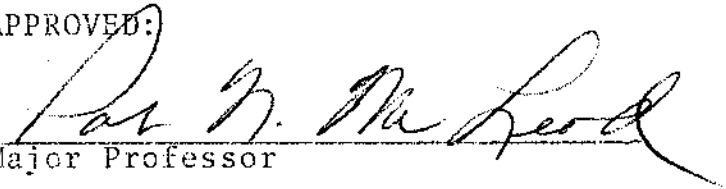
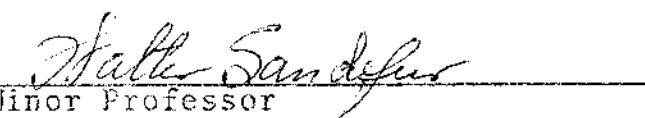


A DESCRIPTIVE APPROACH TO THE DEVELOPMENT AND
IMPLEMENTATION OF CAREER EDUCATION IN THE
DALLAS INDEPENDENT SCHOOL SYSTEM


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The problem of this study is to provide a descriptive analysis of research in career-oriented education and a plan of procedure to implement it in the Dallas Independent School District.

Sources of data for this study include the most recent status reports on existing or proposed career education programs in the United States; publications of state departments of education which suggest procedures for implementing such programs; United States government publications describing model implementation programs; and manuals and reports outlining career education implementation procedures.

The study is divided into three parts. The first presents the inception of the career education program, the concept and components of career education, and the scope and goals of career education. The second division discusses career education precursors and overviews of selected existing programs. The final portion of the study deals with implications of implementation of career education in the Dallas Independent School District, expressed in a sequence of four phases: (1) setting forth the objectives, (2) identifying interested groups and individuals, (3) outlining procedures

for implementation, and (4) developing a program for evaluation.

Findings of the study show that job dissatisfaction among pupils leaving the nation's secondary schools is now at a peak. The conventional curricula lack relevance for too many of the nation's secondary pupils. A need for reform in public school education has been endorsed at all levels of government, and the concept of career education has evolved from proven components of various other educational programs in this country within the past decade. There are forty-one educational programs that can be truly categorized as being "career educational" in the United States and her territories. Career education must be tailored to a given community's economic structure, population composition, values, and labor market. The home and family, the school, the employing community, vocational skill development, and career development embody the components of career education. Essential steps in the career education process are awareness; exploration and personal decision making; and finally occupational preparation, job placement, and job success. A career education program must enable students, in accordance with their interests and skills, to acquire knowledge, skill and attitudes necessary for developing reasonable personal plans for productive and personally rewarding employment. The program should prepare a student to interact with his total

environment and to express that which he considers important to him.

The study concludes that individualized instruction appears to be coping with today's broader range of student abilities and needs. Variety in instructional programs is one means of accomplishing this. Career education concepts must be "sold" to the community attempting implementation of a program. The curriculum should be the focal point, supported by all other tasks. A program of evaluation is necessary to assure that a program's goals and objectives are being achieved.

This study recommends (1) that an in-depth study or studies determine appropriate career education curricula for grades 1-8, (2) that a study determine the relevant curriculum materials which have already been developed and can be effectively used in a career education program, and (3) that separate studies in language arts, mathematics, social studies, and science determine how these courses might be integrated into a career education program.

A DESCRIPTIVE APPROACH TO THE DEVELOPMENT AND
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DALLAS INDEPENDENT SCHOOL SYSTEM

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
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By

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CHAPTER I

INTRODUCTION

The term "career education" is a misnomer, which actually refers to the individual's total education and its relationship to the important educational goals of this society (1). Many educational endeavors associated with career choice have lacked effectiveness, since mere exposure to a variety of secondary vocational courses does not give students enough knowledge upon which to base a choice of career in today's complex commercial and industrial society.

Present unemployment levels and changes in job requirements are important factors in planning for the educational future. Generalized into educational objectives, these factors especially concern the employee's dissatisfaction with his job. Such dissatisfaction might be avoided if the individual knew in advance the specific requirements of his job (2).

Statement of the Problem

This study seeks to provide a descriptive analysis of research in career oriented education and a plan for its implementation within the Dallas Independent School District.

Purpose of the Study

The purpose of the study is twofold:

1. To analyze the research data relevant to career education.

2. To develop the findings of this analysis into specific objectives for career education in the Dallas Independent School District and to devise methods of communicating these objectives to individual teachers.

Limitation of the Study

This study is limited to analysis of relevant literature in career education within the past two years. The application of this study is limited to high schools in the Dallas, Texas, Independent School District.

Sources of Data

The data for this study are obtained from books, studies by various education agencies, course outlines and goals used by various school systems, and government documents.

Significance of the Study

The significance of this study cannot be defined until its recommendations have been implemented, evaluated, and modified. However, the scope of this study is broad enough to provide information necessary to both present and future educational planners. This study should enable these planners to maintain an effective program of career education for years to come.

Recent and Related Studies

Sidney P. Marland (2) indicates that the concept of career education should involve three factors: first, the entire curriculum should be involved with career education. Second, this career-oriented approach should continue from the first grade through graduation. Third, every student upon leaving school, will possess the skills necessary to find a life's work.

Marland concludes that necessary changes in public attitude will be no easy matter, since many parents regard career education as unsuitable for their child.

Marland finally states that career education should allow each student to choose either of two equally valued options: a technical course at a junior college or a degree from a four-year institution. In either case, the student would be exposed to society and would have a better understanding of the adults in industry who share his career interests.

A study by the State of Ohio Department of Education, Division of Vocational Education (3), indicates that occupational exposure should be offered to students below the job-training level. Such a program is recommended as part of Ohio's total, work-oriented educational program for kindergarten through grade twelve. This study recommends that students be exposed to a galaxy of occupations so that they can explore various career choices. The Ohio study

recommends that all of the state's schools implement career education programs, designed with the flexibility to meet their regional needs.

Organization of the Study

Chapter I of this study includes an introduction, statement of the problem, purpose of the study, limitations of the study, sources of data, significance of the study, recent and related studies, organization of the study, and definition of terms.

Chapter II presents a review of the recent information related to this field.

Chapter III presents data concerning the existing career education programs in the United States.

Chapter IV presents data for use in implementing career education in the Dallas Independent School District.

Chapter V includes a summary, findings, conclusions, suggestions, and recommendations made in view of the findings of the study.

Definition of Terms

Career Education is coordinated instruction integrated into the entire curriculum in kindergarten through grade twelve (4).

Industrial Arts is that phase of general education that provides the opportunity for students, both boys and girls, to explore the materials, tools, and processes of industry.

Vocational Education includes courses designed to train an individual in any gainful occupation, such as auto mechanics or homemaking.

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CHAPTER II

A REVIEW OF CAREER EDUCATION

Career education has reached a position of extreme importance in this decade of education in the United States. In March, 1970, President Nixon challenged educators to institute a massive reform in our schools:

By demanding education reform now, we can gain the understanding we need to help every student reach new levels of achievement; only by challenging conventional wisdom can we as a nation gain the wisdom we need to educate our young in the decade of the seventies (1, p.iii).

The Inception of Career Education

Shortly after the president's call for reform, Sidney P. Marland Jr., U. S. Commissioner of Education, initiated a movement for social reform in public education. That reform came to be labeled "Career Education." While the term itself is new, it is in reality the culmination of many long-term trends and experiments. Its present components have been thoroughly pre-tested. Nevertheless, Commissioner Marland can well be said to be the prime mover behind the career education concept, for it has been he who has channeled and focused the diverse forces which over the years have been moving generally in that direction (2).

The present curricula categorized as "vocational," "general," and "college preparatory" do not allow any given school to meet the needs of students and society. For this reason Marland sees career education as eliminating the artificial separation "between things academic and things vocational" (1, p.3).

The Commissioner has observed:

Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses--whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse (1, p. 3).

The Career Education Concept and Components

Through a grant by the United States Office of Education to the Maryland State Board of Education and the letting of a subsequent subcontract by that board to the Olympus Research Corporation, research was conducted to set down the nature and advantages of career education. The purpose of these agencies' work was to familiarize educational decision makers throughout the nation with such findings and also to formulate a format for implementing career education at state and local levels (2).

Key concepts of career education that evolved from the above study are as follows:

1. Preparation for successful working careers shall be a key objective of all education.

2. Every teacher in every course that has career relevance will emphasize the contribution that subject matter can make to a successful career.

3. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.

4. Preparation for careers will encompass the mutual importance of work attitudes, human relations skills, orientation to the nature of the workaday world, exposure to alternative career choices, and the acquisition of actual job skills.

5. Learning will not be reserved for the classroom, but learning environments for career education will also be identified in the home, the community, and employing establishments.

6. Beginning in early childhood and continuing through the regular school years, allowing the flexibility for a youth to leave for experience and return to school for further education, including opportunity for upgrading and continued refurbishing for adult workers and including productive use of leisure time and the retirement years, without beginning and without end.

7. Career education is a basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education (2, pp. 7-8).

The study concludes that career education at present is best described as "a concept in search of a definition " and believes that the following general definition should in no way conflict with developing usage:

Career education is 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 lives in such a way that work becomes possible, meaningful, and satisfying to each individual (2, p. 8).

An awareness of the basic components of career education might lead to a clearer understanding of its concepts. According to the United States Department of Health, Education and Welfare, five components are basic to the career education concept (2).

(1). The home and family are usually thought of as the first basic component. The home in itself provides a work setting. Attitudes toward work, productivity and occupational aspirations are conceived in the home. Students can be helped or hindered in making decisions relative to their roles as potential parents and as members of the outside world of careers and service. Girls are usually exposed to preparation for the role of homemaking, and students of both sexes are exposed to an array of vocational skills such as food service, interior decorating, clothing design and/or making, construction, and mechanical skills.

(2). The school and the teacher are the next basic component of career education. The teacher is expected in every course and at all levels to stress the career

implications of the essentials he intends to teach. The school should be effective in providing more job skills and at the same time adding relevance to abstract academic subject matter. The goal here is to show the importance of course content to preparation for making a living.

(3). The third component of career education is a broad career program which involves the cooperation of both school and non-school personnel. It uses various means of helping students contemplate and understand the values inherent in a work-oriented society. On a systematic and continuing basis, it also assists students in the educational and occupational choices they must make in the process of their career development. It helps students to understand themselves and their educational and occupational alternatives. Finally, such a cooperative program helps them to implement the choices they have made in ways that will bring personal satisfaction to them and also benefit society.

(4). A fourth component of career education is vocational skill training that will provide the student the specific competencies required for entry or re-entry into the occupational world. This type of training must be geared to existing and anticipated occupational openings and organized

to allow for any re-training that might be necessitated by changes in the occupational society.

(5). A fifth component of career education involves the coordination of learning areas which are the joint responsibilities of formal education and the business-labor-industrial community. This component includes the provisions of work observation, work experience, and work study opportunities for insights into the real world of work, other elements of the community are relied upon for on-the-job training to assist students in making a successful transition from school to work. Such training also gives students a knowledge of the economy, of production processes, of human interaction, of the role and impact of technology, and of the ever-increasing problems of the physical environment.

The Scope and Goals of Career Education

Underlying these career education concepts is the necessity that all educational experiences, curricula, instruction and counseling help the student prepare for economic independence and give him an appreciation for the dignity of work. Its main thrust is to prepare all students for a successful life of work by increasing options for occupational choice, by eliminating barriers to attainment of job skills, and by enhancing learning achievement in all subject areas at all levels of education. It is apparent today, however, that many young people, and perhaps even more

in the ensuing decade, are not necessarily impressed with what are generally considered the advantages of working in an economic system such as our country has traditionally followed. Marland points out that conventional economic success is not necessarily compatible with every student's goal:

Some young people--and perhaps there will be more as the seventies progress--are not necessarily impressed with the economic advantages implicit in work. These young people who march to a drumbeat different from the economic rhythm of their fathers often possess a deep commitment to the service of their fellowman. They too are the concern of career education, for the essential message of this program is a useful and fulfilling life. They will be better able to serve their fellowman if qualified as skilled artisans, health technicians, accountants, social work aides, teachers, environmental technicians, engineers--to mention a few fields of usefulness and fulfillment (1, p. 2).

Career education is intended to encompass educational experiences beginning with early childhood and continuing for the remainder of an individual's productive life. Figure 1 presents a career education model in graphic form to illustrate this concept. In early childhood, the career education program would involve "awareness" of the world of work and would be designed to motivate and captivate the learner's interest. The concept maintains that all students through the sixth grade receive essentially the same curriculum. This would include being able to read, write, and compute, as well as the study of history, languages, and the physical and social sciences. Simultaneously, however, he would explore the world of work through a wide spectrum of occupational "Clusters."

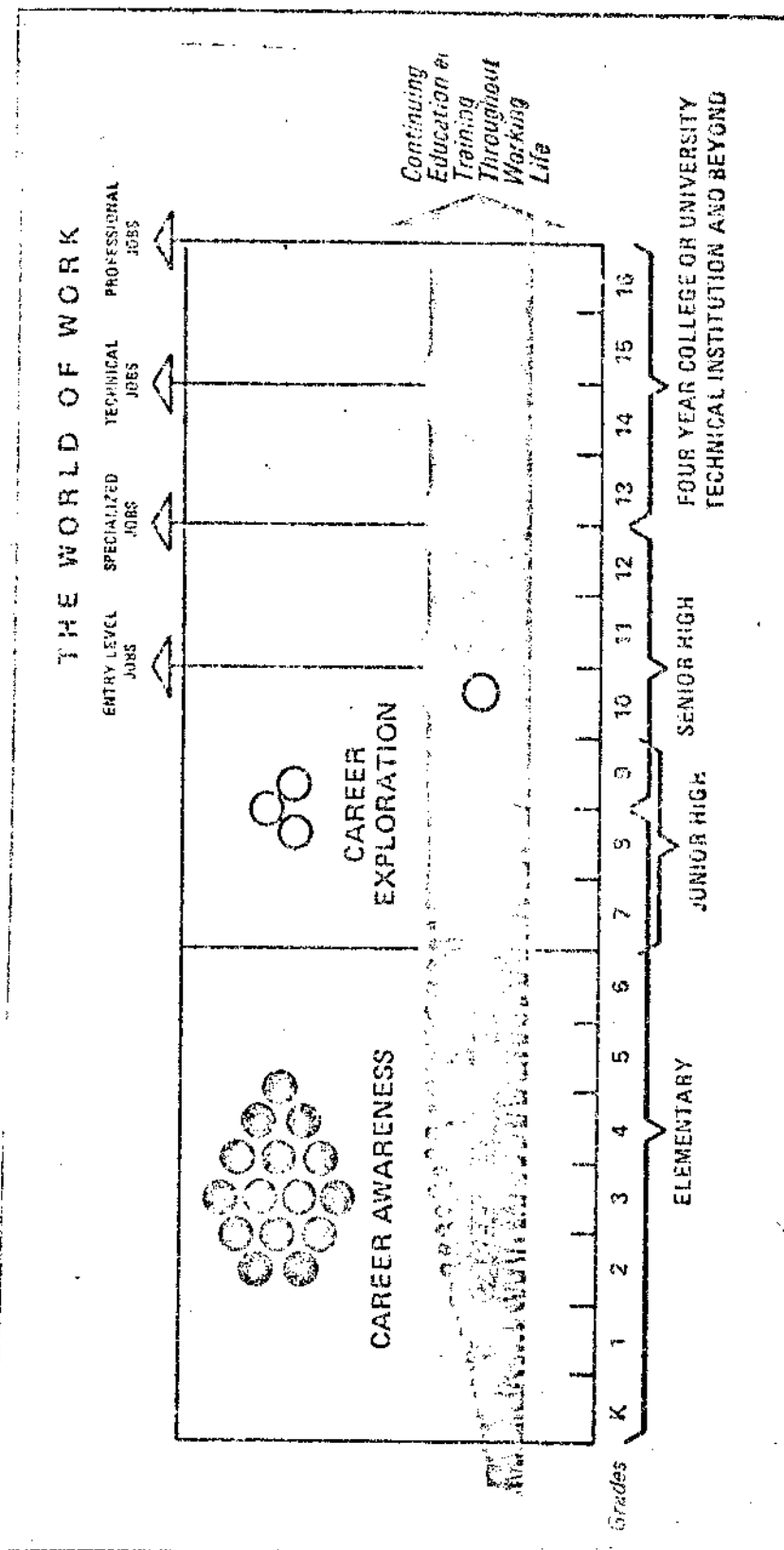


Fig. 1--An example of a career education model*

*Source: United States Department of Health, Education, and Welfare, DHEW Publication No. (OE) 72-39.

Fifteen such occupational clusters have been identified and codified by the United States Office of Education's Bureau of Adult and Terminal Education (3, p. 5). These are as follows: transportation, health, agri-business and natural resources, business and office, communication and media, consumer and homemaking education, construction, environment, fine arts and humanities, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, and public service. The student is made aware of the hundreds of job categories in each of the above clusters and their relationships to each other as well as to himself and his fellow members of society.

In the middle grades, seven through nine, a student examines more closely three clusters in which he is most interested. By the end of the tenth grade he develops elementary job entry skills such as those of typist, construction helper, service station attendant, social worker, or environmental technician aide. These are job skills which he can pursue in the event that he becomes a dropout before grade twelve.

If the student completes the twelfth grade, he is prepared to enter the world of work or to continue his education at a post-secondary institution suitable to his needs, interests, and abilities.

Through cooperative arrangements with business, industry, and public institutions, all students have the opportunity

to enjoy actual work during their high school years. Throughout the student's schooling, extensive guidance and counseling activities assist him to discover and develop his particular interests and abilities and to match them against potential careers.

For those students in high school who are preparing for post-secondary education, occupational preparation is approached in less depth than for students entering the world of work. However, as a career education participant, the student still acquires entry-level job skills through school courses and on-the-job experiences.

Career Education in Perspective

The term "career education" has already generated conflict and confusion in the field of education. It is thought by some to be nothing more than vocational education; to others it is seen as a single-focused occupational pursuit. Between these extremes, there are those who feel in varying degrees that career education is something to vocationalize what is normally considered as "general," "academic," or "liberal" education (3, p. 11).

Figure 2 shows the relationships among vocational, career, and all education and between the formal education system and the community.

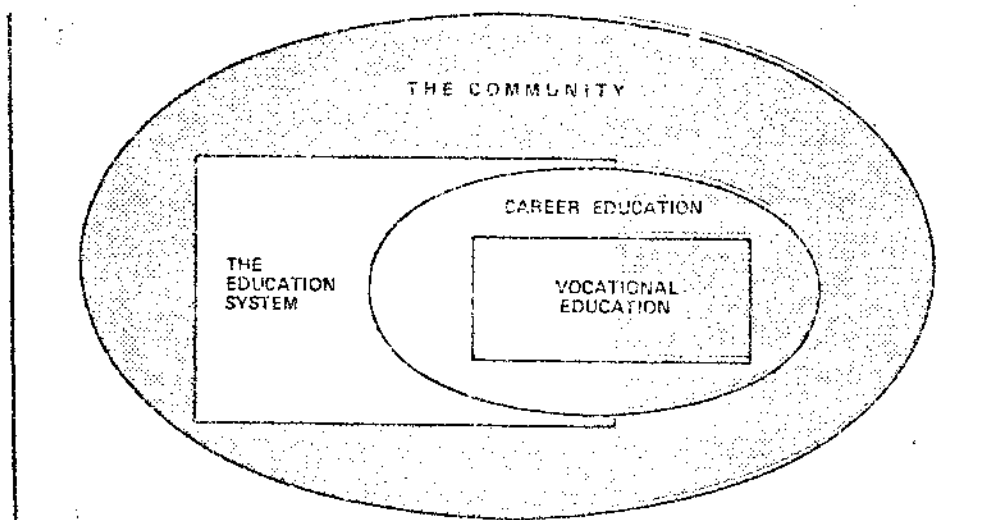


Fig. 2--Career education's place in education (2, p.11).

To summarize career education's place in education, the United States Office of Education's Handbook for Career Education Implementation states that:

As an imagery, it is as if a variety of monitors were installed within the education system. One representing the career objective would comb the entire education experience to identify those segments which could usefully contribute career success. Other monitors would have the same assignment for citizenship, culture, family life, self-awareness, and other educational objectives. None would compete, all would cooperate, and each objective would be strengthened by pursuit and achievement of the others. At the same time, much of career education will occur outside the formal education system (as, indeed, much of education does) (3, p. 11).

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CHAPTER III

FORERUNNERS OF CAREER EDUCATION AND AN OVERVIEW OF SOME EXISTING CAREER EDUCATION PROGRAMS

Career Education's Forerunners

As stated in Chapter II, the concepts and components of career education are not new. There have been a number of experimental projects which explored and developed these components and concepts. However, no single project has presented the comprehensive system that career education presently connotes. The following examples represent approximately a decade of experience with various facets of what today has become termed career education.

The Ford Foundation has funded a number of experiments with elements of what is now known as career education. The State of New Jersey's "Technology for Children" project was a systematic K-12 exposure to the workings of the economy and to the nature of technology and occupations within it. The Nova Schools in Florida were devised to introduce children to a wide range of employment-related experiences through tools, mechanical devices, and games in grades 1 through 6, then to expose them to the fundamental concepts of technology in grades 7 and 8, and then to increase their specialization in grades 9 through 12. The overall objective of these schools

was to provide the student with immediate employment skills while at the same time holding the door open for continued education and training (6, pp. 31-32).

"The World of Construction" and "The World of Manufacturing" curriculum were developed by the University of Illinois and the Ohio State University under the Industrial Arts Curriculum Project which was supported by the United States Office of Education funds. These curricula, while not only gaining popularity throughout the country by their adoption into secondary schools, have contributed to the acceptance of the theory of career education (6, p. 32).

At the national level, other fundings and legislation have advanced thinking in the direction of career education. The Manpower Development and Training Act of 1962 (MDTA) was initially conceived to retrain adults whose livelihoods were threatened as a result of technological and economic changes occurring during these times. This agency later shifted its emphasis to that of providing competitive skills to disadvantaged peoples. Following MDTA came the Economic Opportunity Act (EOA) the parent organization of the Job Corps, whose purpose centered around providing work attitudes and job skills to those who had left school without acquiring them. Characteristic of the remedies that these agencies elected to cope with the underprepared adults of that decade, and also recognizable as present-day career education components

are the following examples:

- (1) remedial adult basic education
- (2) prevocational training to offer those with limited labor-market exposure an opportunity to try out a number of skills before choosing one for training
- (3) open entry/open exit practices to remove all entry requirements and the structuring of all training according to a ladder concept, assuring that even if the individual could not complete a full course of training, he could always leave with some salable skills (6, p. 33).

The North Carolina State University Study on
Career Education

Because of today's wide general interest in career education, an obvious question concerns its present place among school systems who have implemented it. To answer this question, the Center for Occupational Education at North Carolina State University was given a twelve-month contract by the National Center for Educational Communications, USOE (July 1, 1971-June 30, 1972) to identify, assess and describe career education programs in the United States and its territories (3).

The identification of existing career education programs involved nominations made to the project by State Directors of Vocational Education, State Occupational Research Units, Exemplary Program Directors, USOE, and knowledgeable individuals across the country. All programs brought to the

attention of the project staff were contacted regarding their willingness to participate in the project. Of the approximately 250 contracts, 150 project administrators stated that they would participate. From descriptive information (self-studies of their career education programs) supplied by these persons for review by a panel of jurors, forty-one programs were selected to be visited by consultants and personnel of the Center for Occupational Education.

Assessment of the selected career education programs was based on guidelines developed by the project staff and forty-four of the consultants having backgrounds in general education, social studies, guidance, placement, school administration, psychology, and vocational education (3, p. 3).

Preliminary results of the project were compiled in the publication Synopses of Selected Career Education Programs, Volume I, April 1972. The publication gave a thumbnail description of each of the forty-one selected programs, emphasizing the following aspects: the percentage of students involved in career education in the elementary, junior high, and senior high school levels; the grades and/or segments covered by individual programs; goals of each program; how the career concept is being integrated into present educational curricula; supportive services that are available to students; in-service training provided for administrators and teachers; community resources which are used; student training for particular job preparation and job placement efforts; and evaluation of the programs (4).

A forthcoming publication, unavailable at this writing, will be presented by the North Carolina State University Center for Occupational Education. Projects that were only highlighted in the Synopses of Selected Career Education Programs, Volume I, are to receive in-depth description in this future publication.

The Cobb County Occupational and
Career Development Program
Marietta, Georgia

This project was begun jointly by the Cobb County School System and the Georgia Department of Education. Financed by the state's Occupational and Career Exploration Program and federal funding for exemplary programs, a model for career education was developed. Pilot schools in the project include a high school, a middle school, and four elementary schools (2).

At the elementary and middle-school levels, this program does not attempt to channel students into any occupational decision; instead the goal is to build a base of experience upon which the student can most effectively make decisions on his next step in the life-education continuum. Career Development Specialists support teachers in selecting and planning activities, procuring supplies, arranging field trips, and bringing resource persons into the classroom.

At the middle-school level, the unit approach is more directly related to simulated work experience. Subject matter tie-ins increase along with the emphasis on characteristic

manipulations and self-awareness as applied to exploratory work situations. Seventh-grade teaching teams instruct in Math, Science, Language Arts, and Social Studies. In interlocking units, each teacher relates his or her respective subject concepts and skills to the unit activities. The eighth-grade level has a program of educational and career exploration in which a coordinator accompanies students into the business community to observe workers on jobs of all levels. Visiting semi-skilled, skilled, semi-professional, and professional occupations, students observe work settings and job characteristics and question the workers on their feelings about their respective occupations. Later in classroom sessions, students discuss the various jobs which they have observed, including such factors as skills required, educational requirements, work settings, fringe benefits, work hours and job characteristics relative to self-characteristics.

The first decision-making point in the Georgia Career Development program occurs at the ninth-grade level. Students choose one of three broad occupational areas for exploration, basing their choices on previous experience, exposure, and exploration through career development. These areas include (1) human services occupations, (2) industrial arts occupations, with construction as a theme, and (3) business and distribution occupations. All teachers at the ninth-grade level meet periodically for planning specific ways in which

English, science, mathematics, and social studies can be related to activities in each of the three broad occupational areas. A significant part of the Career Development Program in the middle-school is continued community involvement through field trips outside the classroom and resource people brought into the classroom.

Tenth-grade students may choose a class in career exploration, a class in general business, or classes more specifically relevant to occupational goals in the professions. Students choosing the career exploration class rotate through six occupational areas of training offered by the vocational department of the high school. Here they are introduced to each of these occupations and subsequently to similar occupations and to the characteristics, skills, and educational steps pertinent to a still wider range of occupations at varying levels.

Students choosing the general business class are introduced to typing, bookkeeping, office practices, and other such activities. Then, as in the Career Exploration Program, they receive business-oriented courses in English, science, and social studies.

These students pursuing occupational goals in the professions choose courses that prepare them for these goals. All students are exposed to the unit approach through their language arts, science, math, and social studies classes. Subject area concepts and skills are presented in such a way

that they can be applied to individual career choices. The unit approach is continued through the eleventh and twelfth grades.

For the potential dropout there is a program of co-operative vocational and academic education. A coordinator works as a liaison between the community and the school in helping students to obtain after school employment and to relate that employment to their schooling. Based upon a given student's information and exploration in the program, he may choose to enroll in his eleventh year in the vocational department for job-entry level preparation in drafting, electrical construction and maintenance, graphic arts, radio and television repair, or sheetmetal and welding. He may choose any one of the cooperative programs such as diversified cooperative training, Vocational office training, or distributive education, or he may continue to choose those classes necessary to pursue an occupational goal in the professions.

At the secondary level, the emphasis is on preparation for the next step through more specific occupational-skill preparation. In the twelfth grade, the student may continue any one of the opportunities from the eleventh-grade level. He may also choose the Senior Plan, in which he attends the Marietta-Cobb Area Vocational Technical School for specific occupational preparation while graduating with his class.

In the Cobb County Program, the guidance function is vital at all grade levels, with special emphasis at the secondary level to provide every student with information about occupational choices as well as educational avenues. Culminating the guidance function at the secondary level is the placement program drawing upon the placement coordinator, manpower agencies, guidance counselors, business personnel departments, and other community resources in helping each departing student into either employment, further training, or higher education.

The Career Education Program of Anne Arundel
County, Annapolis, Maryland

The concept of career education in the public schools of Anne Arundel County, Maryland (5), is that it is inseparable from general education, since education leads ultimately to a vocational objective. The primary goals of the program are (1) to equip students with an occupational skill for job entry, (2) to prepare them for analyzing problems and making decisions so that they will be able to adapt to changes in situation and occupation, and (3) to develop in them the proper attitudes and behavior which will enable them to obtain and hold a job.

The existing pilot program involves kindergarten through twelfth grade, with one-hundred percent participation of students. The four age-level groups represent four basic behavior objectives: K-2, 3-5, 6-8 and 9-12.

To implement the program, a task force of teachers representing many disciplines were released from their teaching for one year to cooperate in resource roles with regular teachers. From this task force, responsible for assimilation of the concept, a smaller group was selected for intensive training in order to conduct in-service training. They conducted pre-school workshops for the schools taking part in the model.

At the elementary level, changes to the curriculum included the addition of typing, language arts, sewing, and technology. Curriculum was designed to incorporate systematic analysis and involvement of community, student and teacher. The elementary program also offers vocational and personal counseling and a task force of seven teachers to work with the school.

Aiding junior and senior high students in career education are a work-study program coordinator, vocational and personal counselors, a distributive education coordinator, an annual vocational graduate survey (Division of Vocational Education, Maryland State Department of Education), and plans for a job information bank.

Cooperation between local potential employers and school professionals places students in jobs or educational programs upon leaving school. Employers may test and interview in the schools. At an annual career night, students meet future employers. After graduation, many students are offered

full-time jobs by employers for whom they have worked on a part-time basis in distributive education programs.

The community resources used in the Anne Arundel career education program are the result of a good public relations program. The aid of lay advisory groups in various trade and industry areas also keeps the channels of communication open between the school and business. One result of this cooperation was the publication of a guide taken from a survey of all prospective employers in the area. This guide to employers' present and projected needs is used in placement. Another result has been the attendance of counselors and curriculum task-force members at six industrial workshops. Opportunities for job preparation available to the students cover a wide range. General clerical, stenographic, data processing, auto mechanics, home economics, electronics and cabinet making are open to all students. In addition, with limitations on travel, are training in cosmetology, carpentry, auto-body repair, and vocational agriculture.

Career Education in Mississippi The New Albany School District

The concept upon which the Mississippi career education program is based embraces four stages: career awareness, career exploration, career preparation, and continuing career preparation. The New Albany program (1) spans grades 1-12 and contains the first three of the above four stages in grade segments of 1-6, 7-9, and 10-12.

As a child enters the first grade, his experiences in career education are centered around that with which he is most familiar, the home and the school. The limited occupational information that the child possesses (such as his parents' jobs and those jobs he sees at school, teachers, school bus drivers, etc.) is used as a basis for expanding his knowledge of the world of work. Parents and others are brought into the classroom to tell about their jobs. Children engage in such activities as occupational game playing, field trips, and occupational art work. The regular school academic subjects are used to present occupational information instead of concentrating it in the special subject area.

In the second grade, the presentation of occupational information is broadened to the point that occupations existing in the neighborhood are included in the curriculum. The child begins to develop an understanding of the fact that many types of workers are necessary. An appreciation of work is stressed, and students begin developing the concept of working willingly as a member of a group. Occupational activities in which the children participate are correlated with their regular school subjects.

The third grade expands the child's occupational focus to life within the expanding community. Occupations within the community to which children have not been exposed in either the first or second grades are brought into focus. As

the child's reading skills increase, occupational information is presented through basic and supplementary readers.

As the elementary students progress to grades four through six, emphasis is placed upon the student's enhancement of self-concept as related to career development. Activities in these grade levels designed to increase awareness of the world of work include the following: listing good and poor personality traits; choosing occupations of the week; conducting appearance and personality contests; girls' designing work clothes fashions; viewing occupational visual aids; discussing characteristics which people need to fill jobs; collecting materials about desirable jobs; collecting and studying "want ads" from newspapers; role-playing employer-employee situations; studying and playing job roles; planning and acting-out job hunts; and taking field trips.

In the New Albany program, the exploration stage of career education spans grades 7 through 10. In grades seven and eight, clusters of careers are explored on a very broad basis. An intensive guidance and counseling program is carried on to assist students in discovering their career interests and aptitudes. Evidence of emotional incompatibility of students with prospective careers is observed by counselors and teachers.

In grade 9, the career exploration thrust narrows to a few career clusters selected on the basis of student interests,

exploration of careers in grades 7 and 8. It is at this point that "hands-on" experiences become more intense. Individual instruction becomes essential, and teachers find themselves more fittingly "managers of learning" as opposed to teachers presenting a lesson to an entire class group. Guidance and counseling continues, with emphasis on placement of students in career clusters compatible with their interests, aptitudes, and emotions.

As the student moves into grade 10, it is hoped that he has chosen a single career cluster to explore in as much depth as he can. Student exposure to science, mathematics, language arts, and social studies is managed in such a way as to relate these traditional and important curricular components to the career cluster he is exploring. Guidance and counseling continues with new refinement at this point, when the student moves very close to the career that may influence the remainder of his life and those of others who are important to him.

The preparation phase of the career education program begins with grade eleven and ends when the student leaves school. This may be (1) when he enters the world of work with a salable skill prior to graduation from high school, (2) when he is graduated and enters the world of work with a salable skill or moves into a post-secondary technical program for further skill development, or (3) when he is graduated and enrolls in a baccalaureate degree program.

Students are prepared through the New Albany vocational education programs. Training for the career cluster or the specific career of the student's choice is accomplished in one of the occupational training programs of the vocational complex. Other students are involved in cooperative programs which use a local business or industry as a training laboratory.

Well planned individual instruction relates subjects such as math, science, language arts and social studies to the career for which the student is preparing. Relating his studies to an attractive career should give the student a new degree of motivation to learn.

An intensive guidance and counseling program is continued to prepare students for employment and/or further education. For those identified as potential dropouts, there is a remedial program which gives them the skills necessary for pursuing further vocational training in keeping with their occupational objectives.

The career-centered concept is enhanced by extensive vocational-technical training available through an area post-secondary school. The vocational programs at the junior college are open-ended and accept students at any level provided they can make progress in the occupational training programs. Offerings available include forestry, horticulture, livestock technology, distribution and marketing, supermarket

training, practical nursing, data processing, secretarial science, building construction technology, mechanical technology, air conditioning and refrigeration, auto mechanics, machine shop, radio and television repair, and welding.

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CHAPTER IV

THE IMPLICATIONS FOR IMPLEMENTING CAREER EDUCATION IN THE DALLAS INDEPENDENT SCHOOL DISTRICT

It might again be noted that there is no single accepted pattern or format for a career education program. Each geographical or political entity has its own economic structure, population composition, and developed values. In addition, no two labor markets are alike. Therefore, each community must design a career education program to meet its particular needs. The intent of this section is to present plausible procedures by which career education might be implemented in the Dallas Independent School District.

The Implementation Procedure

Whether planning a system of education at the state or local level, it must follow an orderly sequence of steps. Factors confronting educational planners fall into the general areas of personnel, resources, and activities.

Since there is no established doctrine for career education, consideration should be given to the ideas of (1) existing exemplary programs, (2) federal agencies, and (3) state agencies. Federal agencies offer to state and local education agencies guidance, information, technical assistance, and resources. In turn, state education agencies are responsible

in such areas as policy making, technical assistance, coordination, professional personnel development, and resource management.

The framework upon which the United States Office of Education suggests that state and local career education programs be built consists of ten general steps:

1. Organize the appropriate interactive network of interested individuals and groups.
2. Promote an understanding of the concepts of career education and establish appropriate educational objectives.
3. Study the current educational system to determine the changes necessary to turn it into a true career education system.
4. Inventory and marshal all available resources.
5. Design the career education system most appropriate for your community.
6. Gain the cooperation of all necessary organizations, institutions, and individuals.
7. Implement the system.
8. Build in an evaluative process to determine how well the system is working.
9. Create a feedback system to use evaluation findings to adapt and improve career education programs.
10. Make provision for a program of maintenance to sustain early initiative and tie these activities into the interactive network (4, p. 69).

As a guide to developing and implementing career education, the Texas Education Agency offers a management plan which embodies the following framework:

1. Establish district-wide goals and objectives.
2. Set parameters and priorities.
3. Identify possible constraints and sources of support, including the community and regional education service centers.
4. Schedule tasks.
5. Commit district resources.
6. Establish a framework for evaluation (3, p. 6).

The career education plan suggested in this study combines features of some existing exemplary programs, with attention to the suggestions of both federal and state agencies. An in-depth presentation of a plan for implementing career education in a system as large as the Dallas Independent School District is, of course, beyond the scope of this study. Hundreds of detailed steps would be required to implement such a program in most communities, even those having the smallest school system. The ordering of these detailed steps would depend on the unique conditions of each community as well as the skill and experience of those participating in the program's development. This study aims to determine the inner-relationships of the parts of a career education program as applied to the present Dallas system.

While the program suggested in this study attempts to institute the elements of career education in an orderly and sequential manner, no time limits are imposed upon it. Rather, the tasks involved are arranged into four phases of operation to complete the suggested implementation process.

Phase I, The Objectives of Career Education

Phase I of the implementation procedures is devoted to establishing the conditions required for the new concepts and innovative processes to gain a footing. The emphasis in this phase is on defining the goals and promoting an understanding of the concepts of career education.

This career education plan combines the concepts traditionally thought of as career, social, and aesthetic education. Its purpose is to outline an instructional program that enables students, in accordance with their interests and skills, to acquire knowledge, skills, and attitudes necessary for planning a life of productive and personally rewarding employment. A major consideration is the student's interaction with his total environment, including his self-awareness and his interpersonal relationships. Also important is the way in which the student expresses that which he values as meaningful to him. These three areas embody the totality of life, since they deal with what man does, how he relates to others, and how he finds meaning in his life.

With the concepts of social, career, and aesthetic education as the heart of the learning system, the entire curriculum should be integrated with this theme. Students would no longer study unrelated subjects as is now the case, with English taught for fifty minutes, followed by a fifty-minute mathematics lesson which may or may not be related to the English lesson. Within the proposed project, all subjects would be interrelated and centered around a career education concept. As an example, if the career concept being taught is "Machines extend man's physical abilities," the science aspect of the lesson might be a study of simple machines, while the mathematical aspect would deal with the ratio of

man/machine hours involved in a particular task, and a further extension of such a lesson might deal with the ways man can creatively use the time which machines have saved him (1, p. 13).

The plan would emphasize career awareness at the elementary level, exploration in the middle school, preparation in the high school, and specialization or retraining at the post-high-school level.

The awareness of occupations and a positive attitude toward work and the free enterprise system would accent the program at the elementary level. Here the child would develop an awareness of self in relation to workers and in relation to the roles of workers in his immediate and extended community. Actual as opposed to vicarious experiences would be the thrust here. Experiences would be brought about by contact with people at the places where they are working. In addition to career concepts and experiences at this level, supportive concepts of social education would build toward a positive self-image, and aesthetic education would provide opportunities for self-expression and the assurance that others value this expression.

The exploration level would deal with both job clusters and human relationships, stressing the balance between learning to live and learning to make a living. This level would emphasize the formation and expression of values. As in the

awareness level, the entire community would serve as a classroom, with students traveling as needed to facilitate their instruction.

The preparation level would involve concentrated study in one or more of the fifteen cluster areas to help the student develop needed skills. The skills acquired at this level would provide the student with information he can use to make future career-learning choices. If the student expressed need for further exploration, he would be able to change to a new cluster area without penalty of grades or credits. The acquisition of realistic and practical skills which are related to real-life settings would be the focus at this level. The student would continue his study of social and aesthetic education through such disciplines as sociology, anthropology, psychology, and philosophy as they relate to this career choice and life style.

The preparation level would also give the adult the opportunity to retrain for a new career or to get additional training in a specific area. As he moves toward retirement, such training would help the adult remain a functioning member of society even after his active earning years. This level would also incorporate programs such as adult basic-education and others that have proved successful in this area of education. This level would include areas of study in social and aesthetic education to help adults find meaning and

direction in their lives, so that, as they climb the career ladder, they also grow in self-understanding and self-expression. Beyond the exploration level, the system would be so arranged that students may exit with marketable skills at various points and re-enter for more learning when they feel the need.

Phase II, Identifying Interest Groups/Individuals

Phase II of the implementation procedures would be concerned with a public information program to promote the concepts and goals of Phase I. This phase of implementation would focus on organizing a communications system composed of interested local groups and individuals. Such a communications organization would aid the full development of a career education program in the school system. The program's design, development, or expansion would be impossible without the cooperation of the community.

There is already much interest in career education, both nationally and statewide. Its concepts and principles have been endorsed by governors, state school officials, state directors of vocational education, and the national Chamber of Commerce. In addition, the labor movement in the United States at all levels has traditionally supported educational philosophies based on the goals of preparation for useful employment and personal satisfaction and fulfillment. Thus

there should be a means to transfer ideas, concepts, successful methods, and similarities of experiences. The United States Office of Education (4, p. 71) suggests the organizing of the numerous and diverse interest groups into five major categories for the most manageable approach to this particular problem:

1. Parents and organizations with a particular concern for the home and family.
2. Educators for all levels.
3. Employers, trade union leaders, and other parties representing business and labor.
4. Representatives from public agencies and elected officials.
5. Other organized groups in the community, such as the service clubs and the retired.

The first category of interested persons would include parents and organizations particularly concerned with the home and family. A child's awareness of work begins in the home, and it is here that attitudes are first formed. Therefore, the school can profit by building upon these early experiences, particularly when the experiences are integrated into the formal program of instruction. Churches, too, with their concern for family solidarity and welfare, should be interested in promoting a long-run effort that can strengthen the foundations of the home.

Education personnel would form a second interest group, including both professional and non-professional persons, students, board members, counselors, administrators, nurses, and custodians who might bring to the planning of career education a variety of skills, interests, and resources.

Representatives from business and labor should be approached on two levels: (1) for general community or industry support and (2) for their expertise in a specific industry or occupational field. It is also self-evident that any program concerned with education for a career must provide for active participation by persons familiar with the industrial and labor relations process and with the skill requirements of particular occupations. Of equal importance is the role industry can play in letting students observe working situations or engage in actual employment.

A fourth interest group should consist of elected officials and public agencies. An understanding of career education by persons from these categories is important since they are sensitive to the expenditures for education. These people can help to increase budgets for career education, at least initially, thereby increasing the quality of the program. Active participation by persons from these categories in the planning and development of career education should also provide mature guidance to the program, while at the same time enlisting the support of key groups.

Service clubs and other special groups would form the fifth interest group. Such groups are usually seeking opportunities to serve the community, and their members are usually influential in many other walks of life. As a bold and imaginative new concept, career education can profit from

the experiences of such community groups, including a variety from the Boy Scouts to senior citizens' groups.

Phase III, Procedures for Implementation of a Model Program

After formulating a general understanding of a career education and its goals, the school system must order the procedures for implementing the program.

Curriculum development at all grade levels, K-12, represents the core procedure around which other activities become supportive. The curriculum development undertaking represents a threefold effort: (1) an occupation-cluster curriculum effort, (2) a curriculum refocusing effort for grades 1-8, and (3) a subject-matter-relating effort in grades 9-12.

The largest and most complex component of the curriculum development undertaking is the cluster curriculum effort. This effort involves establishment of fifteen separate task forces, one for each of career education's fifteen occupational clusters discussed in Chapter II. Each of these cluster task forces would develop, in its occupational cluster, complete cluster-core curriculums for grades 9-12. Suitable instructional material and media would be selected and/or developed for each occupational area. Each cluster task force would also develop, for its occupational cluster, a one-semester exploratory curriculum for grade 7 and 8 students, including on-site observation, work experience, hands-on laboratory experience, role playing, and other appropriate activities.

Suitable instructional materials and media would be selected and/or developed for this one-semester exploratory curriculum in each occupational cluster. Each cluster task force would also provide guidelines and material for grades K-6 and insure the accuracy and completeness of occupational information for the elementary level.

The second component of the curriculum development undertaking is a major curriculum refocusing for grades 1-8. The task force responsible for this effort would create a system of behavioral objectives for grades 1-8 that reflect career development concepts and respond to differences in learner characteristics. Next, four sub-task forces would be created, one each in the language arts, mathematics, sciences, and social studies. Each of the sub-task forces would select those career development behavioral objectives which can best be met in its subject area and would refocus that subject's curriculum around the career development behavioral objectives. After the subject area curricula have been refocused, appropriate learning interventions would be chosen or developed by each of the sub-task forces. Products of current curriculum development efforts would, of course, be analyzed and where appropriate to the career education concept would be used, adapted, or built upon.

The third component of the curriculum development undertaking would be a subject-matter-relating effort for grades

9-12. For this effort, four subject area task forces would be established to relate the subject taught at grades 9-12 (science, language arts, social studies, and math) to the curriculum content established by the cluster curriculum task forces. The subject area task forces would identify the competencies necessary to each occupational cluster and their inclusion in the subject area objectives and activities. The resulting reoriented subject area curriculum would provide activities clearly identified with the occupational cluster and/or the specific occupation for which the student is preparing. The subject areas would be refocused around the occupational theme to make the basic subject matter more significant and relevant to the students, thereby improving student performance in the subject areas themselves.

Supporting the central curriculum development undertaking would be a variety of other activities. The hiring of additional counselors, para-professionals, and other personnel would be necessary to supplement existing staff with the numbers and types of people needed to implement the expanded and enriched career education offerings. In-service education would be provided for supervisors, teachers, counselors, and para-professionals in order to familiarize them with the overall career education concepts and provide them with specific training in the use of the new instructional materials and media. Provisions for overtime pay for teachers during

the first year of implementation should also be considered since additional hours will be necessary for reworking lesson plans and instructional procedures.

Additional equipment, tools, supplies, and facilities would be needed to implement the program. These would include simple tools and materials for elementary grades, more complex apparatus for the junior high level, and sophisticated equipment and facilities for the senior high level in each of the fifteen clusters. However, a great deal of the equipment and facility problems may be alleviated by expanding the use of work experience programs, cooperative vocational education programs, and other measures which use existing facilities and equipment within the business and industrial community.

An obviously necessary supporting activity is an advisory council in each of the occupational clusters. These councils would include representatives from management, labor, and various government agencies. Steps should also be taken to establish an active and well-staffed placement service, which would work constantly to place all departing students either in a job or in further education. Such a placement service would also establish and maintain a follow-through system in order to maintain dialogue with former students.

Phase IV, Developing a Program of Evaluation

The purpose of this phase is to permit career education planners, administrators, and participants to measure program progress and determine modifications or adjustments which might be required to achieve program goals and objectives. In addition, a program of evaluation may also be used to form goals and establish recommendations for strengthening the career education program.

There should be established periods of time when evaluation of status and progress should be provided. These periodic evaluations should be frequent, perhaps weekly, monthly and/or at the end of each exposure period (2, p. 25).

A system of evaluation should be developed to get the reactions of students, teachers, administrators, counselors, parents, and resource people. The evaluation should develop feedback forms to describe procedures, methods and observations found in the implementation of the program at a given school.

In its guidelines for implementation of career education, the Department of Education of the State of Ohio suggests the following elements for use in an evaluation program:

Elements about the student:

1. What has been the reaction of the students to the exposure to jobs and careers?
2. How much more knowledge do students acquire about jobs and careers as a result of the program?

3. Did all students of all levels of social economic strata receive like amounts of exposure?
4. What changes of attitude has occurred with the students as a result of the program?
5. What has been the average number of different kinds of jobs and careers a student has been exposed to?
6. What effect has this type of exposure of careers and occupations upon relating to academic reports?

Elements about the teachers:

1. How has this type of exposure assisted teachers with their subject matter?
2. What are teachers' reactions to the insertion of actual exposure relevancy to their subject matter?

Elements about the administrators and counselors:

1. What are the reactions of school administrators in regard to procedures of implementation and impact of program?

Materials:

1. What types of materials are available for the program?
2. What sources are available?
3. How could program materials be developed to assist all or any type of implementation of the program?

Parents and Resource Persons:

1. What do parents think of the program?
2. What parent involvement is there?

Business and Industry:

1. What is the reaction of resource persons (business and industry) to the program?
2. What has been their involvement in the program (2,p. 25)?

The ultimate evaluation of career education will not be achieved until enough persons have traversed the full system from early childhood throughout their working lifetime into retirement. Only then can society have a valid comparison of the old and new in career development. In the meantime, interim evaluations are necessary to keep the system tested and improving (4, p. 91).

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CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study seeks to determine a framework for the implementation of a career education program in the Dallas Independent School District. The need for such an educational program embodying innovation throughout grades K-12 is shown by the general job dissatisfaction encountered by pupils leaving school systems today. The present curricula termed "general," "vocational," and "college preparatory" are not meeting the needs of either the students or society. Since dissatisfaction with educational practices and results appears quite high, and since this emerging new concept offers to remedy some of the causes of the dissatisfaction, it appears that career education's time is now.

A review of recent related literature traced the concept of career education to its present stage. Many of the innovative educational programs which appeared during the decade of the 1960's embodied varying degrees of today's concept of career education. However, it is through the efforts of the present United States Commissioner of Education, Sidney Marland, that the present concept has evolved into a viable educational format.

A review of existing educational systems reveals that in early 1972 there were only forty-one school districts in the United States which had programs (generally pilot projects) embracing the necessary concepts and components to be truly categorized as career education programs.

For implementing a program of career education in the Dallas Independent School District, this study suggests a series of operational phases, each to be completed before the next is begun. The suggested framework includes ideas from some of the above mentioned programs and from recommendations established by the United States Office of Education and the Texas Education Agency. The intent of this study is to suggest a plausible direction for the implementation of the career education concepts. The four phases of implementation recommended in the study for a Dallas career education program are (1) establishing the goals and objectives, (2) publicizing the career education concept, (3) designing a model, and (4) establishing a system of evaluation.

Findings

From an analysis of the material presented in the study, the following findings are presented:

1. The incidence of job dissatisfaction among pupils exiting the nation's secondary schools appears to be at a peak.

2. The conventional public school curricula lack relevance for too many of the nation's secondary school pupils.

3. A need for reform of public school education has been endorsed at all levels of government, and the current thrust has been toward the concept of career education.

4. The present program labeled "career education" has evolved from those proven components of various educational programs, most of them appearing in the past decade.

5. Research sponsored by the United States Office of Education has revealed that at the present time there are forty-one programs in the United States which can be classified as career education programs.

6. There is as yet no accepted format for career education; a program must be tailored to a given community's economic structure, its population composition, its values, and its particular labor market.

7. Career education embodies five components: the home and family, the school, the employing community, vocational skill development, and career development.

8. There are three essential steps in the career education process: (1) the awareness step, (2) the exploration and personal decision making step, and (3) the occupational preparation, job placement and job success step.

9. Objectives of a career education program must enable students, in accordance with their interest and skills, to acquire knowledge, skill and attitudes necessary for

developing reasonable personal plans for lifelong productive and personally rewarding employment; to prepare a student to interact with his total environment; and to prepare him to express that which he values and which has meaning for him.

Conclusions

From the summary and findings, the following conclusions appear warranted:

1. Individualized instruction appears to be one way of coping with the broader range of student abilities and student needs that are more prevalent in today's schools than in past generations.
2. One way of individualizing instruction is to provide a variety of instructional programs in which students are enrolled.
3. To reach full potential, the concepts of career education must be "sold" to the community which attempts to implement a program.
4. In designing a career education program, the curriculum represents the focal point, and all other tasks support the curriculum.
5. In order to determine modifications needed in a pilot program and to discover whether a given program's goals and objectives are being realized, an evaluation program must be a part of a viable career education program.

Recommendations

1. An in-depth study, or studies, should determine appropriate career education curricula for grades 1-8.
2. A study should determine the relevant curriculum materials which have already been developed and can be effectively used in a career education program.
3. Separate studies in language arts, mathematics, social studies, and science should determine how these courses might be integrated into a career education program.
4. Since career education is new with a limited number of pilot programs in existence, it is recommended that studies be made to determine the feasibility of conducting seminars and other effective means of orientation and teacher training in career education.

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