</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>34. Identify schools role in delivery</td>
<td>30</td>
<td>28</td>
<td>39</td>
</tr>
<tr>
<td>35. Identify community resources for supplement</td>
<td>33</td>
<td>31</td>
<td>29</td>
</tr>
</tbody>
</table>
Part IV

I feel I have a responsibility to help students:

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Percent Not Sure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Identify and explore alternative leisure roles and settings</td>
<td>60</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>37. Recognize self development as a lifelong process</td>
<td>85</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>38. Understand the nature of decision making</td>
<td>82</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>39. Develop skills in monitoring progress on career plans</td>
<td>54</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>40. Acquire information about personal characteristics of self and others</td>
<td>73</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>41. Identify and explore alternative family roles and settings</td>
<td>58</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>42. Implement educational and/or career plans</td>
<td>60</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>43. Identification and exploration of options in terms of self assessment</td>
<td>65</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>44. Understand individual and group aspects of behavior</td>
<td>72</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>45. Identify and explore alternative citizen roles and settings</td>
<td>65</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>46. Acquire knowledge and skills necessary to implement career plans</td>
<td>67</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>47. Acquire and apply interpersonal skills</td>
<td>70</td>
<td>22</td>
<td>3</td>
</tr>
</tbody>
</table>
### Part IV - cont.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Percent</th>
<th>Not Sure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. Identify and explore alternative occupational roles and settings</td>
<td>68</td>
<td>20</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>49. Develop skills in decision making</td>
<td>80</td>
<td>10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>50. Establish career plans</td>
<td>64</td>
<td>24</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>51. Recognize educational alternatives and their applications</td>
<td>63</td>
<td>23</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>52. Modify career plans to maintain consistency with changing career goals</td>
<td>60</td>
<td>21</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Interpretation of data

Part one labeled exposure to formal career education training indicates that an average of 64% of the 434 responses have had no formal exposure to the concept. Before career education can succeed, educators should have an awareness and understanding of the concept. People cannot be asked to support something they do not know much about.

Part two shows an average of 36% able to respond appropriately to multiple choice questions, geared to identifying knowledge about the infusion process and definition of terms like career awareness, career development, career education, self awareness, decision making and career placement. To develop and implement a comprehensive program one needs to be familiar with components of a career education program.

Skills in handling the infusion process is of paramount importance for it is at this level that students learning experiences are affected. Items 28 to 35 give an analysis of the skill level of educators, 28% felt confident to articulate to others a definition of career education 37% could develop adequate lesson plans. Fifty-six per cent could develop performance objectives and 44% learner activities.

The most significant section of the instrument is
section four where the educators in Benton Harbor seem to feel a responsibility to plan and deliver a career oriented curriculum. An average of 70% are totally committed to the program, 10% disagree that it is their responsibility, and remaining 20% are not sure.

With this high level of commitment and low level of exposure, knowledge and skill, staff development seems appropriate. Staff development is crucial to any curriculum revision or change. A well designed staff development program allows the participants responsibility for planning, implementing and evaluating the program. Staff development delivers the skills, and knowledges necessary to get organized, assess existing programs, set goals, manage curriculum, implement strategies, evaluate and follow up effort.

Recommendations For Future Direction

The development and initiation of a comprehensive career education program will require a skillful blending of staff talents with the available resources both physical and monetary. Career education will not just happen; it will require the dedicated efforts of all professionals and lay people. Career education implies a modification of curriculum content in all subject area disciplines, for all grade levels, as the concepts
are infused into the existing curriculum student development will become one of several major themes reflected in all instruction.

The Curriculum Council, The Career Education Committee, and over 70% of the educators seem to feel a responsibility to plan and deliver career education oriented curriculum. The foundation has been laid for staff development and curriculum improvement. The state department has endorsed our activities thus far, by accepting our plans and giving financial assistance. If we truly believe in the school district's philosophy of education, then we are indeed committed to making education more relevant. Career education can be the vehicle to accomplish the task.

The following strategies for continuing the process of installing career education are my recommendations:

A. The Curriculum Council appoints a Career Education Steering Committee of thirteen members. This group should provide comprehensive professional input and planning to the central administration and the local school board. The committee should include:

1. Professor for a nearby University who has expertise in career education.
2. Three teachers (elementary, junior high, senior high), these will be chairpersons for
task groups.

3. One central administrator.

4. Two school administrators (elementary and secondary).

5. Two community people.

6. One guidance counselor.

7. Director of the Voc Ed and Career Ed.


9. Curriculum Council chairperson or designee.

B. The steering Committee be charged with the following responsibilities:

1. Review the previous activities of the committee.

2. Become familiar with staff development strategies recommended by the State Department of Education. Consult the "Career Education Planning District Manual" from the State Department.

3. Set goals and objectives of staff development.

4. Review and revise the "Tentative Schedule for Career Education Awareness Workshop". (See Appendix F).

5. Implement workshop.

6. Evaluate inservice and reassess staff
commitment.

7. Plan other staff inservice based on goals set.

8. Study recommended infusion plans from task group, aid in implementation.

9. Search out and visit unique programs in other school districts.

10. Plan strategies to involve parents and community, see manual referred to in item 2 for State Department's suggestions.

11. Study State Department's resource guides.

12. Develop evaluation procedure.

13. Examine possibility of federal funding.

14. Write and submit proposal for funding.

Prior to active involvement in any of the above, committee should develop a budget for each area, 1 through 14, set some time lines and submit for school board approval. This is a very crucial point in this entire package. Although not large amounts of money are needed for any one area, yet implementation is related to a certain amount of fiscal resources, therefore involve the board and get their support.

C. Curriculum Council appoints three task groups, elementary, junior high and senior high teachers and counselors. The task group chairperson will serve these groups.
Responsibilities of the Task Groups

1. Research and develop various approaches which could be utilized in the infusion process.

2. Utilizing the career education goals developed in the "Plan for Planning" and the present subject areas, formulate objectives. This is not a difficult task as it may seem. The Michigan State Department and other sources have guides which will aid in this process.

3. Task groups submit 1 and 2 to steering committee for approval.

4. Task groups initiate pilot program using one or more of the following alternatives:
   a. schools represented on committee or task groups
   b. volunteer teachers
   c. selected schools
   d. one classroom in each building
   e. one subject area in secondary school

5. Evaluate the pilot programs and set new goals for district wide implementation.

As a result of the experiences stated in the log of experiences and the continued process outlined in this recommendation, the participants should be able to achieve the following:

1. Articulate to others a definition of career
education

2. Be cognizant of the relationship between the concepts of career education and the present educational program.

3. Develop lesson plans which integrate present subject areas.

4. Promote a cooperative working relationship between school, home, community and employers.

5. Teach classes which are relevant to children's every day living experiences, in other words, create learning experiences which turn students on and give them success and a feeling of accomplishment.

Conclusion

Many are convinced that career education is an important new element in education, that it does point the way to more relevant job preparation for young people and adults, that it does bring improved motivation to all subject areas. The leadership which the school board, administrators and teachers, counselors and significant others brings to this task will bear upon the new shape of education in the Benton Harbor Area Schools.
712 SUPERVISOR'S EVALUATION, FORM A

(Supervisor: Please complete and return to the Faculty Sponsor by the beginning of the final week of the semester/session.)

Name of Student  VELORIAH MAURIA CARTER  Semester  FALL  1977

Interning Organization  BENTON HARBOR AREA SCHOOLS

1. Description of student's job activities and training.

Veloria Carter did accept and pursue a leadership role when asked to chair the sub-committee of the Benton Harbor Area Schools Curriculum Council. That Career Education committee was able to reach consensus on important issues and gain support for a document which was disseminated to the entire staff and administration of that school system. Among the intern's other accomplishments is the assessment of the Career Education concept with the entire professional staff (some 500 people).

This experience provided the committee and the school administration, with objective data from which to plan inservice activities which will, when completed, have a positive effect upon the students of that district.

I would say that the pre-planning, utilization of resources, and the written products of Veloria Carter are superior work, and have great potential for curriculum improvement and staff development.

2. Evaluation of the student's performance on the job and training activities.

Veloria Carter worked hard, asked many questions, and followed suggestions in a professional manner. She is dedicated, intelligent, and productive. She did accomplish a great service to her committee and the school district that employs her. I enjoyed having a part in this enthusiastic lady's experience.

3. Performance:

Satisfactory  Unsatisfactory

Organization Supervisor's signature

For the Faculty Sponsor:

Grade:  Credit
        No Credit
        Incomplete
Credit hrs. completed

Distribution by Faculty Sponsor early in the final week of the semester/session:

Faculty Sponsor
Faculty Advisor
The Graduate College

68

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Date: March 25, 1977

712 STUDENT'S EVALUATION, FORM B

Please complete and return to the Faculty Sponsor by the beginning of the final week of the semester/session.

Name of Student: VELORIAH MAURIA CARTER
Semester: FALL 1977

Interning Organization: BENTON HARBOR AREA SCHOOLS

Organizational Supervisor: MR. BEN WINSLOW—CEPD, COORDINATOR DISTRICT 49
BERRIEN INTERMEDIATE SCHOOL DISTRICT

1. Evaluation of the 712 experience. (Positive and negative)

My involvement in this internship experience has added another dimension to my professional and personal growth. Teaming with other school personnel under the competent direction of Ben Winslow has substantially increased my human conceptual and technical skills. I have acquired much understanding and knowledge of the career education concept and also the educational procedure which can facilitate this process.

As a school counselor I had the opportunity to exercise leadership in developing and defining career education to a total school district. The end product of this effort was submitted to the State Department of Education and the school district received a grant of $6675 for career education activities. I feel I now possess skills to support an on-going developmental service to students. Indeed this has been a profitable experience.

2. Suggestions for the improvement of the 712 experience.

My suggestions for improvement of this independent study project are limited because the internship was designed to give me maximum experience and supervision and that was what I received.

My organization supervisor conferred with me prior to each committee meeting activity and attended every meeting. He has a wealth of information about career education and guided my activities when necessary.

Distribution by the Faculty Sponsor early in the final week of the semester/session:
Faculty Sponsor
Faculty Advisor
The Graduate College

Student's signature

69

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In 1974 Governor Milliken signed a bill "Public Act 97" - "Career Education Act" into law. This act provides for the promoting, planning and developing of Career Education programs. "Beginning with the 1975-76 school year, each local educational agency shall have a comprehensive career educational plan, and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing recommended guidelines and goals."

The curriculum council of Benton Harbor Area Schools initiated a committee known as the "Career Education Committee" to comply with the above mandate. During the 1974-75 school year, this committee developed the "Benton Harbor Area Schools Career Education Plan for Planning." This plan was accepted by the Curriculum Council 1974-75, the Central Administration Office and later, the State Department of Education.

We are making this document available to each educator in the school district. Please READ and KEEP for future reference. Many of you have already received this "Plan for Planning."

For the 1975-76 school year, the committee was charged to continue its work. We are aware that teachers on their own initiative have been using the career education concept in their classrooms. Hence within a short time will be assessing what we know and what we are doing in this area. The results of this assessment will identify our needs and aid the committee in its work. We welcome your input. After we have identified our needs, we hope to initiate an "Awareness Day" early next school year.

Attached to this letter is an overview of what the committee has done and hopes to do next school year. Again, please READ and KEEP with the "Plan for Planning."

Thank you so much for your cooperation. We will keep you informed as to our progress and plans.
BENTON HARBOR AREA SCHOOLS
CAREER EDUCATION
DELIVERY SYSTEM

Areas completed - 1974 - 1975

1. Committee studies "Public Act 97-Career Education Act"
2. Committee oriented to Career Education concept through resource people and materials.
3. Committee examined several written career education "Plan for Planning" from other school districts.
4. Committee developed the "Benton Harbor Area Schools "Plan for Planning"
5. "Plan for Planning" accepted by Curriculum Council, Central Administration, CEPD Council and State Department of Education.

Areas completed - 1975 - 1976

7. Committee examined several career education assessment tools.
8. "Plan for Planning" printed and distributed to all educators.
9. Committee selected and adopted an assessment tool to determine staff development needs.

NOTE: Our use of this assessment tool will involve us in a State wide pilot program. The results of the assessment will be computer analyzed.

Areas being worked on at present time

10. Administration of Assessment tool to all professional personnel during a regular staff meeting.
11. Identify needs through assessment.
12. Plan awareness day based on needs, as identified by assessment.

13. Orientation meeting with all administration on March 31.

14. Recommendations for awareness days.

   A. Fall 76-77
      One or two days. Elementary and Secondary.

   B. Format
      Based on the needs identification
      
      a. Contact 4-5 resource persons as presenters.
      b. Contact sales people, example-SRA invite them to set up displays of commercially prepared career education materials.
      c. Display teacher created materials.
      d. Display B.H.H.S. career education materials from AV Center and other schools.
      e. Display national and State Department materials.

   C. Invite other school districts to view display.

15. Committee develops role definitions.

Recommendations for 1976 - 1977 school year

The overall goal of effort is to infuse major career education concept into the total curriculum.

1. Curriculum Council appoints Career Education Steering Committee of 8 members.

   Chairperson
   3 task group chairpersons
   Director of Voc Ed and Career Ed
   CEPD Coordinator-Intermediate School District
   1 Central Administrator
   1 School Principal

The Steering Committee charged with the following responsibilities:

   A. Be resource and guide to the task groups.
   B. Research and develop various approaches which will be utilized in the infusion process, and meet the goals described in the plan for planning.
C. Members be given opportunity to visit other Career Education Programs.
D. Members plan strategies to involve community.
E. Members aid in development of Career Education handbook.
F. Members develop evaluation procedure.
G. Examine possibility of Federal Funding.

2. Curriculum Council and Steering Committee appoint three task groups.

Elementary group
Junior High group
High school group

Task groups charge with the following responsibilities:

A. Task groups initiate pilot programs using one of the following alternatives:
   1. Schools represented on committees.
   2. Volunteer Teachers.
   3. Selected Schools.
   4. One classroom in every building.
B. Task groups plan strategies for the infusion process, using present subject areas, and based on goals.
C. Task groups involve other teachers in the infusion process.
D. Task groups collect information for Career Education Handbook.
E. Task groups reports to Steering Committee.
BENTON HARBOR AREA SCHOOLS

CAREER EDUCATION

PLAN FOR PLANNING

CAREER DEVELOPMENT

SELF AWARENESS and ASSESSMENT
CAREER AWARENESS and EXPLORATION
CAREER DECISIONMAKING
CAREER PLANNING and PLACEMENT

CAREER PREPARATION

ACADEMIC EDUCATION
VOCATIONAL EDUCATION
TECHNICAL EDUCATION

AN INTEGRATED APPROACH

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VI. EXTENDED GOALS FOR FUTURE CONSIDERATION

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Veloriah Carter, Chairperson
Daisy Aldrich.............................Elementary Teacher
Arnold Fege................................Administrator
Dianne Forest................................High School Student
Peggy Kroncke.............................Junior High Teacher
Robert Lane................................Administrator
Ted Lorah..................................High School Counselor
Alice Mangham............................Elementary Teacher
Jane Nettleton............................Parent
Pat Robinson................................Elementary Teacher
Larry Schneider...........................High School Counselor
Jim Shafer................................High School Counselor
Abigail Turcotte...........................Elementary Teacher
Ben Winslow...............................CEPD Coordinator, I.S.D.

Revised By
The Committee For
The 1975-76 School Year

Veloriah Carter, Chairperson
Dorothy Cannell............................Elementary Teacher
Roxanne Kaatz................................High School Teacher
Robert Lane................................Administrator
Barbara Leadbetter.........................Junior High Teacher
Gale Livengood.............................Elementary Teacher
Ted Lorah..................................High School Counselor
Herbert Pringle............................Junior High Teacher
Art Schilke................................High School Teacher
John Snell..................................Junior High Teacher
Barbara Storkamp...........................Elementary Teacher
Abigail Turcotte...........................Elementary Teacher
Annette Williams...........................Elementary Teacher
Ben Winslow...............................CEPD Coordinator, I.S.D.
The former Guidance Counseling Committee, now known as the Career Education Committee, was assigned the following task:

"Develop a Career Education Model for the Benton Harbor Area Schools students - pre-school through adult education."

II. THE CHARGE-1975-76

A. To set up and formulate an in-service project in Career Education for the staff of the Benton Harbor Area Schools.

B. To Develop a plan of instruction K-12 for Curriculum implementation in the 1976-77 school year.

III. DEFINITIONS

INTRODUCTION

To understand and appreciate all of the objectives of Career Education, it is essential to define the terms commonly used to describe the concept.

A. CAREER - The word "Career" as used in the term "Career Education" is the composite of the individual's various life roles - as a student, as a worker, as a family member and as a citizen of the community.

B. CAREER EDUCATION - A comprehensive curriculum-related effort that molds diverse materials and teaching strategies into sequential programs K-12 and beyond. Academic, vocational, and general curricula are blended to produce interrelated learning activities for all youth. "Career Education" is a concept for developing an educational delivery system which emphasizes the knowledge, skills, and attitudes people need to explore, understand, and perform the life roles they can be expected to play. It embraces all school and the total community. Career Education generally includes two broad processes which are commonly known as career development and career preparation.

C. CAREER DEVELOPMENT - A life-long process which involves a series of experiences, decisions, and interactions. Self concept is interwoven with the progressive nature of this development. Career Development is the part of career education which includes: (1) self awareness and assessment, (2) career awareness and exploration, (3) career decision making, and (4) career planning and placement.

These four components or processes are further defined as follows:

1. **Self-awareness** and assessment is the life-long process of discovering one's own traits and a personal profile. The process will reflect that one's profile and our society are constantly changing, thus a continual appraisal is needed.

2. **Career awareness and exploration** means the realization brought about by the continuous learnings of the many career options available and the in-depth examination of those career options of particular interest.
3. Career decision making means evaluating and tentatively selecting options by matching career awareness and exploration experiences with the self awareness and assessment profiles as previously defined.

4. Career planning and placement is the process of developing and implementing systematic programs for the students so that they may reach their career goals.

D. Career Preparation - Career preparation presents those content areas and experiences which are currently known as the academic and vocational-technical education areas. The content is taught so that students understand its application and how it will contribute to their personal career goals and objectives. It also provides the vehicle for learning many of the career development components.
IV. THE EDUCATIONAL PHILOSOPHY OF BENTON HARBOR
AREA SCHOOLS
VS.
THE PHILOSOPHY OF CAREER EDUCATION

PHILOSOPHY - BENTON HARBOR

A. The Benton Harbor Area School District is committed to providing an environment that promotes and ensures the personal dignity of each student and encourages him to develop his physical, emotional, and mental abilities to his fullest potential.

B. The above commitment is found in the following goals:

1. Giving students the opportunities for public understanding of the educational process - what it is and how it works.

2. That students develop the basic skills of communications and reasoning essential to live a full and productive life.

3. That students acquire occupational competence necessary to secure employment and to perform work in a manner that is gratifying to the individual and those he serves.

4. Help students to adapt to life-time demands, opportunities and values in a changing world.

5. That students understand human relations ... that is, respect for and ability to relate to other people.

6. Acquire a knowledge of, and appreciation for the sciences, arts and the humanities at a level required to participate in an even more complex world.

PHILOSOPHY - CAREER EDUCATION

A. The Career Education concept is a system which delivers the skills and knowledge people need to explore, understand, and perform their various life roles - as student, worker, family member and citizen.

B. Career Education concept is committed to the following goals:

1. Educational awareness - that is individuals learn to relate the mastery of educational skills to one's own life style.

2. That individuals understand and acquire various communication skills.

3. Career Awareness and Preparation: that is individuals acquire the skills, training and knowledge needed to pursue a chosen career and develop general employability skills.

4. Self Awareness and Understanding: that is to understand the relationship between the individual, his environment and others.

5. Attitudes and Appreciation: that is to be aware of the importance of getting along with others, in the home, school, community and work.

6. Develop an appreciation for all forms of human endeavor and recognize their personal, social and economic significance.
7. Students develop an understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society.

8. Develop competence in the process of developing values particularly the formation of ethical, religious, and moral values which are essential to individual dignity and human civilization.

9. Acquire knowledge of the environment and the importance of the balance between one's own acts and the quality of the environment.

10. Aid students in the maintenance of mental, physical and emotional health.

7. Equip people with skills to successfully compete in a changing society.

8. Know the importance of self as an individual and as a worthy group member, and being able to recognize attitudes toward learning and values in achieving goals.

9. Understand how personal attitudes, values, interests, and abilities relate to various careers.

10. Development of the total person.
V. GOALS OF CAREER EDUCATION

Elementary Goals

Awareness - Self and Careers

1. Students will develop an awareness of their own importance as individuals, family members, as students, producers, consumers and citizens.

2. Students will relate home and school as a career that requires proficiency in basic skill areas.

3. Students will acquire a knowledge of careers necessary for the maintenance of the community and to become aware of the interdependence of these careers.

Appreciation and Attitudes

1. Students will develop an appreciation for the value of learning tools and fulfilling individual roles.

2. Students will develop an appreciation for the dignity of useful work.

3. Students will identify the different kinds of work people do in the home, school and community.

4. Students will recognize what is required for human beings to get along with each other.

Skill Building

1. Students will acquire the skills necessary to get along with self and others.

2. Students will develop proficiency in educational skills as an aid to success.

3. Students will understand the use of various communication tools such as newspapers, drawings, television, radio, and to recognize how they effect our life style.

Decision Making

1. Students will develop an awareness of the consequences of personal decisions.

2. Students will be taught the skills of decision making.
Junior High Goals

Awareness - Self and Careers

1. Students will acquire a realistic picture of their own ability, interest, and aptitude, and relate these to curriculum.

2. Students will explore and develop the basic skills required in family roles, citizen roles, and work roles.

3. Students will have the opportunity to observe occupations, the training and personality needed and the role they play in our local society.

4. Students will be exposed to 15 career clusters.

Appreciation and Attitudes

1. Students will recognize similarities and differences within home roles and between home and school roles.

2. Students will recognize how learning helps a child accomplish necessary tasks in the same manner that learning helps an adult accomplish tasks.

3. Students will acquire a knowledge of the rights and responsibilities as workers and how this relates to careers.

4. Students will develop an awareness of the wage earner's occupation and his importance to the family and the community.

Skill Building

1. Students will relate subject areas to career areas.

2. Students will match skills with career areas.

3. Students will identify skills necessary for securing a job.

Decision Making

1. Students will be able to identify the steps in the decision making process and identify personal and environment factors which will influence decision.

2. Students will be able to apply decision making process to school, family, and socially related problems.
High School Goals

Awareness - Self and Careers
1. Students will develop an awareness of the need for a calendar of personal and educational plans.
2. Students will develop an awareness of need for acquiring marketable skills.
3. Students will recognize the importance of personal value upon career choices.
4. Students will select for exploration career areas based upon interests, values and abilities.
5. Students will become aware of their individual short and long term goals.

Appreciation and Attitudes
1. Students will understand the impact of work experience on one's life.
2. Students will explore and analyze attitudes concerning specific jobs.
3. Students will develop an appreciation for the dignity and importance of all work.
4. Students will take part in a specific task within the job area chosen to develop an appreciation and awareness of specific skills required.

Skill Building
1. Students will develop competence in the three R's to meet personal vocational goals.
2. Students will match abilities and interests with career areas considering skills and process needed.
3. Students will demonstrate and develop beginning skills competency to job entry level, based on chosen career areas.

Decision Making
1. Students will learn the process of decision making.
2. Students will apply the decision making process to their life's activities.
3. Students will apply the decision making process to the study of careers.
4. Students will apply the decision making process to the identification of a tentative career.
5. Students will recognize that changes in career decision can be made, but that the greater the investment of time, money, and effort, the more difficult the change.
**LEVELS** | **AWARENESS** | **APPRECIATION & ATTITUDES** | **SKILLS** | **DECISIONS**
--- | --- | --- | --- | ---
.scss. Elementary | 1. Recognize the importance of "self" as an individual and as a member of a group. 2. Identify right and responsibilities within the family and/or school environment. 3. Relate home and school as a career that requires proficiency in basic skill areas. 4. Recognize that school is a career that requires proficiency in basic skill areas. 5. Acquire a knowledge of careers necessary for the maintenance of the community and to recognize the interdependency of these careers. 6. Develop an awareness of the basic economic principle of unlimited wants and limited resources. 7. Recognize a monetary exchange system as an alternative to a barter system. 8. Recognize that different careers require the use of different tools. 9. Acquire a knowledge of parallel roles in the home and the school environment. | 1. Appreciate the value of learning tools in fulfilling individual roles. 2. Cooperatively develop rules and accept directions and responsibilities. 3. Recognize similarities and differences within home roles and between home and school roles. 4. Recognize the relationship between basic skill development and various identifiable life roles within the community. 5. Understand the relationship between life roles and learning skills. 6. Appreciate the dignity of useful work. 7. Participate in activities reflecting his identifications with worker roles. 8. Identify and appreciate the different kinds of work people do in the home, school and community. 9. Develop appreciation for the role of individuals in the school environment. 10. Recognize what is required for human beings to get along with each other. 11. Recognize the need to share and cooperate for the attainment of goals. 12. Identify and relate the contributions made by each member of the community. | 1. Develop proficiency in educational skills as an aid to success. 2. Simulate behaviors that facilitate individual and organizational goals. 3. Develop a working knowledge of our monetary system. 4. Understand the use of various communication tools, such as newspaper, drawings, television, radio, and to recognize how they affect our life style. 5. Become aware of the complexity of production and distribution of goods and services. 6. Demonstrate how tools extend the senses. | 1. Develop an awareness of cause and effect relationships in decisions made in life. 2. Develop an awareness of the consequences of personal decisions. 3. Identify the components of problems in such a way that the problem can be stated verbally or in written form. 4. Identify the components of decision-making process: a. Identify the problem b. Assess the problem c. Consider alternative solutions d. Choose the best plan and a second plan to solve problems and work out details of both plans e. Try one out, evaluate if and make needed changes.
## Extended Goals for Future Consideration

### Levels

<table>
<thead>
<tr>
<th>Junior High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Realize that career selection is related to personal strengths and weaknesses.</td>
</tr>
<tr>
<td>2. Acquire a realistic picture of personal talents.</td>
</tr>
<tr>
<td>3. Acquire a realistic picture of personal interests.</td>
</tr>
<tr>
<td>4. Relate one's self-perception to career requirements.</td>
</tr>
<tr>
<td>5. Recognize the influence of others upon personal values.</td>
</tr>
<tr>
<td>6. Relate school skills and educational satisfaction to job skills and job satisfaction.</td>
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<tr>
<td>7. Relate talents and interests to curriculum choices and career choices.</td>
</tr>
<tr>
<td>8. Perceive educational skills as determiners of future life.</td>
</tr>
<tr>
<td>9. Identify realistically the special skills necessary for life roles.</td>
</tr>
<tr>
<td>10. Become aware of the relationships of attitudes, values, and abilities of the career areas.</td>
</tr>
<tr>
<td>11. Develop and evaluate the correlation between career areas and interest, values and abilities.</td>
</tr>
<tr>
<td>12. Study career areas, based upon interests, values and abilities.</td>
</tr>
<tr>
<td>13. Develop the concept of management of financial resources (earning, spending, borrowing, and saving.)</td>
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</tbody>
</table>

### Awareness

<table>
<thead>
<tr>
<th>Junior High</th>
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<tbody>
<tr>
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<td>13. Develop the concept of management of financial resources (earning, spending, borrowing, and saving.)</td>
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</tbody>
</table>

### Appreciation & Attitudes

<table>
<thead>
<tr>
<th>Junior High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Realize a person's career selection should be directly related to his personal strengths and weaknesses.</td>
</tr>
<tr>
<td>2. Appreciate and understand the domestic situation of the home in terms of what is available, what is needed, what is wanted, what is luxury.</td>
</tr>
<tr>
<td>3. See how one's functioning in society may bring increased personal satisfaction, greater group achievement, and improved group morale.</td>
</tr>
<tr>
<td>4. Recognize how learning helps a child accomplish necessary tasks in the same manner that learning helps an adult accomplish tasks.</td>
</tr>
<tr>
<td>5. Acquire a knowledge of the rights and responsibilities as a worker and how this relates to careers.</td>
</tr>
<tr>
<td>6. Develop an awareness of the wage earner's occupation and his importance to the family.</td>
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<tr>
<td>7. Acquire a realistic view of the working roles; i.e., all careers have advantages and disadvantages.</td>
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</tbody>
</table>

### Skills

<table>
<thead>
<tr>
<th>Junior High</th>
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</thead>
<tbody>
<tr>
<td>1. Relate subject areas to career areas.</td>
</tr>
<tr>
<td>2. Understand the use of tools used in homemaking, crafts, and construction.</td>
</tr>
<tr>
<td>3. Practice beginning competency in the use of the tools used in homemaking, crafts, and construction.</td>
</tr>
<tr>
<td>4. Be able to match necessary skills with career areas.</td>
</tr>
<tr>
<td>5. Identify skills necessary for securing a job.</td>
</tr>
<tr>
<td>6. Relate social and personal interaction skills to employability.</td>
</tr>
<tr>
<td>7. Reassess personal and social interaction skills and further develop a plan for continual growth.</td>
</tr>
</tbody>
</table>

### Decisions

<table>
<thead>
<tr>
<th>Junior High</th>
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</thead>
<tbody>
<tr>
<td>1. Integrate his knowledge of himself and of the world of work, in order to identify a career field for which he will prepare.</td>
</tr>
<tr>
<td>2. Evaluate potential occupations in relation to abilities, aptitudes, interests and values.</td>
</tr>
<tr>
<td>3. Explore availability of current gainful employment in relation to present capabilities and age.</td>
</tr>
<tr>
<td>4. Understand that career commitments are often of a changing nature and throughout an individual's life time decisions pertaining to careers may be re-evaluated.</td>
</tr>
<tr>
<td>5. Apply the decision-making process to school related problems.</td>
</tr>
<tr>
<td>6. Apply the decision-making process to family and social problems.</td>
</tr>
</tbody>
</table>
## Extended Goals for Future Consideration

### High School

<table>
<thead>
<tr>
<th>Levels</th>
<th>Awareness</th>
<th>Appreciation &amp; Attitudes</th>
<th>Skills</th>
<th>Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Know how to obtain basic information about careers.</td>
<td>1. Understand the impact of work experience on one’s life.</td>
<td>1. Match abilities and interests with career areas considering skills and processes needed.</td>
<td>1. Develop the ability to weigh both long and short range consequences of different alternatives to specified problems.</td>
</tr>
<tr>
<td></td>
<td>2. Recognize the influence of others upon career choice.</td>
<td>2. Appreciate the need for making a meaningful career choice.</td>
<td>2. Relate personal and social interaction skills to the careers selected for in-depth exploration.</td>
<td>2. Apply the decision-making process in the study of careers.</td>
</tr>
<tr>
<td></td>
<td>3. Recognize the importance of personal value upon career choices.</td>
<td>3. Explore and analyze attitudes concerning specific jobs.</td>
<td>3. Demonstrate beginning skills competency based to chosen career area.</td>
<td>3. Apply the decision-making process in formulating a plan for the study of three careers.</td>
</tr>
<tr>
<td></td>
<td>4. Develop awareness of the need for a calendar of personal and educational plans.</td>
<td>4. Develop an appreciation for the dignity and importance of all work.</td>
<td>4. Extend beginning skill competency in skills basic to chosen career area.</td>
<td>4. Apply decision-making process to selection of one career area for in-depth.</td>
</tr>
<tr>
<td></td>
<td>5. Develop awareness of need for acquiring marketable skills.</td>
<td>5. Become involved in the selection of a career based on individual attitudes, values and education.</td>
<td>5. Develop beginning skill competency related to specific career.</td>
<td>5. Apply decision-making process to personal identification of a tentative career.</td>
</tr>
<tr>
<td></td>
<td>6. Develop awareness of need for setting up a plan for acquiring marketable skills.</td>
<td>6. Take part in a specific task within the job area chosen to develop an appreciation and awareness of specific skills required.</td>
<td></td>
<td>6. Recognize that changes in career decisions can be made, but that the greater the investment of time, money, and effort, the more difficult the change.</td>
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<tr>
<td></td>
<td>7. Select for in-depth exploration a career area based upon interests, values and abilities.</td>
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<td></td>
<td>8. Develop a procedure to develop needed abilities required in the career choice.</td>
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<td></td>
<td>9. Identify further requirements of the selected career.</td>
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<td></td>
<td>10. Reassess abilities, interests, and attitudes related to anticipated life role.</td>
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<td></td>
<td>11. Develop self confidence in chosen career.</td>
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</table>
**CAREER EDUCATION SCHOOL PERSONNEL ASSESSMENT**

RESPOND TO ALL ITEMS ON THE ANSWER SHEET WITH #2 PENCIL

Mark under T for the two, in 1-10 that apply:

<table>
<thead>
<tr>
<th>Present Position</th>
<th>Present Assignment</th>
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</thead>
<tbody>
<tr>
<td>1. Teacher</td>
<td>6. Elementary</td>
</tr>
<tr>
<td>2. Counselor</td>
<td>7. Junior High</td>
</tr>
<tr>
<td>3. Administrator</td>
<td>8. Secondary</td>
</tr>
<tr>
<td>5. Other</td>
<td>10. Other</td>
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</tbody>
</table>

**PART I**

THE FOLLOWING QUESTIONS RELATE TO EXPERIENCES YOU MAY HAVE HAD. PLEASE READ EACH ITEM CAREFULLY AND ESTIMATE, TO THE BEST OF YOUR RECOLLECTION, THE DEGREE TO WHICH YOU MIGHT HAVE PARTICIPATED IN THESE ACTIVITIES.

(11) Number of years teaching experience: 1) 1-5  3) 11-15  5) 20+  
2) 6-10  4) 16-20

Amount of Career Education inservice training:

(12) Number of hours spent in formal Career Education Workshops:

1) 0  2) 1-5  3) 6-10  4) 11-15  5) 16+  

(13) Number of hours spent in Career Education staff meetings:

1) 0  2) 1  3) 2  4) 3  5) 4+

(14) Number of courses in college classes in Career Education:

1) 0  2) 1  3) 2  4) 3  5) 4+

(15) Have you ever been involved in other Career Education activities?

Yes ______  No ______
PART II

THE FOLLOWING QUESTIONS WERE DESIGNED TO DETERMINE YOUR KNOWLEDGE OF CAREER EDUCATION. EXAMINE EACH ITEM CAREFULLY AND MARK IN APPROPRIATE RESPONSE.

(16) The career education infusion process:

(1) is a learning technique that provides students with the skills necessary for realistic decision-making.

(2) incorporates the instructional, guidance, and administrative services of a school into a cooperative approach toward instruction.

(3) places equal emphasis on the delivery of career development and vocational learning.

(4) is a process whereby career development and the existing instruction is delivered cooperatively.

(17) In today's schools, most instruction relates to:

(1) Career Development

(2) Career Preparation

(3) Career Roles

(4) Career Information

(18) Career Education may be defined as:

(1) a process whereby individuals may fulfill their unique needs with regard to their future life roles.

(2) a system that delivers career development skills to all K-12 students.

(3) a process that provides individuals with curriculum options.

(4) the technology and resources needed to establish a realistic base for decision-making.

(19) Career development is intended to:

(1) develop an awareness of occupational roles and training options among students exposed to the Career Education curriculum.

(2) assist the local school staff and community in the process of meeting local manpower needs.
(3) enable individuals to make informed career decisions.
(4) to establish a priority in the local school for purposes of developing a vocational-technical curriculum experience(s) consistent with academic goals.

(20) The infusion process, as a Career Education strategy:
(1) replaces the existing curriculum with a more relevant, vocationally oriented curriculum.
(2) incorporates the instruction and administration of a school into a cooperative unit of instruction.
(3) places greater emphasis on the delivery of career development than it does on academic learning.
(4) eliminates the need for Career Education courses at many grade levels.

(21) Self-awareness and exploration activities focus primarily upon helping individuals:
(1) understand themselves in relation to their educational activities.
(2) understand themselves and others.
(3) identifying career information sources for purposes of pursuing a realistic career goal.
(4) understand the relationship between careers and a student's curriculum.

(22) Career awareness and exploration is primarily concerned with:
(1) the development of training programs to provide individuals with the skills necessary for job entry.
(2) focusing the curriculum and guidance service on occupational resource information.
(3) the development of students' awareness of available job options.
(4) the development of a knowledge and understanding of the educational, social, work, and leisure worlds.

(23) Decision-Making and Planning is concerned with:
(1) helping students pick a career so that their remaining education can be more meaningful.
(2) providing appropriate work experience and training.
(3) helping students to apply a systematic method of decision-making to their lives.
(4) helping students identify career options which are available in their community.

(24) Career Placement is primarily concerned with:
(1) the establishment of educational criteria for job placement.
(2) the development of student awareness of the utilization of the job placement programs.
(3) the development of goal-oriented behavior in students.
(4) the establishment of statewide regionalized job placement programs.

(25) The attainment of essential vocational and academic skills is most closely identified with:
(1) Career Roles
(2) Career Development
(3) Career Preparation
(4) Career Information
PART III

EXAMINE THE FOLLOWING ITEMS AND RATE YOURSELF ACCORDING TO THE DEGREE TO WHICH YOU FEEL THE STATEMENT REFLECTS YOUR SKILLS AT THE PRESENT TIME. FILL IN THE SPACE YOU FEEL BEST DESCRIBES YOU.

At this time, do you feel you have the skill necessary to:

(26) Work effectively with other teachers?
   Yes Absolutely
   Absolutely: 1 : 2 : 3 : 4 : 5 : Not

(27) Articulate to others a definition of Career Education?
   Yes Absolutely
   Absolutely: 1 : 2 : 3 : 4 : 5 : Not

(28) Develop lessons plans that incorporate career development content into my existing instruction?
   Yes Absolutely
   Absolutely: 1 : 2 : 3 : 4 : 5 : Not

(29) Articulate to others your school district’s Career Education Model?
   Yes Absolutely
   Absolutely: 1 : 2 : 3 : 4 : 5 : Not

(30) Specify performance goals and objectives for my instruction?
   Yes Absolutely
   Absolutely: 1 : 2 : 3 : 4 : 5 : Not

(31) Develop learner activities that are effective in achieving career development outcomes?
   Yes Absolutely
   Absolutely: 1 : 2 : 3 : 4 : 5 : Not

(32) Identify audio-visual and support materials to supplement my career development instruction?
   Yes Absolutely
   Absolutely: Not

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(33) Contribute toward the development of a school and/or district Career Education plan?

Yes Absolutely
Absolutely: 1 : 2 : 3 : 4 : 5 : Not

(34) Identify the role of the school in delivering Career Education?

Yes Absolutely
Absolutely: 1 : 2 : 3 : 4 : 5 : Not

(35) Identify community resources that could supplement my career development instruction?

Yes Absolutely
Absolutely: 1 : 2 : 3 : 4 : 5 : Not

PART IV

READ EACH OF THE FOLLOWING COMPLETIONS TO THIS SENTENCE. INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY PLACING A MARK IN APPROPRIATE PLACE.

I believe that I have a responsibility, in my present position, to plan and deliver instruction which enables students to:

<table>
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<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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<tbody>
<tr>
<td>36 Identify and explore alternative leisure roles and settings.</td>
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<td>37 Recognize self development as a life-long process.</td>
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<td>38 Understand the nature of decision-making.</td>
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<td>39 Develop skill in monitoring progress on career plans.</td>
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<tr>
<td>40 Acquire information about personal characteristics of self and others.</td>
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</tbody>
</table>
(41) Identify and explore alternative family roles and settings.

(42) Implement educational and/or career plans.

(43) Identification and exploration of options in terms of self assessment.

(44) Understand individual and group aspects of behavior.

(45) Identify and explore alternative citizen roles and settings.

(46) Acquire and apply interpersonal skills.

(47) Acquire knowledge and skills necessary to implement career plans.

(48) Identify and explore alternative occupational roles and settings.

(49) Develop skills in decision-making.

(50) Establish career plans.

(51) Recognize educational alternatives and their applications.

(52) Modify career plans to maintain consistency with changing career goals.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
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CAREER EDUCATION SCHOOL PERSONNEL ASSESSMENT PILOT PROJECT

BUDGET SHEET

Estimated Budget needs to complete:

Some of the Testing and Data costs have been consumed by Western Michigan University because Mrs. Veloriah Carter, a graduate student, will be using the project as the basis for her Specialist Degree.

Estimated costs:

- Programmer (contracted cost) $300
- Postage and office supply costs for transporting Assessment Mark Sense sheets $200
- Correspondence; postage and Long Distance calls $50
- Contracted Secretarial services for individual school reports and final report $300
- Office supplies and copy costs $50
- Travel and related expenses-estimated 8 round trips from Berrien Springs to Kalamazoo $144
- Meals, Parking, etc. $20
- $164

Estimated cost to complete $1064

Respectfully submitted for approval and funding through Western Michigan University, Dr. Thelma Urbic, Coordinator.

Date__________________ Signed

Ben Winslow, Project Director, Berrien County Intermediate School District
711 St. Joseph Avenue
Berrien Springs, MI 49103
Phone: 616/471-7725 x 48
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 - 11:30</td>
<td>General Assembly&lt;br&gt;Performing Arts Center&lt;br&gt;&lt;br&gt;Activity: What is Career Education Anyway?</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>Lunch</td>
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<tr>
<td>12:30 - 2:10</td>
<td>Workshops</td>
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<tr>
<td>2:30 - 3:15</td>
<td>Wrap Up Session</td>
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<tr>
<td>3:20</td>
<td>Coffee with the Resource Personnel</td>
</tr>
</tbody>
</table>

Carousals

A. Benton Harbor Teachers<br>B. Coloma Schools<br>C. Berrien Springs Schools<br>D. Wayne County Schools
### Participating Groups

<table>
<thead>
<tr>
<th>Groups &amp; No. Teachers</th>
<th>Elementary Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 48</td>
<td>Preschool and Grade 1</td>
</tr>
<tr>
<td>2 - 56</td>
<td>Kindergarten and Grade 2</td>
</tr>
<tr>
<td>3 - 62</td>
<td>Grades 3 and 4</td>
</tr>
<tr>
<td>4 - 59</td>
<td>Grades 5 and 6</td>
</tr>
<tr>
<td>5 - 53</td>
<td>Soar - Special Education</td>
</tr>
<tr>
<td></td>
<td>All Intinerant teachers</td>
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<td></td>
<td>Conquest and Staff</td>
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<td>Development</td>
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</table>

<table>
<thead>
<tr>
<th>Groups &amp; No. Teachers</th>
<th>Secondary Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - 46</td>
<td>Language Arts and Foreign Language</td>
</tr>
<tr>
<td>7 - 44</td>
<td>Science and Mathematics</td>
</tr>
<tr>
<td>8 - 48</td>
<td>Social Studies - Art - Home economic - Industrial Art.</td>
</tr>
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<td>9 - 42</td>
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Career Education

Roster of resource people

Career Education; What is it Anyway?

Keynote Speakers

Robert J. Weishan - Voc Tech. Ed. Service
Dick Gardner - Michigan State Univ.
Keith McFurlane - General Motors
Al Lorent - Chairman - Career Ed.
Cass Heilman - State Advisory Council
Keith Goldhammer - Michigan State Univ.
William Weisgerber - State Department
Bob Williams - Andrews University
Gary Walz - Eric - Univ. of Michigan

Career Ed. Elementary and Secondary

Joyce Franks - Haslet Public Schools
Diane Miller - Van Buren Public Schools
Cleo Johnson - Central Michigan Univ.
Marie Zuk - Carmen Public Schools
Janet Morgan - Carmen Public Schools
Phyllis Smith - Wayne County
Gerry Geik - Coloma Public School
Joyce Tutton - Coloma Public School
Lois Brooks - Dearborn
Ben Winslow - Berrien I.S.D.
John Miller - Sieana Heights College

Carosels

Gail Livengood - Teacher Benton Harbor
Barbara Storkamp - Teacher Benton Harbor
Bob Lane - Administrator Benton Harbor
Ann Kennedy - Administrator Benton Harbor
Phyllis Smith - Administrator Wayne County
Jon Schuster - Administrator Berrien Springs
Infusion

Joyce Franks - Haslet
Betty Christenson - Kalamazoo I.S.D.
Lee Downey - Coloma Project
Marie Zuk - Carmen Public Schools
Diane Julliet - Carmen Public Schools
Janet Morgan - Carmen Public Schools
Lauralyn Tarasow - Wayne/Westland Schools
Edna M. Green - Wayne/Westland Schools
Paul Poledink - Wayne/Westland Schools

Update Career Ed. in Michigan

Jim Engelkes - Michigan State Univ.
Thelma Urbick - Western Michigan Univ.
Bob Williams - Andrews University
Alice Bishop - Detroit Public Schools

Michigan Occupational Information System

Rod W. Durgin - Voc Tech Ed. Service
John J. Shanahan - Voc Tech Ed. Service
Robert Weishan - Voc Tech Ed. Service
Phillip Bailey - Voc Tech Ed. Service
Mrs. Veloriah Carter, Chairperson
Career Education Committee
c/o Fair Plain 7/8 Grade Center

Dear Mrs. Carter:

I would certainly be remiss if I failed to express my personal appreciation for the time and effort you unselfishly gave to the Career Education Program in the Benton Harbor Area Schools. Your work, along with that of other Career Education Committee members, served as the catalyst for the CEDISS grant we recently received. The Benton Harbor Area Schools would not have been the recipient of this grant had it not been for the fine assessment and planning by the Career Education Committee.

On behalf of the Curriculum Council we extend a hearty "thank you" for a job well done. The commitment level displayed by you and your committee was exemplary and certainly failed to go unnoticed. Hopefully, the Benton Harbor Area Schools will be able to implement many of the suggestions and recommendations the Career Education Committee has made so that we may provide a viable program for the students in our schools.

Sincerely,

Dean Sanders
Deputy Superintendent for Instruction

cc: All Career Education Committee members
    Richard Helser
    Rod Halstad
BIBLIOGRAPHY


Gibson, R.L., Career Development In The Elementary School And Community, Columbus, Ohio: Merrill Publishing Co., 1972.


Goldhammer, Keith, and R.E. Taylor, Career Education Perspective and Promise.

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