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Career Education Resource Laboratory Survey Report

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Eastern Illinois University

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CAREER EDUCATION RESOURCE LABORATORY

SURVEY REPORT

(TITLE)

BY

Carol Sanders

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1974

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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The individual and co-operative efforts of the entire Career Education Resource Laboratory project staff greatly contributed to the success of the project. Thanks to Betty Waltman for the organization and administration of the survey distribution system, to Joyce Spencer for key punching survey data, and to Sue Long for typing the instruments and key punching data.

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A large portion of the project dealt with the development, administration and analysis of the survey instruments. Thanks to Dr. Marla Peterson, Dr. Donald Moler, Dr. John North, and Dr. Robert Sondexman for their time and expertise in critiquing the survey instruments.

I am indebted to the administrators, staff, students, and parents of the twenty-seven school districts of the Eastern Illinois School Development Council that participated in the survey. The following school districts participated:

Casey	Villa Grove	St. Elmo
Marshall	Cumberland	Vandalia
Martinsville	Neoga	Sullivan
Westfield	Effingham	Findlay
Kansas	Teutopolis	Shelbyville
Arcola	Newton	Windsor
Arthur	Brownstown	Stewardson
Newman	Farina-LaGrove	Charleston
Tuscola	Oakland	Mattoon.

I also wish to thank all the businesses and industries in the following ten counties that participated in the survey:

Clark	Jasper
Edgar	Fayette
Douglas	Moultrie
Cumberland	Shelby
Effingham	Coles.

Dr. Roland Spaniol, Director of the Computer Service Center, Eastern Illinois University provided computer time for data processing. The time, effort, and co-operation of N. Jill Crewell of the Computer Center was greatly appreciated as she programmed the survey data for analysis.

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CHAPTER I

INTRODUCTION AND PROCEDURES

In this age of increasing job sophistication and diversity, the development of a system for the preparation and distribution of relevant career information is of great importance. Access to accurate, up-to-date career information is essential if students are to make meaningful decisions in career development along with a continuing understanding of self.

One approach to providing career information to students, teachers, and counselors is through the development of a career education resource laboratory (hereafter known as CERL), that would serve kindergarten through twelfth grade.

There is a need within the largely rural school districts surrounding Eastern Illinois University to coordinate services and programs of career information. Many resources and services are available. However, due to a lack of an organized communication system and a lack of coordination, many services are not utilized that could be provided by Eastern Illinois University to the schools of the area. In a time when priorities must be examined and

prudently allocated, an imaginative coordinated systematic management approach is needed.

The development and implementation of a centralized CERL involving the cooperation of area public schools and Eastern Illinois University coincides directly with Eastern's mission as envisioned by President Fite and Board of Higher Education planners of active involvement in the community and with area schools.

Eastern Illinois University is in a unique position to design and implement a CERL for the largely rural area schools of east central Illinois. The Center for Educational Studies on campus at Eastern Illinois University was organized to seek and obtain deep involvement with the public schools of the area. A pioneering activity of the center was the organization of area schools into an agency that facilitates the testing and implementation of new educational strategies and procedures. The Eastern Illinois School Development Council (hereafter known as E.I.S.D.C.) was established to provide educational, in-service, consultative, administrative, and allied services to children. At the present time the E.I.S.D.C. is made up of twenty-nine participating school districts in a ten county area of east central Illinois. This network of twenty-nine school systems is committed to testing and helping develop new educational programs and would benefit from the establishment of a CERL as a vehicle for coordinating an area career education program. Dr. Harold

Garner, Chairman of the E.I.S.D.C., expressed his support and that of the council in the development of a centralized CERL.

There are many definitions of career education. To meet the project needs my definition is: Career Education is the combined effort of home, school, and community to prepare an individual for a satisfying and productive role in our society. The services of a CERL would provide the combined effort of home, school, and community resources and services, as well as commercial and non-commercial materials and aids to the K-12 students in the area.

In order to develop a meaningful CERL, a survey was conducted in the ten county area that comprises the member school districts of the E.I.S.D.C. The ten county area includes:

Clark	Jasper
Edgar	Fayette
Douglas	Moultrie
Cumberland	Shelby
Effingham	Coles

Five survey forms were developed to gather the needed information:

1. Business and Industry;
2. Students (fourth and eighth grades);
3. Students (eleventh grade);
4. Staff (teachers, counselors, administrators);
5. Parents.

The survey objectives for business and industry were to:

1. determine the need for an area career education laboratory;

2. locate the available resources and services in the ten county area;
3. determine a set of career clusters consistent with career opportunities available to students in the area.

Due to the size of the samples and area, the business and industry survey forms were mailed and the students, staff and parents' instruments were delivered and collected by staff members.

Information on available resources and services was needed from both large and small business and industry. All those establishments that employed one or more persons in the ten county area of the E.I.S.D.C. were surveyed. Anticipating a smaller percentage of return by surveying all business and industry, it was felt the return would show a truer picture of the available resources, services, and opportunities to students in the area. Due to the large size of the sample, a follow-up letter was not sent. It was felt that those businesses and industries that had services and resources to offer the schools would respond without a reminder.

Mr. Gene Emmerick of the Illinois State Employment Office furnished a list of names and addresses of business and industry in eight of the ten counties: Clark, Coles, Cumberland, Edgar, Effingham, Fayette, Jasper, and Shelby. Similar information was obtained from State Employment Offices serving the remaining two counties: Douglas, Moultrie.

Permission was obtained from Dr. Roland Spaniol, Director of The Computer Services Center at Eastern Illinois University to use computer facilities for data tabulation and analysis. Miss Jill Crewell, of The Computation Center, supplied information concerning the physical setup of survey instruments for rapid key punching of information.

A cover letter was developed to accompany the instruments. This letter bore the signatures of myself as project director; Dr. Charles Joley, Co-ordinator of Field Services, Center for Educational Studies; and Dr. Harry Merigis, Dean, School of Education.

Both the cover letter and survey instrument were critiqued by Career Education personnel and members of the Industrial Arts Department. After being revised, they were critiqued the second time by members of the Education and Guidance and Counseling Departments. Minor revisions were made before the final copies were sent to duplicating.

A coding system was devised and instruments were coded by county. A total of 3,207 instruments were sent out. As anticipated the percentage of return was low, 15 per cent. The breakdown is shown in Table One on the following page.

After all forms were returned, the responses were key punched by the staff for data tabulation and analysis. Tables and charts were made to show data results. Miss Jill Crewell, computer programmer, programmed the information and processed the cards for tabulation and analysis.

To carry out the survey plan for students, teachers, counselors, administrators, and parents, names and addresses of the twenty-nine current superintendents and principals of the E.I.S.D.C. were secured through the Directory of Illinois Schools and in some cases, County Superintendents.

TABLE 1

COUNTY PARTICIPATION IN BUSINESS
AND INDUSTRY SURVEY

<u>Code</u>	<u>County</u>	<u>Sent</u>	<u>Returned</u>	<u>% of Return</u>
1	Clark	263	42	15.9
2	Coles	779	114	14.6
3	Cumberland	109	15	13.8
4	Douglas	326	57	17.5
5	Edgar	329	46	14.0
6	Effingham	492	75	15.2
7	Fayette	348	54	15.5
8	Jasper	152	17	11.2
9	Moultrie	125	31	24.8
10	Shelby	284	42	14.8

The CERL project was explained to Dr. Harold Garner, E.I.S.D.C. Chairman, through whom permission was granted to introduce the project and survey plan to the E.I.S.D.C. membership. This was accomplished through a presentation to the E.I.S.D.C. at a meeting in October. At this time the fifteen attending superintendents displayed their support of the survey by agreeing to set aside one-half hour blocks of time on a designated day for students to complete the surveys. It was explained that all districts would be surveyed and that plans were to survey fourth, eighth, and eleventh grade students and their parents, one-third of all

teachers, all counselors, and all administrators. Plans were explained for survey distribution and pickup. Each superintendent was given a packet of information which contained letters for each Building Principal explaining the project and the survey. The following information was requested from each school:

1. the number of assistant principals and counselors;
2. names of fourth, eighth, and eleventh grade teachers; and
3. number of pupils per class.

A similar packet of information regarding the project and survey was sent to the fourteen non-attending superintendents. Through return mail, permission was secured to survey twelve of the remaining fifteen E.I.S.D.C. districts for a participation of twenty-seven out of the twenty-nine member districts. In some cases follow-up letters requesting needed survey information were necessary to those principals who had not received the original request.

The following school districts participated:

Casey	Villa Grove	St. Elmo
Marshall	Cumberland	Vandalia
Martinsville	Neoga	Sullivan
Westfield	Effingham	Findlay
Kansas	Teutopolis	Shelbyville
Arcola	Newton	Windsor
Arthur	Brownstown	Stewardson
Newman	Farina-LaGrove	Charleston
Tuscola	Oakland	Mattoon.

Objectives for the students, staff and parents' instruments were as follows:

1. to determine the attitudes toward career

- education;
2. to determine types of career education information currently being used;
 3. to determine types of career education programs currently in operation;
 4. to determine the need for an area career education laboratory;
 5. to locate the available resources and services available to students in the area.

Not wanting to exclude any school from the survey that chose to participate, it was decided to survey all schools. Fourth, eighth, and eleventh grades were chosen to represent the various grade levels in the survey.

One instrument was designed for use by both fourth and eighth grade students, one instrument for eleventh grade, and one for parents of all grade levels. The staff instrument was developed for use by teachers of elementary, junior high, and high schools, counselors, principals, and superintendents. A portion of the staff survey was to be completed by all, a portion by administrators only, a portion by teachers only, and a portion by counselors only. Cover letters were designed for the staff and parents surveys. A letter explaining the survey to the teachers of fourth, eighth, and eleventh grade students accompanied the instruments.

The physical design of the instruments was developed for speedy and accurate key punching.

Cover letters and instruments for students, staff, and parents were critiqued by Career Education personnel, and members of the Education and Guidance and Counseling staff. After revisions were made, the fourth and eighth

grade instruments were field tested by a third grade class in Villa Grove and a seventh grade class in LaGrove. The eleventh grade instrument was field tested by a tenth grade class at Newton High School. It was felt that if a class below the level to be tested didn't have any problems that those to be surveyed could complete the forms without difficulty. The parent forms were field tested by a number of parents from various occupations in the city of Charleston. Minor revisions were made to the surveys and cover letters before the instruments were sent to duplicating.

Letters were sent to the principals prior to setting up the distribution plan requesting school calendars and maps showing the location of all schools in the district. Two weeks before the start of the survey, each principal received a letter requesting confirmation of the distribution date assigned his school.

A four point coding system was devised for the instruments:

1. 1st digit -- county;
2. 2nd digit -- school district within county;
3. 3rd digit -- grade level of school (high school, junior high school, or elementary school);
4. 4th digit -- number of the school if more than one (usually necessary for elementary schools).

All instruments were coded and respective cover letters were attached. For distribution purposes, the instruments were stacked according to class size, teacher,

grade level, school, and district. The initial day of survey distribution was January 15 and pickup was completed on February 27. All schools were given one week to complete the forms. Delivery was made one week and pickup occurred on the same day the following week.

Superintendent surveys were sent through the U.S. Mail. The principal, counselor, and teacher forms were delivered to the schools along with the students.

Of the 802 staff instruments delivered, 529 were returned for a total return of 66 per cent.

As mentioned, student surveys were stacked by reported class size. Due to unforeseen circumstances and in some cases change of class size due to semester rescheduling, the number actually distributed was not the same as the number sent. Assuming that each teacher handed an instrument to each attending student on the day of survey completion and instruments were collected the same day, we have to assume 100 per cent student return. It was assumed that the returned blank instruments were due to the reported high absentee rate during the weeks of the survey. Thus, 2,230 eleventh grade students were surveyed, and 4,868 fourth and eighth grade students for a breakdown of 2,405 fourth grade and 2,463 eighth grade.

Parent instruments were stacked along with and delivered to the schools with the student forms. Each survey teacher was instructed through a cover letter to give the fourth, eighth, and eleventh grade participants an

instrument to be taken home to their parents. The completed instrument was to be sent back to school and returned to the school office along with the student surveys. Assuming one parent instrument was given to each fourth, eighth, and eleventh grade student to take home, a total of 7,198 parent instruments were distributed. Three thousand six hundred and twenty-two instruments were returned for a 50.3 per cent return.

As the surveys were returned, they were key punched for data tabulation and analysis. Tables and charts were made to show data results for each form and taken to Miss Jill Crewell, who processed the data for analysis.

After the survey was completed, a letter was sent to each superintendent and principal of the twenty-seven participating districts thanking them for their contribution and informing them that data results would be available to them at a later date.

Table two on the following page indicates the number of survey instruments sent, number returned and percentage of return.

TABLE 2

SURVEY DISTRIBUTION

Survey	Sent	Returned	% of Return
Business & Industry	3,207	493	15.4
4th grade students	2,405	2,405	100.0
8th grade students	2,463	2,463	100.0
11th grade students	2,230	2,230	100.0
TOTAL	7,098	7,098	100.0
4th grade parents	2,405	1,499	62.3
8th grade parents	2,463	1,208	49.0
11th grade parents	2,230	915	41.0
TOTAL	7,098	3,622	50.3
Teachers	620	397	64.0
Counselors	57	36	63.2
Principals	98	73	74.5
Superintendents	27	23	85.1
TOTAL	802	529	66.0
GRAND TOTAL	18,205	11,742	64.5

CHAPTER II

REVIEW OF RELATED LITERATURE

The search of literature relating to a K-12 CERL to serve twenty-nine school districts started with one hundred twenty-six letters to State Vocational Research Officers, State Directors of Vocational Education, and Coordinators of Ancillary Services explaining the CERL project and requesting information on existing CERLs or similar programs in their states. Thirty-two states responded with information on career education programs; some had district-wide or individual school career information centers, however none pertained to a K-12 CERL to cover a large area. The responding states sent twenty-four additional names and addresses as possible sources of information. Similar letters were sent along with a request for information on developed survey instruments.

This search produced a Year End Report- Long Range Plan and Progress Report of the Career Education Curriculum Laboratory of the Florida Department of Education. The CECL project though similar in name, is quite different than the operation of the proposed CERL. The CECL:

1. "Participates in the development of statewide plans for career education curriculum materials" where

CERL will collect and provide community resources and services to be incorporated into existing curriculums.

2. "Assists in establishing statewide goals and objectives for career education" where CERL will be more concerned with establishing goals and objectives to meet the needs of individual schools and districts.
3. "Collects and screens career education materials to assist career education programs at all levels" where CERL will not only be concerned with collecting materials but also with referring users to another source, if materials are not available through the CERL.¹

In addition to the CECL response, a third list of possible sources of information was produced. These people were sent a similar letter with more emphasis on the request for survey instruments for students, parents, teachers, administrators, counselors, and business and industry. Of those that responded, nobody knew of any developed survey instruments that would meet the needs of the CERL project.

Dr. Marla Peterson, in the OCCUPAC project, used a "Kentucky Attitude Inventory²," produced by Dr. Floyd L. McKinney, that contained items appropriate for career education survey instruments. Permission was obtained from Dr. McKinney, University of Kentucky, to use items that would fit the CERL project needs.

¹Florida Department of Education, Year End Report-Long Range Plan and Progress Report of the Career Education Curriculum Laboratory, June, 1973, p. 1.

²Marla Peterson, OCCUPAC Project Phase II, Final Report, June, 1972, p. 43.

A search of the Research and Development Unit, Illinois Division of Vocational and Technical Education, files produced samples of survey instruments used in other projects. These samples included:

1. Institute for Educational Development
52 Vanderbilt Avenue
New York, New York 10017 (Appendix II)
2. Career Education Through World of Work Resources
Northern Illinois University
DeKalb, Illinois 60115 (P. 44-45)
3. People of Peoria
Peoria Public Schools
Peoria, Illinois 61603 (P. 8-9)

After studying the samples of survey instruments developed by the Institute for Educational Development, Career Education through the World of Work Resources, People of Peoria, and Dr. Floyd McKinney at the University of Kentucky, research was done on various methods of developing survey instruments. Foundations of Behavioral Research (pp. 392-408) and the Illinois Occupational Curriculum Project (pp. Y38-Y69) provided information of types of survey instruments, methods of developing, and methods of researching. Mrs. Joyce Felstehousen, Project Director for the Occupational Follow-up System, provided suggestions on size of and types of samples. A research plan and time table was developed to meet the project time schedule.

CHAPTER III

RESULTS

The main objective of the CERL survey was to determine the need for an area career education resource laboratory. One basic item common to all survey forms was:

"There is a need within the area for a complete, accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry."

TABLE 3
NEED RESPONSE

Survey	Yes	No
Business & Industry	88% *	12%
4th & 8th grade students	63%	12%
11th grade students	86%	4%
Staff (teachers, counselors, principals, superintendents)	88%	3%
Parents	82%	8%

*All percentages are rounded to the nearest whole. The attitude percentages reported from the student, staff, and parent surveys are the combined percentages of strongly agree and agree, and in the opposite case disagree and strongly disagree.

One of the objectives of the Business and Industry survey was to determine a set of career clusters consistent with career opportunities available to students in the area. On the survey, business and industry personnel were asked under which one of the following occupational groups they would place their business or industry. The occupational groups used were those fifteen job clusters recognized by the United States Office of Education.

TABLE 4

OCCUPATIONAL GROUPS AS REPORTED
BY BUSINESS AND INDUSTRY

<u>Percentage</u>	<u>In Rank Order</u>
20	Marketing and Distribution Occupations
15	Business and Office Occupations
14	Agri-business and Natural Resources Occupations
10	Construction Occupations
7	Health Occupations
7	Public Services Occupations
7	Personal Services Occupations
6	Manufacturing Occupations
4	Communications and Media Occupations
4	Transportation Occupations
3	Consumer and Homemaking-related Occupations
2	Hospitality and Recreation Occupations
1	Environmental Control Occupations
1	Fine Arts and Humanities Occupations
0	Marine Science Occupations

The top eight career groups consistent with opportunities of the area fall into the five occupational fields that are recognized by the State of Illinois:

Applied Biological and Agricultural Occupations
Business, Marketing, and Management Occupations
Health Occupations
Industrial Oriented Occupations
Personal and Public Service Occupations

Of the opportunities in the area, the survey indicated that the largest per cent falls in the category of skilled labor, followed by clerical, non-skilled, managerial and service.

46% Non-skilled
 62% Skilled
 39% Managerial
 58% Clerical
 24% Service
 9% Other

As indicated on the survey, business and industry prefer to hire first, a high school graduate with an occupational or vocational education major and second, one with an academic education and a minor in vocational education.

"Which type of high school graduate do you prefer to hire?"

13% one with academic education only
 36% one with academic education and a minor in vocational education
 41% one with occupational or vocational education major
 10% other

Business and industry feel high schools have prepared their present employees about average. Perhaps this response was indicated because business and industry prefer their firm to provide direct occupational education or training for both skilled and managerial positions. For managerial positions they indicated their firm first followed closely by college or university.

"For skilled jobs in your firm, who do you feel should provide direct occupational education or training?"

22% high schools
 32% 2 year or technical school
 12% college or university
 30% your firm
 4% other

"For managerial positions in your business or firm, who do you feel should provide direct occupational education or training?"

11% high school
 21% 2 year or technical school
 29% college or university
 36% your firm
 3% other

When asked which personnel they now give on-the-job training, responses in rank order are: 1. all, 2. clerical, 3. skilled, 4. non-skilled, 5. service, and 6. managerial.

"For which personnel do you now give on-the-job training (structured)?"

38% all
 8% managerial
 15% skilled
 15% non-skilled
 11% service
 18% clerical
 14% none

Eighty-eight per cent of those responding feel there is a need to co-ordinate resources and services of business and industry into a career education resource laboratory to be used by the schools. Yet, only 13 per cent have material that they feel might aid their future employees.

"Could your company or firm supply us with career information and materials that might aid your future employees?"

13% we have material that would help
 3% we have material but feel it would not help

13% we do not presently have material but could develop some

71% we do not have material

"Do you feel that there is a need to coordinate resources and services of business and industry into a career education resource laboratory to be used by the schools?"

88% yes

12% no

"Do you feel that such a laboratory would help students make meaningful decisions in career development?"

90% yes

10% no

When asked which resources and services they would be willing to share with the schools, the response was as follows:

19% talks

6% demonstrations

7% printed matter

4% films

17% on-site field trips

12% on-the-job student interviews of employees

It appears from the attitude responses of fourth and eighth grade students that career education concepts are being introduced in the elementary grades. The four top attitudes of the fourth and eighth grade students are as follows:

Per Cent Agreeing

Statement

90

People must learn to get along with each other in order to be good workers on the job.

84

It's necessary for me to learn about jobs now even if I plan to go on to college.

- | | |
|----|---|
| 82 | I feel important when I help people do a job. |
| 80 | I feel important when I do a job by myself. |

"I am too young to think about jobs" was the item most disagreed with, 76 per cent. The complete attitude response is shown in Table Five which starts on the next page.

"Last year the three top methods of presenting career information" (according to fourth and eighth grade students as indicated in Table Six on pages twenty-six and twenty-seven):

- | | |
|-----|---|
| 60% | Had movies, slides, or records about people doing jobs. |
| 31% | Had people come in to tell about their jobs. |
| 28% | Wrote stories about jobs. |

"The three top choices for things they would like to do this year" (as indicated in Table Six):

- | | |
|-----|--|
| 89% | Take field trips to museums, zoos, or science centers. |
| 83% | Take field trips to places where products are made (factory). |
| 80% | Take field trips to places where people do things for you (hospital, post office). |

Eleventh grade students have definite feelings about career development. Over 90 per cent of the eleventh grade students agree with the following six statements:

<u>Per Cent Agreeing</u>	<u>Statement</u>
96	Education programs should be planned to help students prepare for career choices.

TABLE 5

ATTITUDE RESPONSE OF FOURTH AND EIGHTH GRADE STUDENTS

No. of Subjects Surveyed = 4,868	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
All jobs are worthwhile	17	35	18	23	7
I like to watch people work at their jobs.	17	46	23	11	4
I feel important when I help people do a job.	37	45	11	5	2
I feel important when I do a job by myself.	41	40	11	6	3
People should be happy with their jobs.	42	37	14	5	2
When you choose a job, pay is the most important thing.	15	14	16	31	23
Being happy with a job is more important than the money you make on the job.	32	29	19	12	8
Schools should teach students about many different types of jobs.	40	39	13	5	3

TABLE 5-Continued

Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
In my subjects I learn many things that I will be able to use later in a job.	29	42	16	9	5
Schools should have more time to discuss how to get a job.	26	37	22	10	5
My parents tell me all I need to know about jobs.	8	17	21	39	16
I find lots of information in the library about jobs.	14	29	21	25	11
By watching people do their jobs, I learn about what types of work they do.	30	56	8	4	2
In my school we have movies that tell us about jobs.	14	32	15	24	15
In my school we interview people about their jobs.	8	18	15	34	26
In my school we have kits that help me learn about jobs.	6	14	16	35	29
My counselor tells me about jobs.	8	17	21	29	26

TABLE 5--Continued

Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Making believe I am the person doing a job makes me feel like a worker.	19	35	20	16	10
I am too young to think about jobs.	8	7	10	27	48
There are parts of everyone's job that they don't like.	27	43	14	9	6
It's all right to change jobs if you want a different one.	25	40	22	8	5
People must learn to get along with each other in order to be good workers on the job.	57	33	6	3	2
Being a garbage man is as important as being a lawyer.	24	26	20	14	16
Girls need to know as much about jobs as boys.	53	27	8	5	7
It's necessary for me to learn about jobs now even if I plan to go to college.	44	40	10	3	2
There are good jobs that don't require a college education.	21	41	23	9	7

TABLE 5-Continued

Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I wish there were a place where I, my parents, and teachers could go to get information about different jobs.	25	38	25	7	5
My classes would be more interesting if we had more visitors who could tell us about their jobs.	43	36	14	5	4
My classes put on plays about jobs.	6	9	14	23	37

TABLE 6

METHODS OF PRESENTING CAREER INFORMATION

T = this year I would like to:

L = last year my class:

of subjects surveyed = 4,868

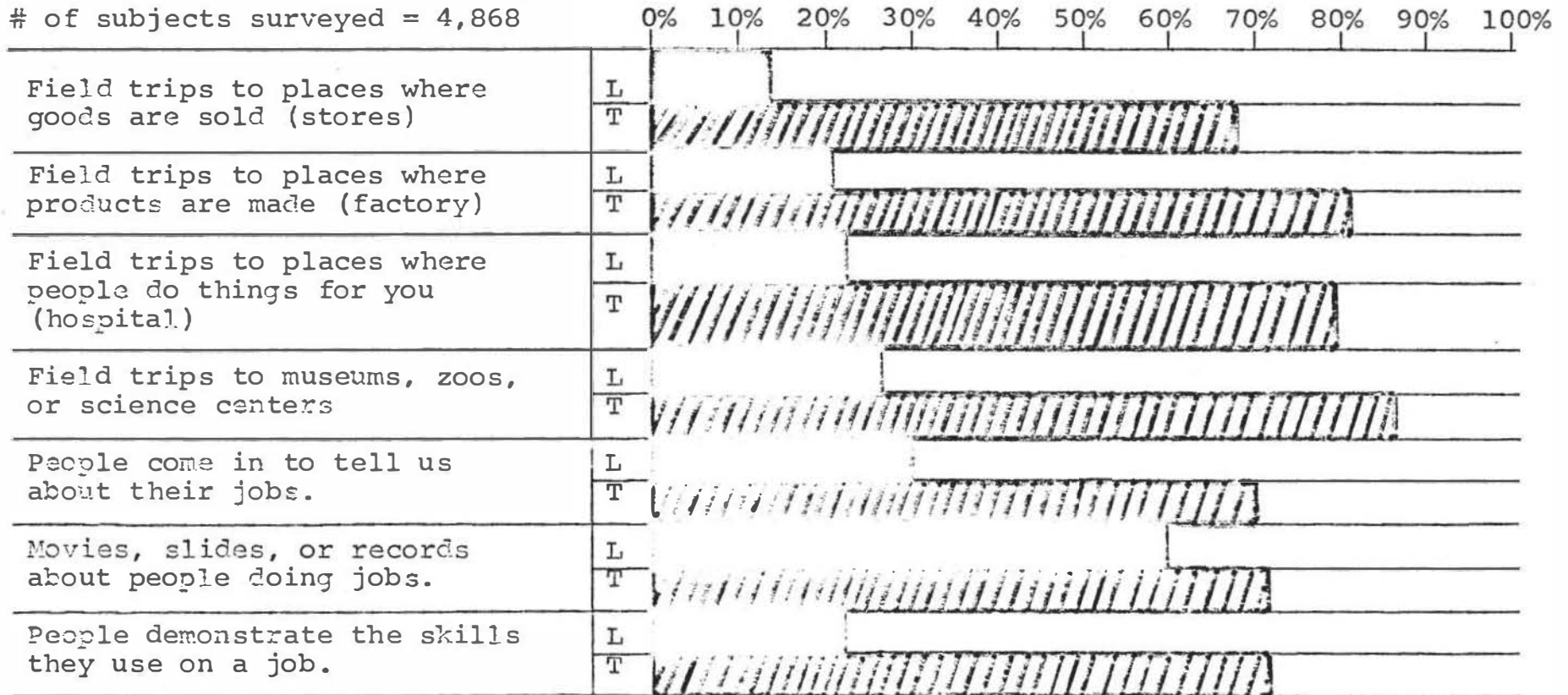
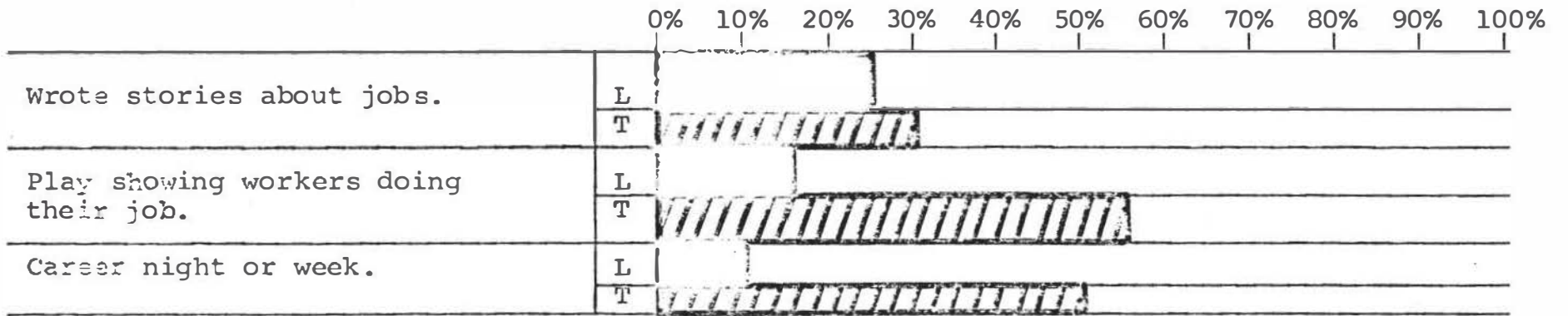


TABLE 6--Continued



- 93 People should be happy with their jobs.
- 92 Students should be knowledgeable about the world of work before leaving school.
- 92 Consideration should be given to the views of students in planning and evaluating a career education program.
- 92 The most important influence on an individual's occupational choice is his own set of values, interests, and needs.
- 92 It is necessary for me to learn about jobs now even if I plan to go to college.

Seventy-eight per cent disagree with the statement that career education should be only for those students who are not able to succeed in an academic program.

They evidently feel that their present courses could better prepare them for their future.

<u>Percentage</u>	<u>Statement</u>
50	Feel they are of some value but could be better.
38	Feel that they are related to their future job interests.
13	Feel that their present courses are of no value to their future job interests.

When asked "For complete, accurate, up-to-date information related to careers, I find the most helpful information from . . .," they respond as follows:

<u>Percentage</u>	<u>Statement</u>
25	There isn't any place
25	Counselors

21	Parents
12	Individual teachers
5	Library
5	Career information center

And when asked to rate various methods their school uses to present career information, they responded accordingly, in rank order:

<u>Rank</u>	<u>Method</u>
1	Counseling
2	Course work
3	Student clubs
4	Films
5	Speakers
6	Field trips
7	Demonstrations
8	On-the-job interviews
9	Slides
10	Tapes

Eleventh grade students are undecided about what to do after high school or even if they expect to have a full-time career someday. Their plans after high school are as follows:

<u>Percentage</u>	<u>Plans</u>
26	Undecided
24	Get a job
22	Go to a four year college
19	Go to a junior college

6 Go to a technical school

4 Go to the armed forces

Male and female responses to the question, "Do you expect to have a full-time career someday?" are as follows:

TABLE 7

EXPECTANCY OF A FULL-TIME CAREER

SEX	YES	NO	UNCERTAIN
Male	83%	2%	15%
Female	55%	10%	35%

Over 98 per cent of the teachers, counselors, and administrators agree on the following five attitudes:

Per Cent Agreeing

Statement

99	Experiences in career education should allow students to evaluate their interests and abilities.
99	Career education should help students develop positive attitudes toward work.
99	Representatives from business and industry can serve as excellent resource personnel for a career education program.
99	It is important for the students in a rural area to know what jobs are available to them in the surrounding area.
98	Career development is a continuous process throughout the lifetime of an individual.

On several items they disagree in greater percentages than any other group surveyed.

<u>Per Cent Disagreeing</u>	<u>Statement</u>
95	Career education should be only for those students who are not able to succeed in an academic program.
85	Career education is just another fad that will soon be forgotten.
83	Career education will be of greater long term value to boys than to girls.
78	Teaching plans should be organized around people.
67	Career education and vocational education are one and the same.

Teachers were asked to rate various methods of presenting career information. The five top methods they indicated they had used and were beneficial are as follows:

<u>Percentage</u>	<u>Method</u>
66	Slides, tapes, records.
56	Resource people from business and industry.
44	Field trips to places where goods are made.
44	Field trips to places where services are provided.
42	Occupational role playing.

The following methods are those they would like to use if available:

<u>Percentage</u>	<u>Method</u>
65	Closed circuit TV career programs.

63	Career information centers in individual schools.
58	Consultants to help integrate career education into the school curriculum.
57	Career kits.
51	Resource people from within the school telling about own occupation or hobby.

Counselors indicated they would like to have more time for vocational guidance which is needed as evidenced by the eleventh grade student survey. Ninety-seven per cent of the counselors surveyed agreed they were interested in career education, however, 63 per cent said they did not have as much time as they would like for vocational guidance. When asked about their present school situations, they responded accordingly:

<u>Percentage</u>	<u>Statement</u>
89	Would welcome an area career education resource laboratory that would have complete, accurate, and up-to-date career information and materials.
72	Have a career information center but it is not as up-to-date as I would like it.
52	Have an up-to-date information center for students and teachers to use.
20	Find sufficient time to compile and evaluate career information.

There is indecision among staff members as to whom should be responsible for the career education program as shown in the table on the following page.

TABLE 8

RESPONSIBILITY FOR CAREER EDUCATION

T = teacher C = counselor A = administrator	AGREE			UNDECIDED			DISAGREE		
	T	C	A	T	C	A	T	C	A
The main source of career information should be the teacher.	11%	41%	22%	15%	18%	14%	75%	41%	65%
The school guidance department should be responsible for the career education program.	33%	31%	29%	22%	20%	20%	45%	49%	51%

Perhaps this is due to the lack of or improvement of an organized career education program in which all members of the staff work together to co-ordinate the program. As indicated on the following table there is some discrepancy between how the principals view their own programs and how the superintendents see them.

TABLE 9
RATINGS OF CAREER EDUCATION PROGRAMS

P = principals S = superintendents	Elementary		Junior High		High School	
	P	S	P	S	P	S
Following state model & doing good job.	20%	9%	18%	18%	28%	27%
Following state model but needs improvement.	20%	36%	11%	32%	28%	37%
Has an organized C.E. program other than state model.	4%	5%	11%	9%	8%	0
Has C.E. program but needs improvement.	40%	32%	43%	36%	28%	36%
Has no C.E. program.	17%	18%	18%	5%	8%	0

Parents also feel very strongly about certain career education attitudes. Ninety per cent or more agree on the following five statements. As indicated, they want to have a say in what their children are learning.

<u>Percentage</u>	<u>Statement</u>
97	Parents should be informed about career educational experiences occurring in the schools.
96	Career education should help each student gain an understanding of himself and his capabilities.
95	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.
93	Career development is a continuous process throughout the lifetime of an individual.
90	Career education should serve all students in a school system.

Twenty-five per cent of the parents disagree and 21 per cent are undecided as to whether schools are currently preparing students to make career preferences or choices. Perhaps this is why they responded accordingly to the following:

TABLE 10
PRESENT SOURCE OF CAREER INFORMATION

At the present time my child receives most of his career information from:	4th	8th	11th
Parents	63%	51%	40%
Teachers	30%	34%	30%
Counselors	1%	8%	22%
Community	7%	7%	9%

Between 40-50 per cent of the parents feel that career education should begin in junior high. This is understandable as people are confused in thinking that career education is another name for vocational education as evidenced in a survey conducted by the Institute for Educational Development. However, fourth grade parents feel stronger than eleventh grade parents about career education starting in the elementary grades:

TABLE 11
PARENTS OPINION AS TO START
OF CAREER EDUCATION

Career education should begin in:	4th	8th	11th
Kindergarten	6%	6%	6%
Elementary grades	26%	21%	16%
Junior high	41%	47%	43%
High school	16%	18%	28%
College	1%	0	1%
Not in the schools	0	0	0
In the home	9%	7%	7%

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Of the groups surveyed, business and industry had the largest percentage strongly agreeing that there is a need for a career education resource laboratory. This can be explained by the fact that it is business and industry that hire the graduate. They are confronted daily by people whose needs pertaining to career decisions could have been met through the services of a career education resource laboratory.

The school staff followed closely with 88 per cent seeing the need for a career education resource laboratory. The educators know the direction in which a school curriculum should be heading, but they also know they have no organized center from which to draw. The professional staff in the schools can see the restlessness in individuals who are about to graduate and know relatively little about the world of work in which they are about to enter. The staff also recognizes the uneasiness of the college bound student who has limited information concerning his chosen field.

Understandably the eleventh grade students feel the need for a career education resource laboratory. They

strongly support such a lab with 86 per cent in agreement. Their observation is valid for they are just one step away from being forced into making a career decision.

These students evidently feel that at the present time they are inadequately prepared for the world of work and believe that a career education laboratory would help them in their career decisions.

Parents have also shown that they feel there is a need for a centralized career education resource laboratory by 82 per cent responding favorably. They know first hand the type of world their child will enter and they want him/her to be prepared. The parents see the career education resource laboratory as having information their child needs for career development.

It is understandable that the fourth and eighth grade need response would be lower as they have not had a direct need for information dealing with making career decisions. Yet, these students still responded with 63 per cent agreeing that there is a need for a place for them to get information about different jobs.

With an overall average of 81 per cent of the responses supporting the need for career education resource laboratory, there is definite proof that a desire exists for such a center.

It appears that the proposed laboratory will have to rely on sources other than those offered by business and industry if it is to help students make meaningful decisions

in career development as 90 per cent of those responding feel it could. Perhaps it is a matter of the schools and the communities working closer together to better prepare the future workers. The question remains, do the schools contact business and industry to see how they can improve their educational programs to better prepare students or does business and industry go to the schools and provide them with suggestions on how to better prepare their future employees?

There is also a great need for business and industry to develop career information materials for use by the schools as over 70 per cent do not have materials that might aid their future employees.

Fourth and eighth grade students evidently want to go out into the world of work by taking field trips into the community. They don't like to write stories about jobs as evidenced on the survey when asked about things they would like to do this year. Story writing was rated the lowest of ten items. If consideration should be given to the views of students in planning and evaluating a career education program as 94 per cent of the staff say it should, these responses should be very meaningful to those people responsible for planning the programs. They should also be concerned with the eleventh grade students concern over the relevancy of their present courses.

Twenty-five per cent of the eleventh grade students rated counselors as being the most helpful source of career

information, plus counseling was the number one method of presenting career information; however, 47 per cent of the eleventh grade students said they hadn't ever talked to their counselor about a job now or after they graduate from high school or college. Only 27 per cent had talked to a counselor two or more times last year about a job. Perhaps it was this 27 per cent that was responsible for rating counselors as the most helpful source and the best method of providing information. If this is the case, counselors have a task ahead of them to reach the 46 per cent who had never seen a counselor concerning jobs.

Twenty-six per cent of these students said there wasn't any place they could go for information related to careers. Perhaps these are the same students who are undecided about their plans after high school and are uncertain about a full-time career. These figures indicate that something needs to be done; services provided by the proposed career education laboratory to the area schools would be a start.

Counselors indicated they would like to have more time for vocational guidance which is needed as evidenced by the eleventh grade survey. Ninety-seven per cent of the counselors surveyed agreed they were interested in career education, however, 63 per cent said they did not have as much time as they would like for vocational guidance.

There is also indecision among staff members as to whom should be responsible for the career education program. Perhaps some in-service training is needed for teachers and counselors to realize that an organized career education program is one in which all members of the staff work together to co-ordinate the program.

Ninety-eight per cent of the staff agree that the choice of an occupation is one of the most important decisions a person makes in his lifetime. And 92 per cent feel that the school has the responsibility to help students make realistic occupational choices. Yet only 36 per cent feel that schools are currently preparing students to make career preferences or choices.

Principals and superintendents were asked to rate their school or schools according to their involvement with a career education program. Sixteen per cent of the elementary, 18 per cent of the junior high, and 28 per cent of the high schools are following the state model and doing a good job according to the administrators. However, of the schools either following the state model or another career education program, 62 per cent of the elementary, 60 per cent of the junior high, and 63 per cent of the high school administrators stated their programs needed improvement. And 18 per cent elementary, 12 per cent junior high, and 4 per cent high school administrators admit to having no career education program. These figures show that there is a definite need for the services of a career education resource

laboratory to aid in improving existing programs and developing and implementing programs in those schools void of a program.

According to parents, the teachers' impact on the student remains relatively the same throughout his education. As the parents' impact decreases at the higher grade level, the counselors' impact increases. At no time do teachers, counselors, or community people exceed parents in giving career information to students.

The Career Education Resource Laboratory Task Force, comprised of ten teachers and counselors recommended the development and implementation of the CERL based upon the survey results of twenty-seven member school districts of the E.I.S.D.C.

After studying and discussing various implementation techniques, the Task Force recommended a non-material based CERL to serve the twenty-nine school districts of the E.I.S.D.C. "At the final meeting of the Task Force, it was a consensus of opinion that efforts of CERL next year would be concentrated at the K-8 level and that a non-material approach would be feasible and possible.

The non-material approach is defined as:

1. CERL will act as consultants to schools in the established ten county area. In this capacity CERL will keep schools aware of available career materials, field trips, and consultants.
2. CERL will work in schools to evaluate and up-date materials the schools already have.

3. CERL will provide personnel at in-service workshops on career education.
4. CERL will provide printouts of career information as obtained from CVIS.
5. CERL will prepare a monthly newsletter composed of suggested career ideas and activities along with suggested materials and references."³

Using the non-material based approach the emphasis will be placed on instruction of career education concepts, trends, programs and implementation techniques. The preliminary contact with E.I.S.D.C. will be made through a one-week K-12 Career Education Implementation Workshop on the campus at Eastern Illinois University. As a follow-up to this initial contact with teachers, counselors, and administrators, the project staff will conduct mini-workshops for the school districts of the E.I.S.D.C. The evaluation of the one-week workshop will serve as a guiding force in preparation of the mini-workshops. Survey results from each district will help serve as a basis for the development of individual career education units by workshop participants.

Workshop participants will be informed of how the services of CERL will aid career education program implementation in the E.I.S.D.C. member schools. CERL services will include the publication of the "Yellow Pages of Community Resources," technical assistance, and monthly contact through the publication of an informative newsletter.

³Helen C. Harless and Paul Schuh, Career Education Resource Laboratory Task Force Report, May, 1974, p. 23.

The "Yellow Pages of Community Resources," distributed to each of the participating districts, will include information on all types of resources and services offered by business and industry in the ten county area, names and addresses of parents and staff members that have offered their services, and names and addresses of companies offering free and inexpensive occupational information to the schools.

Technical assistance provided by CERL will include consultants for program and material development, suggestions for the use of resources and materials, identification of career education programs suitable for on-site visits by other schools, and a "hot-line" to the laboratory.

The monthly newsletter will contain: 1. suggested ideas and activities for use within existing programs; 2. articles about established programs; 3. listings of CERL's newly acquired resources, services and materials; and 4. notes of interest to the E.I.S.D.C. schools.

CERL will serve K-twelve through the "Yellow Pages of Community Resources." K-eight will be served through mini-workshops, newsletters, and technical assistance. The CVIS demonstration center at Charleston High School will serve ninth-twelfth grade. Those students and teachers of the E.I.S.D.C. wishing to use the CVIS terminal may make arrangements with the laboratory or request a printout of the desired vocational or educational information.

Through the efforts of the CERL we can help people realize that career education is the combined effort of home, school, and community to prepare an individual for a satisfying and productive role in our society.

APPENDIXES

APPENDIX A
COVER LETTERS

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920



581-3914

CENTER FOR EDUCATIONAL STUDIES

School of Education

November 16, 1973

Dear Employer:

The Center for Educational Studies at Eastern Illinois University has recently been awarded a contract by the Illinois Division of Vocational and Technical Education for the development of a Career Education Resource Laboratory that would initially serve the 30 member school districts of the Eastern Illinois School Development Council.

At the present time, surveys are being conducted with business and industry, students, parents, teachers, counselors, and administrators to determine the need for a centralized career education resource laboratory. Should the study show a need, the laboratory would include printed materials as well as audio-visual aids and consultants.

In addition, one of our goals is to determine the resources and services available so that they can be coordinated into a complete, accurate, up-to-date information system for use in the proposed laboratory.

Your response to the survey is vital to our study so schools can incorporate the ideas of business and industry into their curriculums to better prepare students for the job market.

The data reported is confidential and will be used only for planning purposes. A self-addressed return envelope has been enclosed for your convenience. An early response will be greatly appreciated. Should you have any questions, please call Carol Sanders or Betty Waltman at (217) 581-3914.

Sincerely,

Dean, School of Education

Center for Educational Studies

Carol Sanders
CERL Project Director

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920



581-3914

CENTER FOR EDUCATIONAL STUDIES

School of Education

Dear Parent:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the school districts surrounding Eastern Illinois University.

Books, films, field trips, names of speakers, etc. will be in the lab to be used by your school. Any teacher will be able to come to the lab to obtain ideas and materials for introducing the world of work to your children. You and your children will also be encouraged to use the career education laboratory.

One way we have of making this a meaningful resource laboratory is to gather information from the area it is to serve. Parents, students, teachers, counselors, administrators, and business and industry are being surveyed to collect information we need for organizing a centralized career education resource lab.

Please take a few minutes to answer the enclosed questionnaire and return it to school with your child tomorrow. The data reported is confidential and will be used only for planning purposes.

Thank you for your co-operation.

Sincerely,

Carol Sanders, Director
Career Education Resource Laboratory

CS/s1

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920



581-3914

CENTER FOR EDUCATIONAL STUDIES
School of Education

Dear Survey Teacher:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the rural school districts surrounding Eastern Illinois University.

We feel there is a great need within these school districts to co-ordinate services and programs of career information. Many resources and services are available. However, many services are not utilized that could be provided by Eastern Illinois University to the area. We think a co-ordinated systematic management approach could be very valuable to you and your students. When implemented we hope to provide you, your students, and parents with various types of career information to help students make meaningful decisions in career development along with a continuing understanding of self.

The only way we have to make this an accurate, up-to-date, meaningful resource laboratory is to go to the areas it is to serve to gather our information. We are surveying all 4th, 8th, and 11th grades, teachers, and parents in the 30 school districts that are members of the Eastern Illinois School Development Council. Your superintendent has given you permission to take $\frac{1}{2}$ hour of a school day to have your students fill out the surveys. Please read aloud the information on top of the survey form to your students before they start to answer the questions.

As the students hand in their surveys, please hand them a parent questionnaire to take home. They are to return them to you. Betty Waltman, a member of our project team, will pick up all the instruments within 3 days. Please bundle the student surveys and the parents surveys in separate stacks and leave in your school office.

We have 10 counties to survey so we would greatly appreciate your promptness. Thank you for your time and co-operation. Your part will be a big help in the total success of the survey. The data reported is confidential and will be used only for planning purposes.

Sincerely,

Carol Sanders
Career Education Resource Laboratory

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920



581-3914

CENTER FOR EDUCATIONAL STUDIES

School of Education

Dear Teachers, Counselors, and Administrators:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the rural school districts surrounding Eastern Illinois University.

We feel there is a great need within these largely rural school districts to co-ordinate services and programs of career information. Many resources and services are available. However, many services are not utilized that could be provided by Eastern Illinois University to the area. We think a co-ordinated systematic management approach could be very valuable to you and your students.

When implemented we hope to provide you, your students, and parents with various types of career information to help students make meaningful decisions in career development along with a continuing understanding of self.

The only way we have to make this an accurate, up-to-date, meaningful resource laboratory is to go to the areas it is to serve to gather our information. We are surveying parents, students, teachers, counselors, administrators, and businesses to secure the needed information for organizing a centralized career resource laboratory which will co-ordinate area resources and services.

Please take a few minutes of your time today to fill out the questionnaire and return it to your school office. Betty Waltman, research assistant for our project, will pick up the instruments within 3 days.

We have 10 counties to survey so we would greatly appreciate your promptness. Thank you for your time and co-operation. Your part will be a big help in the total success of the survey. The data reported is confidential and will be used only for planning purposes.

Sincerely,

Carol Sanders, Director
Career Education Resource Laboratory

APPENDIX B
SURVEY INSTRUMENTS

6 Name of Plant or Business _____

Address _____

County _____ Phone _____

Main product provided _____

or

Main service provided _____

Name and title of manager or owner _____

Please check (✓) the answer you think is right.
If you don't want to answer a question, go on to the next.
Thank you for your time and cooperation.

02 Under which one of the following occupational groups would you place your business or
03 industry?

- (01) _____ business and office occupations
- (02) _____ marketing and distribution occupations
- (03) _____ communications and media occupations
- (04) _____ construction occupations
- (05) _____ manufacturing occupations
- (06) _____ transportation occupations
- (07) _____ agri-business and natural resources occupations
- (08) _____ marine science occupations
- (09) _____ environmental control occupations
- (10) _____ public services occupations
- (11) _____ health occupations
- (12) _____ hospitality and recreation occupations
- (13) _____ personal services occupations
- (14) _____ fine arts and humanities occupations
- (15) _____ consumer and homemaking-related occupations

Please check the classifications of personnel employed by your business or industry.

- 04 _____ non-skilled
- 05 _____ skilled
- 06 _____ managerial
- 07 _____ clerical
- 08 _____ service
- 09 _____ other (specify _____)

10 How well do you consider the high schools have prepared your present employees to enter and progress in your company?

- (1) _____ extremely satisfactory
- (2) _____ above expectations
- (3) _____ about average
- (4) _____ below expectations
- (5) _____ other (specify _____)

11 Which type of high school graduate do you prefer to hire?

- (1) _____ one with academic education only
- (2) _____ one with academic education and a minor in vocational education
- (3) _____ one with occupational or vocational education major
- (4) _____ other (specify _____)

12 For skilled jobs in your firm, who do you feel should provide direct occupational education or training?

- (1) _____ high schools
- (2) _____ 2 year or technical school
- (3) _____ college or university
- (4) _____ your firm
- (5) _____ other (specify _____)

13

For managerial positions in your business or firm, who do you feel should provide direct occupational education or training?

54

- (1) _____ high school
- (2) _____ 2 year or technical school
- (3) _____ college or university
- (4) _____ your firm
- (5) _____ other (specify _____)

For which personnel do you now give on-the-job training (structured)?

14
15
16
17
18
19
20

- _____ all
- _____ managerial
- _____ skilled
- _____ non-skilled
- _____ service
- _____ clerical
- _____ none

21

Could your company or firm supply us with career information and materials that might aid your future employees?

- (1) _____ We have material that would help.
- (2) _____ We have material but feel it would not help.
- (3) _____ We do not presently have material but could develop some.
- (4) _____ We do not have material.

22

Do you feel that there is a need to coordinate resources and services of business and industry into a career education resource laboratory to be used by the schools?

- (1) _____ yes
- (2) _____ no

23

Do you feel that such a laboratory would help students make meaningful decisions in career development?

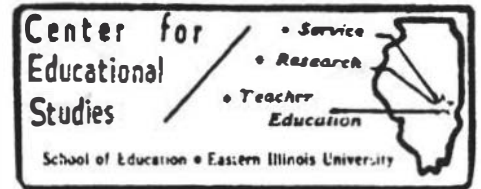
- (1) _____ yes
- (2) _____ no

Would you be willing to share any of the following resources or services with the schools of east central Illinois?

24
25
26
27
28
29
30

<u>Resource or Service</u>	<u>Subject Matter</u>	<u>Person to Contact</u>	<u>Address</u>	<u>Phone</u>
_____ talks	_____	_____	_____	_____
_____ demonstrations	_____	_____	_____	_____
_____ printed matter	_____	_____	_____	_____
_____ films	_____	_____	_____	_____
_____ on site field trips	_____	_____	_____	_____
_____ on job student interviews of employees	_____	_____	_____	_____
_____ others -- please list	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CAREER EDUCATION RESOURCE LABORATORY
Parents Survey



Circle or check the answer you think is right.
If you don't want to answer a question, go on to the next.
Please complete both sides of this form.
Thank you for your time and cooperation.

We are surveying only 4th, 8th, and 11th grade students and their parents.

Grade level of your child or children -- fill out this form for the oldest child checked.

- (1) _____ 4th grade
(2) _____ 8th grade
(3) _____ 11th grade

Relationship to child:

- (1) _____ father
(2) _____ mother
(3) _____ other adult

Sex of child

- (1) _____ male
(2) _____ female

Read each statement carefully and decide how you feel about it. There are five possible answers to each question. Please read each statement and circle one number.

1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

SA A U D SD

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Schools are currently preparing students to make career preferences or choices. |
| 1 | 2 | 3 | 4 | 5 | The school's main responsibility is to help students prepare for careers. |
| 1 | 2 | 3 | 4 | 5 | Every student should have at least one skill in an occupation upon leaving high school. |
| 1 | 2 | 3 | 4 | 5 | The interest of parents should be considered in developing the school curriculum. |
| 1 | 2 | 3 | 4 | 5 | Parents should be informed about career educational experiences occurring in the schools. |
| 1 | 2 | 3 | 4 | 5 | Career education will be of greater long term value to boys than to girls. |
| 1 | 2 | 3 | 4 | 5 | Career education should help each student gain an understanding of himself and his capabilities. |
| 1 | 2 | 3 | 4 | 5 | The community is an excellent resource to use in a career education program. |
| 1 | 2 | 3 | 4 | 5 | A centralized career resource center with many types of career materials could be beneficial to me and my child in helping to make career choices. |
| 1 | 2 | 3 | 4 | 5 | It is important to involve parents in planning career education programs. |

- | | SA | A | U | D | SD | |
|----|----------|----------|----------|----------|----------|--|
| 18 | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work. |
| 19 | 1 | 2 | 3 | 4 | 5 | Career development is a continuous process throughout the lifetime of an individual. |
| 20 | 1 | 2 | 3 | 4 | 5 | There are good jobs that don't require a college education. |
| 21 | 1 | 2 | 3 | 4 | 5 | The main source of career information should be teachers. |
| 22 | 1 | 2 | 3 | 4 | 5 | Career education should serve all students in a school system. |
| 23 | 1 | 2 | 3 | 4 | 5 | The school guidance department should be responsible for the career education program. |

Check ONE response:

- 24 Career education should begin in:
- (1) _____ kindergarten
 - (2) _____ elementary grades
 - (3) _____ junior high
 - (4) _____ high school
 - (5) _____ college
 - (6) _____ not in the schools
 - (7) _____ in the home

- 25 At the present time my child receives most of his career information from:
- (1) _____ parents
 - (2) _____ teachers
 - (3) _____ counselor
 - (4) _____ community

Name _____ Occupation _____

Place of employment _____

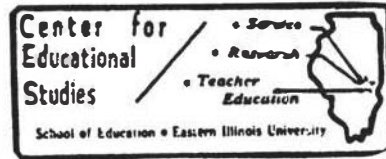
Spouse's occupation _____

Spouse's place of employment _____

I could provide the following services or resource to a centralized career education resource laboratory.

- 26 _____ serve as a resource person by telling about my own occupation or hobby.
- 27 _____ serve as a resource person by demonstrating skills, tools, or machines used in my occupation or hobby.
- 28 _____ arrange for another person to share his occupation or hobby knowledge.
 (Name _____ Occupation _____
 Address _____ Phone _____)
- 29 _____ arrange field trips for students.
- 30 _____ help supervise field trips for students.
- 31 _____ secure booklets, films, tapes, etc. pertaining to occupational information.
- 32 _____ other (specify) _____

- 33 Could you arrange to have a group of students visit you at your place of employment?
- (1) _____ yes
 - (2) _____ no



The following questions are about what you learn in school and about jobs people do.
If you need help, ask your teacher.
If you don't want to answer a question, go on to the next one.
Please do both sides of the paper.
Give your teacher the form when you are finished.
Thank you for helping us.

05 Check one:
(1) _____ 4th grade
(2) _____ 8th grade

06 Check one:
(1) _____ male
(2) _____ female

There are five possible answers to each question. Circle the answer you think is right.

1. SA - strongly agree
2. A - agree
3. U - undecided
4. D - disagree
5. SD - strongly disagree

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>	
07	1	2	3	4	5	All jobs are worthwhile.
08	1	2	3	4	5	I like to watch people work at their jobs.
09	1	2	3	4	5	I feel important when I help people do a job.
10	1	2	3	4	5	I feel important when I do a job by myself.
11	1	2	3	4	5	People should be happy with their jobs.
12	1	2	3	4	5	When you choose a job, pay is the most important thing.
13	1	2	3	4	5	Being happy with a job is more important than the money you make on the job.
14	1	2	3	4	5	Schools should teach students about many different types of jobs.
15	1	2	3	4	5	In my subjects I learn many things that I will be able to use later in a job.
16	1	2	3	4	5	Schools should have more time to discuss how to get a job.
17	1	2	3	4	5	My parents tell me all I need to know about jobs.
18	1	2	3	4	5	I find lots of information in the library about jobs.
19	1	2	3	4	5	By watching people do their jobs I learn about what types of work they do.
20	1	2	3	4	5	In my school we have movies that tell us about jobs.
21	1	2	3	4	5	In my school we interview people about their jobs.
22	1	2	3	4	5	In my school we have kits that help me learn about jobs.
23	1	2	3	4	5	My counselor tells me about jobs.
24	1	2	3	4	5	Making believe I am the person doing a job makes me feel like a worker.
25	1	2	3	4	5	I am too young to think about jobs.
26	1	2	3	4	5	There are parts of everyone's job that they don't like.
27	1	2	3	4	5	It's all right to change jobs if you want a different one.
28	1	2	3	4	5	People must learn to get along with each other in order to be good workers on the job.
29	1	2	3	4	5	Being a garbage man is as important as being a lawyer.

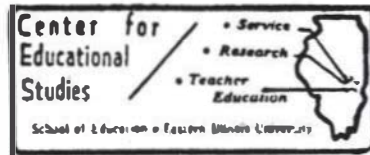
1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>	
30	1	2	3	4	5	Girls need to know as much about jobs as boys.
31	1	2	3	4	5	It's necessary for me to learn about jobs now even if I plan to go to college.
32	1	2	3	4	5	There are good jobs that don't require a college education.
33	1	2	3	4	5	I wish there were a place where I, my parents, and teachers could go to get information about different jobs.
34	1	2	3	4	5	My classes would be more interesting if we had more visitors who could tell us about their jobs.
35	1	2	3	4	5	My classes put on plays about jobs.

1. Y - yes 2. N - no

	<u>Y</u>	<u>N</u>	
			Last year my class:
36	1	2	took field trips to places where goods are sold (store).
37	1	2	took field trips to places where products are made (factory).
38	1	2	took field trips to places where people do things for you (hospital, post office).
39	1	2	took field trips to museums, zoos, or science centers.
40	1	2	had people come in to tell us about their jobs.
41	1	2	had movies, slides or records about people doing jobs.
42	1	2	had people demonstrate the skills they use on a job.
43	1	2	wrote stories about jobs.
44	1	2	had a play showing workers doing their job.
45	1	2	had a career night or week.
			This year I would like to:
46	1	2	take field trips to places where goods are sold (store).
47	1	2	take field trips to places where products are made (factory).
48	1	2	take field trips to places where people do things for you (hospital, post office).
49	1	2	take field trips to museums, zoos, or science centers.
50	1	2	have people come in to tell us about their jobs.
51	1	2	interview people about their jobs.
52	1	2	have movies, slides or records about people doing jobs.
53	1	2	have people demonstrate the skills they use on a job.
54	1	2	write stories about jobs.
55	1	2	have a play showing workers doing their jobs.
56	1	2	have a career night or week.

CAREER EDUCATION RESOURCE LABORATORY
High School Survey



The following questions are about your school and jobs.
Circle the answer you think is right.
If you don't want to answer a question, go on to the next.
Please complete both sides of the paper.
Please give your teacher the form when you are finished.
Thank you for helping us.

05 Sex (check one):
(1) male
(2) female

06 My main field of study in high school is (check one):
(1) home economics
(2) business education
(3) auto mechanics
(4) industrial arts
(5) agriculture
(6) arts (music included)
(7) college prep (math - English - foreign language - science - social studies)
(8) other -- please list _____

Read each statement carefully and decide how you feel about it.
The "undecided" answer should be circled only when you have no opinion.
Please rate your feelings on the following scale:

1. SA - Strongly Agree
2. A - Agree
3. U - Undecided
4. D - Disagree
5. SD - Strongly Disagree

	SA	A	U	D	SD	
07	1	2	3	4	5	Educational programs should be planned to help students prepare for career choices.
08	1	2	3	4	5	Every student should possess at least one skill in an occupation upon leaving high school.
09	1	2	3	4	5	Career development is a continuous process throughout the lifetime of an individual.
10	1	2	3	4	5	The community is an excellent resource to use in a career education program.
11	1	2	3	4	5	Consideration should be given to the views of students in planning and evaluating a career education program.
12	1	2	3	4	5	Students should be knowledgeable about the world of work before leaving school.
13	1	2	3	4	5	The most important influence on an individual's occupational choice is his own set of values, interests, and needs.
14	1	2	3	4	5	All jobs are worthwhile.
15	1	2	3	4	5	A job determines the people with whom you associate.
16	1	2	3	4	5	It is important to involve parents in planning career education programs.
17	1	2	3	4	5	Career education should be only for those students who are not able to succeed in an academic program.
18	1	2	3	4	5	Representatives from business and industry can serve as excellent resource people for a career education program.
19	1	2	3	4	5	It is important for me to learn skills for more than one job.
20	1	2	3	4	5	It is all right to change jobs if you want a different one.
21	1	2	3	4	5	Being happy with a job is more important than the money you make on a job.
22	1	2	3	4	5	Most adults keep the same job throughout their lifetime.

- | | SA | A | U | D | SD | |
|----|----|---|---|---|----|---|
| 23 | 1 | 2 | 3 | 4 | 5 | There are good jobs that don't require a college education. |
| 24 | 1 | 2 | 3 | 4 | 5 | It is necessary for me to learn about jobs now even if I plan to go to college. |
| 25 | 1 | 2 | 3 | 4 | 5 | Career education will be of greater long term value to boys than to girls. |
| 26 | 1 | 2 | 3 | 4 | 5 | People should be happy with their jobs. |
| 27 | 1 | 2 | 3 | 4 | 5 | A career resource center with many types of career information would be helpful to me in finding out about various job opportunities. |
| 28 | 1 | 2 | 3 | 4 | 5 | The school guidance department should be responsible for the career education program. |
| 29 | 1 | 2 | 3 | 4 | 5 | A good career education program would make school more interesting. |
| 30 | 1 | 2 | 3 | 4 | 5 | There would be fewer drop-outs if courses were related to jobs. |

Check ONE answer:

- 31 My present courses are:
- (1) _____ related to my future job interests.
 - (2) _____ of no value to my job interests.
 - (3) _____ of some value but could be better.
- 32 After high school I plan to:
- (1) _____ get a job.
 - (2) _____ go to a technical school.
 - (3) _____ go to a junior college.
 - (4) _____ go to a 4-year college.
 - (5) _____ go to the armed forces.
 - (6) _____ undecided
- 33 Do you expect to have a full-time career someday?
- (1) _____ yes
 - (2) _____ no
 - (3) _____ uncertain
- 34 For complete, accurate, up-to-date information related to careers I find the most helpful information from (check one):
- (1) _____ counselors.
 - (2) _____ individual teachers.
 - (3) _____ the library.
 - (4) _____ parents.
 - (5) _____ individual courses.
 - (6) _____ career information center.
 - (7) _____ there isn't any place.
- 35 How many times did you talk to your counselor last year about a job now or after you graduate from high school or college?
- (1) _____ never.
 - (2) _____ once.
 - (3) _____ twice.
 - (4) _____ more than twice.
 - (5) _____ I do not have a counselor.

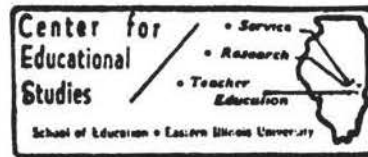
Using a 5 point scale, rate your school on the following methods it uses to present career information:

1. E - excellent 2. G - good 3. A - average 4. P - poor 5. N - none

- | | E | G | A | P | N | |
|----|---|---|---|---|---|-----------------------|
| 36 | 1 | 2 | 3 | 4 | 5 | course work |
| 37 | 1 | 2 | 3 | 4 | 5 | counseling |
| 38 | 1 | 2 | 3 | 4 | 5 | films |
| 39 | 1 | 2 | 3 | 4 | 5 | speakers |
| 40 | 1 | 2 | 3 | 4 | 5 | slides |
| 41 | 1 | 2 | 3 | 4 | 5 | tapes |
| 42 | 1 | 2 | 3 | 4 | 5 | demonstrations |
| 43 | 1 | 2 | 3 | 4 | 5 | field trips |
| 44 | 1 | 2 | 3 | 4 | 5 | on-the-job interviews |
| 45 | 1 | 2 | 3 | 4 | 5 | student clubs |

CAREER EDUCATION RESOURCE LABORATORY
Staff Survey

Please complete both sides of the first page and the appropriate section for you on the last page. Thank you for your time and co-operation.



05. Please check your position.
- (1) _____ elementary teacher
 - (2) _____ junior high teacher
 - (3) _____ high school teacher
 - (4) _____ counselor
 - (5) _____ principal
 - (6) _____ superintendent

Read each of the following statements carefully and decide how you feel about it. The "undecided" answer should be circled only when you have no opinion. Please rate your feelings on the following scale:

- 1. SA - Strongly Agree
- 2. A - Agree
- 3. U - Undecided
- 4. D - Disagree
- 5. SD - Strongly Disagree

	SA	A	U	D	SD	
06	1	2	3	4	5	Career education should be integrated into the regular curriculum.
07	1	2	3	4	5	Career education should be only for those students who are not able to succeed in an academic program.
08	1	2	3	4	5	Every student should possess at least one skill in an occupation upon leaving high school.
09	1	2	3	4	5	The school has the responsibility to help students make realistic occupational choices.
10	1	2	3	4	5	The community is an excellent resource to use in a career education program.
11	1	2	3	4	5	Elementary school is too early for a student to start thinking about career possibilities.
12	1	2	3	4	5	Teaching plans should be organized around people.
13	1	2	3	4	5	New facilities are needed in most schools to launch a career education program.
14	1	2	3	4	5	Schools should seek the advice of local citizens in planning and evaluating career education programs.
15	1	2	3	4	5	There is a need for the commitment of the school administration for a successful career education program.
16	1	2	3	4	5	Consideration should be given to the views of students in planning and evaluating career education programs.
17	1	2	3	4	5	It is important to involve parents in planning career education programs.
18	1	2	3	4	5	The choice of an occupation or profession is one of the most important decisions a person makes in his lifetime.
19	1	2	3	4	5	Schools are currently preparing students to make career preferences or choices.
20	1	2	3	4	5	The main source of career information should be the teacher.
21	1	2	3	4	5	Career education should be concerned with developing a positive self-image for each student.
22	1	2	3	4	5	Career education and vocational education are one and the same.
23	1	2	3	4	5	There would be fewer dropouts if courses were related to jobs.
24	1	2	3	4	5	Career education is just another fad that will soon be forgotten.
25	1	2	3	4	5	The school guidance department should be responsible for the career education program.

1. SA - strongly agree 2. A - agree 3. U - undecided
 4. D - disagree 5. SD - strongly disagree

- | | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> | |
|----|-----------|----------|----------|----------|-----------|--|
| 26 | 1 | 2 | 3 | 4 | 5 | Representatives from business and industry can serve as excellent resource personnel for the career education program. |
| 27 | 1 | 2 | 3 | 4 | 5 | Career education should help students develop positive attitudes toward work. |
| 28 | 1 | 2 | 3 | 4 | 5 | Prospective teachers completing teacher education programs should be prepared to teach career education. |
| 29 | 1 | 2 | 3 | 4 | 5 | Career education should enhance the relevance of academic education for the students. |
| 30 | 1 | 2 | 3 | 4 | 5 | The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work. |
| 31 | 1 | 2 | 3 | 4 | 5 | Career development is a continuous process throughout the lifetime of an individual. |
| 32 | 1 | 2 | 3 | 4 | 5 | Experiences in career education should allow students to evaluate their interests and abilities. |
| 33 | 1 | 2 | 3 | 4 | 5 | Career education should serve all students in a school system. |
| 34 | 1 | 2 | 3 | 4 | 5 | Career education will be of greater long term value to boys than to girls. |
| 35 | 1 | 2 | 3 | 4 | 5 | Special emphasis in career education should be focused on helping the student to succeed. |
| 36 | 1 | 2 | 3 | 4 | 5 | Career education should include decision-making skills. |
| 37 | 1 | 2 | 3 | 4 | 5 | Information about emerging occupations should be included in the education curriculum. |
| 38 | 1 | 2 | 3 | 4 | 5 | Educating a student for change should be included in a career education program. |
| 39 | 1 | 2 | 3 | 4 | 5 | A job determines the people with whom you associate. |
| 40 | 1 | 2 | 3 | 4 | 5 | Career education is a way of life -- work plus leisure. |
| 41 | 1 | 2 | 3 | 4 | 5 | A career education center could help in counseling students to be more knowledgeable about the world of work, careers and their options. |
| 42 | 1 | 2 | 3 | 4 | 5 | A good career education program would allow counselors to spend more time on personal counseling of students. |
| 43 | 1 | 2 | 3 | 4 | 5 | There is a need to co-ordinate resources and services within the area to be used in career education programs. |
| 44 | 1 | 2 | 3 | 4 | 5 | It is important for the students in a rural area to know what jobs are available to them in the surrounding areas. |
| 45 | 1 | 2 | 3 | 4 | 5 | There is a need within the area for a complete, accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry. |

 To be used for list of available services and resources only.

Name _____ Phone _____

Address _____

I could provide the following services or resources to a centralized career education resource laboratory:

- 48 (1) _____ serve as a resource person by telling about my own occupation or hobby.
 47 (2) _____ serve as a resource person by demonstrating skills, tools, or machines used in my occupation or hobby.
 48 (3) _____ arrange for non-certified school personnel to share occupational knowledge.
 (Name _____ Occupation _____
 Address _____ Phone _____)
 49 (4) _____ arrange for another person from the community to share his occupational knowledge.
 (Name _____ Occupation _____
 Address _____ Phone _____)
 50 (5) _____ secure booklets, films, tapes, etc. pertaining to occupational information.
 51 (6) _____ other (specify) _____

To be completed by SUPERINTENDENTS and PRINCIPALS only.

The State of Illinois outlines the following structure for a career education program:

- Elementary Schools (K-6) -- career awareness
- Junior High Schools (7-8 or 9) -- career exploration
- High Schools (9 or 10-12) -- career orientation and preparation

Using the following 5 point scale, please rate your individual school or schools according to their involvement with a career education program.

- 1: following state model and doing good job.
- 2: following state model but needs improvement.
- 3: has an organized career education program other than state model.
- 4: has career education program but needs improvement.
- 5: has no career education program.

- 52 _____ elementary schools (K-6)
- 53 _____ junior high schools (7-8 or 9)
- 54 _____ high school (9 or 10-12)

To be completed by TEACHERS only.

Listed below are various methods of presenting career information. Please use the following number scale that corresponds with your answer for each response.

- 1: have used and was beneficial.
- 2: have used and was not beneficial.
- 3: would like to use if available to me.
- 4: have not used and would not like to use.
- 5: does not apply to my grade level.

- 52 _____ resource people from business and industry.
- 53 _____ parents as resource people telling about own occupation or hobby.
- 54 _____ field trips to places where goods are made.
- 55 _____ field trips to places where products are sold.
- 56 _____ field trips to places where services are provided.
- 57 _____ field trips to cultural, historical, science centers or places where things are grown.
- 58 _____ occupational role playing.
- 59 _____ slides, tapes, records.
- 60 _____ closed circuit TV career programs.
- 61 _____ interview people on the job.
- 62 _____ career information centers in individual schools.
- 63 _____ career kits.
- 64 _____ consultants to help integrate career education into the school curriculum.
- 65 _____ computerized career information.
- 66 _____ career night, day or week.
- 67 _____ resource people from within the school telling about own occupation or hobby.
- 68 _____ other -- please specify _____

To be completed by JUNIOR HIGH and SENIOR HIGH TEACHERS only.

Please check your primary subject area;

- 69 _____ academic subject (math, science, social sciences, English)
- 70 _____ vocational education subject (business, home ec, industrial arts)
- 71 _____ fine arts (music, art, drama)
- 72 _____ all other (physical education, driver education, etc.)

To be completed by COUNSELORS only.

Please use the number that corresponds with your answer.

- 1. Y - yes
- 2. N - no

- | Y | N | |
|----|-----|---|
| 52 | 1 2 | When organizing my guidance and counseling responsibilities at the present time I: |
| | | have as much time as I would like for vocational guidance. |
| 53 | 1 2 | spend too much time on vocational guidance. |
| 54 | 1 2 | have as much time as I would like for personal counseling. |
| 55 | 1 2 | spend too much time on personal counseling. |
| 56 | 1 2 | spend too much time on scheduling, grade reporting, etc. |
| 57 | 1 2 | am happy with my time allotment. |
| | | In my school I presently: |
| 58 | 1 2 | have an up-to-date career information center for students and teachers to use. |
| 59 | 1 2 | am not interested in career education. |
| 60 | 1 2 | have a career information center but it is not as up-to-date as I would like. |
| 61 | 1 2 | would welcome an area career education resource laboratory that would have complete, accurate, and up-to-date career information and materials. |
| 62 | 1 2 | find sufficient time to compile and evaluate career information. |

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