ABSTRACT
                 A community career education resource center (CCERC),
designed to expand the audience of career education programs to
include adults and out-of-school youth, was developed in Oakland,
California. The center was constructed as the hub of a network of
existing services. Included in the network of over 300 agencies
linked by the Oakland CCERC are the Oakland Public Schools, the
Employment Development Department, the National Alliance of Business,
the Oakland Youth Employment Service, the Community Careers Council,
Oakland Adult School, and Peralta Colleges. Center services included
simulation, counseling, occupational information, placement, teacher
training, and providing experiences in the world of work. Examination
of the development and operation of the Oakland CCERC combined with a
national survey conducted by the project made possible the
identification of some central principles concerning the formation of
a CCERC. The Oakland CCERC expanded the career education audience and
filled service gaps in the area of linking components, thus enabling
existing agencies to function cooperatively and better serve and
refer their clients. Six appendixes contain information on
developing, implementing, and funding a CCERC.   MN)

THE OAKLAND COMMUNITY

CAREER EDUCATION RESOURCE CENTER

FINAL REPORT

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APPENDICES

I. INTRODUCTION

Introduction

In October of 1978, the Industry-Education Council of California received a contract from the Office of Career Education, U.S.O.E. , to develop a community career education center in Oakland, California.

This final report traces the development of the Oakland Community Career Education Resource Center from the original community center concept generated by Ken Hoyt, through the planning phases of the project, to the center design. Description of the design includes an analysis of the audiences served and identification of their particular needs, and details the type of services developed by the Oakland Community Career Education Resource Center to meet those needs.

It should be noted that the community career education resource center concept is a new and largely untested one, and that the Oakland Community Career Education Resource Center is one attempt to test and develop that concept against a real context .

The reader should be able to contrast and compare the Oakland context, career education history and key players against the realities found in their own geographical and historical setting and, hopefully, identify strategies utilized by the Oakland Community Career Education Resource Center which would be applicable to that setting. Where possible, problems, points of opportunity and generald developmental principals have been keynoted to aid the reader in assessing the usefulness or applicability of the Oakland Community Career Education Resource Center to their own needs.

II. OVERVIEW

A. The Community Career Education Resource Center - The Ideal

The Community Career Education Resource Center, as envisioned by Kenneth Hoyt*, would expand the audience of career education programs from students and their teachers to include the larger community: adults and youth out of school. Services would include simulation, counseling, occupational information, placement, teacher training and experiences with the world of work.

In the past, the majority of career education programs have been school based and have served primarily students in K-12 grades with an emphasis on the senior high school student. Hoyt's concept recognizes that 'many community members who could and should profit from a community career education effort are not students enrolled in the K-12 public school system. Some are enrolled in private K-12 schools. Others are out-of-school youth who, for various reasons, have failed to make a successful transition from school to work. Still others are adults in the community faced with the problems of mid-career change and/or reentering the occupational society . . . the Community Career Education Resource Center is one way of meeting needs of these persons.'

Hoyt also notes the need to recognize that educators as well as their students need to learn more about the world of work and as such are viewed as a key audience for the CCERC.

As a result, the CCERC is seen as an effort that, rather than being isolated within one school or school system, is shared by the schools and the broader community.

Just as the CCERC concept includes the range of audiences within a community - from elementary students to adults - it also performs a variety of functions. The CCERC would offer occupational

* The Community Career Education Resource Center Concept, Kenneth B. Hoyt, Director, Office of Career Education, U.S. Office of Education

information so that the student, teacher or adult community member could find up-to-date

local occupational information regarding the nature of the local occupational society.

The CCERC would, in addition, function as an occupational simulation center, constructing,

with the help of persons from the occupational society, a series of simulation games, hands on

exercises and/or tasks that a person inquiring about that occupation can pursue.

The CCERC would also function as a personnel resource center, offering facilities and assistance

for teachers to develop career education materials and lesson plans, contact between members

of the business community and interested high school students or adults, and placement for

both full-time and part-time jobs.

Because it is intended to serve the entire community, not just K-12 students, the ideal CCERC

would be located in a place (or places) readily accessible to community members and be in

operation at night as well as during daytime hours.

In summary, the CCERC is seen as a means of utilizing the experience, information and ideas

developed in the history of career education development and extending those resources beyond

the context of the K-12 public school so that they may benefit the wider community.

B. A National Picture — The State of the Art

An initial step in the development of the Oakland CCERC was a national survey of existing

community resource centers across the nation conducted by C. L. McEver. The survey resulted

in the *Catalog of Possibilities* * which described the state of the art. While there were no

centers identified within the catalog which encompassed all audiences and services envisioned

in the "ideal" CCERC, there were a number of centers which had developed exemplary elements

of a CCERC. The catalog was necessarily one of possibilities—offering options, ideas and experi nce

from existing centers which could contribute to the development of a CCERC. [Appendix A]

The Community Career Education Resource Center then, on a national scene, was depicted as

a potential evolutionary "next step" in the career education movement, linking and improving

existing services to create a total career education process and extending those services to meet

a range of audience needs within the community.

Based on the survey and catalog process, Ms. McEver made the following recommendations for

the development of the Oakland Community Career Education Resource Center:

- —Gain first-hand knowledge of existing community-based organizations,
  becoming familiar with services provided and clients served.

- — Determine client needs and services required.

- — Link services to existing organizations and initiate a referral system.

- — Use locations of existing organizations for training and workshops.

- — Use individuals in the community as volunteers for cost effectiveness.

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* *Catalog of Possibilities,* C McEver, U. S. Government Printing Office, 1978.

- Establish criteria for evaluation and follow-up procedures for clients.

- Strive for continuation of center activities.

In general, Ms. McEver stressed the importance of identifying and working with the major players

in the existing career education community and the need to acknowledge areas of vested interest

or ownership. As noted in the Catalog of Possibilities, 'The first factor to be considered in establishing

a CCERC is one of turf. Existing programs should not be ignored, nor their potential in serving

the community minimized. It should not and cannot be the role of a community career education

resource center to start from scratch, duplicating the efforts of others in the course of structuring

a 'comprehensive' center.'

However, analysis of existing career education centers led to recognition that existing programs

may have little knowledge about each other's services. As a result, some services are duplicated

and community resources overburdened, while gaps in other services may exist, and certain

audiences and resources ignored.

Based on these perceptions, it was recommended that those initiating a CCERC should first

determine what services exist and are functioning effectively within the community, paralleling

that effort with an attempt to assess the needs of various audiences within the community and

the degree to which those needs are being met. Center development should relate directly to

the context and the career education history of the individual community. The role and

activities of the CCERC should vary depending upon existing community services and needs.

C. The Oakland Community Career Education Resource Center - Planning Process

The two month planning process for the Oakland Community Career Education Resource Center

(OCCERC) involved members of the project's Policy Advisor's Planning Alliance (PAPA), which

includes representatives from key organizations in the Oakland community in the area of career

development - the California State Employment Development Department, the Oakland Community

Careers Council, the Oakland Public Schools (office of the Superintendent, Department of Career

Education, Adult School), the National Alliance of Business, the City of Oakland (Youth Programs,

Employment and Training), and the Human Resources Development Institute, Inc.

The project's role was perceived as enabling and assisting PAPA members to determine initial

structure, content and organization of a Community Career Education Resource Center which

would meet the needs of the Oakland community, and to continue to develop and monitor

the CCERC once it had been initiated.

The intent in forming PAPA was to assure representation in and eventual ownership of the

Oakland Community Career Education Resource Center by those organizations significant in the

area of career education in the Oakland community. Selected members were also perceived as

those who could, based on their own positions as active service providers with a history in the

community, appropriately assess the degree to which the created OCCERC meets the needs of

themselves and of those they serve.

In formulating the PAPA, there was an attempt to use a level of representation from organizations

which had access to the head of the organization - or to the policy maker. In some cases, members

were themselves head of their organizations but the objective, despite the organizational level of

representation, was to involve those senior staff people closely linked to the day to day activities

and operation of their organization.

Advisory planning councils or boards such as PAPA frequently focus on and include top levels of

representation from participating organizations. As a result, in many communities and in Oakland

there is a long history of policy makers exchanging information with policy makers. It is uncertain

to what degree information exchanged on this level filter: wn to the workers or implementers

within the organization. At the same time, as confirmed by those on PAPA, there is a distinct gap

between organizations on the implementation, day-to-day activity level, which leads to a lack of

articulation between services - such as the schools and the Employment Development Department,

or the schools and CETA. The implications of focussing on a worker-membership rather than

policy level membership are discussed further below in the section titled, 'Planning Direction.'

Planning Strategies

As noted above, the role of the project is perceived as enabling PAPA members to plan for, monitor

and continue to develop the OCCERC. If the OCCERC is to be accepted and utilized in the community,

it must be sponsored by and involve those who have a history of serving the community and who

have gained access to and credibility with community audiences.

Project credibility in serving as a broker between existing agencies is largely dependent upon being

viewed as a neutral party, outside of the turf and territory problems experienced by existing

agencies. At the same time, the project's purpose and intent must be viewed as a necessary role,

and a role which is not currently being played by existing agencies. In this case, the need for a

working link between existing organizations, which would assure coordination and avoid unnecessary

duplication provided a gap which the Industry-Education Council of California, in the role of

broker, could fill. While any one of the organizations within PAPA would be perceived as suspect

in such a coordinating role, due to the above mentioned turf problems, the I-ECC is able to

assume the job because of a detachment from the existing organizational network.

Practical problems in acting as a broker through a linking role of this type include establishing credibility with participating organizations, and in gaining continued organizational participation and support.

The project's utilization of a planning facilitator helped to overcome some initial obstacles. The facilitator selected (Ben Hargrave) has a history with many of the key organizations represented on PAPA, through a history of service with both the schools and the Employment Development Department, and was able to achieve a level of trust and credibility based on his past working relationships with PAPA members. It is probable that a facilitator lacking this type of established credibility would necessarily spend more time developing trust with advisory board members before productive communication could occur, and would require the ability to ask those questions which could uncover the more pertinent concerns, interests, and organizational relationships of participating organizations.

Recognizing that policy or planning meetings are often chronically unproductive, the facilitator, in conjunction with the project director, devoted substantial time to individual meetings with PAPA representatives between PAPA sessions. These individual meetings enabled the facilitator to identify and discuss concerns of members and to gain informal concensus concerning key issues so that formal closure within PAPA sessions could be gained without long, unnecessary clarification and discussion.

As a result, PAPA meetings tended to be brief and productive, generally lasting approximately two hours or less. The one-on-one meetings also allowed individual members to talk more freely about their services and their service problems. While a member might not want to identify

organizational deficiencies ina session with other organizations which are competing for funding

and/or audiences, they were willing to be more open in individual sessions with a facilitator

who had gained their trust. Information gained in these individual meetings could then be

incorporated into OCCERC design without unnecessary 'exposure' in open sessions.

Ownership and involvement in the OCCERC planning process was stimulated by offering PAPA

members concrete assignments to accomplish between PAPA sessions. Members with such

assignments asked to be ready to make a presentation and to be ready to answer questions, were pro-

vided with direct motivation to attend PAPA meetings. Assignments generally concerned an analysis

or overview of their own operation and services, or perceptions about general service needs within

the community.

Planning Direction

While the project perceived a need to serve as a broker between existing community agencies

concerned with career education within Oakland, there is also a need to act as a broker between

the agencies and the funding source - in this case, the Office of Career Education.

Many of the contract requirements had to be translated to meet the needs and perceptions of

involved agencies, and to prevent the requirements from becoming an obstacle to the overall

purpose of the contract. The assumptions leading to the requirements were also subject to

analysis and consideration based on the context of the Oakland community.

The underlying assumption that the OCCERC would be a comprehensive service provider presented

perhaps the greatest potential obstacle to success. Such an assumption is in danger of inferring,

to those with a long history of service in the area of career education within the community,

that existing agencies are not doing their job - that they have failed in some way. Such a notion

can be devisive, and could well result in existing services overstating their capabilities and rejecting

the need for the proposed center. In this case, it was necessary to stress the *intent* of the contract;

that of assuring a total process of career education services for the range of audiences within the

Oakland community, while also stressing the desire to avoid unnecessary duplication and to build

such a process upon what already exists - the service agencies themselves. Rather than pinpointing

gaps in services or service problems to specific agencies, participating agencies were encouraged

to talk about 'other' services; what someone else should do, and to discuss general service and

client needs. While agencies may be acutely aware of their own deficiencies, it is unrealistic

politically to expect them to be vocal about them and necessary to provide agencies with a means

of discussing problems in the abstract.

Another difficulty in terms of brokering between the funding agency and the community

organizations necessary to the OCCERC rests in the way in which contract terms tend to subvert the

planning process. It is unrealistic to ask agencies to engage in a planning process which is supposedly

open ended and then state deliverables in terms of, 'You will . . . ' Such statements presume before

the fact and distort the credibility of the planning process. 'How to' terms should be avoided in

the planning process, and can be more constructive when stated, 'such as . . . ' Again, 'how to'

assumptions imply that nothing is being accomplished, that things have not worked. Negative

reactions produced by such an approach could mean that no one enters the new center's door.

Instead, participating organizations were given every opportunity to talk in terms of services

they'd like to have happen, but which they don't have the resources or influence to do - to identify

something that should be done, but couldn't be done by any one existing organization.

Another contract assumption relates to a presumed relationship between agency involvement and

and commitment by agencies of staff for the center by the end of the planning process. The underlying

assumption here is that problems and needs are clear and can be approached through additional

staffing. In the Oakland context, it may make more sense to refer a client to the Employment

Development Department than to duplicate EDD's services within a new center. There is a recognized

problem in accumulating staff before they are needed, and before their responsibilities can be

identified. Again, considering the negative effects of unnecessary duplication of services, it would

seem that launching a center with a large, ill-defined staff might damage center success from the

start.

While available staff were identified from existing agencies to be potentially 'loaned' to the OCCERC

PAPA, with project assistance, determined to start small, relying on the experience of other programs

gleaned through the national survey conducted by the project, and to build out in small increments

as staff and services are identified as being needed. Such staff and services are available, when

necessary, from the PAPA membership.

A final contract assumption (and initial project assumption) requiring reexamination was the need for

a written commitment from each agency concerning their role in and support of the OCCERC. This

began to appear somewhat naive and unrealistic in the context of the planning process. While it

is possible (and relatively easy) to get policy makers to develop policy statements, it is uncertain

to what degree workers within the organization are affected by such statements. As noted above,

the PAPA group was comprised primarily of senior staff with a direct responsibility for and day to

day understanding of the workers within their organizations.

It was perceived that, while gaining tacit agreement from policy makers for their organization's

participation, it would be more viable in terms of continuing commitment to enable the senior

staff within the organization to develop workable plans and programs for the OCCERC, and to test

them out over time, before asking the policy makers to extend a formal commitment. In this

way, as OCCERC operations prove workable , this can be communicated by senior staff to policy

makers and translated into policy which assures the operation continues. The possibility of developing

policy based on workable, tested operations would seem to provide a clearer route to OCCERC

success and continuity rather than beginning with a policy and attempting to make it workable.

The link between the PAPA role and OCCERC evaluation should be clear here; PAPA members, as

representatives of their organizations who have a direct knowledge of and contact with the day

to day work of their organizations and of the clients that organization serves are in the best

position to assess whether or not the OCCERC is meeting community career education needs.

The PAPA group's role, once the initial two month planning process had ended, includes continuing

discussion of the need for linkage between agencies with examples being provided concerning

linking activities attempted by center staff. PAPA is also serving as a periodic sounding board,

determining to what degree the OCCERC is meeting their organizational needs. A critical role

of PAPA is also to identify the type and means of support required for OCCERC continuation.

Operating Assumptions

During the two month planning phase, the project staff drafted a set of operating assumptions

and then revised that draft based on input from the Policy Advisor's Planning Alliance. It was

felt that a clear understanding of operating assumptions would facilitate the process of designing

activities which act upon those assumptions, and would provide a means of checking our progress

and outcomes against our initials goals.

The initial operating assumptions, approved by PAPA, read as follows:

1. The process of bringing together resources, organizations, services and personnel in a collaborative effort requires a facilitator which we have termed a 'broker'. The broker is detached from those organizations participating in the collaboration and the broker's role is to encourage and enable the participants to communicate productively with each other, and to work together effectively. In this sense, the broker is a manager of change. Process Questions: How long are the services of the broker required to assure an effective collaborative effort? Is the broker always necessary? How is it possible to identify the point when the broker is no longer required? Can the collaborative draw on the services of a broker after the broker's full-time services are terminated?

2. Individuals and organizations involved in the collaborative effort must perceive a parity in participation and must reach a common perception and definition of operating assumptions and goals. Process Questions: What incentives can be offered to induce parity in participation? What obstacles exist? How can the decision making process and the process of checking activities and outcomes against initial assumptions, which we have termed 'responsive research', contribute to parity and to effective collaboration?

3. Resources required for continuation of the center, or of components of the center, can be identified and secured through the collaborative effort. Process Questions: What resources currently exist? Can resources be rechanneled or shared to assure continuation?

4. Clients (e.g., students, teachers, adults) involvement in planning, design and operation should enable the center to better identify and meet the client's needs. Process Questions: What mechanisms could be utilized to involve clients in the decision making process? How can we regularly check clients' perceptions of the center's services? Can the center deal effectively with all client needs and, if not, can the center identify and assess the value of appropriate referral points?

5. The center should be able to serve a diverse population through ...e networking function of those agencies and individuals involved in the collaborative effort. *Process Questions: What are the populations served and what are their needs? What services currently exist within the collaborative effort to serve those needs? What is the quality and capability of existing services? What are the gaps in existing services?*

6. It is necessary to have personnel or 'people' support from all agencies in the effort for effective and ongoing collaboration. *Process Questions: What are the capabilities of the people involved? Will they require training to contribute effectively to the center? Can the center itself offer such training? How can personnel support be recruited? How can personnel support be directly related to and supportive of center functions and activities?*

7. The attempt to establish a workable community career education center can be approached more effectively by linking existing organizations than by creating a new organization. *Process Questions: What steps are required to enable existing organizations to identify themselves, and to operate together, as a community career center?*

8. It is necessary to identify and gain support from key community leaders who have the authority to encourage and elicit support and participation in the center from their constituents. *Process Questions: What information do leaders require about the center for their decision making process? How can leaders be regularly involved and informed?*

9. Publicity and public relations will enable the center to attract clients on a regular basis including youth in and out of school, teachers, and adults. *Process Questions: What modes of recruitment are best suited to attract the target population?*

10. The collaborative nature of the center will allow for a fuller use of business, labor and industry

for youth-to-work experience which can extend beyond the types of simulation experiences

offered within the framework of the schools. *Process Questions: How can business, labor*

and industry resources be appropriately screened and coordinated? How can youth be

screened to assure that they are prepared for and can benefit from the experiences offered?

11. Diverse components, including occupational information, counseling, referral, simulation,

training and utilization of the work community should enable the center to adequately

meet the diverse range of client learning needs. *Process Questions: How can the center's*

components interrelate and be effectively organized? Can we identify, during the center's

operation, components which could be adapted or added?

On the following pages, the actual structure, audiences and activities of the Oakland Community

Career Education Resource Center are described.   During the eighteen month contract period,

some of the process questions posed above have been answered, others remain to be pursued.

[Appendix B, preliminary plan]

III. The Oakland Community Career Education
Resource Center · A Blueprint

Because of the nature of the planning process, those involved in it, and the history of the Oakland

community, the OCCERC should be viewed as the hub of a network of existing services. The

OCCERC's role, as defined by key manpower service providers, is to link those agencies so that

the services offered to clients can be articulated and coordinated in a way that would be

useful and meaningful.

the same time, a better understanding of existing services and client needs would be pursued

through establishing a comprehensive client referral system and hotline. Where necessary, the

OCCERC would generate new activities and services which would not unnecessarily duplicate

those already in existence, and which would respond directly to clients' needs.

The 'OCCERC Network' chart on the following page offers an overview of those agencies which are

key both in providing career services for Oakland clients, and in planning and design of the OCCERC.

As noted, there are an additional 'bank' of agencies identified through the OCCERC survey which

includes over 300 service providers offering career counseling and training to the Oakland

community.

The OCCERC operating structure consists of the Policy Advisors Planning Alliance, an advisory

group of the key manpower service providers. The PAPA's role, after the initial design period,

has been to provide ongoing monitoring to assure that the needs of their agencies and their

clients are being met, and to assist in adapting or developing the design as necessary.

The OCCERC staff's role is to execute the OCCERC design and to report regularly to PAPA

on outcomes, progress and problems.

This section offers some detail on the operational level of the OCCERC, including location,

The Oakland Community Career Education Center Network

Agency or Service	Clients				
	Adults & Youth Out of School	Teachers & Counselors	Students	Agencies	Employers
Employment Development Department	Placement, counseling, oc. & voc. information	Oc. & Voc. Information	Oc. & Voc. information	Oc. & Voc. information	Referral of qualified, personnel
Oakland Youth Employment Service			Job Placement		Screening of qualified youth to meet employer's needs
National Alliance of Business		Teacher and counselor training	Recruits businesses for youth employment		Seminars and information
Teacher Shelter		Resource of materials from industry, space, teacher training			
CETA	OJT, Job readiness, stipends for CETA eligible clients		OJT, training, stipends for CETA eligible clients		
Oakland Public Schools		Teacher inservice	Career Ed. proficiencies mandated for all students		
Community Careers Council		Links to career exploration in work world, site visits	Matches students with job exploration, site visits		Enables business to serve students and teachers without overburdening site by preparing & screening visitors

The Oakland Community Career Education Center Network

Agency or Services	Clients				
	Adults & Youth	Teachers & Counselors	Students	Agencies	Employers
Oakland Adult School	Offers vocational training, career training and counseling				
Peralta Colleges	Offers career interest testing, career counseling, career courses, vocational training, and oc. & voc. information				

The ag ·cies listed here form the central OCCERC network of services and have been involved in OCCERC planning, design and activities. In addition to the services above, there is a wider network, linked through the OCCERC referral hotline, of over 300 agencies (some of which are subsidiaries of agencies noted above), offering counseling and career services to a variety of audiences (e.g. displaced homemakers, Asian Manpower Services, etc.)

and costs.

A. Housing

Where should a Community Career Education Center be located?
The immediate answer would be - where the audiences are.
- A Catalogue of Possibilities

In response to the findings of the national survey conducted by the project, the Policy Advisor's

Planning Alliance determined that space should relate to function, and that the OCCERC central

location should relate to client access. Because of the nature of the OCCERC network, the center's

'space' has been diffuse, moving to where the activities are. Teacher training has taken place in

the Teacher Shelter and in a variety of business and agency sites. PAPA meetings have been conducted

in the offices of the Community Careers Council, which offers members a central location. Inter-agency

meetings have rotated between agency locations - from the mayor's office to the basement of a

branch library. 'WorkOut', a key arm of the OCCERC, reaches an audience of 30,000 'clients'

at their schools, their place of work, or in their homes.

The center itself is seen as a centrally located office, which serves a coordinating function. A

number of spaces were initially volunteered by the PAPA membership for the central location,

including the Community Careers Council and the National Alliance of Business, among others.

The PAPA membership felt that location was key, and that there was a danger of the OCCERC

being seen as an adjunct of an existing agency due to location.

The ideal location, and the one finally utilized, was space within the California Employment

Development Department offices. This type of housing could offer access to and for the large

body of clients which were seen as a key audience for the OCCERC - unemployed adults and

youth out of school. The EDD location also offered constantly updated vocational and

occupational information, and an extensive career library; obviating the need to develop and operate

a duplicate service elsewhere.

The OCCERC physical structure, then, parallels the OCCERC networking function. The 'center'

is two desks and a telephone hotline system within EDD which serves as a hub for other OCCERC

activities and locations.

B. Staffing

The first rule of thumb is to relate staffing directly to services
and to audiences. There is no point in having a librarian if
no one comes to the library.
                                        - A Catalog of Possibilities

Again, the pattern here conforms to the networking nature of the OCCERC. Qualified staff with

expertise in their fields are currently serving envisioned CCERC functions within the OCCERC

network offered on the graph within this section. OCCERC staffing has also fluctuated according

to services offered.

The project director is at the hub of the staffing pattern, assuming responsibility for overall operations,

for identifying and directing needed services, for identifying groups and individuals who might use

the center, and for structuring experiences for clients. The key role of the project director has been

to serve as a liason - between key existing agencies, between the OCCERC functions, between the

OCCERC staff and the PAPA and between the project and the funding agency.

Because the project itself is seen in a 'brokering' position, enabling existing resources and agencies

to identify and develop needed services, this has been seen as a role particular to the developmental

phase (or funded phase) of the project. The intent here has been to identify, develop and then

delegate the roles necessary to the function of the OCCERC and, where possible, transfer the

functions to existing agencies which have ongoing resources for continuation.

The Hotline manager has assumed responsibility for assessing and initial interviewing of clients and

service agencies; for operating and updating the hotline referral system, and for maintaining records

related to center operations. Again this is a project role which, once initiated and developed,

has potential for transfer to existing agencies which can continue the service.

The WorkOut newspaper editor can be seen as the hub of an informational network. Much of

the job hunting and finding information offered by WorkOut is culled from materials developed

by federal grants and projects across the nation. Local occupational information and agency

information is gleaned from local sources. Where possible, people within key agencies have

been asked to directly contribute articles and information. The WorkOut editor has served

a coordinating, editing and production function, assembling materials from a range of both

local and national sources.

Use of loaned personnel from agencies involved in OCCERC planning and networking have

reinforced the commitment and interest of the involved agencies in OCCERC operations. These

roles have fluctuated according to OCCERC function. The central career center of the Oakland

Public Schools has made a paraprofessional available to OCCERC to familiarize OCCERC with

the VIEW system of career information (which was subsequently loaned to the center) and with

the range of career education materials available through the OPS center. The librarian of the

EDD career library has provided assistance in utilizing the range of occupational and vocational

information available through EDD. Direct assistance to hotline operations was offered through

the College of Human Services by a CETA eligible youth referred to the hotline by EDD as part of

a work-study program. Vista College, one of the key agencies involved in establishing the inter-agency

information and referral system has underwritten the costs of a librarian-consultant who has

helped to establish a phased system of updating information on the agencies included in the

hotline referral bank.

C. Costs

> Bicep, in their survey in the course of developing 'School-Community
> Linking Agencies: A National Guide,' found that the first challenge
> of centers, in terms of difficulty, is having adequate funds to maintain
> programs. In addition, over half of the programs surveyed by BICEP
> originated in response to state or federal grants.
> - A Catalogue of Possibilities

The national survey conducted by the OCCERC revealed that the costs of a 'center' can range from

$50,000 for a speaker bureau to total operating center costs of $2,700 a year. Many of the initial

ideas proposed for OCCERC operation - a computerized, updated occupational information system;

a comprehensive career simulation center - would have absorbed the funded projects operational

budget, leaving, at the end of the funded period, one component which would be unrealistically

expensive for an existing agency to assume and continue.

Once the initial OCCERC survey of existing agencies was completed, it was clear that most of

the components of a CCERC already existed within the Oakland community (see the 'OCCERC

Network' chart within this section). There were already sources of occupational and vocational

information, teacher resources, placement services for both adults and students, linking services

between schools and the world of work, and a range of career services for a variety of audiences.

What did not exist was a coordination or articulation which would enable existing agencies and services to work together - sharing information, resources and efforts to better meet client needs and enabling the agencies to form a comprehensive service network.

The 'cost effective' approach for the OCCERC appeared to be to develop services which would fill the necessary gap - that of linking the existing network - while simultaneously involving those key agencies in the linking process which could benefit from and continue to operate linking functions once the funding period ended.

The final phase of the OCCERC has been to transfer ownership of OCCERC elements to existing agencies.

IV. AUDIENCES

As the Oakland Community Career Education Resource Center developed, definition of audiences and of audience needs was clarified and expanded. New audiences, such as the agencies which currently exist within the community as career service providers, which were not targetted within the original CCERC concept, were identified and included in the OCCERC effort.

In this section, the audiences of the OCCERC are described, and components of the OCCERC network which serve that audience noted. Each description, where appropriate, includes identification of the problems (or opportunities) in reaching, serving, or expanding services for that particular audience.

A. Adults and Youth Out of School

> These are those adults who don't fit into any of the institutionalized
>
> manpower programs in Oakland - people who want access to career
>
> information, job opportunities, training and placement. In addition
>
> to the structurally unemployed, other populations have career
>
> counseling, service, referral and placement needs. Among these
>
> are included: women reentering the labor market; people desiring
>
> career upgrading and/or change; and individuals whose jobs have
>
> been eliminated because of change in technology and/or economic
>
> slumps in the local economy. Our job is seen as helping them to
>
> gain access to existing programs that can provide them with
>
> counseling, training, stipends while in training, etc.
>
> - OCCERC Planning Design

Within Oakland, and within other urban communities across the nation, this audience can be divided into two significant categories: those who are CETA eligible and those who are not.

For those who are CETA eligible, there are literally hundreds of programs available which subsidize the client: offering him or her money to survive while learning skills, becoming job ready, participating in OJT, or going to school. Both of the two major 'arms' of the OCCERC, the Hotline and the WorkOut newsletter, offer such clients information about and appropriate referral to CETA programs.

There is a greater difficulty in meeting the needs of the non CETA eligible client. The needs themselves are complex. The Hotline client contact record indicates that the majority (over 80%) of adults requesting assistance define that assistance as immediate need for a job: They want to work and they need money.

However, the agency providing major links with jobs and offering job placement - the California Employment Development Department (EDD) identified a critical need during the OCCERC planning process: job readiness workshops for adults with a focus on employability skills and attitude training. If it is to serve both clients - the worker *and* the employer - EDD must assure that the client has appropriate skills for the desired job and is job ready before that client can be referred to an employer. Employers themselves express a desire for 'job ready' workers.

The difficulty is not in development or identification of job readiness or career counseling programs. California is fortunate in its system of community colleges which provide free career counseling and interest and aptitude testing and which provide skill training and job readiness courses for a nominal fee. The Oakland Adult School also offers vocational training and career education courses for @ S3 per course. EDD itself offers job search workshops for a number of its clients.

What then, is the problem? Survival. The adult client seeking assistance has an immediate need. The need is for work which will provide them with money which will, in turn, assure their survival. Skill or job readiness training may be a clearly perceived need by the Hotline operator, by the EDD counselor, or by the employer. In some cases the client acknowledges that need. However, such a need is necessarily low on a list of priorities when the client requires immediate money to survive. The problem is compounded if the client is a woman with children. In addition to feeding herself and her family, she must pay someone to free her time for either job readiness or skill training.

Is there an agency and/or system that offers the client money to meet survival needs while offering them skill training or job readiness workshops? If the client is non CETA eligible, the answer is generally no.

The problem, at this point, is not convincing the client that they require training prior to employment. In fact, it would be unrealistic to do so if the client could not survive while participating in such a program.

The problem to be dealt with is that of offering those clients who are not CETA eligible a realistic means of survival while preparing them, minimally, for entry level jobs and, ideally, offering career counseling and skill training which would lead to continued employment and advancement.

B. Manpower Service Provider Agencies

_...e agencies currently providing career information
_nd services within the Oakland community. The needs of
these agencies includes a better understanding and inventory

of who is doing what in career services in Oakland, and a means of

coordinating efforts so that, while unecessary duplication of services

is avoided, coordination and articulation of services can be achieved.

— *OCCERC Planning Design*

The need to provide services to those who serve was most clearly articulated by Velma Lucero,

Director of CETA Youth Programs in Oakland, during the OCCERC planning process. She noted

that there is a lack of coordination and continuity of services between manpower programs in

Oakland, and no link between city and county programs. In fact, due to the nature of the funding

process, it appears that the funding administrations themselves create a competetive, non-cooperative

atmosphere among contracting agencies.

Ms. Lucero envisioned an OCCERC which would serve as a neutral agency, bringing together

funding administrations from both county and city levels to formulate non-financial agreements

between prome sponsors which would be imposed on contractors. Such a 'brokering' process

could lead to better continuity of services for the clients, referrals between agencies, and

cooperation in terms of recruitment.

Similar needs were expressed by other agencies. The Oakland Public Schools Career Education

Office noted the current state of confusion and inefficiency in terms of referral between agencies

and the need for a total referral system for Oakland. Such a system would include all service,

academic and government agencies and would refer people to the place which would best meet

their needs. Ideally, such a system would also serve employers by informing them about where

to find trained personnel via local agencies and training organizations.

Vista college, which offers career education training for teachers and counselors in the area in addition

to Vista students, and which conducts assessment for CETA, confirmed the need for an effective

referral system. Here the idea was expanded to include a means of following up on client referrals.

Four OCCERC activities were generated in response to these expressed needs: a survey of what

exists in career services in Oakland; an information and referral bank developed in cooperation

with other service agencies; operation of the Hotline for client referrals; and the Interagency Policy

group which is developing ideas about how to better coordinate exist ng efforts.

C. Teachers and Counselors

This audience includes school-based teachers and counselors

who are working on a daily basis with in-school Oakland

youth. The OCCERC will serve as a source of information

and training that will help prepare teachers and counselors

to prepare youth for employment.

- OCCERC Planning Design

The OCCERC activities for teachers and counselors have been founded on a number of basic assumptions.

The first assumption is that school personnel must be involved in development of curriculum and

counseling techniques if those techniques are to be useful to and used by the involved school

personnel. The second is that school personnel, with assistance from appropriate training agencies,

have the capacity to develop viable curriculum and counseling materials. The third is that, in

the area of career education, teachers and counselors require direct exposure to the workplaces

which exist outside of the school setting. Finally, it was assumed that as teachers

become increasingly involved in career education, they will necessarily be assuming counseling

funtions within the classroom and that it is beneficial for teachers and counselors to jointly

explore, develop and utilize career education methods and materials.

OCCERC activities which responded to these assumptions have included teacher training; familiarizing

teachers and counselors with local resources which exist to meet their needs; and offering

ongoing occupational information and curriculum ideas through publication and distribution of

the WorkOut newsletter.

A key function during this first, developmental year of the OCCERC has been to elicit

suggestions from teachers and counselors regarding what role the OCCERC might play in supporting

their career education efforts. The following suggestions emerged from OCCERC training sessions:

- Provide information

- Provide teaching resources

- Reproduce and distribute materials (the materials available

    through the district are not being widely disseminated and used

    at the school site)

- Share information and programs with the district

- Information about funding sources to support career education activities

- File on businesses and agencies which welcome field trips

- Liaison with the Community Careers Council

- Career education workshops

- Visits to business

- Bring career center people from various schools together to exchange

    information about programs, materials, resources and techniques

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- K-12 articulation

- K-12 program development

- Speaker bureau

D. Students

While students will be served through WorkOut newsletter and the

OCCERC Hotline as they draw on those resources, we will primarily

try to reach students through their teachers and counselors and

encourage better use of existing libraries and other services at

the school sites.

- OCCERC Planning Design

While students themselves are generally concerned with immediate needs - i.e. summer jobs or part-time work, the members of the Policy Advisors Planning Alliance felt a concern for students' long-range employability skills.

Immediate student employment needs are coordinated through the Oakland Youth Employment Service which operates within the Oakland Public Schools in coordination with EDD, the Mayor's Office, and the National Alliance of Business.

PAPA concern for long-range employability skills was due to identification of the need to prepare students for career choices and appropriate work habits while they are still in an institution which can, hopefully, train them in these areas. Once they leave school, if they have not gained these skills, they will be contributing to the growing ranks of adults who require supplemental or remedial training

It was felt that teachers and counselors are, through proximity, best able to offer career education to students and that the OCCERC role is to offer teachers and counselors the type of support and training so that they, in turn, could train their students.

The WorkOut newspaper, distributed to all junior and senior high schools in Oakland, is available to supplement the teachers' efforts and has been successfully used as classroom curriculum material. The June issue of WorkOut was focussed on youth and featured a range of information and ideas on summer employment.

To assure continuity of and commitment to ongoing career education curriculum in the schools, PAPA members charged the OCCERC staff with the task of making a presentation to the Oakland Public Schools cabinet regarding the necessity of assuring that job finding, getting and keeping skills were included in the curriculum. The staff followed up on the recommendation with Rose Emma Wallace, Executive Associate Superintendent of Learning and Carol Worthington, Chairperson of the Instructional Strategy Council charged with making sure that all OPS proficiency requirements were assigned subject responsibility. Proficiencies dealing with career education are now assigned and required in the curriculum.

E. Employers

Employers have indicated confusion over the plethora of

existing employment service groups, and the service they

provide. There is some concern as to what the existing agencies

do for those who are seeking employment and the employer's

need for qualified personnel. The center hopes to bridge the

> *communication gap and check for the match between service,*
>
> *training and employment.*
>
> *- OCCERC Planning Design*

A response form mailed to over 500 major employers in the Oakland area was used to elicit ideas about what employers want from an OCCERC. Employers responding indicated an interest in continuing to receive the WorkOut newsletter and being informed of OCCERC activiteis. Employers also indicated interest in both providing information to the Hotline about their hiring needs and in listing information about job openings in WorkOut. Finally, employers expressed an interest in receiving more information about institutions and agencies which provide career and vocational training.

Service provider agencies have also expressed concern about meeting employer needs. The concern is centered around the gap between employer hiring needs and the number of unemployed people in Oakland, and is expressed in an attempt to encourage employers to 'hire Oakland' - e.g., hire people from within the community rather than drawing them in from outside.

WorkOut is distributed to over 500 major employers on a regular basis, offering them information about existing agencies, programs and training institutions as well as offering concrete suggestions about how they can contribute to the career service scene. The Hotline serves employers by informing them about training institutions which may offer qualified graduates for employment and continues to elicit information from employers about their hiring needs.

V. ACTIVITIES

Activities

OCCERC planning and development have led to a balance between activities which link existing

agencies and which form the OCCERC network of services, and those which offer direct services

to clients where gaps in existing services have been identified. A chart on the following page offers

an overview of OCCERC direct services, noting the client audiences served.

A. Survey of Existing Career Service Providers

An initial charge of the Policy Advisors Planning Alliance for the OCCERC staff was to determine

what currently exists in the Oakland community to assure that the center would not replace or

duplicate the efforts of existing programs and services, but rather would provide service in areas

where none exist.

A second purpose of the survey was to find out whether existing services meet the range of

client needs, and to evaluate whether those services are effective in terms of client outcomes.

A final purpose of the survey was to gather information about existing services and agencies which

would enable the OCCERC to refer clients to organizations which are capable of meeting their

particular needs.

The survey began with identification of key service providers by PAPA members, and by review

of a career services directory developed by the Oakland Community Careers Council. All agencies

were initially contacted by mail and asked to respond to questions about the services they provide

and the clients they serve. Telephone follow-up and/or site visits were conducted as necessary.

Approximately 340 agencies were contacted which offer services to Oakland and surrounding area

Activities

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OCCERC Direct Services

Activity	Clients Served				
	Adults and Youth Out of School	Teachers and Counselors	Students	Agencies	Employers
WorkOut Newsletter	Job hunting, finding and getting infor- mation; features for women, parents, CETA eligible clients; local occupa- tional informa- tion and hiring trends; referral to existing agencies.	Career education curriculum infor- mation; use of newsletter as curriculum ma- terial.	Summer jobs feature (what, where and how); career infor- mation; job hunting, getting and finding.	Information about what other agen- cies are doing; sources for referral; infor- mation for agency clients.	Information about tax benefits, emplo- seminars; how to contribute to the summer jobs program.
Hotline	Referral to job placement, coun- seling, testing services and to academic and vocational training insti- tutions.	Referral to spea- ker bureau, to training activities, and to sources of occupational & vocational infor- mation.	Referral to summer jobs programs, job placement, volunteer op- portunities.	Referral to other service agencies and activities; re- ceive clients appropriate to their agency & services.	Referral to training institutions where qualified personnel may be found; infor- mation about agencies and activities which they may contribute to.
Inter-Agency Information and Referral Group				Offers agencies an information and referral bank so that they may better refer their clients and assure artic- ulation of services. *Benefits clients of user agencies.*	

Activities

OCCERC Direct Services (continued)

Agency	Clients				
	Adults & Youth Out of School	Teachers and Counselors	Students	Agencies	Employers
Inter-Agency Policy Group				Enables agencies to work together to plan better coordination and cooperation among services while identifying service gaps. *Benefits clients of participating agencies.*	
Teacher and Counselor Training		Enables participants, through training and contact with world of work resources and sites, to develop materials & ideas for direct use with their students. *Benefits students served by these teachers and counselors.*			

residents. Over 200 of those agencies stated that their service could provide career counseling, aptitude and interest testing, job readiness and search skills, occupational information and job placement.

Ongoing information gathering and assessment of agency services continues. A librarian on loan from Vista college assited OCCERC by oragnizing agency files into an information follow-up pattern, once it was determined that, due to fluctuation in funding and operations, it is necessary to periodically recontact and update agency information at regular intervals. Assessment of agency services is conducted by following up with clients referred to those agencies by the WorkOut Hotline.

B. InterAgency Information and Referral

Once its own survey process was under way, OCCERC staff identified several representatives from different agencies that are directly concerned with providing and/or gathering information and referral resources: Golden Gate Library, Community Careers Council, CETS (CETA) Assessment and Referral, CETS (CETA) Recruitment, and Vista College.

The group met to determine whether it would be efficient and feasible for individual agencies to combine some of their information and referral activities, and eventually share a super-file of information and referral data for the Oakland area.

It was determined that there was a good possibility of sharing the work of gathering and organizing the information and referral data that all agencies need and use in their different projects. This would enable them to avoid duplication of effort and expand individual referral pools by

Activities

sharing information.

The primary area of interest was occupational information and career services, but job-related educational and social service referrals were also identified as high priority items. Several projects already had a partial information base in each of these areas and several other projects were just beginning to organize a referral base.

Working cooperatively, the group developed agency information forms and client intake forms which would enable consistency and continuity between participating agencies. Information banks from the individual agencies were pooled and transferred to the common agency forms. The group has continued to cooperate in the effort to update information about referral sources and to assess agency services through follow-up on client intake forms.

C. Hotline

The career agency survey conducted by OCCERC and development of a comprehensive information and referral bank in cooperation with other key agencies led to development of the WorkOut Hotline.

Through the survey and information bank process, hundreds of agencies were identified which offer career counseling, information, aptitude and interest testing, job hunting and finding skills, job readiness workshops and job placement. Some cost money, others are free. Exact services vary from agency to agency, just as types of clients served varies.

The problem the Hotline was formed to address was that of access. The assumption was that it is

difficult for members of the Oakland community to identify the agencies that are there to help them. Equally, it was assumed that it is difficult for the agencies themselves to know where to refer a client who has completed, or who is not appropriate for their own services.

The Hotline, then, was intended as a linking service, attempting to match the individual's interests and needs to the services that exist in the community. The Hotline's primary form of outreach and publicity has been through ads and articles in WorkOut, a newsletter distributed free to 30,000 people every other month.

A client may call the Hotline day or night and state their career interest/need/problem. At night a telephone answering device explains the hotline system and records their request. Callers are encouraged to relate as much as they can or wish about themselves. It is explained to them that the more information they offer, the more the Hotline can help them because factors such as age, sex, race, etc., can affect eligibility to programs designed for special interest groups or audiences. Callers are required to leave their name, and their address or telephone number so that the Hotline can follow up with them on the effective ass of the referral and steps taken. If the Hotline cannot respond immediately to their need, a call back system has been established. If they have left their phone number, they re' ve a call with the information they have requested. If they've left an address instead, they receive a postcard with the same information. This method enables the OCCERC staff to fully research the problem or need stated, rather than attempting an 'off the cuff' response.

A client intake form developed cooperatively by the interagency information and referral group is utilized for each call received by the Hotline. The form enables us to track the number of calls received, the type of callers utilizing the Hotline, and the nature of their request.

A review of Hotline operation and client response indicates a need to reexamine the initial assumptions

leading to initiation of the Hotline. The major interest expressed by individuals calling the Hotline

is immediate job placement. Such clients, depending on age, are referred to the Employment Development

Department or to the Youth Employment Service. Clients do not appear to be particularly interested

in the 'hundreds of agencies' that exist in the community to serve them. They want jobs. Now.

This problem is discussed further in the sections titled, 'Audiences - Adults' and 'Outcomes - Activities

and Services.'

Agencies, on the other hand, appear to be extremely interested in what other agencies are doing

and have formed a significant audience for the Hotline service. This could mean that clients are

more effectively referred through a second-stage process of referral - that is, they are referred to

another agency by an agency they are currently connected with which is using the Hotline to

determine appropriate referrals.

A predominant number of agency calls, however, are requesting continued copies of WorkOut

and express interest in contributing to WorkOut content.This may indicate an interest in ongoing,

varied information and articles rather than a need for specific referrals. It could also mean that

agencies are simply interested in inspecting the 'turf' and learning about the activities of others

while having an equal interest in publicizing their own efforts.

Members of the original information and referral group have expressed interest in continuing

Hotline operations once the funding period of the OCCERC has terminated.

D. WorkOut

WorkOut is a bi-monthly paper about jobs. Published by the OCCERC in a quantity of 30,000

copies, it is distributed free throughout Oakland. WorkOut is for people who work or who are

looking for work, for the unemployed, for women re-entering the job market after a period of

years, for those who want to move up the career ladder, for youth seeking summer or part-time

jobs . . . and for people who are trying to figure out what they are doing and what to do next.

WorkOut was intended to enable the OCCERC to reach those in the community who would not

normally come in contact with career information and who are not currently being served by

existing career services and agencies. At the same time, WorkOut was intended to provide a

useful supplement to those who are actively seeking out career information or who are involved

in career services and programs

WorkOut is not concerned solely with the problems of the unemployed, but includes those

entering, reentering, leaving or shifting jobs. As the publication developed, the audiences

expanded to include educators, employers and career service providers.

WorkOut content has included:

- Job Getting Information
          Application forms, job interviews,
Job Seeking Information
          Using the telephone, placement agencies, etc.
Local Occupational Information
          Special keynote articles on major Oakland job markets such as the Port of Oaklar...
Career Agency Highlights
          featuring public agencies within Oakland such as CETA, Bay Area Construction O₁ ⸱ortunity
          program, Alameda Volunteer Bureau, etc.
Educational Information
          Information about training institutions that prepare you for jobs including the adult
          schools, community colleges and vocational institutions

Women's Column
> Information about apprenticeships, non-traditional jobs, national organizations, and a directory of local support agencies

Reader's Column
> Questions from readers and answers which include local occupational information

Special Topics
> Geared to special interest groups such as parents who wish to contribute to their children's career development, teenagers looking for a job, teachers interested in developing career education curriculum

Employer News
> Information for employers about tax credits for hiring CETA eligible employees, seminars which enable them to better work with minority personnel, and ways they can contribute to the youth employment scene

Hotline Publicity
> Encouraging the use of the OCCERC hotline

An appealing graphic format has been used to encourage interest in and continued use of WorkOut by the identified audience.

While distribution can form the key problem for freely distributed papers of this type, WorkOut has been able to take advantage of the community liaisons established through the Policy Advisors Planning Alliance and through the efforts of the project director. Issues are being distributed for the OCCERC by the existing networks within the Oakland Public Library system and the Parks and Recreation department. WorkOut is also being distributed to:

1. Community colleges (three sites at each college)

2. Community service agencies included in the OCCERC referral bank (over 300 agencies) with a special emphasis on those agencies who serve particular ethnic or non-English speaking audiences

3. Oakland employers (identified by and included in the Oakland Community Careers Council Contact files - totalling over 500 business and industry sites)

4. Churches contacted by the OCCERC interested in our efforts

5. A sampling of places where people congregate - supermarkets, laundromats, coffee houses, etc.

6. Junior and Senior high schools and adult schools

In addition, WorkOut is distributed door to door to approximately 10,000 homes in areas which

have been identified as high unemployment zones.   [Appendix C]

E. Teacher and Counselor Training

The goals of teacher and counselor training, conducted for approximately 50 teachers and counselors

by the OCCERC (to be repeated in the fall) were to orient counselors and teachers to existing

career information, community resources and local occupational information while enabling

them to develop their own bank of materials and exercises which could be used by themselves

and others at their school sites.

At the same time, we wanted to gain input from counselors and teachers concerning the types of

services they would perceive as being useful and needed by themselves and by the students they

serve which could potentially be offered by the Oakland Community Career Education Resource

Center (see section titled 'Audiences - Teachers and Counselors).

The content of the training, while lending itself to individual participant's needs and levels of

interest, was structured to meet the desired goals and outcomes. During the first session, participants

shared their current level of knowledge, experience and ideas in the areas of career education and

counseling.

Task forces of approximately three participants each were formed around basic occupational clusters

and were continued as a focus throughout the workshops. The goal of the task forces, comprised

of a mix of teachers and counselors, was to identify existing community resources which could

enhance a students understanding of that cluster through site visits, class speakers, etc; to structure

pre and post activities for such site visits, including simulated exercises, so that the student could

receive maximum benefits from the experience; to identify and/or develop means of assessing

student interest and apti :udes concerning the cluster; to identify or develop curriculum which

could complement counsuling activities; to develop or identify means of assessing student progress

in gaining an understanding of the cluster area; to identify additional materials and resources

available locally which the student might seek out to expand h's or her knowledge of the cluster area.

Workshop activities designed to enable the type of task force activities described included: site

visits to business and industry; exploration of existing materials and curriculum in the cluster

area; counseling technique workshops; introduction to local sources of occupational information

and job trends; curriculum workshops; problem solving sessions concerning the types of support

services required by teachers and counselors in the area of career education.

Integral to the training effort were the contributions of the Community Careers Council, which

arranged individual and small group site visits to business and industry for participants, oriented

participants to their linking service and which can continue to serve those trained, and of the

Teacher Shelter which provided space and training support, and which offers participants ongoing

space and resources from business and industry to plan and develop curriculum materials.

Both CETA and the Employment Development Department offered participants in-depth orientations

to their services.

Participants emerged from training with a better knowledge of existing career education information

and resources and of how to utilize those resources; a bank of material developed during the training

for use in counseling and teaching; and, hopefu!!y, the ability to continue to develop the types

of materials and methods contained in the bank developed within the training after they returned

to their individual school sites.   [Appendix D]

F. Interagency Policy Task Force

In response to the need expressed by agencies during the planning phase, an Interagency Policy

Task Force was identified to examine youth to work policy and articulation questions in Oakland.

Representatives from Peralta Colleges, the Mayor's Office, Oakland Public Schools K-12, CETA,

and the Oakland Adult School are included on the task force.

Some of the questions being considered by the task force are:

- Where is job turnover in Oakland occurring? Why?

- Where is training available? How effective is the training?

- How much in-house training is anticipated through new business

and industry coming to Oakland?

One effort of the task force is to coordinate the urban development occuring in Oakland with the

services provided by service agencies. Urban development currently underway in Oakland includes:

a convention center; Hyatt Regency Hotel; Regional Shopping Center (including three major

department stores); 3150 - Car Garage; Future office building sites; Victorian Row; Hong Kong U.S.A.

To support some of the manpower needs of these projects, $750,000 in CETA funds has been

allocated to train hardcore unemployed. The goal is to work with the developers to train and employ

Oakland residents. The task force's concern is to coordinate these efforts with existing

educational and manpower agencies, and are urging the City of Oakland to chart what kinds of

jobs will be required to meet the new development demands and indicate when those jobs are

expected to be 'on line'. This could be of tremendous help to the education institutions as they

try to structure training programs to meet anticipated future demands.

The task force is continuing to meet and discuss these issues.

VI. OUTCOMES

The Oakland Community Career Education Resource Center development and operation, combined

with the national survey conducted by the project, have enabled us to identify some central principles

concerning the formation of a Community Career Education Resource Center.

A. Contextual Background - Career Education History

The importance of recognizing and building upon the history of career education projects and manpower

service provider agencies within the community was key in forming the OCCERC and is stressed

throughout this monograph.

As noted earlier, the OCCERC can be seen as an evolutionary 'next step' in viewing the progress of

career education. This assumes that earlier steps have been taken - career centers within schools;

career education curriculum and learning proficiencies; speaker bureaus; placement services;

teacher training activities; etc. In Oakland, as in many urban locations, there is a rich history of

career education development.

The Community Career Education Resource Center, within such a context, should not attempt

to build on barren ground, beginning from scratch. Many components of an 'ideal' CCERC

already exist. They should be identified and involved in the CCERC network. Recognition of

past failures as well as ongoing success should be noted. Through tracing the career education

history within a community, it should be possible to identify key players who should be centrally

involved in CCERC development.

B. Ownership

Knowledge of career education history and context should lead to identification of the major players

in the local career education community. Funding history and patterns, as well as local political

considerations contribute to a sense of the importance of 'turf' among these players. In many

cases agencies are competing for funds, space, or audiences. In others, players find it convenient

to explain their lack of service within a particular area or for a particular audience by noting the

deficiencies of agencies behind or above them on the career education ladder.

It is unrealistic (and undesirable) to expect that, with short-term funding, a

project would supplant or surpass the existing players, whose services and career

education history may date back over decades. A project attempting to do so could,

justifiably, expect lack of support on every level--from information, to assistance,

to resources, to audience referral. The danger would be, as Ben Hargrave, the

planning advisor of PAPA, explained, 'Building a center, opening the doors,

and having everybody stay away.'

There is, rightfully, a sense of pride and ownership among manpower service providers. One has

developed a successful speaker bureau, another has years of experience in counseling and placement,

another has been working to establish career education proficiencies in the schools.

These key players, along with their information, expertise and resources, must be central planners

in the career center effort. Ideally, their involvement would extend to ownership and continuation

of center activities and components. Presenting the community with a center and saying, 'Here is

the OCCERC which will now do all of the activities all of you have been doing (or trying to do) for

years,' could be met with emotions ranging from hostility to indifference to amusement.

By saying, 'We have the resources to develop a community center. What do you think it should do?', the key players are offered the ownership and the involvement that they deserve. Key player involvement could include:

- Representation on the Policy Advisor's Planning Alliance

- Commitment of space

- Commitment of personnel

- Participation in committee or special interest group projects

- Ongoing assessment

- Continuation of CCERC components

C. Activities and Services

Once key players are involved in the CCERC effort, it should be possible to systematically explore and assess the range of services being offered and to identify where service gaps exist. Similarly, audiences served, audience needs, and 'unreached audiences' can be identified. Again, there are political implications in such a process. Agencies and organizations generally have mandates specifying services to be offered and audiences to be served. In practice, agency operations shift in response to reality and as a result there is a gap between the theoretical purpose of existing agencies and their actual functions. Most agencies will respond, when questioned about their services, with a theoretical statement of purpose.

It would be a mistake to confront agencies with the gap between their stated purpose and their actual function, but it is necessary to gain agency confirmation of service needs so that they will eventually support the efforts generated to meet those needs. One strategy is to ask key agencies to identify what else should be done to enable them to identify needs without

Outcomes

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implying that they are at fault.

A key phrase repeated throughout OCCERC development was · 'avoid unnecessary duplication.' Involved agencies need to be repeatedly assured that there is no intent to take over what they perceive as their territory.

Within this background, it is difficult to develop an accurate picture of what is actually being done within a community, and to separate statements of purpose or policy from working reality. Working in cooperation with other agencies, the OCCERC conducted an extensive survey of existing agencies and activities within Oakland and has found it necessary to continually update that information. The process of testing stated purpose against reality is ongoing, and involves client referral and follow-up through the WorkOut hotline.

The process described above can be both tedious and time consuming, but it is necessary to assure existing agencies that the center is not 'unnecessarily duplicating' their activities while gaining their support and participation in center activities.

In the Oakland context, most of the service gaps which the OCCERC could appropriately fill were in the area of linking components which would enable existing agencies to function cooperatively as a network and better serve and refer their clients. Other service gaps which were identified remain problematic and go unfilled. An important one, noted in the section titled 'Audiences', is that non CETA eligible adults who should be referred to counseling or further training have immediate employment and financial needs which discourages them from taking advantage of existing services. Another gap lies in coordination between manpower agencies and social service agencies. A number of clients have social service needs - such as childcare, legal counseling,

Outcomes

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family crisis - which have impact on their employment needs and problems.

These types of problems pose the question of career service parameters or limits. The OCCERC'S

role was perceived as working within the manpower and career education area. There may be

a need for another type of agency or effort which can better work to fill the gap between

career services and other client needs.

D. Facilities

The type of center preparation, planning and development described implies the need for a

'working backwards' approach to the center's structure. Rather than begin with a center that has

a location, staff and resources and then initiate activity, it is necessary to identify needed activities

or functions and then staff, house or support those functions.

Beginning with a structure and a staff means beginning with a critical assumption - that you already

know what is needed, what you are going to do, and how it should be done. Within the type of

turf and territory problems noted above, such an assumption could be disastrous. A center with

a library, a teacher center and a placement office would directly duplicate the efforts of existing

agencies and alienate those operating the agencies. As with activities, facilities should avoid

'unnecessary duplication', building upon what already exists, making what already exists part

of the OCCERC network, and building only where gaps are identified.

Operations

E. Brokering

It becomes important to identify who can appropriately and effectively initiate an effort of this type - who can start a community career education resource center?

Both project staff and PAPA members recognized the danger of the OCCERC being too closely identified with or owned by any one existing manpower agency. There are two potential problems here. The first is that the center might be seen as a power bid or takeover by that agency and would thus be resisted by other agencies. The second is that the center would simply be seen as an add-on component of an existing agency and would not effectively involve others in a community effort.

The Industry-Education Council of California was seen as a neutral a icy - outside of the turf and territory conflicts within the community. Neutral status was protected through careful consideration of housing, activities, and diversified agency involvement.

However, neutrality alone will not assure the ability to operate as an effective broker. The broker must also be seen as having credibility within the community. The OCCERC effort was facilitated by having Ben Hargrave, who has an extensive history in the Oakland schools and manpower agencies, serve as the planning advisor during the two month developmental period and for the ongoing PAPA sessions.

It is uncertain how long a broker must function before the broker's services are no longer necessary for the effort to continue. It may be that, in some cases, the broker will always be necessary.

Because the OCCERC was a funded project with a definite termination date, the brokering effort

has included attempting to develop center components with direct involvement of existing agencies

in planning and operation so that those components may continue once the project ends.

VII. NATIONAL PERSPECTIVE

A.   National Conference

Following negotiations with the Office of Career Education in September and October of 1977, it was decided that a more useful approach than the national conference for 100 participants would be to pull together national 'experts' who would review our progress and process from a variety of perspectives.   Each would write a paper focusing on the problems and opportunities of a Community Career Education Resource Center from their particular perspective and area of expertise.

A meeting of five national experts took place on January 14–15, 1980 in San Francisco. Emerging from two days of brainstorming was a consensus that the Oakland Center had demon-strated in the short period of the contract, what were the *basic* components of *any* Center, and, that additional components could and should only be added depending upon community circumstances and need.

Appendices E and F contain the papers prepared by the national experts along with the revised *How To* monograph which includes their comments and recommendations.
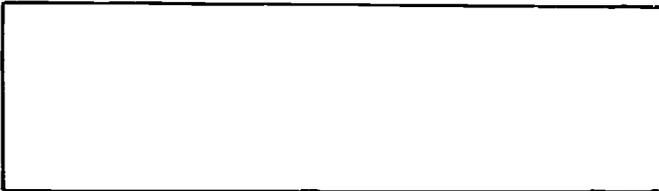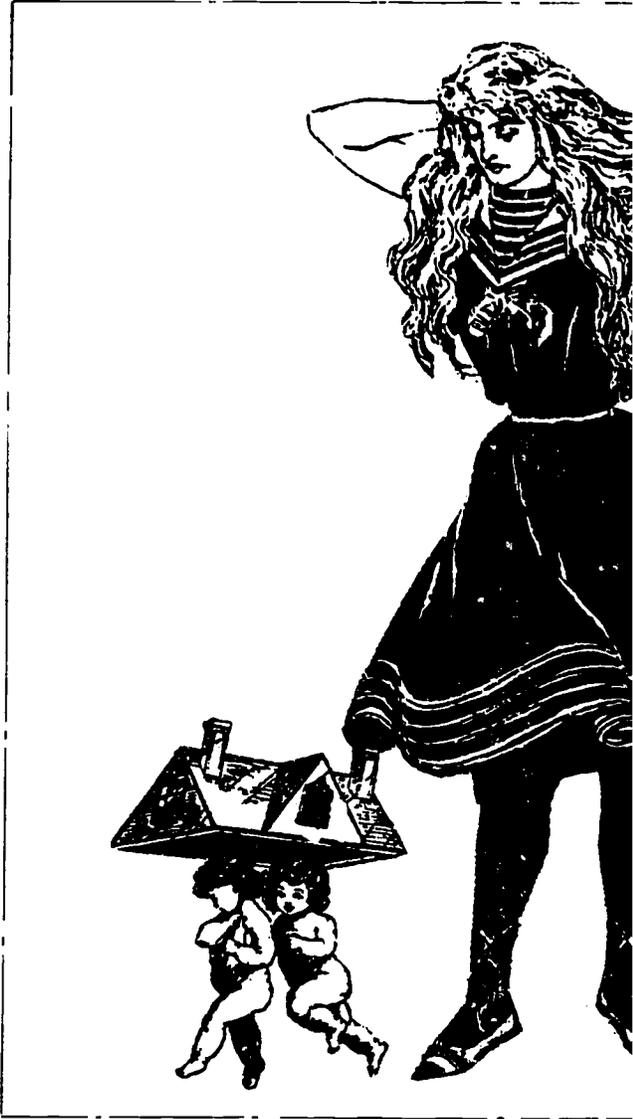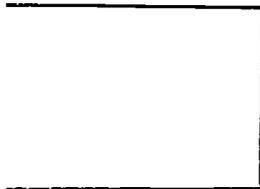
APPENDIX   A

CATALOGUE OF POSSIBILITIES

A CATALO GUE OF PO SSIBILITIES

THE COMMUNITY CAREER ED UCATION RESOURCE CENTER

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THE SURVEY/CATALOGUE PROCESS

The content of this catalogue is based on a national survey of 'well known community career education resource centers.' However, as noted in the catalogue, and by Ken Hoyt in an interview during the survey process, there appear to be no existing centers which include all audiences and services as described by Hoyt (see 'Introduction').

There are a number of centers which have developed exemplary elements of a CCERC, which have initiated effective and extensive collaborative efforts within their communities, which are attempting to reach audiences previously ignored by school-based centers, and/or which were able to identify potential obstacles or points of opportunity a CCERC might encounter. In this sense, the CCERC might be seen as the next evolutionary step in the career education movement, linking and improving services to create a total career education process and extending those services to meet the range of audience needs within the community.

This catalogue, then, has been titled, 'A Catalogue of Possibilities' - offering options, ideas and experience from existing centers which can contribute to development of the CCERC.

The survey/catalogue process was conducted in October and November of 1978. The time limitation necessitated utilizing information and exploring in depth those programs which responded to a call for information. This was supplemented by seeking out programs identified as exemplary by the Office of Career Education, and by other agencies and programs.

Site visits during the survey process included the San Diego Regional Career Information Center; Mesa Public Schools Center for Career Development; Industrial Arts and Home Economic Simulation Programs

under the direction of Joseph Luke, State Supervisor of Industrial Arts in Utah; the Workplaces program in Hartford, Connecticut, and Open Doors in New York. Interviews were conducted with directors of the Arapahoe Community College Career Resource Center, the Community Career Education Center Project in Norwalk, Connecticut, and the National Center for Research in Vocational Education at Ohio State University, in addition to information exchanges with other project directors at the annual project directors meeting for the Office of Career Education in Washington, D.C.

Computer searches for exemplary programs were conducted through the National Center for Career Education and ERIC, with further centers being identified by the Montana Effort for Collaborative Career Education (MECCA). Further information about existing centers relevant to a CCERC was solicited through contact with adult education departments and departments of education in each state. A notice of the information search in 'Career Education News' elicited further response. Existing catalogues, such as 'Dimensions', 'School-Community Linking Agencies', and 'A Study of Career Centers in the State of California' provided further information and link with programs.

The programs and references listed in the index are those which contributed to the survey/catalogue process. It should be stressed that, given the brief time period involved, this catalogue could not and does not intend to represent a complete roster of exemplary career centers. Information received after the survey deadline is not included in the catalogue, and referrals to exemplary programs could not be pursued once the survey had ended.

The catalogue does, however, represent a range of services and agencies which have relevance to the development of a Community Career Education Resource Center, and should serve as a stimulus for further exploration of the CCERC concept and of information which can contribute to development of that concept.

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1   SURVEY/CATALOGUE PROCESS

E COMMUNITY CAREER EDUCATION RESOURCE
CENTER CONCEPT

ineth B. Hoyt, Director, Office of Career Education
U.S. Office of Education

basic principles the career education concept has held as in-
following are particularly appropriate to this presentation:
ts of career education should come from a combination of
tion of current education resources and existing community
es.

cation system should make full use of the existing business/
dustry/professional/government community rather than
simulate or duplicate that community within the frame-
education.

wareness, career exploration, and work experience opportu-
r students should be made available in the existing
ional society.

eer education concept should extend to adults as well as to

ant that each of these basic principles be preserved.

er education concept has evolved and attempts made to con-
ncept into an operational level, a series of practical problems
apparent. These problems are particularly obvious and
an settings. It is suggested here that creation and operation
unity Career Education Resource Center represents one via-
to such practical problems.

opics must be discussed: (a) the rationale behind the con-
ommunity Career Education Resource Center (CCERC); (b)
and functions of the CCERC; and (c) alternative approaches

INTRODUCTION 2

to establishing and operating a CCERC.

Rationale for the CCERC

Three practical implementation problems, each growing out of the career education concept, combine to form the rationale for the CCERC. Each deserves brief discussion and identification here.

First, the career education concept calls for all elementary school pupils to gain career awareness in the occupational society and for junior/senior high school students to experience career exploration and obtain opportunities for work experience in that society. In the large urban areas, where multiple thousands of students are enrolled in the K-12 school system, this becomes extremely difficult to accomplish in an effective and efficient manner. Simply the logistics of planning and conducting field trips designed to offer career awareness opportunities for all elementary school pupils in a variety of sectors of society are discouraging to contemplate. When one considers the still more time-consuming activities involved in career exploration and work experience opportunities for junior and senior high school students, the situation becomes almost impossible to comprehend and obviously impossible to implement in a practical and comprehensive manner. No matter how willing and eager employers are to accomodate such needs, they find themselves unable to do so fully and still run their operations in an efficient and profitable manner. Some more efficient means are needed to: (a) screen both classes and sites for career awareness and career exploration experiences; and (b) make sure that students involved in such activities are persons who are ready for and can profit by the experiences. The CCERC is one possible answer to these difficulties.

Second, the career education concept recognizes that educators, as well as their students, have much to learn about the occupational society. If teachers are to infuse knowledge regarding that society into their lesson plans, they need some quick and accurate means of gaining information about that society. If they are to plan field trips for their students, they need some way of knowing what to expect to find on any given field trip so that they can better prepare their students for it and follow up later on the visit. The career undecided student needs help from his/her teachers and counselors in selecting, from all possible opportunities

in the occupational society, those that would be most profitable for use in career exploration. Those school officials responsible for operating work experience programs need some way of screening students in order to ensure that the work experience will be viewed favorably by employers and students alike. There is a real need for inservice of educators in all these matters. Here, too, the CCERC represents one possible answer to consider.

Third, many community members who could and should profit from a community career education effort are not students enrolled in the K-12 public school system. Some are enrolled in private K-12 schools. Others are out-of-school youth who, for various reasons, have failed to make a successful transition from school to work. Still others are adults in the community faced with problems of mid-career change and/or re-entering the occupational society. A community career education effort that ignores the career education needs of such persons is both inefficient and unfair. The CCERC is one way of meeting needs of those persons.

With this background of need and recognition of practical problems facing us, let us now examine the possible nature of the CCERC.

Nature of the CCERC

To begin it should be recognized that the CCERC is designed to serve the school system and the community, not a single school building within a system. While it could be conducted under the auspices of either the school system, some community agency or combination of agencies, or as a joint effort involving both school system and the broader community, it is, in no way, a concept seen as applicable to a single school building.

There are at least three possible levels of content that could be considered in conceptualizing a CCERC. At the broadest level, one could conceive of a CCERC that encompassed, to the greatest possible degree, the entire occupational society. Such a CCERC might very well be thought of as being divided into 15 sections, one for each of the 15 OE occupational clusters. At a second level, one could envisage, especially in large urban areas, separate CCERCs for each of the 15 OE clusters. That is, one might be a 'Transportation CCERC', another a 'Manufacturing CCERC', a third a 'Business and Office Occupations CCERC', etc.

Under these arrangements, the 15 CCERCs could be operated under the magnet concept with students from any part of the city being eligible to visit any of the 15 CCERCs in operation. At a third level, one could conceive of CCERCs being constructed individually for each of several large industries in the community. Under this arrangement, each would concentrate on occupations found within that industry. Obviously, other possibilities exist. These three are given here in order to illustrate the flexibility of the CCERC concept.

No matter what the organizational arrangement, any existing CCERC should be thought of in terms of a variety of operational components. The first such component is an occupational information center. In this center, the person (e.g., student, teacher, adult community member) could find up-to-date local occupational information regarding the nature of the local occupational society. Such information will have been collected by and/or with persons working in the local occupational society. It should include information regarding the nature of each occupation, the education appropriate for entering it along with other entry requirements, and information regarding its relationships to the larger society. While the original source of accuracy of such information should come from members of the occupational society, the information itself may well be written, with the help of teachers, at various levels to meet the needs of various age ranges and levels of career development. At its simplest level, this information may be located in file drawers with occupations listed alphabetically. At its most complex level, all of this information may be stored in a computer with computer terminals in each school building having access to all such information found in a given CCERC. Obviously, a wide variety of alternatives exist between these two extremes.

A second major component of the CCERC can be thought of as an occupational simulation center. The basic idea behind such a center is to construct, with the help and advice of persons from the occupational society, a series of simulation games, exercises and/or tasks that a person inquiring about that occupation can pursue. To the greatest possible extent, these simulation exercises should be built around the 'hands on' principle that allows the individual to explore his/her interests and aptitudes for a particular occupation (or, more generally, a class of occupations) by completing a task, or series of tasks, calling for use of the actual tools used by workers in that occupational field. Persons who have been exposed to this kind of simulation exercise will have opportunity to select (and/or be selected) for participation in particular career exploration and work experience opportunities in the occupational society. The exercises themselves should be constructed in such a form that they can be carried out in an individualized instruction manner and completed in a relatively short time - i.e., an hour or less.

Those interested in this concept can learn more about how it might operate by contacting Mr. Joseph Luke, State Supervisor of Industrial Arts, Utah State Department of Education. Under Mr. Luke's direction, several such simulation centers have been assembled in Utah junior high schools using what were formerly industrial arts and home economics training centers. Mr. Luke, with the assistance of industrial arts teachers and persons from a wide variety of occupations, has supervised the construction of a wide variety of such simulation exercises. It is not being recommended here that these devices be placed in individual school buildings, of course, but the basic principles under which Mr. Luke undertook his work in Utah are the ones we are discussing.

The third major component of the CCERC can be thought of as a personnel resource center. In this center, a variety of resources and activities can be envisioned. For example, it will include space and facilities for teachers to use in devising, with the help of volunteers from the business/labor/industry community, career education materials and lesson plans required for infusion of career education concepts in the classroom. In another part of the facility, volunteers from the occupational community might be seen visiting with interested high school students and/or adults from the community with respect to the nature of occupations and occupational opportunities in particular industries or occupations. A third part of this center might operate as a bonafide placement center for both full-time and part-time job placement and might well be staffed jointly by persons from the local employment service, local school system, and, once again, by volunteers from the occupational society itself.

The entire CCERC should be thought of as a facility designed to serve the community - not just the K-12 students. Because of this, it should be located in a place (or places) readily accessible to community members and

should be in operation at night as well as during daytime hours.

Making the CCERC Work

If the concept of the CCERC has appeal, questions will inevitably arise concerning its costs, the means of paying such costs, and who will be responsible for operating and maintaining the CCERC. Again, a very wide range of possibilities exist with only a few examples being presented here.

One possible arrangement may well be found in many urban areas currently faced with a number of empty elementary schools closed because of declining pupil enrollments. Such school buildings would make excellent facilities for a CCERC. If a school board elected to make one or more such buildings available for purposes of housing a CCERC, arrangements could well be made with a local Chamber of Commerce, CETA Prime Sponsor (under the YEDPA Act of 1977), a local American Legion chapter, or any other kind of community group to staff and equip the CCERC.

Certainly, if the school system supplies the building, some combination of non-school community resources should be available for equipping and providing major staff for the CCERC. There is no way the concept can work, of course, without the expertise and involvement of the business/labor/industry/professional/government community. It is not an idea that school systems can implement by themselves even if they suddenly found themselves with surplus funds (a most unlikely event in these times!). Educators simply do not have the expertise needed to equip or to fully staff a CCERC. This is not to say, of course, that some school staff persons - particularly some of the school system's career guidance counselors - might not find themselves appropriately assigned to the CCERC.

It seems likely that both the financial resources and staff requirements necessary for the CCERC will come from a combination of community resources. For example, if the CCERC contained one section of its occupational information center devoted to information and materials supplied by local elements of organized labor, it seems reasonable to expect that local labor unions would contribute some funds and personnel to this effort. Similarly, if a given large industry in an urban area wanted its nature and opportunities to be better known to the community, it

might well volunteer some of its funds and staff to the CCERC.

On a day-to-day base, the CCERC, as envisioned here, would be staffed, at least in part, by retired persons from the occupational society who would work on either a paid or volunteer basis in the CCERC. The wealth of experience and expertise found among members of the retirement community represents a rich resource for career education in any community. It does not seem unreasonable to assume that many members of the retirement community might be willing to volunteer some of their time to assure the successful operation of the CCERC.

Another possibility would be to think of CCERCs being operated under direction of CETA prime sponsors in urban areas. With passage of the Youth Employment and Demonstration Projects Act of 1977, each CETA prime sponsor is faced with the challenge of making career exploration and work experience opportunities available to a wide range of both in-school and out-of-school youth. They are also required, under this legislation, to enter into cooperative agreements with local educational authorities. The CCERC concept may be an extremely viable one for consideration by CETA prime sponsors faced with a task of implementing this legislation.

It should be made clear that, in proposing the concept of the CCERC, we are, in no way, suggesting that it be financed, staffed, and operated entirely under the auspices of the local education system. In addition to being obviously impractical, such an arrangement would be contrary to the career education concept itself. Unless the broader community is willing to become involved and committed to the implementation of the CCERC concept, there is no point beginning it.

Concluding Remarks

Operational implementation of the career education concept, particularly in urban areas, calls for some middle ground between trying to simulate the community in the school and simply drowning the community with students in search of career awareness and career exploration opportunities. The CCERC concept, even in the embryonic fashion it has been portrayed in here, seems to represent a possibility worthy of serious consideration. It is hoped that these remarks will prompt leaders from both education and from the larger occupational society in many urban communities to consider how this concept could be converted into reality in their communities.

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5   *INTRODUCTION*

The Community Career Education Resource Center, as envisioned by Kenneth Hoyt, would serve students, adults, teachers, counselors, and youth out of school. Services would include simulation, counseling, occupational information, placement, teacher training and experiences with the world of work. We could not identify a single center which reaches all audiences described and offers all noted services.

As a result, rather than being a catalogue of 'well known and existing Community Career Education Resource Centers', this document serves as a catalogue of existing and effective components, reviewing how and where those components are currently used, and analysing their potential for the Community Career Education Resource Center.

A survey of programs and centers for this catalogue makes it apparent that the majority are school-based and serve primarily students in K-12

OVERVIEW 6

an emphasis on the senior high schoo' student. Tne history
r education movement must be acknowledged in considering
nt of a Community Career Education Resource Center. To
centers are generally initiated by schools.

initiate a community center? If the range of audiences en-
to be effectively reached and served, care must be taken
ity and ownership. In addition to the schools, a number of
state funded programs operate career - oriented services.
colleges and other higher academic settings are increasingly
establishing career programs for their constituents.

ctor to be considered in establishing a Community Career
Resource Center is one of 'turf'. Existing programs should
red, nor their potential in serving the community minimized.
ot and cannot be the role of a Community Career Education
enter to start from scratch, duplicating the efforts of others
e of structuring a 'comprehensive' center. At the same time,
grams may have little knowledge about each other's services.
some services are duplicated and community resources over-
hile gaps in other services may exist, and certain audiences
es ignored.

ting a Community Career Education Resource Center should
ine what services exist and are functioning effectively with-
nunity, paralleling   that effort with an attempt to assess the
ious audiences within the community and the degree to
needs are being met. Center development should relate
he context and the career education history of the individual
. The role and activities of the Community Career Education
enter should vary depending upon existing community serv-
ds.

nity Career Education Resource Center's role would be to

ERVIEW

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assure that a full range of services are available within the community and
that the needs of all members of the community can be met by those
services. In some cases, this will mean that the CCERC must bear respon-
sibility for initiating and operating needed services. In others, the
CCERC's role could be to assure that existing services interrelate produc-
tively, providing a career education process within the community -
initiating activity, as needed, to strengthen or improve those links or to
enhance the effectiveness of existing services.

The need to connect services so that audience access and understanding
can be facilitated is stressed repeatedly throughout this document and
should be viewed as a key concern of CCERC's.

The problem of ownership remains. Existing career centers and agencies
face two obstacles in terms of extending their services and becoming
comprehensive, community centers serving a wide range of audiences.
The first problem involves a dual situation of identity and access. A
high school center is identified with the high school, and a community
college center with the college. Existing centers are housed within their
sponsor's facility - so a high school center is within a high school. It is
difficult, and the difficulty is reflected by case studies in the 'Audiences'
section of this catalogue, to attract or serve a wide range of audiences if
you have a history of serving one particular audience, and if your loca-
tion is easily accessible to only one audience.

The second obstacle relates back to the problem of turf. An existing
career agency's attempt to establish a comprehensive community center,
however well intentioned, will not necessarily meet with enthusiasm,
cooperation or support from other agencies. Because of funding and
continuation problems, agencies generally tend to be protective of their
identity, their services, their audiences and their information. It is dif-
ficult to identify an incentive which would induce them to lend power,
resources, information or aid to a group who may well be seen as a com-
petitor in the arena of funding and/or community support.

The situation may be altered if a 'third party' initiates the idea and

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serves as a neutral umbrella organization for the Community Career Education Resource Center. In the following section, existing linking organizations are examined to assess their potential as CCERC 'owners' and initiators.

LINKING AGENCIES

Linking agencies represent existing efforts which have significance for the development of the Community Career Education Resource Center. They are a traditional form of collaboration, generally involving the schools and the business/labor/industry/professional community. Some serve a direct function, such as operating a speaker bureau or training programs, and others are policy or advisory oriented.

Linking agencies generally play a 'broker' role and attempt to represent themselves as a link between two or more existing entities, owned by none and assisting all. The most common form of brokering among agencies is that conducted between the schools and the community.

IPAR represents one of the better known linking agencies, offering schools in Portland, Oregon coordinated access to a range of speakers, field trips, work experience and career days. The key word in IPAR is balance. They recommend a balanced representation in a linking agency so that all can 'buy in' with parity, and so that the organization is viewed as non-partisan. They also advocate a balanced use of community services and resources. They are a non-profit organization, supported by voluntary contributions from the community with some assistance from education. They advise that accepting some financial support from education lends credibility with school people, but too much is perilous, and subjects programs to special grant dominance. Their suggestions for financially supporting a linking agency are noted under the 'Costs' section in this catalogue.

BICEP is another service-oriented linking organization, structured as a non-profit agency because they perceive their independence as beneficial to their role. Serving a speaker-bureau function which extends to tours, shadowing and internships, BICEP is now attempting to balance their financial support, which currently comes from education, with matching support from the community. Their publication, 'School-Community Linking Agencies', offers a survey of other school-community attempts on a national level.

Open Doors, serving teachers in the New York schools by providing access to community resources and training in how to use resources, perceives their role as an intermediary agency which is not 'owned' or aligned with either business or the schools, but which acts as a catalyst for both.

Other linking organizations, while they may directly participate in services and/or program operation, exist primarily to formulate policy and to stimulate and develop continuing collaborative efforts between schools and the community.

Community based industry-education councils throughout the nation work to broaden support in the community while encouraging education to be more responsive to the workplace. Serving as umbrella organizations, the I-EC's help to coordinate the efforts of education and industry, often moving from policy positions to hands-on development of curriculum and staff training. Dr. Donald M. Clark, President of the National Association for Industry-Education Cooperation, offers a rationale and prospectus for I-EC's in 'The Career Education Workshop', available through the Parker Publishing Company. The National Association offers conventions, conferences, program development assistance, and a handbook for those interested in establishing their own I-EC's.

Colorado Communities for Business and Education Interaction is an organization sponsored by the Colorado Association of Commerce and

Industry in cooperation with Project Confidence which brings business and education together at local community levels. They have assisted 34 communities in establishing their own collaborative efforts, and conduct annual workshops for chairpersons of collaboratives. The annual workshops enable participants to link to each other's information and services, and to work on their own goals and objectives.

The Montana Effort for Collaborative Career Education Action (MECCA) has made available, in issue 5 of 'Mecca Rapport', the results of their first step in bringing state and community policy makers to work as a team for career education. State level representatives from education, government, business, labor and industry, and four community level groups with parallel membership participated. The results include MECCA's recommendations for parents and teachers; business, labor and industry; the government; and the schools. Each audience is offered a suggested role and responsibility in the collaborative career education movement.

A less common type of linking agency is that which attempts to coordinate and enhance the services of existing career agencies in the community in an attempt to avoid duplication of services while identifying and filling gaps.

The Education-Work Councils Program, sponsored by the American Association of Community and Junior Colleges, has attempted to establish linking organizations at seven community colleges. They perceived a need for an organization that could coordinate the multitude of existing agencies and also provide specific programs which are needed but do not currently exist. Starting with a focus on the problem of easing youth to work transition for 16 - 20 year olds, they found that there is an isolation between existing organizations and institutions which have a vested interest in youth transition. They tend to protect their prerogatives, do not share vocabularies, and prefer to blame others for existing problems. As a result, the Education-Work Councils Program determined a need for

collaboration of significant community components, and identified the community colleges as logical agents because of extensive involvement of community leaders, and their community based nature.

Activities of the councils include forums, workshops and presentations on youth employment problems to promote community awareness; career counseling for school counselors; and job-seeking training for community youth. In addition, they produce community resource directories and conduct data collection on significant issues which affect youth.

Their collaborative effort is aided by task groups, steering committees, and community activities among youth serving agencies to learn from each other. Initially, there was a problem among the councils concerning clarity about their own roles and identities. Because they were linked to community colleges, councils at first perceived themselves as college programs. Time and advice from program staff was required before the councils were able to become independent and autonomous.

The Association of Business, Labor and Education (ABLE), sponsored by the Economic Development Council and the National Alliance of Businessmen in New York, is another attempt at an organization that links agencies. The association coordinates public and private agencies concerned with the educational quality of schools in New York. Agencies are enabled to find out about each other's activities and services, opening new lines of communication. ABLE also encourages business to expand job opportunities while identifying gaps in the preparation of students for the world of work and recommending changes in existing educational programs and in employment practices.

Existing linking agencies offer experience and information concerning collaboration between education and industry, and between existing career agencies. While the two collaborative functions are generally separate, both should be perceived as components of the Community Career Education Resource Center.

OVERVIEW

Existing career centers and programs generally focus on the K-12 stud-
ent as the target audience. Students are receiving increased services
through school-based career centers which offer occupational informa-
tion and resources, through career exploration and work experience,
through speakers, and through increased skills and awareness on the
part of their counselors and teachers. 'Dimensions: A Catalogue of
Ideas Relating Education to Work', prepared for the Office of Career
Education by Pacific Consultants, offers an overview of the current

AUDIENCES   **10**

state of the art in terms of student services.

As an audience. students present few obstacles - they are confined within the school setting and must, at least minimally, follow its rules. In some settings, students are required to spend an amount of time in the center and in others participation is voluntary. A key element in student access to and utilization of an existing center is the teacher.

Unfortunately, teachers themselves are often neglected audiences, and may have no interest in the career center other than as a convenient place to send students. Teacher and counselor involvement in and use of existing centers emerged as a central problem throughout the survey. Although centers publicize their efforts through word of mouth, public media, parent-teacher organizations, community presentations, and in-house bulletins, there is no assurance that their services will be used.

The Business, Industry, Community, Education Partnership (BICEP) notes in their directory, 'School-Community Linking Agencies,' that after funding, getting teachers to use existing programs and resources is the most difficult challenge. At the same time, those participating in the BICEP survey ranked stimulating teacher involvement through workshops and individual contact as crucial to center effectiveness.

A number of centers visited during the survey process for this catalogue were successfully dealing with the problem of teacher involvement. In the Mesa, Arizona, Center for Career Development, teacher usage is encouraged through posters, pamphlets and presentations at faculty meetings. Teacher understanding of center services is enhanced, and utilization increased through 'springboard' workshops in the summer for teachers. Teachers receive Arizona State University or district salary credit for their participation, and in the course of the workshop are thoroughly oriented to the center's services and how those services

can be adapted for their needs.

Open Doors, serving teachers in the New York public schools, links effective usage with their own credibility, and has found that once credibility has been gained, the audience expands through word of mouth. They have developed their services and teacher training based on teacher requests and needs, thereby identifying an audience before producing a product.

Open Doors began by producing a guide to community resources and expanded its services because teachers called for more help in using the guide. Romayne Knapp, assistant director of Open Doors, notes that, 'If we had continued doing guides for eight years, we would have had no credibility at all.' Within Open Doors, credibility is enhanced by listening to teachers, working from where the teachers are, not imposing, and making teachers feel that their participation is important. Credibility has also been facilitated by a building block process of growth; assuring that something works and is used before you add on the next piece.

Utilization (or lack of it) remains a significant issue in center effectiveness, and one that can apply to a variety of audiences. The Curriculum Career Education Service at Florida State University noted in their 1977-78 annual report that their own experience and conversations with other directors of career centers in post secondary settings has led to the recognition that effective advertising and marketing of a career development program is one of the most critical problems in the field.

It would appear that the following factors may positively influence audience participation:
1. Ongoing outreach and publicity through a variety of media techniques.
2. Training audiences, where necessary, about how to use a center and what it can do for them.
3. Assuring that center services respond to the specific needs of the

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audience being served.

4. Continuing to adapt the program's services based on audience input.
5. Serving people and/or locating the center where the audience is (e.g. adults in shopping centers).

The distinct needs of two audiences not generally included in the clientele of existing career centers; out of school youth and adults, are explored further below.

ADULTS

Perhaps the audience most in need of the envisioned Community Career Education Resource Center is the adult community. As noted, much of the activity in the career education movement has centered on youth in school, and has been housed in educational settings. While there is an increased amount of development at the community college and higher academic levels, minimal attention and energy has been devoted to those adults who are not linked to an educational context, or who are not eligible for established federal and state aid programs.

It is uncertain who should or can appropriately bear the responsibility for this audience and reinforces the concept of a community center which, while not duplicating the efforts of others, assures that their services interrelate and that those not being served receive attention.

Currently, both the community colleges and the secondary schools have initiated outreach attempts to involve adults in their centers, and to adapt their services to meet the particular needs of adults.

The Montgomery County Public Schools in Rockville, Maryland, have initiated a brokering service for adults offering information, referral and advocacy to enable the client to link successfully with other programs. They also offer career skill workshops, testing and counseling. Although their career centers primarily serve students in the 22 senior high schools, the school system established two centers to serve adults in response to

the unmet needs of adults in the community and the perceived need of a broker agency for adults.

Similarly, the San Diego Regional Occupation Program has extended its client population of San Diego County students, teachers and counselors to include the adult community. Their mobile vans, including information, counseling and testing services, and their dial-a-career service which provides career information and referral have enabled them to operate outside of the school setting and to reach adults where they work, where they shop, and where they live.

Community colleges are also expanding their capabilities to meet the needs of adults who may not be students. The Southeast Community College in Lincoln, Nebraska, has established a Career Planning Center sponsored by the college and CETA which serves those 16 years of age and older who are unaware of career options and need career information, decision making skills, self-assessment or career planning assistance. Their goal is to enable the client to develop a personalized career plan. Before establishing the center, they conducted a needs assessment, drawing on surveys conducted by other agencies in the community. Their indicators of need may provide others a checklist with which to examine their own communities.

The report of the 1976 Lincoln Lancaster County Commission on the Status of Women, referred to during the Lincoln Career Planning Center needs survey noted the following criteria. Is there:

1. Any ongoing, available career counseling for adults?
2. Any coordinated information gathering and dissemination about the various short-term existing continuing education courses?
3. Any detailed job skill evaluation or life planning program available

on a continuing basis?

4. Any organized effort to promote volunteer work as a relevant job experience?

Drawing on a study conducted by the Lincoln Public Schools, the Career Planning Center also found that indicators of need were evidenced by:

1. Lack of adequate preparation for work, as shown by former employers and inability of many to get jobs.

2. Lack of adequate career decision making as shown by the high percentage of persons dissatisfied with their jobs, high first year turnover in jobs and lack of clarity about goals in many secondary and post secondary students.

3. Lack of employment and under employment of women, minority groups, and teenagers.

4. Poor understanding of the expectations of employers and the economic facts underlying employment, again as shown in testimony of employers.

5. Depreciation of the work ethic as evidenced in the testimony of young people who depreciated it, and the not-always-so young who avoided it.

As the need is established, more must be learned and developed about the particular concerns of the adult community, and about how they can best be served.

Arapahoe Community College has consolidated a variety of existing career services at the school into a Community Career Resource Center which offers both students and non-students counseling, resource material, a computerized information system, a community resource bank, job placement, and a women's resource center.

Dr. Don Carson, coordinator of the center, points out that the situation

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and context of the adult differ from that of the student, despite the fact that their career information needs may be similar. Adults may come to a center because they have been displaced by industry, because they have been divorced, because they are in a dead-end job, or because they have four years of college and no job. Carson paraphrased the general situation of the adult as, 'Everything has gone to pot and I need to make changes.'

The personal problems the adult faces may have to be dealt with before their career information needs can be met, and the problems may be more appropriately dealt with through referral to or link with other social agencies. Career counseling requires a different emphasis for an adult audience and may concern their role within their family, their supportive needs, etc. For some adults, Carson notes, counseling may be as simple as saying, 'You're ok,' over and over again.

Once an adult is ready to focus on careers, they may want to move quickly. Carson points out that adults don't have the time that a high school student may have to explore careers. They need immediate help and concrete results, indicating a need for programs which can be accelerated or programs which respond directly to their particular needs. To this end, the Arapahoe center offers all clients a general orientation to services, and then has divisional training with clients grouped by areas of interest or concern. The client can move through the career program rapidly, in a two week period, and emerge with a commitment of direction.

The Community Career Education Center Project in Norwalk, Connecticut has a similar impression of the needs of the adult audience. Their two centers in Bridgeport and Stamford focus on choosing, getting, finding and advancing and serve those adults who are unemployed or underemployed. Dr. Donald Simpson, the director of the center, agrees that while youth and adults share similar needs in terms of employability skills, their situation differs. The center is attempting to identify such situational characteristics and to identify the needs of particular interest groups within the adult community.

The College Board in New York is also engaged in connecting adults with information, assessment and other agencies while identifying career-related problems particular to adults, such as financial aid, child care, etc.

As these projects develop, they should be able to offer increased understanding and information about the adult population's career needs. Ongoing information about other adult programs is available regularly from the National Center for Educational Brokering, a non-profit educational organization designed to promote educational brokering through technical assistance, publications and through public policy studies and recommendations. Their monthly publication, 'The Bulletin', includes critical reviews of existing programs, and information about activities on the national scene, conferences, and other publications.

YOUTH OUT OF SCHOOL

Many programs consider that youth out of school and adults should be one category, which would seem to imply that everyone not in school is an adult. Unfortunately, such is not the case. Adults may be unemployed or underemployed. A youth out of school, in addition to employment problems, is often under-educated. While an adult may need help in job transition, the youth may never have held a job.

Recognizing that the school is a setting which the dropout has already rejected, the 7000I program locates its centers in shopping centers or retail areas, close to jobs and away from the schools. A private, non-profit agency, 7000I operates on a 'hand up instead of a handout' policy, and serves youth from 16 - 22 years of age.

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While most federal and school-based work experience or exploration programs subsidize the student, 70001 places its 'associates' (youth participating in the program) in non-subsidized jobs within the private sector. Pre-employment orientation is accompanied by education level and aptitude testing. The program's individual prescription plan guides the associate through initial entry-level job placement, necessary support services, and continued job preparation and survival skill training. Once on the job, the associate continues prescribed components and works for a GED equivalency, thereby relieving educational as well as employment barriers. Concrete outcomes are expected of the associate. Before leaving the program the associate has either secured continued employment, moved on to promotion and management training, committed full time to higher education, or has enlisted in the armed services.

70001 encourages and enables others to utilize their program design, supplying local programs with ongoing technical assistance from site selection through implementation. 70001 programs may be funded through a variety of sources; vocational education or other public monies, private foundations, local business and industry, or through a combination.

It is difficult to assess the feasibility of combining services for youth out of school with the other types of services and audiences envisioned in the Community Career Education Resource Center. Dropouts, similar to adults, require more understanding as an audience before clear guidelines can be laid down or potential connections explored.

The Corporation for Public/Private Ventures in Philadelphia, a non-profit foundation, has initiated an intensive exploration of youth employment issues, and has been designated by the Department of Labor to plan, guide and research programs for youth in the 16 - 21 year age bracket. Their exploration and development of private sector initiatives are designed to test the capability of the for-profit sector of the American economy to absorb young people in search of work. Elements of their study include:

- Job Sharing/Job Restructuring
- Pre-Employment Services
- Citizen Involvement in Job Assistance
- Reductions in Transactional Costs and Risks
- Entrepreneurship Options
- New Forms of Career Induction
- Direct Incentives to Employers

The corporation has already developed a series of background papers as part of its research and development work which should contribute to a better assessment of the potential of youth programs, and of their connection with related career services.

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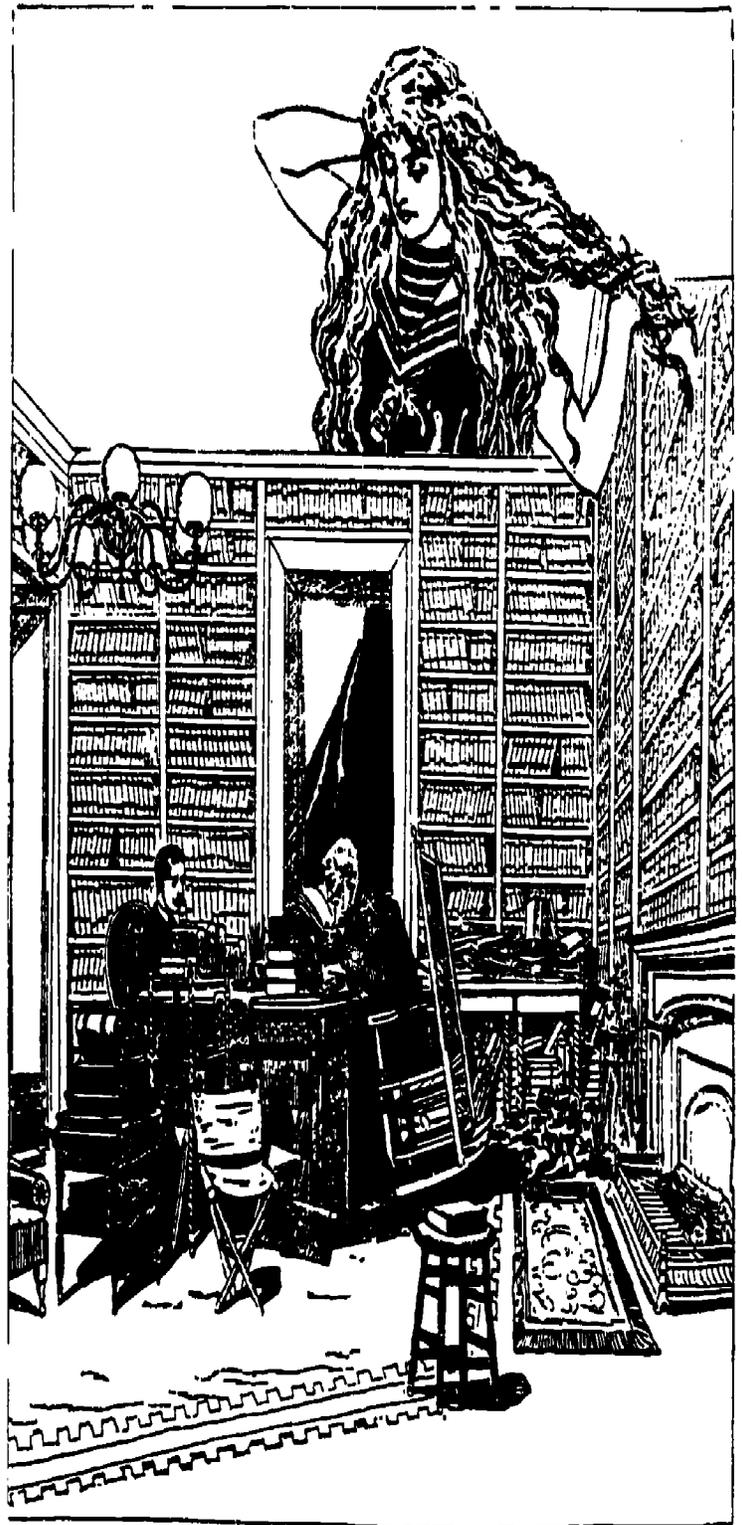
OVERVIEW

The Community Career Education Resource Center concept indicates
the need for a range of services which are interrelated and complemen-
tary to each other. The importance of the connection between services
emerged as a central issue throughout this survey in terms of the effect-
iveness of the services themselves, and in terms of enabling clients to
effectively utilize services. The preceding section of this catalogue,
titled 'Audiences', identifies some of the problems experienced by
services operating in isolation and details the advantages of linking ser-
vices to promote utilization.

Each service 'component' should be seen as part of a process, and each
part enhanced by the other parts. While some centers structure their
services sequentially, service components can also be seen as points of

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entry, offering the client an option about the level of involvement required. A client may want counseling, and through counseling become motivated to seek out occupational information or work exploration. A teacher involved in inservice training in career education may then determine to utilize the speaker bureau.

Teacher training is not highlighted as a separate service within this publication because of the perceived need to integrate teacher training throughout the other components. Teachers must be oriented to all career center services if they are to effectively utilize them. They require training in using speaker bureaus and in structuring or operating simulated experiences. Where teachers are increasingly being called upon to play a counseling role, they will require a better understanding of career options and information. The '1978 Annual Career Education Handbook for Trainers,' produced by Palo Verde Associates, offers a collection of practical training materials and an assortment of resources for use in teaching, training, personal growth, initial planning and community work which may be useful in developing training for teachers which contributes to the effectiveness and utilization of other career education components.

Again, the role of the Community Career Education Resource Center is not necessarily to encompass all services described under one roof. Existing services within the community should be identified and assessed and appropriately linked into the career education network. Where gaps exist between components, the center can offer direct services. For example, many school systems are now committed to career education efforts and offer inservice training. Utilizing access to teachers through existing inservice efforts, the center can offer teachers training in how to use existing speaker bureaus (if the bureaus themselves don't already do it), where occupational information is and how to use it, what other career agencies do and what they can offer, as well as pro-

viding ongoing information about local employment opportunities.

Speaker bureaus, career libraries, occupational information centers, counseling programs, etc., exist in increasing numbers. What seldom exists, and what is clearly needed, is effective linking (communication, access, understanding) between services. In this sense the Community Career Education Resource Center can serve a valuable and necessary role.

OCCUPATIONAL INFORMATION

Occupational information (which may range from files in a cardboard box to a library or workcenter arrangement to elaborate computerized systems) is often the core of existing centers. The first challenge faced by the manager of an occupational information system is that of dealing with the increasingly overwhelming volume of commercial and non-commercial material. Review and selection of available information, unless one takes a candy store approach, can be a time consuming job.

Volunteers can help to absorb much of the mechanical burden. The burden of deciding what information should be included can also be reduced by an initial assessment of the existing resources and needs of the community to be served. Building a comprehensive information center from scratch would be prohibitively expensive for most centers, and it is uncertain that this is the role of a Community Career Education Resource Center. The history of the career education movement has led to many existing school-based or school district centers. In addition, the Employment Development Department can offer extensive local employment information. Other agencies and federal programs operating within the community may have their own career resource libraries.

The CCERC, in an attempt to avoid duplication while providing needed services, should also serve the existing career agencies by helping to coordinate their efforts. This might be accomplished by having the

CCERC act as a review board, surveying or critiquing the volume of material available and relieving agencies of conducting individual attempts at assessment. Materials can also be rotated between agencies, or clients referred when appropriate. Another possibility could be agencies determining to centralize their information in a CCERC, enabling their clients to have access to a wider range of resources and information than the agency could offer individually.

The CCERC might also be more intensively involved in developing the local occupational information component, with assistance from the local business and labor community. While, as noted, a vast range of occupational information exists on the national level, there is a need for locally developed materials which reflect the occupational outlook and working environment of individual communities.

An increasing number of state and national level computer career education information systems being developed can, if utilized properly, offer the CCERC the advantages of drawing upon the capabilities of a computerized system without incurring the expense entailed of developing a new one. The National Center for Career Education (NCCE) and the National Center for Research in Vocational Education (ERIC Clearinghouse on Adult, Career and Vocational Education) each offer distinct information services which are cost effective for the user with specific information or curriculum needs.

A second challenge facing the occupational information manager is maintenance. Once the information is in place, there is an ongoing need to keep it organized and updated.

Many of the centers listed in the index describe their organization of information in detail, often including a map of the career center which relates geographical space to occupational areas or certain fields of information. The majority of centers utilize the Dictionary of Occupational Titles and the Occupational Outlook Handbook as means of organizing their material. Phyllis Stowers, in the Occupational Outlook Quarterly

article, 'CIS: A New Dimension for Organizing Career Information Resources,' offers information on utilization and organization of information.

Unfortunately, the elaborateness and efficiency of the organization does not directly relate to the extent it will be used or appreciated by clients. Jim Stiles, the career center director at Hill High School in Lansing, Michigan, notes that, 'the basic occupational information, materials, machines and gimmicks are important, but not nearly as important as the programs used to involve people in the process.' Hill High School's center utilizes a student career kit which is given to all transfer students and ninth graders so that each student emerges by their senior year, through contact with the center, with an organized individual set of transcripts, resumes, practice application forms, testing results, etc.

It must be stressed again, as it is throughout this paper, that a service is seldom effective in isolation. Occupational information, however it is organized, must be linked to training, counseling and, ideally, with 'real life' experiences with the world of work which can reinforce the impressions offered by a printed page.

The San Diego Career Information Center (a Regional Occupation Program) has one of the more exemplary networks of information linked to services which enable people to utilize and understand the information. Teachers and counselors are trained to assist their student's use of a range of information, in addition to being offered workshops and work experiences which increase their own awareness and understanding of occupational information. Local occupational information and employment opportunities are available through employer profiles. The student may also, in addition to learning more about applying for a job, training opportunities, etc., through the teacher guided program, 'Knowledge Needed to Obtain Work', meet San Diego employers direct-

ly through the Career Information Directory system. VIEW, a micro-filmed system of information concerning education and work, offers the student and the teacher or counselor information on a national level about the availability of jobs, opportunities for advancement, earnings, school and training programs, job requirements and references for more information. San Diego's Dial a Career and Mobile Vans complement the system by outreaching the information available in the center to the wider community.

While the 20th century enchantment with computers has led to development of a range of computerized systems such as VIEW in San Diego, the San Diego center notes in their project report for 1975 that after extensive review and analysis of available computerized information systems, they felt that a less sophisticated and expensive system would work best - people understand how to use it more readily, and it doesn't break down as much.

Attempts at developing a computer oriented information system which enables self-direction on the part of the user are increasingly recognizing the need to link information with other services. The Vocational Information Program at Thornton Community College in Illinois provides eight computerized modules for those at the 8th grade level through adulthood, including a vocational interest inventory; national career descriptions; military career descriptions; national career forecasts; local career information; community college information; national college search; and financial aides. Based on their experience, they are now attempting to link the information with delivery through assistance to counselors and teachers.

A similar program run by the Tri-County Industry-Education Labor Council at Illinois Central College links the system with inservice training and support materials for user schools and agencies.

The occupational information component of a Community Career Education Resource Center, based on the history and experience of other centers, should:

1. Be responsive to local occupational information needs.
2. Supplement and/or coordinate, without unecessarily duplicating, existing information services.
3. Draw upon existing state and national information services where appropriate.
4. Organize information in a way that is meaningful to the client and, if necessary, train the client how to use the information.
5. Be linked to other services within the CCERC such as field trips, teacher and counselor training, guidance, etc.

COUNSELING

The area of aptitude testing, decision making, and planning are all subsidiaries of the counseling component. Who counsels, where counseling takes place, and the relation of counseling to other services varied widely in observed programs.

Teachers are increasingly being expected to assume counseling responsibility as career education is infused into the classroom. As noted in the other components within this section of the catalogue, teachers directing simulated experiences or offering occupational information to their classes find themselves inevitably assuming the role of counselors as the students explore their interests and aptitudes.

To overcome a 1 counselor to 400 student ratio in a rural setting, the Cashmere School District has adopted the philosophy that 'every classroom teacher would serve as a guidance person.' This resolution led to an advisor/advisee program in the fall of 1977, making every classroom teacher a counselor to 18 - 22 students in mixed grade levels. Certainly, as more teachers work with   or develop career education curriculum,

they will find themselves in an advisory position with students. As a result, the need for teacher training and continued involvement in CCERC activities must be stressed. Teachers will require support and increased information for their roles in the career education scheme.

Computerized and/or self-directed aptitudinal-interest surveys initially appear to eliminate the need for a counselor. 'A Study of Career Centers in the State of California,' produced by the Grossmont Union H.S. District notes that little time is spent with students discussing interest survey results - usually less than five minutes. Perhaps the recognition of the amount of counseling time required for aptitudinal-interest testing has led to an increase in 'do it yourself' packets or modules which a client can use without assistance.

The Curriculum Career Information Service at Florida State University has modules for aspects of career decision making, planning and self assessment including special interest modules for women, blacks, and the disabled. The program can be self-directed and students may use all CCIS resources or only those particular ones with which they are immediately concerned.

The Counseling Career Search Survey at Monterey Penninsula College offers a computer assisted career search inventory matched to career clusters, accompanied by an instruction booklet, and may be used alone or with a counselor.

The Career Guidance Center in Simi Valley, California has 67 individual career information packets which form a career exploration sequence. Each unit requires approximately fifty minutes. Within their system, the student must check in with a counselor every six packets.

Another time effective system which does require the counselor has been developed by the Vocational Exploration Group at the University of Florida, and involves structured small group experiences in which participants explore job interests and goals, learning more about themselves and the world of work. The sequential activities in the short program require two hours, and are directed by a trained group leader, counselor or paraprofessional with the aid of a leader manual.

While the attempts of the programs above reflect a desire to allow for individual interests and pacing, and to reduce the amount of counseling man hours required to guide a client through interest-aptitude testing, they should not be viewed as attempts to negate the need for a counselor. Rather, they should ideally enable someone serving as counselor or aide to offer assistance where they are most needed, and to allow those who are able to work independently.

The counselor, if utilized well in a CCERC, should be able to provide preparatory and follow-up advice and assistance, as needed, for the input the client experiences through other CCERC services. Advances in computerization and individualized modules, far from eliminating the counselor, should allow the counselor to spend their time more effectively and to offer more individual attention to clients. To assume an integrated role within the CCERC, the counselor or counselor aide should be thoroughly oriented and have ongoing contact with the services of a CCERC.

It is also feasible that the counselor may be able to utilize the assistance of volunteers coordinated by the CCERC to devote more time to individual follow-up with clients concerning interpretation of testing results, etc. Volunteers or loaned executives from the business community, particularly those working in personnel, may also be able to contribute significantly to the counseling services offered by a CCERC.

SPEAKER BUREAUS

Growing interest and involvement on the part of teachers in the career

education movement has led to increased demands on the community for speakers and field trips. This has presented two problems. The first is that teachers are often inexperienced and as a result, inefficient in contacting and securing world of work resources. The second is that some members of the community are drawn upon repeatedly while others are ignored.

The speaker bureau concept has provided an effective response to both of these problems. IPAR, in Portland, which appears to represent the acme of speaker bureaus, is discussed more extensively in the section titled 'Linking Agencies'. Their system, and that of many who have learned from IPAR, involves a central clearinghouse to deal with educator's needs and to link them with appropriate community resources. In most cases, teachers fill out a request form for the speaker, field trip, etc. The speaker bureau locates an appropriate resource in their files, or identifies one not currently in the files, and links the resource to the educator. The requirements upon both educator and resource vary in terms of confirming contacts and completing evaluation forms. In most cases, a request takes approximately two weeks to fill. IPAR is unique in that it offers training to orient resource speakers to the classroom context, going beyond the types of written preparatory materials offered by most programs. Careful filing and tracking assures that no one re-source is overused or overburdened, and that requests are spread through the community.

The best way to assure that teachers don't go around by the back door and contact services independently, thereby defeating the point of the speaker bureau, is to enlist community cooperation. This was done in the Mesa, Arizona career center as the speaker bureau was initiated, and business cooperation was forthcoming once they understood the advantages of the bureau. Teachers calling independently are referred by work sites back to the bureau.

Starting a speaker bureau appears to be a matter of balance. The Mesa center notes that many community organizations and individuals are

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willing to participate, but can become indifferent if they are contacted and then unused. Resources should be recruited only for specific requests, thereby building the speaker 'bank' on a direct needs basis.

The concern highlighted throughout this paper, that of linking services and of effectively enabling audiences to use those services, is shared by speaker bureaus. BICEP, in Utah, has identified two key problems for their speaker bureau. The first is promoting public awareness and the second is getting teachers to use it. In retrospect, BICEP now advises beginning small and expanding slowly.

While the term used here is 'speaker' bureau, the bureaus can link educators with a range of community experiences and opportunities. These may include:

       -Field Trips
       -Telelectures
       -Speakers and Experiences for Teacher Training
       -Career Observation
       -Work Experience
       -Shadowing
       -Career Fairs

What does business get out of this? In addition to facilitating existing interest of the work world in terms of contributing to the quality of education, business can be rewarded in a number of ways. Open Doors in New York has found that a function or reception at the end of the year, and/or a reward certificate for 'yeoman' speakers is appreciated by the community. Glowing evaluations from teachers are forwarded to the speaker and, if appropriate, to his or her supervisor in the company. Pictures of speakers in the classroom are utilized in company newsletters and stimulate more interest in the service.

Open Doors also stresses the need for sensitivity in operating a speaker bureau and the need to do field work to see how it is going in the classroom. Personal contact and listening to indicators in the tone of

someone's voice over the phone can tell you when you are overusing a resource, and can lead to a rapport which enables more open communication from community resources about their limitations, interests and needs.

It would appear, based on the track records and experience of existing bureaus, that a speaker bureau is an essential component of a CCERC. In many communities, these bureaus already exist or are being developed and may then be appropriately linked to the CCERC. Whether initiated by the CCERC, or an associated agency, the bureau can benefit by a connection with other CCERC services. Teachers and counselors should be trained in the use of the speaker bureau, and both teachers and students should have access to occupational information which can supplement the speaker or work experience.

Existing speaker bureaus, which may primarily serve K-12 school populations, can also be expanded in cooperation with the CCERC to meet the needs of higher education students and adults who would benefit from speaking directly with a worker in the area of their career interest, or from shadowing that worker on their job.

SIMULATION

Simulated games and exercises stand as the most often neglected or misunderstood component of existing career centers. This is unfortunate as simulation can be utilized for a variety of purposes and can dramatically expand the capacity of the center in terms of offering its clients 'hands on' experiences with a range of occupations.

Simulation is used in existing centers to:
1. Stimulate interest.
2. Offer individual career exploration opportunities.

3. Examine a variety of work roles.
4. Prepare the client for job getting .
5. Test aptitudes concerning various work experiences.
6. Prepare and/or screen the client for direct involvement with the work world.

What is simulation? The exercises offer a make believe work experience which allows the participant to actually do something which occurs in the workplace. It is a direct experience, rather than a telling about or hearing about. The activity may involve producing a product or may involve types of decision making that would occur in a work setting. Materials required to 'run' a simulation range from printed instructions to multi-media consoles which include the materials needed to complete a simulated task.

An exemplary career exploration program utilizing teacher developed simulation modules has been developed in Utah under the direction of Joseph Luke, State Supervisor of Industrial Arts. The modules, developed for industrial art and home economic classes, primarily serve junior high school students, although simulation experiences are now being developed and expanded to serve high school and community college students.

The Utah industrial arts system involves students beginning with exploration of 40 - 50 careers, working individually on simulation modules in four career clusters; transportation, manufacturing, communication and construction. In following semesters, the student can engage in more involved projects and focus on career interests in two or three chosen occupational areas.

The modules utilized during the first level of career exploration include a written, flip-chart text which explains the career (e.g. plumber) in terms of training required, salary, job opportunities, work conditions,

etc. A tape with headphones enables the student to hear the text as they read - making the system adaptable to different learning styles and disabilities. After the student learns about the career, they are offered instructions for completing the simulated experience (in the case of the plumber, repairing a sink). The simulation enables them to learn about and use the tools of the trade and to experience and assess their own interest in or aptitude for the work. Students work at their own pace, which is a key advantage to individual simulation exercises; assuring that the student has fully absorbed and understood information before moving to the next module.

The home economic simulations are similar, but more rapidly paced, moving students through a modular text/tape/materials program in a career area within one classroom period. Here, a student may read and hear about the job of caterer and then arrange a plate attractively, as a caterer would. Both the industrial art and home economic modules stress consumer as well as career awareness.

A serendipitous simulation of work place behavior and expectations developed as a by-product when teachers continued to refine the program. During second and third level simulations, as students work more independently and explore a career intensively through CAPs, occupational packets which offer career information an options concerning simulated exercises within that career area, they are checked out on machinery and receive operator permits. Points (rather than money) are offered for completing a project, for craftsmanship, for attending demonstrations, or for passing off on machines.

Two further offshoots of the Utah system are relation to teacher training and to counseling. Although there is no formal link with the counseling system, teachers find that they inevitably assume a counseling role in the program. Because of the individual nature of the modules, the teacher works one-on-one with students, roaming through the class. Students, as they go through the modules, discuss their talents, skills, problems, interests, likes and dislikes with the teacher. One of the

teachers in Cedar City Junior High noted, 'There's more counseling going on here than there is in the counseling office.'

As the system expands within Utah, teachers from other schools go to the two junior high schools which were key in developing the simulations and spend a week learning how to use the system. As part of their training, they develop their own simulation modules which are then added to the statewide system - enabling them to better participate in and understand both the nature of the simulated exercises and of the careers involved.

The Utah system has also proved to be portable and adaptable to different school contexts. Schools in the west desert in Utah, which may have only 20 - 30 students ranging from K-12 with two teachers, use the modules on a rotational basis. Five modules are dropped off, and five already used picked up and transferred to the next school. In other districts, trailers carry modules from school to school.

The Workplaces program in Hartford, Connecticut utilizes simulation exercises developed by the Capital Area Career Center in Mason, Mich., in their Banking-Insurance Center (for more detail about Hartford's program, see section titled, 'Business Involvement'). These modules consist of written instructions and accompanying exercise books. Student work on modules in clerical or accounting skills prepares them for actual work experience within the Hartford community as part of their education. In the clerical section, students are required to achieve 90 - 95% accuracy in a task before they pass through a module. Again, the student is not pushed through, but works at his or her own pace, assuring that the skill is achieved. Student transcripts let the employers know what the student is capable of. As in Utah, the center itself is run as a business, and students are treated like employees.

Area Cooperative Education Services in New Haven, Connecticut, uses a simulated work environment and a range of 'hands on' work samples to assist clients in assessing their work interests and aptitudes. This one to

three week assessment experience leads to further training in the center or elsewhere, or active job hunting.

The National Center for Research in Vocational Education, under the direction of Brian Fitch, has developed a variety of simulated experiences which focus on follow-up skills in terms of developing plans for further exploration, for occupational decisions, evaluation of personal goals and examination of preferences for 7th through 9th graders. Their Career Exploration System involves twelve simulations, each depicting a major topic from one of twelve career clusters, and the Career Planning System combines fifty-two simulated activities with occupational briefs, interest sort guides and probes focussing on worker activity. The simulations, such as 'Trouble in Cedar City,' in which students assume the roles of local government workers planning for the location of a new highway which has become a controversial issue, require little outlay in terms of materials or hardware and can be infused into a variety of subject areas.

Open Doors in New York uses at least one simulation exercise in every training session for teachers, with the intent of allowing teachers to experience and explore work situations. Primarily developed by Elliot Solow, the experiences may involve a visit to the city council followed by teachers setting up their own council, or a mock trial with teachers assuming the roles of pressure groups, politicians and legislators. The teachers are also instructed and offered hand outs about how to develop their own simulations for their classes.

Simulation does not negate the role of the teacher/counselor/trainer, nor does it obviate the need for actual experience within the work world. Again, it should be obvious that while simulation may operate effectively in isolation, linking the simulations to counseling, career information, work experience, and other related services can enhance the value of the experience and increase its capabilities as a potential explor-

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ation/assessment/preparatory device.

It would appear that structuring simulations can be as valuable a learning experience, if not more so, than going through one. CCERCs, when examining the potential of simulation as a component of their services should, in addition to examining existing programs more carefully to assess their applicability, consider involving the business community, volunteers, teachers and counselors in developing simulation exercises which meet the needs of the local community and which would be adaptable to a variety of audiences.

EVALUATION

Assessing th   efulness of center services is often done to justify the center's existence to funding sources rather than to identify means of improving the services being offered. As a result, the 'Study of Career Centers in the State of California,' produced by Grossmont Union High School District, notes that most evaluation lacks analysis, and focusses on opinion rather than impact. The number of people using a center is tracked, and evaluation forms generally solicit subjective impressions from the client (e.g. how enjoyable or useful center services were).

'School-Community Linking Agencies,' a national guide developed by BICEP, indicates that a variety of evaluation techniques are being used by centers across the nation. Techniques include:
- Amount of program use.
- Outside evaluation.
- Pre and post tests indicating changes in attitudes, knowledge, performance or interests.

Video, as used by the Community Career Education Center Project for adults in Norwalk, Connecticut, presents another pre and post alternative evaluation. Clients, as well as center staff, are able to view the client in an initial mock interview, and compare the difference as a result of

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training in a final taped interview.

It is uncertain what impact evaluation outcomes have on center services and/or operations. Perhaps the most direct evaluation techniques link assessment to stated objectives and outcomes for the clients. 70001's program for youth out of school, for example, expects the client, by the time they leave the program, to have secured other employment, moved on to promotion or management training, committed full time to higher education, or enlisted in the armed services.

It would seem that a focus on quality - which includes assuring that the client has achieved concrete help from the center - is a more meaningful form of evaluation than opinion or numbers systems. Such concrete expectations do not indicate that a center should have the capability of serving all client needs. However, in lieu of employment or commitment to further training, an effective outcome may be referral to another agency which can more appropriately meet the client's needs.

Linking evaluation directly to client outcomes requires more time and commitment than other modes of assessment. Ideally, the client should be contacted, and the center's services re-evaluated, after a period of time in which the client can test the durability and ongoing usefulness of the services received.

Focus, an independent counseling agency in Larchmont, New York assures that those completing counseling have committed to a six month, structured plan of action tailored to their individual goals. The counseling groups, consisting of six to twelve participants, have a 'reunion' six months later to assess their progress and to assess the program's effectiveness in terms of their own experience.

Client centered evaluation and periodic assessment of client outcomes once the client has left the center would appear to be appropriate for the CCERC, particularly during the developmental period as services and operations are tailored to client needs.

Utilization of volunteers from the community to expand a center's services and capabilities was not prevalent among the centers surveyed. Where volunteers were used, they often provided significant program input and, in some cases, were the sole originators and managers of the program.

Volunteer participation occurs on a number of levels of involvement and can encompass a variety of tasks. Their services can include:

1. Helping to decorate the center itself.
2. Serving as 'workhorses' for necessary operational details (e.g. reviewing current career information, updating the library, assisting with organization and maintenance).
3. Providing direct counseling to students.
4. Providing assistance to teachers in curriculum development and/or presentation of curriculum to students.
5. Planning and operating career center activities.

Involvement of volunteers may be initiated by the career center, by the volunteers themselves, or may stem from mutual interest between a center and a volunteer agency.

The Center for Career Development, operated by the Mesa Public Schools in Mesa, Arizona, has established an ongoing 'Volunteers in Mesa Public Schools' program which includes parent study groups run by parent volunteers, a volunteer advisory council, and a technical advisors component. Volunteers serving as technical advisors are individuals in the community with expertise in their field who assist teachers in developing specific curriculum components, in presenting curriculum to the students, and in working with individual students within the classroom.

The Career Education Community Resource Center in Great Falls, Montana was initiated by volunteers themselves. The Voluntary Action Center and the Retired Senior Volunteer Program, with the support of the school district and the city, operate a speaker bureau service through their center which serves approximately 20,000 students in the Great Falls Public School District. The center is staffed entirely by volunteers,

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operating on a 9-5, Monday through Friday schedule, and meets an average of 50 requests a month.

The Memphis Volunteer Placement Program originated with two businessmen and a school counselor. The program's volunteer counseling program involves over 100 community volunteers in one-to-one and group counseling of more than 1,000 high school students, in addition to providing guidance to over 4,500 graduating seniors about how to find employment. The program is supported by the board of education, the city council, and community organizations and individuals.

Despite the obvious advantages in cost, expanded services, and creative input, many programs appeared reluctant or uninterested about volunteers because of hesitations about the amount of coordination and general, vague hassle involved. Sherry Jordan, director of the Mesa volunteer component, identified problems which do occur with volunteers, and accompanying solutions she has developed through her experience. While Mesa is a school-based center, the following concerns about volunteers may be applicable to other sites:

1. Matching the Volunteer With the Job

   Attempt to match the volunteer's interest with the requests for services you have received. Allow the volunteer and the person needing the volunteer to talk before a commitment is made, and advise the volunteer not to commit within the first meeting. Restrict the initial commitment to a limited period of time (e.g. two weeks) and encourage the volunteer to reassess their commitment at the end of that period.

2. Dealing With Volunteer Enthusiasm

   Volunteers often want to begin with a grand commitment. Encourage them to start small and build up. If they begin with an overwhelming commitment and then back out, failure is established and you've lost a volunteer.

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3. Ongoing Communication and Coordination

   Maintaining contact with volunteers and with those who use them in an attempt to identify problems as they emerge and to provide assistance as needed can be a problem. You should have a person, or cadre of people, working in different settings, whose role it is to maintain communication with volunteers and volunteer users. This person can also be a volunteer, or may be an aide, a counselor, or another willing person at the site being served.

4. Encouraging Volunteer Reliability

   Volunteers require a job that is meaningful to them if they are expected to operate reliably within that job. Time must be spent assuring that the user is offering the volunteer relevant work, and not asking them to clean the blackboard and empty the wastebaskets. Volunteers may also be rewarded for their continued participation through certificates of appreciation and/or yearly awards events.

In establishing the Mesa volunteer program, Sherry Jordan began with four month's research into existing materials and local organizations to assess what might apply to Mesa's needs, and assembled a packet of samples from other programs, job descriptions, and a tentative action plan. This exploration phase was combined with a needs assessment of the users (in this case, school principals) to assure that a volunteer program would be relevant.

Those who are interested in involving volunteers in their center's operation may draw on local community organizations such as Rotary and Kiwanis, on parent organizations, on senior homes and centers, and on existing volunteer agencies. Those using volunteers pointed out that the retirement community is relatively untapped and eager to work.

The organizations noted here and listed in the index can provide a variety of manuals, community promotion pamphlets, and handbooks for volunteers and for those who use them which may assist centers interested in exploring the potential of volunteer participation.

Because the majority of existing programs are school based, and because the career education movement has developed primarily in educational settings, the business, labor, industry and professional community (referred to as BLIP hereafter) is most often seen in the role of helper or resource. As a result of this history and perception, schools are often in the position of attempting to gain BLIP involvement, and of offering rationales for BLIP participation. On the community level, the BLIP sector accrues direct benefits from a career center which prepares clients adequately for the world of work. Where communities do not have such a service, the BLIP sector suffers. Workplaces, in Hartford, Connecticut, developed because their BLIP community had a clear understanding of this situation.

Like a growing number of communities, minority unemployment in Hartford was increasing, exceeding 45%, while youth unemployment neared 65%. The BLIP community complained that the central city high schools produced graduates who were unable to perform the simplest entry-level clerical and technical jobs. As a result, they initiated a program in a collaborative effort with the schools and the city government, securing additional funds from the Department of Labor and state grants.

The Workplaces program takes screened junior and senior students away from the high school setting to teach them academic and job skills. Approximately 350 students attend classes in one of four career centers: insurance and banking, sponsored by 23 banks and insurance companies; electro-mechanical, sponsored by Xerox, IBM, 3M and AB Dick; health care, sponsored by all major area hospitals; auto repair, sponsored by a group of companies including Mobile Oil Corporation; and graphics, with support from a local community renewal team.

As students enter the two year program, they begin occupational training in the centers combined with academic training at an academic center. The job developers in each occupational center prescreen stu-

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dents, counsel them in terms of their career choice, place them in a job, track their progress, and conduct follow up. Students also spend one day a week in group counseling career sessions, and receive training in work behavior through career development classes. All students graduate with two credentials; a high school diploma, and a certificate of competence from the employer which should offer them an edge in the employment world. The academic standards of the Workplace program are higher than those in Hartford high schools.

The BLIP community has continued to offer concrete program support and participation. Working through the Greater Hartford Chamber of Commerce, companies sponsor career centers and provide part-time jobs. They also help develop curriculum, donate space, furniture, equipment, and supplies, and have offered the program an interest free loan to provide administrative offices for the career centers. By December of 1977, Hartford companies had contributed the equivalent of $500,000 to the project, which also used $800,000 in federal, state and local funds.

In other areas, the business community has initiated and directly operated career services. The Vought Corporation in Dallas, Texas, initiated a cooperative scholarship engineering career program for 15-20 participants a year in response to the limited number of engineering graduates in the area. In operation over twenty years, the Vought Systems Career Program encourages a strong link between the student, the college and the company, and offers participating students close contact and counseling.

The Technical Advisors Program in Denver, Colorado, was initiated by Western Electric and is now sponsored and coordinated by the Chamber of Commerce and involves a range of advisors from local corporations. The technical advisor's role is to help supplement and enrich the high school curriculum, working individually or in small groups with students one or two hours a week. Contact with the advisor expands the students'

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career awareness, and because of the no-threat relationship with the student, the advisor can serve in an effective counseling role, helping to eliminate anxieties and discuss goals and ambitions.

The Summer Guidance Program for Teachers, sponsored by General Electric and operated with cooperation from other industries, upgrades teacher information about the world of work, vocational guidance and career development. Professional instruction in counseling is combined with first hand experience in General Electric plants and other local industries.

The programs above are described because they indicate the type of energy and commitment available in the business community. They also offer a sampling of the types of services the BLIP community can offer, beyond speakers and/or field trips.

Romayne Knapp, assistant director of Open Doors which is sponsored by the Economic Development Council and the National Alliance of Businessmen, notes that you need to approach business on their own terms. You should examine what is already happening in your community in terms of BLIP participation and in terms of their commitment to outreach and public relations. Ms. Knapp also identified a need to develop a better definition for BLIP participation, and to outline concrete requests for the BLIP community.

Joyce Milliken, director of career development in the Workplaces program in Hartford notes that programs relying on strong collaboration from industry must stand on their own outcomes. She adds, 'Never attempt to negotiate with industry in terms of commitment to hire - you must show accountability for your own goals.' Indeed, if a strong incentive for BLIP participation in community career education is to assure that job-seekers within the community are adequately prepared for entry-level jobs, for ongoing work, and for advancement, then the CCERC should assume the responsibility, given significant BLIP support and participation, of preparing those job-seekers.

Because there are no actual CCERCs in existence, this section is necessarily brief. Potential ideas for staffing, managing and financing the CCERC are extrapolated from the experiences of existing career centers and programs.

OPERATIONS 30

STAFFING

Who actually operates a CCERC? The first rule of thumb from existing centers is to relate staffing directly to services and to audiences. There is no point in having a librarian if no one comes to the library. There may well be a need for a public relations/trainer to let people know about the library and how to use it. Select staff and structure their roles as you identify tasks or major areas of responsibility which require staff time. This rule has been particularly difficult for those who receive a certain amount of money and must spend it to assure that they will receive the same amount or more the following year.

Most existing centers found that there is a tremendous amount of detail work involved in operation, and concern with detail can easily lead to misuse of professionals staffing a center. Recognition of the amount of routine work required should directly influence staffing. Why pay a counselor a full time salary when two-thirds of the time is spent filing? Hire a part-time counselor and a clerk. The section on 'Volunteers' offers another alternative for supplementing staff resources.

A final difficulty in staffing was identified by the Workplaces program in Hartford, Connecticut. Because their centers serve schools and the business community, there is a need for personnel with expertise in both education and business technology. Educators often lack information or experience concerning the business world, while business people have little experience as educators or counselors. Workplaces noted that there are talented people in industry (working in public relations or personnel) with the combined skills, but that centers can't compete with the type of salary being offered by industry. One solution to this problem would be to gain loaned executives for center staffing through BLIP participation. Another would be to structure staff development for the center staff which would address the problem.

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Staff members for a center can include: counselors, loaned executives, secretaries, librarians, paraprofessionals and volunteers. The center may have an extensive staff or may be run by one person dealing with organization, communication and referral. In any case, staff time should relate directly to center objectives and function.

HOUSING

Where should a CCERC be located? The immediate answer would be - where the audiences are. 70001 is perhaps the best example of this; locating its programs for out of school youth in shopping centers and similar locations, away from the school setting which the youth has already rejected. Other programs, while housed centrally, generally in an educational setting, reach adult clients through mobile vans which park in areas adults frequent, and through telephone information programs which community members can access to from their homes.

There may be an initial temptation to centralize, particularly when structuring a comprehensive community center. Like a number of programs surveyed, the Center for Career Development in Mesa, Arizona, began with this notion. Carolyn Raymond, the director, noted that while the original idea of centralization was to offer easy access to a total range of resources, experience led to recognition of the need to decentralize if audiences were to be reached or available services utilized.

Career centers are currently located primarily within schools. Their setting within the school has been haphazard. The 'Study of Career Centers in the State of California' states that, '. . most centers begin with whatever space is available and move to more suitable locations as the opportunity arises.' The study also notes that the location can 'rub off' on the center. For example, if the center is located near the counseling department, it will be seen as a component of counseling.

A community center might best be located in a place or places in the

community, serving schools through existing school-based centers. Business participation and support of the center might extend to free use of space, as is the case with Open Doors, in New York, which is housed in the NAB offices, or to an interest free loan to secure space, as the business community did for the Workplaces program in Hartford.

The center might be a centrally located office which serves a coordinating function, may be a comprehensive library/training/counseling center, or may be a network of mini-centers. As with staffing, space should relate directly to function.

ADVISORY COMMITTEES

Advisory committees are utilized most frequently in the career education movement as a way of generating community support for and participation in school-based career education programs. The role of the committees, however, can vary widely from a rubber stamp group, to a policy board, to active participation in program activities.

The advisory committee can offer active advice on program decisions, help to push policy through the school board, or help the staff accomplish their objectives. They can also be involved in recruiting resources, program evaluation, program promotion and materials review.

Members of the advisory board can include representatives from the professions, government, labor, youth services, business, the board of education, and the schools.

Starting an advisory board should be a second step; determining what you want the advisory board to do the first. You may want a 'big name' advisory board for ensuring high level support of your program. In this case, it is necessary to determine the structure of power interaction within the community and to gain representatives from key groups, rather than key personalities. You may want to identify political drives within the community which work to your advantage and recruit from

those groups.

Top management advisory boards are not generally active in program decision making, support or operation. Once an advisory board is established, you may want to allow top management to leave, reassigning their positions to a person lower down in their agency who has time (one full day a month or more) to devote to program work. Other advisory boards remain 'big name', with their participation in the center being more apparent than real.

Many centers utilize levels of advisory boards. Working down from the 'big name' board, other individuals from key agencies or interest groups are asked to serve on task forces which have specific functions or tasks. In Mesa, Arizona, for example, in addition to the advisory board which plays an active role in terms of ongoing business and community support and participation, there is an educators' task force which deals with definitions and implementation, and a student task force which provides student input on specific issues. Other task forces or committees have been established for specific program components, such as volunteer services.

It seems inevitable, given the history of the movement, that a CCERC will have an advisory board or boards. The function and level of participation of the board will depend upon the community and its particular political structure, and on the director and staff of the center. Active advisory boards within the centers observed contributed significantly to program operation and expansion.

COSTS

Just as the types of programs and centers varied widely within this survey, costs tended to fluctuate. It is impossible, at this time, to determine

a direct correlation between cost and effectiveness. Speaker bureau services may cost as much as $50,000, but can be operated with a more modest budget. The Career Education Resource Center in Great Falls, Montana, for example, operates at a cost of $2,700 a year.

BICEP, in their survey in the course of developing 'School-Community Linking Agencies: A National Guide' found that the first challenge of centers, in terms of difficulty, is having adequate funds to maintain programs. In addition, over half of the programs surveyed by BICEP originated in response to state or federal grants.

The American Assoc. of Community and Jr. Colleges, in its attempt to establish Education-Work Councils within community college settings, noted the danger of being overly responsive to funding sources at the risk of losing a central focus or identity. While the councils we: e intended to be non-partisan agencies serving the community, there is a fear that they may develop into overly specific programs or organizations in order to qualify for local, state and federal assistance opportunities. They could then become more like traditional community interest groups and less like model community-education work councils.

IPAR, operating in Portland, Oregon, stresses the need to balance sources of income and support. The primary reason is to remain in the role of a non-partisan linking organization, and the second is to avoid having to respond to the types of pressures resulting from reliance on one funding source. Their suggestions for en.. ting financial support from diverse sources within the community include:

- Develop annual fund raising campaigns using volunteers from the community and the schools.
- Get commitment from major business and other organizations to provide loaned executives to make a designated number of

calls to recruit financial support.

- Send a letter signed by respected community member(s) to business, labor, industry and other community organizations, requesting financial support.
- Develop a tie in with a community function or benefit that can raise funds for non-profit organizations such as IPAR.
- Draw on local community organizations for help - such as the chamber of commerce, Rotary, Kiwanis, women's club, etc.

This section lists those programs which responded to the need for information about existing activities and centers, and includes all programs specifically referred to within the text of the catalogue.

References which proved particularly helpful in the catalogue's development, and which should offer the reader additional information in specific areas are also included.

Because of the plethora of existing programs sharing the words 'career, community, center and/or collaboration' in their titles, the index has listed programs by source names (e.g. Michigan State University) where appropriate, to facilitate locating centers of interest.
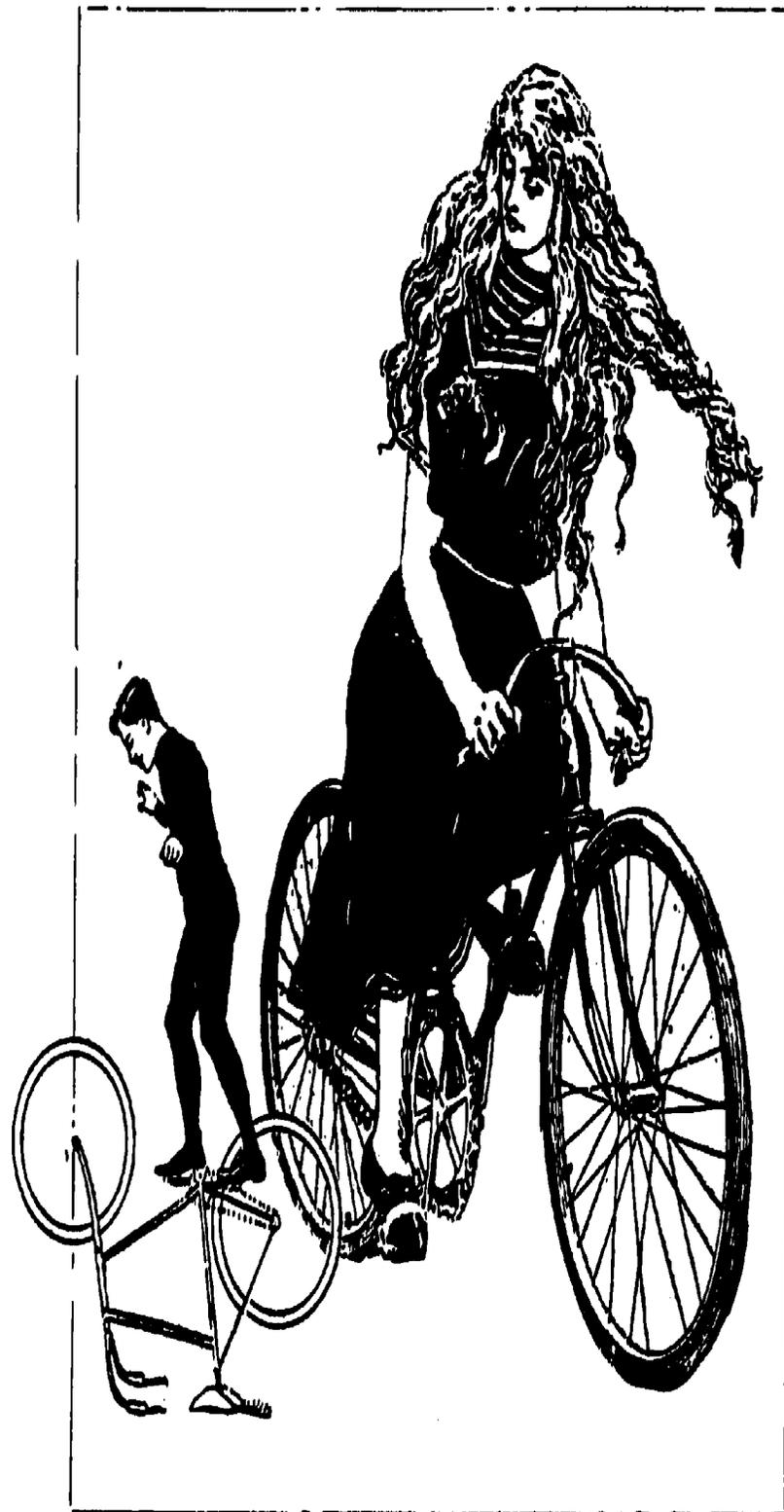
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National Center for Educational Brokering
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National Center for Research in Vocational Exploration
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Niagara Falls Area Industry-Education Council
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Vocational Exploration Group (VEG)
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Tempe, Arizona 85282

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William F. Ashmore, Vocational Counselor
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1212 Valencia Drive
Colton, California 92324

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Phyllis Stowers
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Available from:
McNight Publishing Company
Dept. CI5-00Q
Box 2854
Bloomington, Illinois 61701

Dimensions: A Catalogue of Ideas Relating Education to Work
Prepared for the Office of Career Education by Pacific Consultants
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Directory: Educational and Career Information Services for Adults
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P.O. Box 7815
Missoula, Montana

The Original American Early Morning Primer: A How to Do It Guide
for Implementing Career Education in Rural Schools
See 'Cashmere' listed in first section of this index.

School-Community Linking Agencies - A National Guide
Compiled by Dr. Donald L. Wright and Teresa E. Taylor
See 'BICEP' listed in first section of this index.

A Study of Career Centers in the State of California
Grossmont Union High School District - Pupil Personnel Services
P.O. Box 1043
La Mesa, California 92041

The Industry-Education Council of California has received a contract
from the U.S. Office of Education to plan and implement the Oakland
Community Career Education Resource Center in Oakland, California.

Those involved in the collaborative effort include: California Employ-
ment Development Department, Oakland Office; City of Oakland,
Manpower Planning Office (CETA Prime Sponsor); Oakland Public Scho-
ols, including the Adult Education Department, Office of Career and
Vocational Education and the Teacher Shelter (a teacher training center);
Oakland Community Careers Council - Peralta College, the New Oakland
Committee, and the National Manpower Institute; National Alliance of
Businessmen, Oakland Metro Office; and Human Resources Development,
Inc., AFL-CIO, Central Labor Council.

A key intent for the survey/catalogue process leading to this publication
was to contribute a perspective on the national 'state of the art' to those
involved in developing the Oakland CCERC. As noted, the survey-
catalogue process was conducted in a brief period of time, and it is ex-
pected that a number of centers and programs which are not included
in the catalogue may have significant contributions to make in terms of
ideas and input for the Oakland CCERC design.

The Oakland CCERC will develop a monograph describing its develop-
ment and outcomes, and will also be hosting a national forum/workshop
in the San Francisco Bay Area for those involved in similar efforts, and
for those who can offer information and expertise in reviewing the
Oakland CCERC process and its implications for other CCERCs.

If you have information or ideas that would contribute to development
of the Oakland CCERC; if you would like to receive a copy of the mono-
graph when it is completed; or if you are interested in attending the
national conference to be held in November of 1979, contact the Oak-
land CCERC - c/o Industry-Education Council of California, 149 Ninth
Street, San Francisco, California 94103 (415) 864-2656.

FEEDBACK - FORUM   40
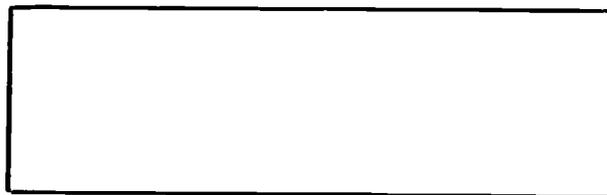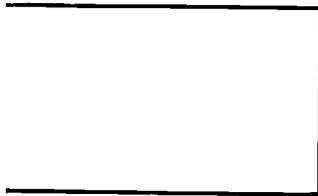
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A P P E N D I X   B

PRELIMINARY PLAN

30 November 1978

Mr. Jerry Elbers
Project Officer
USOE/HEW/OCE
ROB #3, Room 3108 H
7th and D Streets, S. W.
Washington, D. C.   20202

Dear Jerry,

Enclosed is a copy of the xerox page proof for the CATALOGUE OF
POSSIBILITIES: Community Career Education Resource Centers and
the program design for the Oakland Community Career Education
Resource Center which has emerged from the two months of exten-
sive planning.

We are enthusiastic about starting Center operations and look
forward to integrating your thoughts into the operational plans
so that we can begin immediately.

Sincerely,

Lucinda L. Kindred

LLK:af

cc: Mr. Albert Riskin, Contracting Officer

OAKLAND COMMUNITY CAREER EDUCATION RESOURCE CENTER (OCCERC)

I. Introduction

Two months of planning with the Policy Advisor Planning Alliance (PAPA),
made up of the key manpower and training agencies and organizations in
Oakland, has resulted in the following plan. Five meetings of the entire
committee were held during the period, and forty interview sessions
were held with individual PAPA Advisors to draft the plan and approach.
Initial program assumptions (see attached) served as a guide to the
planning.

The purpose of the OCCERC as agreed upon by the PAPA Advisors is:

1)   to provide the Center's clients (adults out of work, students,
      teachers, counselors, employers and employment service provi-
      ding agencies) with information and/or service to fit their
      individual needs.

2)   to develop a model that might be replicated in whole or in
      part in other communities.

Explicit in the PAPA planning is the understanding that OCCERC will *not*
duplicate existing services, but will instead provide access and referral
as necessary. This is not to say that PAPA has excluded the development
of new services as required. It does however recognize the reality of
beginning any *new* career service in an urban community, namely, that a
lot already exists, but may not be providing service of the quality ne-
cessary to meet client needs. It is seen as our job to find out what
exists and to evaluate its effectiveness from the point of view of our
clients.

To act as a model is interpreted as meaning that we would start just
like any other Center with good intentions, limited resources, using a
copy of the "Catalogue of Possibilities" as our guide. We begin with
limited first-hand knowledge of what exists in the local community and
how well it functions for our clients.

Therefore, the first six weeks prior to opening our doors, will be spent
on the following:

        1. Deciding on suitable location for the Center
        2. Assembling OCCERC staff
        3. Survey client needs
        4. Survey what exists
        5. Train Staff
        6. Publicize existence of the Center
        7. Develop client assessment, referral and follow-up system.

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1) Arrangements have been made with the local employment service (Employment Development Department) to provide space, facilities and client access. Additionally, EDD will provide us with counseling and placement services, occupational information and local labor market statical data.

EDD was chosen through a process of elimination. The Center could also have been located at the Adult Education Center, at the Career Information Library in the School System, at the CETA Referral Center, at the local NAB office or the Oakland Community Careers Council headquarters.

There was complete agreement by PAPA that to locate the Center in the schools would exclude participation by other agencies and would have limited client access. The local CETA office is under enormous scrutiny and is being reorganized and was thus seen as inappropriate. The other possible locations don't serve directly to the client population that we plan to reach. EDD had available space, good support services in the way of counseling, etc. and an abundance of adults looking for work, many of whom they are unable to serve. For example, if someone comes in who is not ready for direct job placement, there is little EDD can do for them.

2) The staff that has been assembled and their primary responsibilities for OCCERC are:

- Center Director will have responsibility for day-to-day Center operations, structuring experience for clients, presenting and organizing career and occupational information, recruiting teachers for and managing the teacher training activities, identifying individuals and groups who might use the Center and developing activities to attract and then serve those groups, and formative evaluation of the effectiveness of the Center.

- OCCERC Secretary will have responsibility for assessing and initial interviewing of clients, assisting with client referral, keeping records and correspondence related to the Center.

- Loaned Executive, Private Corporation - on loan to the Center for a year, this person will have primary responsibility for recruiting private sector support for the teacher training, to provide information about and from the Center to the private sector, recruit other private sector volunteers to assist in the Center operation when needed, and to help assess the effectiveness of local training and referral services.

o   Paraprofessional on loan from the Oakland Public
     Schools, will help catalogue the existing Career
     Education materials and programs at the Oakland
     Schools and assist in teacher recruitment, training,
     follow-up and technical assistance.

o   EDD Counselors and Job Placement Personnel will pro-
     vide direct service to job ready clients and assist in
     teacher training activities.

o   Training Consultants. The National Alliance of Business
     in Oakland has provided resources to a local training
     organization to implement two Career Guidance Counselor/
     Teacher Training Institutes for Oakland Public Schools
     Adult Education and Community College teachers. These
     training programs will be coordinated directly with the
     OCCERC.

o   Channel 13 Production Staff and labor leadership to
     produce six pilot series on "Labor in Oakland".

II. Populations to be Served

Emerging from the two month OCCERC planning period in which the major
manpower delivery agencies were represented in the planning process
(see attached listing), specific population (client) groups have been
identified that the OCCERC should serve.

1.   Structurally unemployed adults: These are those adults who don't
     "fit" into any of the institutionalized manpower programs in Oak-
     land. This may appear a discrepancy, given the large numbers of
     CETA and other State and Federal manpower programs operating in
     many metropolitan areas today. However, the need to serve these
     individuals becomes more apparent when the realities of these pro-
     grams are examined more closely. As CETA has come under more and
     more scrutiny and evaluation for program results, e.g., successful
     work placement for its clients in training programs, and multiple
     year funding has been based on the success of those placements and
     reduced job turnover for these clients, programs have begun to
     "cream" clients. That is, the planning group members sense that
     the tendency is to recruit those individuals who need the least
     assistance and demonstrate the greatest potential for success,
     rather than recruiting those clients perhaps most in need and for
     whom successful training and placement would be the most difficult
     and time consuming. Every agency reported this phenomena, although
     acknowledgement of it would be political suicide. Given the high
     unemployment problem, which now perhaps runs as high as 75% for
     minority youth and is officially 13%, this is one population we will
     experiment with screening. Our job will be seen as helping them
     to get access to existing programs that can provide them with coun-
     seling, training, stipends while in training, etc.

2. <u>Other Adult Clients</u>:(People who want access to career infor-
    mation, job opportunities, training and placement) In addition
    to the "structurally unemployed" adults, other adult populations
    have career counseling service, referral and placement needs
    among these are included: women re-entering the labor market;
    people desiring career upgrading and/or change; and individuals
    whose jobs have been eliminated because of change in technology
    and/or economic slumps in the local economy. While there are
    already a number of manpower and training service provider
    agencies operating in the community, the indication is that
    none of these agencies are familiar with the full scope of
    service and the discrete characteristics of those services
    that individual clients need as they begin career or job searches.
    All PAPA participants agreed that there is an important need
    for OCCERC to clearly identify the range, type, scope, and
    specific service now available so that clients who need ser-
    vice do not themselves have to inventory the community to find
    the specific service, if it exists at all, to meet their job
    training and/or placement need. Further, this service would
    provide much needed information on the manpower service "gaps"
    in Oakland.

3. <u>Education Professional: Teachers and Counselors K-12</u>:
    All the PAPA advisors were in strong agreement that OCCERC must
    provide key services in the "preventive" or youth program areas —
    directing information and training to those school based teachers
    and counselors who are working on a daily basis with in-school
    Oakland youth. The new proficiency graduation standards for
    California school students requires significan: capabilities for
    youth in job skill areas. To meet these 1980 requirements (see
    attached) Oakland school professionals need Career Education
    training and support and information from and about the Oakland
    work community. Further, the Oakland Public Schools have as one
    of their primary objectives to prepare youth for employment and/
    or further educational training. School professionals are well
    qualified to do the latter. Neither their training and/or ex-
    perience has well prepared them to do the former - prepare school
    youth for employment. Again, the Center needs to serve as a
    source of information and training that will help prepare teachers
    to do this. In the aftermath of Proposition 13 in California, at
    least for <u>this year</u> the OCCERC will be providing and coordinating
    the <u>only</u> career education training support for Oakland teahcers.
    The longer term impact of Prop. 13 on the Oakland Schools will
    probably not be known until midway through this contract.

4. <u>Manpower Service Provider Agencies</u>: PAPA advisors expressed con-
    cern about the need for better communication between and among
    the various manpower service provider agencies in Oakland pre-
    sently estimated to be about 138 agencies and organizations
    including the schools. An example of one of the identified needs
    is:

An inventory of the career resource materials,
local and commercial, available in the communi-
ty so that rather than continue to replicate
career libraries as new programs and projects
get underway, that mechanisms should be identified
for getting wider access and information about
available material to service providers.

We will continue to work with the cooperating agencies to deter-
mine more ways in which we might be of assistance.

5. Employers: Employers have indicated confusion over the plethora
of existing employment service groups, and the service they pro-
vide. There is some concern as to what the existing agencies do
for those who are seeking employment and the employers needs for ·
qualified personnel. The Center hopes to bridge the communication
gap and check for the match between service, training and employ-
ment.

Employers would also like to better communicate their employment
needs. To do this they will be participating with us in developing
simulation exercises for teachers to use prior to work exploration
and placement for youth.

Employers do not want to be overburdened with requests for students
placement and career exploration of students who are unprepared for
the experience. Thus, they want to participate in the teacher train-
ing and planning, for such service and referral.

6. Students: If students come to the Center or call the Center, we
will provide information and/or referral for them. However, we
will primarily try to reach students through their teachers and
counselors and encourage better use of existing libraries and
other services at the school sites.

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ACTIVITIES, MAJOR TASKS, TIMELINES

A.   OCCERC Staff Training

   1.   OCCERC staff (paid and volunteer) will parti-
cipate in a two-day training workshop to fami-
liarize them with the program components, acti-
vities, identify staff responsibilities and
relationships, receive training in interview-
ing and information gathering techniques and
to review information about Career Development
Services as reflected by the Policy Advisors
from agencies in the community.

   2.   Staff will become familiar with local Career
Education and Career Development services by
going into the community to interview, observe
participate in and assess programs and services
already in existence in the community.

   3.   A half-day weekly staff planring and evaluation
session will be held to review information
about new programs services;   share feedback
and follow-up services in the community;   re-
fine OCCERC program components based on client
feedback and to identify activities, services,
training, the OCCERC might provide specific
career development needs for which no program
or service exists as identified.

B.   What Exists from the Point of View of the Client

*Those initiating a Community Career Education Resource
Center should first determine what services exist and
are functioning effectively within the community,
parralleling that effort with an attempt to assess
the needs of various audiences within the community
and the degree to which those needs are being met.
Center development should relate directly to the
context and the career education history of the*

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individual community. The role and activities of the Community Career Education Resource Center should vary depending upon existing community ser- vices and needs.

Occupational information, however it is organized, must be linked to training, counseling and, ideally, with 'real life' experiences with the world of work which can reinforce the impressions offered by a printed page.
>   *from the "Catalogue of Possibilities"*
>   *Community Career Education Resource*
>   *Centers*

1. Design an information gathering questionnaire that will provide local, accurate information about the specific services, clients, materials, training, prerequisites, capability, entry re- quirements and location and existing local occupational market information of occupational service providers in the Oakland Community.   ▲

2. Staff information gathering through individual visits and interviews with key personnel in service provider agencies (see attached start- ing listing of service provider agencies to be assessed).

3. Revise information gathering questionnaire and procedures based on pilot group of 10 site visits.   ▲

4. Develop an information referral system based on data gathering on what now exist in career de- velopment in the Oakland community.

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5. Test the comprehensiveness and completeness of already existing career development services in Oakland against client needs and request for services. — ▲ (J)

6. Refine, expand and identify gaps in local career information resources and services based on client needs, referrals and follow-up information. — (F → N)

7. Compile and publish and inexpensive newsprint information paper "Career Development in Oakland" for use by Center Clients and other career development Service Providers in the Oakland Community. — ▲ (A)

8. Compile and publish periodic news updates on "Career Development in Oakland" — ▲ (J), ▲ (S)

9. Catalog the general career development and commercial products, ERIC, Curriculum and lesson plan outlines, simulation games available to the Center through the Oakland Public Schools Career Resource Library. — (F → O)

10. Test effective uses of these materials through teachers/counselors training workshops and individual teacher/counselor requests for information, referral and services and other client use feedback. — ▲──▲ (A–M), ▲──▲ (J–J), ▲──▲ (S–O)

11. Dessiminate information about local career development and generic career and occupational information to school professionals through training workshops, school site career centers.

12. Develop "Labor in Oakland" videotape/TV series in conjunction with Channel 13, Oakland Public Schools and Human Resources Development Insti- — ▲▲▲▲▲▲ (A–S)

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tute to provide information about the local labor market requirements, opportunities accessibility.

13. Use series in Oakland Public Schools classrooms and in teacher/curriculum training programs.

C. **Public Relations and Publicity**

1. Manpower Service Agencies and other information manpower providers will be informed of the OCCERC's purposes and aims during the individual information gathering visits in the community.

2. PAPA members will advise the staff: related organizations (e.g., CBO's through CETA) about the OCCERC.

3. OCCERC posters will be designed and displayed in appropriate locations.in the community

4. "Career Development in Oakland"will be produced and widely disseminated to Service Provider agencies as well as in appropriate public locations.

5. Depending on client use of OCCERC other methods of promotion and public relation will be developed as need exists: Newspaper articles; Oakland Public Schools Cable TV, Channel le productions; radio/TV public and service anoucements; etc.

D. **Client Services**

It would appear that the following factors may posi-

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tively influence audience participation:

1. *Ongoing outreach and publicity through a variety of media techniques.*

2. *Training audiences, where necessary, about how to use a center and what it can do for them.*

3. *Assuring that center services respond to the specific needs of the audience being served.*

4. *Continuing to adapt the program's services based on audience input.*

5. *Serving people and/or locating the center where the audience is (e.f., adults in shopping centers).*

> *from the "Catalogue of Possibilities"*
> *Community Career Education Resource*
> *Centers*

1. OCCERC will identify and evaluate client assessment and referral procedures presently in use in Oakland (e.g., CETA, EDD).

2. An assessment, service and referral system will be developed for OCCERC clients.

3. Based on the assessment and service/referral of each client, follow-up will be carried out (post-card, phone interviews, and client forums) to determine the effectiveness of the service and/or referral in meeting client career needs.

4. Data will be developed on those client needs for which there are not presently known and adequate services available to clients.

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5. When appropriate and within the staff budget of the Centers operation program will be developed at the center,, staff will facilitate service development in other service provider locations, and/or communicate client needs to those local, state and federal agencies who could encourage development of such services with such funding.

E. Teacher Training

1. Cooperating PAPA members will identify teachers and counselors to participate in OCCERC training

2. OCCERC will design teacher training to include local career development information and services, career education curriculum and program development, job simulation activities and information about the local employer community and job opportunities in Oakland and neighboring communities.

3. A Spring Career Exploration Teacher/Counselor Training workshop for 25 teachers from Oakland Public Schools Adult Education and the Community College will be offered.

4. A summer teacher/counselor workshop in local industry with related training will be sponsored for 25 teachers/counselors from the local schools, Career Counseling Adult Education Program.

5. Individual follow-up with teachers and counselors from Spring - Summer training will be carried out to determine effectiveness and expanded use of Oakland Community Career Services and Career Counseling in classes resulting from training.

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6. A Career Materials Review Library will be opened at the Division of Learning Building at Oakland Public Schools													→	
7. OCCERC Paraprofessional will provide teachers with material and resources on requests and help them develop curriculum.														→
8. The Oakland Teacher Shelter will maintain a Career Education corner with the help from OCCERC.														→
F. Client Forums														
1. Periodically bring together representatives from individual client groups, (employers, service providers, adults seeking work, teachers and counselors, students) to critique OCCERC operations, plans, and results.				▲		▲		▲		▲		▲		
2. As a result of these forums OCCERC will design training, communication, coordination and service within resource limits to meet those identified suggestions and concerns.														→

IV. OCCERC Components as Called for in the Work Statement

To recapitulate, as designed, the OCCERC inclues the following components:

1. Occupational information component: the Center includes and will
   utilize the several existing occupation information libraries al-
   ready in existence in Oakland:

   - Oakland Public Schools
   - Employment Development Development

   As described in the catalogue (p 17 - 19) the plans to review and
   select available information, assist clients in accessing and util-
   izing the information, avoid further duplication of sources, work
   to make the information more relevant to local clients and the
   local situation, will develop, expand the existing resources by
   using local employers and employment service agencies, and link
   the existing libraries to training, counseling, and client need.

2. Occupational simulation component: Simulation will be utilized in
   the Center as described on pages 22 - 25 of the catalogue, namely
   to stimulate interest, offer individual career exploration oppor-
   tunities, to examine a variety of work roles, prepare the clients
   fc. "job getting", test aptitudes concerning various work experiences,
   and to prepare and/or screen the student or teacher and counselor
   clients for direct involvement with the work world.

3. Personnel resource component: the Center as designed includes
   space and facilities for teachers and counselors at several loca-
   tions: the Teacher Center/Teacher Shelter, Oakland Public Schools
   central Career Education Library, NAB, EDD, and the Oakland Comm-
   unity Careers Council. Hence they will be able to consolidate in-
   formation, develop lesson plans to fit the new Oakland Career Ed-
   ucation guides, and to devise career education materials. The
   OCCERC has also arranged to have space available at EDD, NAB, the
   Oakland Community Careers Council and at least two school system
   locations to provide for visitations between students, faculty and
   volunteers from the occupational society.

   At the central EDD facility and other sites as necessary, a place-
   ment and counseling service will be staffed by OCCERC staff, EDD
   staff, school system personnel and volunteers.

INITIAL ASSUMPTIONS

These initial assumptions have been drafted for review by the Core Planning Group, and by the Policy Advisor's Planning Alliance. All of those participating in the collaborative effort to design a Community Career Education Resource Center should critically assess these initial assumptions, and adapt or revise them where necessary. The outcome should be a draft of operating assumptions which all members of the collaborative effort 'buy into'. A clear understanding of our operating assumptions should facilitate the process of designing activities which act upon those assumptions, and should provide a means of checking our progress and outcomes against our initial goals.

I. The process of bringing together resources, organizations, services and personnel in a collaborative effort requires a facilitator which we have termed a 'broker'. The broker is detached from those organizations participating in the collaboration, and the broker's role is to encourage and enable the participants to communicate productively with each other, and to work together effectively. In this sense, the broker is a manager of change. *How long are the services of the broker required to assure an effective collaborative effort? Is the broker always necessary? How is it possible to identify the point when the broker is no longer required? Can the collaborative draw on the services of a broker after the broker's full-time services are terminated?*

2. Individuals and organizations involved in the collaborative effort must percieve a parity in participation and must reach a common perception and definition of operating assumptions and goals. *What incentives can ue offered to induce parity in participation? What obstacles exist? How can the decision making process and the process of checking activities and outcomes against initial assumptions, which we have termed 'responsive research', contribute to parity and to effective collaboration?*

3. Resources required for continuation of the center, or of components of the center, can be identified and secured through the collaborative effort. *What resources currently exist? Can resources be rechanneled or shared to assure continuation?*

4. Client (e.g. student, teacher, adult) involvement in planning, design and operation should enable the center to better identify and meet the client's needs. *What mechanisms could be utilized to involve clients in the decision making process? How can we regularly check clients' perceptions of the center's services? Can the center deal effectively with all client needs and, if not, can the center identify and assess the value of appropriate referral points?*

5. The center should be able to serve a diverse population through the networking function of those agencies and individuals involved in the collaborative effort. *What are the populations served and what are their needs? What services currently exist within the collaborative effort to serve those needs? What is the quality and capability of existing services? Where are the gaps in existing services?*

1.

6. It is necessary to have personnel or 'people' support from all agencies in the effo.t for effective and ongoing collaboration. *What are the capabilities of the people involved? Will they require training to contribute effectively to the center? Can the center itself offer such training? How can personnel support be recruited?*

7. The attempt to establish a workable community career education center can be approached more effectively by linking existing organizations than by creating a new organization.
What steps are required to enable existing organizations to identify themselves, and to operate together, as a community career center?

8. It is necessary to identify and gain support from key community leaders who have the authority to encourage and elicit support and participation in the center from their constituents. *What information do leaders require about the center for their decision making process? How can leaders be regularly involved and informed?*

9. Publicity and public relations will enable the center to attract clients on a regular basis including youth in and out of school, teachers, and adults. *What modes of recruitment are best suited to attract the target populations?*

10. The collaborative nature of the center will allow for a fuller use of business, labor and industry for youth-to-work experience which can extend beyond the types of simulation experiences offered within the framework of the schools. *How can business, labor and industry resources be appropriately screened and coordinated? How can youth be screened to assure that they are prepared for and can benefit from the experiences offered?*

11. Diverse components, including occupational information, counseling, referral, simulation, training and utilization of the work community should enable the center to adequately meet the diverse range of client learning needs. *How can the center's components interrelate and be effectively organized? Can we identify, during the center's operation, components which could be adapted or added?*

Should the assumptions above be adapted or changed? Can you identify assumptions which should be included? What further questions should be asked to better understand the assumptions?

PROFICIENCY STANDARDS AND ASSESSMENT COMMITTEE REPORT
As edited and adopted by the ISC on May 16, 1978

The following list of expected student abilities is submitted for your review and consideration. This list covers expectations for the 10th and 11th grade assessments as specified in AB-65.

Our recommendations are presented with a double column format. The column to the left indicates the skill, ability, understanding, or knowledge that the student should have upon completion of his or her high school education. These statements are much in the format and style as the statements received from the community. The column to the right shows this statement translated into performance terms. These statements contain the conditions under which the student is to perform, the specific ability, skill, or knowledge to be demonstrated, and the level of proficiency that is acceptable.

Statements are clustered in three categories: I, II, and III. These indicate the priority that the Proficiency Standards and Assessment Committee has assigned to each item. Group I, in our judgment, is of highest priority, with Group II and Group III items following in descending priority. We wish to point out that every item submitted is considered by the committee to be of significance and should be included in the learning program as well as the assessment program. However, we recognize that the assessment process may not be able to evaluate all items and we did wish to indicate those proficiencies that we considered to be most important to the AB-65 activities of this school district. The item numbers do not indicate priority within that group, but are for reference.

COMPUTATION - GROUP I

All problems will be done without the use of mechanical tools unless specified.

The student will be able to:	The performance statement showing the recommended level of performance:
1. reconcile a bank statement	1. Given a bank statement, cancelled checks, and a complete checkbook record, the student will be able to reconcile the bank statement balance with the checkbook balance, with a minimum of ten transactions.
2. read a utility meter	2. Given a drawing of a utility meter and a record of the previous reading, the student will be able to take the new reading and then compute the number of units of the utility consumption used between the two readings.

3. figure sales tax

3. Given a sales tax table and the prices of five items of merchandise, the student will be able to determine the sales tax on each item.

4. find the interest on a loan

4. Given the amount of a loan and the rate of interest to be charged for one year, the student will be able to figure simple interest on the loan.

5. verify the accuracy of a grocery bill

5. Given a list of at least 20 grocery items totaling between $30 and $50, the student will be able to add and find the correct total.

6. reduce a recipe to half

6. Given a recipe and instructions to figure the measurements for half, the student will be able to compute the ingredients with complete accuracy.

7. verify that change is correct

7. Given a word problem in which a $20 bill is given for a $3.32 purchase, the student will figure the change due and write the coins and bills that should be given as change, using the least number of coins and bills possible

8. multiply mixed numbers

8. Given a multiplication problem using two mixed numbers, the student will find and write the answer as a mixed number in simplest form.

9. subtract whole numbers

9. Given a five digit whole number to be subtracted from another five digit number, with borrowing, the student will find the solution.

10. multiply whole numbers

10. Given a four digit number to be multiplied by a three digit number, the student will multiply and find the correct solution.

11. find the perimeter of a figure in metric measurement

11. Given a metric ruler and a drawing of a four-sided figure the student will measure the length of each side and find the perimeter to the nearest centimeter.

COMPUTATION - GROUP I (Continued)

12. read graphs and tables

12. Given a bar graph and an explanation of the data on the graph, the student will interpret the graph and answer computational questions based on the graph.

13. figure interest on a consumer loan

13. Given the purchase price, annual rate of interest, and period of the loan, the student will be able to figure the simple interest on a consumer loan for an item such as a stove or refrigerator.

14. figure pay earned on the job

14. Given the regular hourly rate, the overtime rate, and a number of hours worked beyond 40 hours, the student will be able to calculate his or her gross pay.

15. figure unit pricing

15. Without the use of a calculator, the student will be able to determine lowest unit price among three sizes and three prices of a single grocery item.

16. Keep a checkbook record

16. Given a beginning checkbook balance, the student will be able to add deposits to and subtract withdrawals from the previous balance and arrive at the correct ending balance.

17. divide mixed numbers

17. The student will be able to divide mixed numbers and write the answer in simplest form.

18. complete the 1040A income tax form

18. Given a withholding tax table, an annual income of less than $12,000 and the number of exemptions claimed, the student will be able to determine the correct tax liability.

19. find perimeter and area in inches

19. Given a ruler and a drawing of a rectangle, the student will find the length, width and the area.

COMPUTATION - GROUP I (Continued)

20. divide whole numbers

21. purchase a money order

22. figure discounts on purchases

23. measure a line segment

24. write a check correctly

25. verify a sales slip

20. Given a five digit dividend and a two digit divisor, the student will compute the quotient, with or without remainders.

21. Given a rate table, the student will be able to calculate the total cost of a money order for an amount less than $300.

22. Given the percent of discount and the original price of an item, the student will be able to figure the amount of the discount and the resulting purchase price.

23. Given a line and a ruler, metric and English units, the student wil measure the line to the nearest 1/16th inch and to the nearest tenth of a millimeter.

24. Given a blank check and an amount and the name of the payee, a student will be able to correctly write a check using the current date and his or her own signature.

25. Given a sales slip containing at least five items, the student will be able to verify that the addition and the sales tax were computed accurately.

COMPUTATION - GROUP II

The student will be able to:

1. figure miles per gallon

2. figure gallons of paint required to paint a given surface

The performance statement showing the recommended level of performance:

1. Given the number of miles traveled in a car and the number of gallons of gasoline consumed, the student will find the miles per gallon.

2. Given the height and length of a wall, the number of square feet of coverage per quart of paint, the student will determine the exact number of gallons required to paint the wall.

COMPUTATION - GROUP III

The student will be able to:

1. draw a circle

2. measure angles

3. measure volume

4. draw an exact rectangle

The performance statement showing the recommended level of performance:

1. Given a compass and the diameter of a circle, the student will be able to draw a prescribed circle correctly.

2. Given a protractor and the drawing of a triangle, the student will measure the angles and write the size of the angles to the nearest degree.

3. Given the length, width, and height of a container in either metric or standard English units, the student will be able to find the correct volume in the unit prescribed.

4. Given a ruler and a protractor and the length and width of a rectangle, the student will be able to draw the rectangle correctly.

READING - GROUP I

The stu ent will be able to:	The performance statement showing the recommended level of performance:
1. read labels on merchandise	1. Given a copy of a label from a container of household bleach, the student will be able to read the label and identify the precautionary procedures without error.
2. read an informational chart	2. Given a pharmacy price chart, the student will be able to answer six questions correctly concerning the price of drugs.
3. read a newspaper article	3. Given a newspaper article and three summaries, the student will be able to select the summary that most accurately summarized the article.
4. read a sales contract	4. Given an installment sales contract the student will be able to read th contract and identify the obligatio of the purchaser and of the seller.
5. use the yellow pages of the phone book	5. Given the yellow pages of the telephone directory, the student will b able to find listings for: one household appliance store, one public agency, and one employment service agency.
6. understand the California State Vehicle Code book	6. Given a page from the California State Vehicle Code book, the studen will be able to answer five questio based on the page without error.
7. understand auto insurance	7. Given a completed automobile insurance coverage statement, the student will be able to determine the types of coverage purchased without error.
8. use a dictionary	8. Given a dictionary, the student wil be able to define which meaning of a given word is being used in a sample sentence.

READING - GROUP I (Continued)

9. read a paragraph and understand it.

9. Given a paragraph to read, the student will be able to select the main idea of the paragraph and identify the supporting details by answering multiple choice questions.

10. understand a charge account statement

10. Given a monthly charge account statement, the student will be able to identify the following information: original amount due, amount due this month, total balance due, due date, charges for late payment, and carrying charges.

11. read math statements accurately

11. Given a word problem which requires the use of multiplication and division, the student will translate the problem into mathematical form and solve the problem.

12. read an editorial

12. Given a short editorial, the student will answer multiple choice question: relating to the point of view of the writer, the action called for in the editorial, and the supporting eviden cited.

13. use the telephone directory

13. Using the white pages of the telephoi directory, the student 'ill be able ' locate the telephone number and addri of four persons or companies.

14. locate legal assistance

14. Given a list of public and private community agencies, the student will be able to select the name or names of those that could be contacted for possible legal assistance.

15. read a street map

15. Given an Oakland street map, the student will be able to locate streets, intersections, or specific places.

16. use synonyms

16. Given a paragraph containing five underlined words, the student will be able to identify synonyms for at least four of the words.

READING - GROUP I (Continued)

17. put words and names in alphabetical order

17. Given a list of ten proper names, all of which have the same first one, two, or three letters, the student will arrange the names in correct alphabetical order.

18. fill out a 1040A income tax form

18. Given a blank 1040A income tax form, the student will be able to complete all sections of the form calling for taxpayer name, address, and identification information.

19. use reference materials

19. Given a list of five topics or subjects and a list of reference materials, the student will be able to select the reference in which each of the topics would be found.

20. read and understand a job want ad

20. Given a sample newspaper job want ad, the student will be able to determine the job requirements, the location, and rate of pay.

21. use a road map

21. Given a simple road map, the student will be able to indicate the most direct route between two points on the map.

22. use a library card catalog

22. Given the name of one author and a library card catalog, the student will be able to locate and list the titles of books written by that author.

23. use emergency telephone numbers

23. Given a page of emergency numbers from an Oakland telephone directory and a list of six hypothetical emergencies, the student will be able to write the appropriate phone number to call for reporting each emergency.

READING - GROUP II

The student will be able to:	The performance statement showing the recommended level of performance:
1. read and understand signs	1. Given a set of five symbolic traffic signs or other common signs found in the community, the student will identify the correct meaning for each sign.
2. read a newspaper classified ad	2. Given a section of the apartments for rent section of the classified ads, the student will be able to select an apartment, from 10 possible choices, that costs less than $200, is furnished, close to transportation, and has one bedroom.
3. read operating instructions	3. Given operating instructions for a common appliance or machine, the student will be able to identify the procedures for operating the equipment.
4. read and understand a utility bill.	4. Given a copy of a utility bill, the student will be able to identify the utility or service provided, the period covered by the bill, the quantity or amount of energy or service used, the amount due, and the due date.
5. use consumer information sources	5. Given a list of resources of consumer information, a student shall choose the appropriate resource for three inquiries.
6. read a lease	6. Given a short lease agreement, the student will define the terms lessee and lessor and identify the rights and responsibilities of each.
7. read and understand clothing labels	7. Given a label from an article of clothing, the student will be able to select from a list of care instructions those that apply to that label.

In the writing sections, it shall be the intent of the district to give equal value to the content and to the mechanics of the student's writing. Considerations for judging content will include, but not be limited to, clear expression of ideas, unity, coherence and transition from one sentence to the next. Considerations for judging mechanics will include, but not be limited to, complete sentences, spelling, legibility and standard usage in punctuation, capitalization and word usage with 70% accuracy. All items will be done with a dictionary available, unless otherwise specified.

WRITING - GROUP I

The student will be able to:	The performance statement showing the recommended level of performance:
1. fill out a job application form	1. Given a paragraph of biographical data on a fictitious person and a job application form, the student will be able to answer a series of multiple choice questions relating to the job application and fill in selected items on the form with at least 80% accuracy.
2. write a description on doing a specific job or task	2. Given a list of several simple jobs generally familiar to high school age persons, the student will choose one and describe the sequential steps necessary in doing the job selected.
3. prepare written notes based on verbal message	3. After listening to a recorded message containing at least four separate important items of information, the student will prepare written notes with 100% accuracy.
4. organize ideas	4. Given misarranged material containing numbered sentences, the student will be able to select the correct order of the sentences so they form an effective paragraph.
5. write a paragraph	5. Given a list of topics from which to select one, the student will be able to write a paragraph which has a topic sentence, body and conclusion.
6. use correct word usage	6. Given a series of sample sentences containing errors, the student will be able to correct the errors without the use of a dictionary with 70% accuracy.

WRITING - GROUP I (Continued)

7. capitalize words correctly	7. Given a series of sample sentences or a paragraph containing both correct and incorrect capitalization of words, the student will be able to identify incorrect capitalization.
8. use correct punctuation	8. Given a series of sample sentences or a paragraph containing examples of both correct and incorrect punctuation, the student will be able to identify incorrect capitalization.
9. spell correctly	9. Given lists of words taken from commonly misspelled word lists and without the aid of a dictionary, the student will be able to select the correctly spelled words.

WRITING - GROUP II

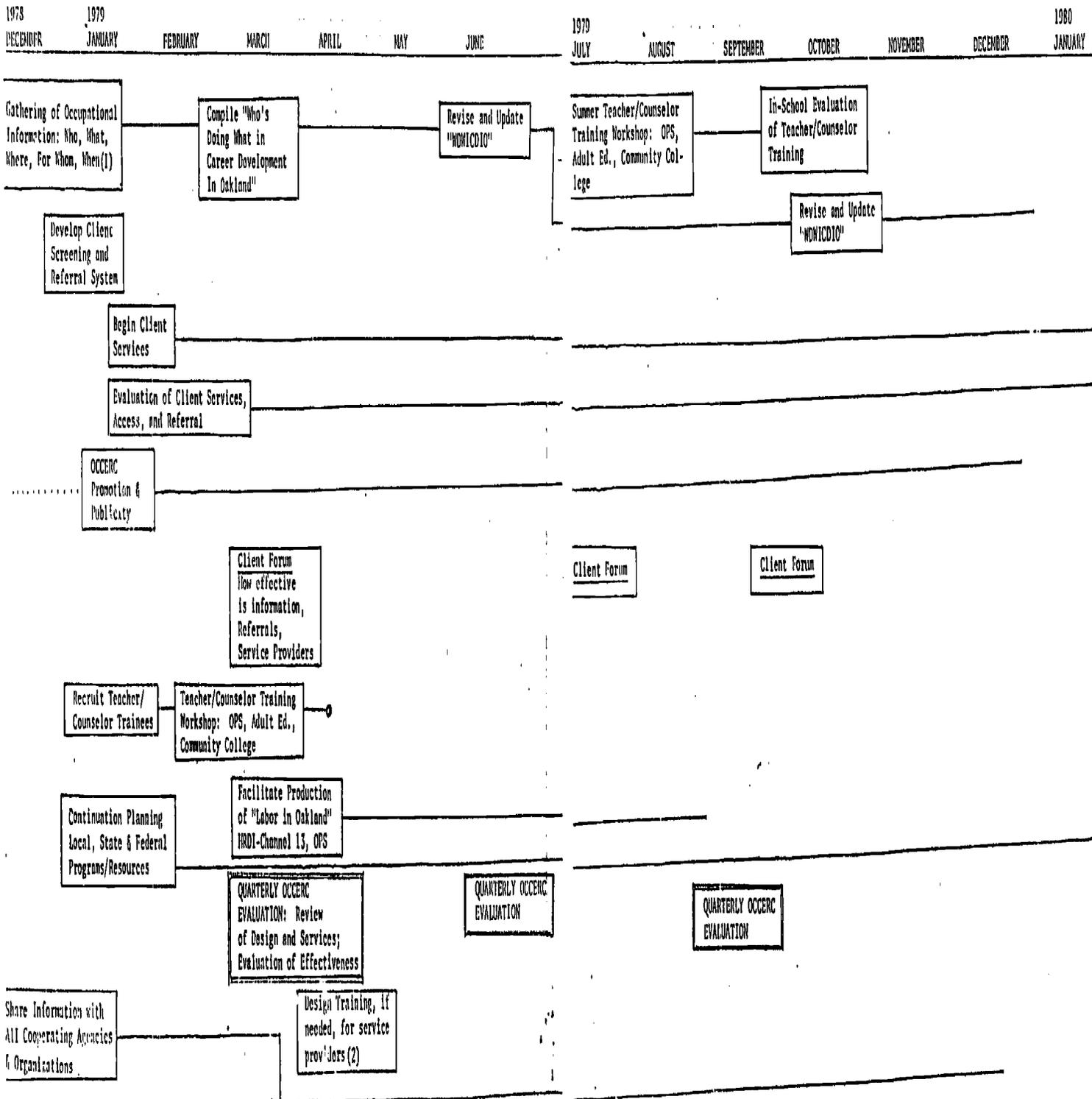| The student will be able to:	The performance statement showing the recommended level of performance:
1. write a report of an incident	1. After viewing a filmed event, the student will be able to list in writing the important events that took place with 70% or higher accuracy.
2. answer a help-wanted ad in writing	2. Given a sample help-wanted advertisement, the student will be able to write a letter in response following a standard business letter form, giving all information requested in the ad.
3. write legibly	3. Given a paragraph to copy, the student will do so in his or her own handwriting.
4. write a letter of complaint	4. Given information about a problem a consumer is having with a product, the student will ce able to write a one page letter of complaint in correct business letter style which will include a description of the problem and a suggested remedy.

WRITING - GROUP III

The student will be able to:	The performance statement showing the recommended level of performance:
1. write a personal letter	1. Given a description of a situation, such as the need to write a thank you letter, the student will be able to compose and write an appropriate letter.
2. properly address a letter	2. Given the name and address of a company, the student will be able to address an envelope in an acceptable format.

MW:hl

V. OUTLINE - MAJOR PROJECT ACTIVITIES

1978 DECEMBER	1979 JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	1979 JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	1980 JANUARY

Gathering of Occupational Information: Who, What, Where, For Whom, When (I)

Compile "Who's Doing What in Career Development In Oakland"

Revise and Update "WDWICDIO"

Summer Teacher/Counselor Training Workshop: OPS, Adult Ed., Community College

In-School Evaluation of Teacher/Counselor Training

Revise and Update "WDWICDIO"

Develop Client Screening and Referral System

Begin Client Services

Evaluation of Client Services, Access, and Referral

OCCERC Promotion & Publicity

Client Forum
How effective is information, Referrals, Service Providers

Client Forum

Client Forum

Recruit Teacher/ Counselor Trainees

Teacher/Counselor Training Workshop: OPS, Adult Ed., Community College

Continuation Planning Local, State & Federal Programs/Resources

Facilitate Production of "Labor in Oakland" HRDI-Channel 13, OPS

QUARTERLY OCCERC EVALUATION: Review of Design and Services; Evaluation of Effectiveness

QUARTERLY OCCERC EVALUATION

QUARTERLY OCCERC EVALUATION

Share Information with All Cooperating Agencies & Organizations

Design Training, if needed, for service providers (2)

A P P E N D I X   C

WORKOUT

Say what?

by John Miller

You've probably heard about CETA, but are you sure you know what it is? Because there are so many different types of CETA programs, and because eligibility varies from program to program, most people are confused about what CETA really is, what it does, and whether it can aid them. The following questions and answers may help clear up some of the confusion and let you know what CETA can do for you.

Current CETA programs in Oakland now serve over 2,000 individuals. These people are employed in hundreds of different positions within the community and public organizations. CETA workers also receive training through seven different schools in a variety of occupations which range from typist to draftsman to cook. In the past three years, over 4,000 CETA trained people have found permanent, unsubsidized jobs in Oakland.

What IS Ceta?

The letters CETA stand for Comprehensive Employment and Training Act. This title is from the congressional law which began the program in 1974.

The program is paid for by the federal government, administered by the federal Department of Labor, and operated by cities and counties on a local level.

The key word in the title is *comprehensive*, for CETA deals with a great many aspects of the employment field. CETA absorbed a dozen different federal job programs when it was formed, and now delivers all kinds of job services including education, employment, training, counseling, research and referals.

What do they OFFER?

In Oakland, the different kinds of employment and training programs can be roughly broken into four different types.

The first, and largest, is Public Service Employment. This effort directly employs skilled workers in jobs with public and non-profit agencies. A second program is vocational training. Here CETA clients receive a small wage in conjunction with direct training in dozens of different occupations. The third type of program is on the job training. Known as OJT, this is an

arrangement where CETA pays a portion of a worker's wage while he works for a private company. The fourth aspect is actually a collection of different approaches aimed at youth between the ages of 14 and 21 who are given access to many full and part-time positions.

Can they meet MY needs?

Each of the CETA programs are intended to serve unemployed people with specific needs. For example, a person who has had little work experience and has had no preparation would benefit much more from vocational training or OJT than from public service employment.

It is important then, to think about your own long range situation before actually applying for a CETA spot. The city will consider your background and needs when placing a person in CETA, and it would help you if you had some idea of what you would like before you approach CETA.

In addition to jobs and training, CETA offers special services to individuals seeking work. The first step following a CETA application will be a personal assessment. This will examine the broad individual needs, goals and options of the person applying to CETA. The assessment is intended to discover what kind of service or work best suits the talents, abilities, and desires of the applicant. CETA can arrange for individual job services outside of the normal job training routes, including formal education through skills brush-up or night
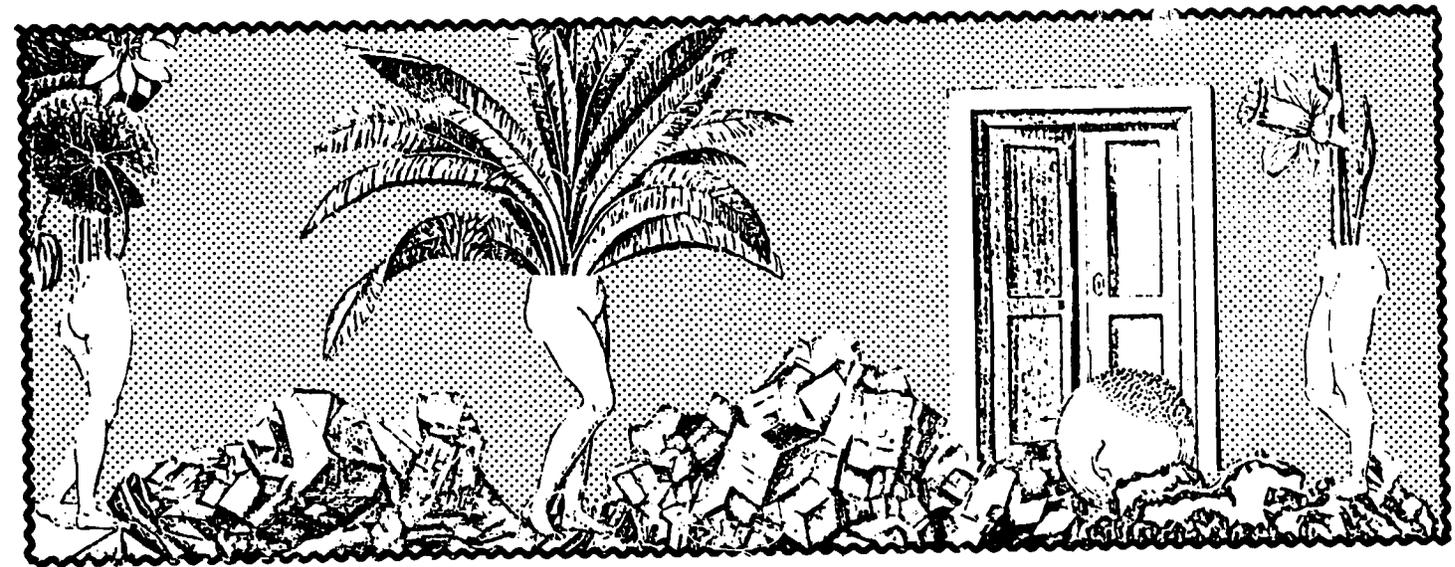
Produced by
Catherine McEver

Directed by
Lucinda Kindred

Are we not men? NO!

Handy with a hammer? Uninterested in the traditional roles assigned to women? If you like outdoor work, are creative, and enjoy working with your hands as well as your head you may be interested in learning a trade through apprenticeship; trades which are now eagerly seeking women for their work forces due to affirmative action programs which require labor and management to recruit women for positions from which they've previously been discouraged or excluded.

Apprenticeship is a centuries old method of training on the job, under the guidance of a skilled crafts person. Most apprenticeships involve from two to five years of paid work experience and include several hundred hours of supplementary classroom and technical training. Certificates are awarded upon completion.

Graduates of apprenticeship programs consistently go on to earn higher wages, have more stable work records and get promoted sooner and more often than co-workers who lack their skills.

Apprenticeships can include a wide variety of careers - from asbestos workers, brick layers and carpenters to painters, plasterers and plumbers.

The **Bay Area Construction Opportunity Program (BACOP)** is looking for women who are interested in careers in the construction trades or other nontraditional fields. They offer information about various occupations and career counseling to help the applicant match her skills, aptitudes and interests with the occupation she's best suited for.

Because competition for admission to apprenticeship programs is stiff,

BACOP conducts ongoing tutorial classes. Professional tutors prepare applicants to pass the entrance examinations, provide brush-up on required subjects, conduct practice interviews, and help those without high school diplomas earn GED certificates.

BACOP, in addition to helping gather your records and develop your

If 51% of the population is female and 1% of all women hold top jobs and 1% of all registered apprentices are female, then . . .

Think It Over.

we are women

Sing Those Blues

I've got a right to sing the blues,
I've got a right to feel low-down,
I've got a right to hang around,
Down along the river...

Job hunters need all of the energy and enthusiasm they can muster. However, trying to be happy while hunting can seem as easy as whistling while doing the breast stroke (and as useless). While you may not feel like tap dancing down the street, you should protect yourself from depression and/or crushing disappointment.

Looking and acting discouraged can be an employment obstacle in itself, and if your eyes fill with tears when Miss Jones says, 'we'll be in touch,' Miss Jones may have second thoughts and cross you off her list.

One way to protect yourself and provide a hedge against depression is to keep one step ahead in the job hunt.

If you are turned down and have no alternatives or next steps, you are back at point zero with the added weight of disappointment and depression dragging you down. While you are at one interview, have an appointment set up for the next one. Make sure you have somewhere else to try or someone else to call. If you don't get this job, at least you have another lead that may work out.

WorkOut is looking for other ideas about how to keep your sanity and stay calm while job hunting. If you've found something that works for you, let us know and we'll pass it on.

You DO have a right to hang around down along the river. In fact, the Port of Oakland encourages you by identifying the shorewalks, fishing spots, refuges and recreation facilities situated along the ten mile shoreline of the Port of Oakland.

Their 'Pleasure Guide', complete with maps and full descriptions of Port pleasantries, is available free by writing or stopping by the Port of Oakland Public Relations Department, 66 Jack London Square, Oakland, Ca., 94607.

When you weary of job hunting, or are waiting for your next appointment, you may want to, as the 'Pleasure Guide' suggests, 'catch a fish, watch the sun set into Bay waters, scuff your feet on a sandy beach, gather driftwood, barbecue a hamburger in the salt air, stretch out on green grass a few hundred feet from the bow of an ocean-going freighter, or spot a rare shorebird in its natural habitat.'

Look for future issues of WorkOut featuring the many JOBS the Port has to offer!

What do you say after you say hello?

Much of the information you want when you're out to look for a job can be gained without ever leaving your home - simply by picking up your telephone.

A few organized calls can tell you who's hiring now, who will be hiring in the future; what training opportunities exist that might help you; what employers are looking for and what kind of job you seek.

Of course, for those who are victims of 'phone fright', picking up the phone may be more of a challenge than walking into an office and asking questions in person. 'Phone fright' may only strike you during business calls, but when it does it's unmistakably signaled by sweaty palms and the nagging need to constantly clear your throat.

Despite specific phone fright symptoms, there is an unmistakable clue to the 'disease'. If you are relieved when you get a busy signal, you are a victim of phone fright.

Is it worth it to conquer your fear? Probably so. Using the phone can save you time and money - two things you can't afford to lose when you're looking for a job. You may spend three days finding out in person what you could have learned in a half hour at home with your telephone.

Using a checklist is one way of combatting phone fright. The checklist, no matter how afraid you are, can guide you through any phone call. Your organized manner should fool the person at the other end if you keep your throat clear to a minimum. The more times you use a checklist, the easier it becomes.

What should be on a job hunting checklist? You should have two main areas of information. The first is what the employer might want to know about you, and the second is what you want to know from the employer. Compare your ideas with the sample checklist offered here. You may want to adapt the list to meet your own interests and needs.

Once you've decided on a checklist of your own, USE IT! Don't keep an invisible checklist in your head. If you are a victim of phone fright, you can't count on your memory while you're using the phone. As you talk on the phone, have the list in front of you and check off information as you give or receive it.

Speak up and ask for checklist information if it is not volunteered by the person you're talking to. If your checklist is organized, you'll sound organized.

You may want to practise with a friend or relative before making 'real' calls. Get them to say, 'Hello,' and then you take it from there. It might be even more helpful if they ask you confusing questions or interrupt you - both things can happen and you should learn how well your checklist can guide you through difficult calls. The WorkOut Hotline (see back cover for details) could also be a good place to start building your phone skills while gaining job information.

Adapted from 'Who's Talking? Who's Listening?', Open Doors, New York, New York.

Sick of running around?

Sit down and explore...

[list of items, illegible]

What an employer wants to know about you:
Your name
Your age
How many years of school
How you heard about the company
Your skills (typing, drafting, selling, etc.)

What you want to know from an employer:
Do you have openings now or in the future
What kind of job
What is the starting pay
Is there an employment test
Can I come in for an interview
When

---

career information on tap - call

832-4188

See back cover for more hotline information.

Women

resume, helps to find solutions to personal problems, and might be stumbling blocks, etc. BACOP can work with the applicant's family to make sure they understand ... advantages of ... and ... non-traditional careers.

BACOP is actively looking for motivated women — particularly minorities — to take advantage of training opportunities that are constantly made available in the construction and other non-traditional fields.

If this sounds interesting to you, find out more about the Bay Area Construction Opportunity Program by contacting the Alameda County Office, 357 2 15 ... O. Street, Ca., 94607 (415) 451 4960. If you are uncertain about your interest, ask them for their publication, 'Skilled Careers for Women,' which should offer you more information about the opportunities available.

BELIEF — spelled m-o-n-e-y
To help women 25 to 55 prepare for better jobs, the Business and Professional Women's Foundation gives Career Advancement Scholarships ... Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036

...With An Elephant

[Right column — tips on changing jobs]

Instead of thinking in terms of 'quitting', which is a negative one more, think in terms of changing — hopefully to a better job. Before you change jobs, first list your reasons for staying on the job or for leaving. Then consider alternatives to leaving (e.g., ask your supervisor for a raise, if also more things you like on your job or even trying for a promotion). If all the alternatives ... come up with reasons for staying, then it IS time to change.

If you leave your job, remember to maintain a good relationship with your co-workers, even your old boss. This is important as you may need a good reference and item from the employer later.

Here are some other tips to remember:

1. Locate another job BEFORE you quit (if you don't you may be unemployed for months).
2. Give your employer at least two weeks notice that you intend to leave. This gives the employer a chance to find a replacement, or to offer you a promotion or raise to keep you.
3. Explain to the employer why you're leaving, and try to use positive reasons such as opportunity, advancement, travel, more pay, etc. DON'T show dissatisfaction with your present employer or job — it won't be appreciated.
4. Ask the employer for a work reference and, if possible, a written evaluation or recommendation for you to use as a future reference.

If you follow these tips, you might end up with a better job elsewhere, or you may be offered a better job where you're working now. In any case, cover your back and protect yourself (it's cold out there).

Welcome to WorkOut !

IF YOU'RE GOING TO WORK . . . .

This is a paper about jobs: getting them, keeping them, quitting them and changing them. *WorkOut* is for people who work or who are looking for work, for the unemployed, for women reentering the job market after a period of years, for those who want to move up the career ladder, for youth seeking summer or part-time jobs . . . and for people who are trying to figure out what they are doing and what to do next. Let us know what you'd like to see in future issues and we'll do our best to work it out.

---

hotline
832-4188

LINKING YOU TO JOB TRAINING, INFORMATION, COUNSELING AND CAREER SERVICES

Monday through Friday
5 p.m. - 8 a.m.

How our Hotline Works . . .

Oakland has hundreds of agencies offering career counseling, information, aptitude and interest testing, job hunting and finding skills, job readiness workshops, and job placement. Some cost money, others are free. Exact services vary from agency to agency and, more important, the type of people they serve varies.

How can you connect with the services that are there to help *you*? The WorkOut Hotline, operated by the Oakland Community Career Education Resource Center, is a 'linking service' that will try to match your interests and needs to the services that exist in the community.

Call the Hotline and state your career need/interest/problem. An answering device will record your message. The more you tell us about yourself, the more we can help you. Factors such as age, sex, race, etc., can affect eligibility in programs designed for special interest groups or audiences. Two things we must know - your name and your address or telephone number - so that we can give you the information you request.

If you've left your phone number, we'll call you with the information you need. If you've left an address instead, we'll drop you a postcard with the same information.
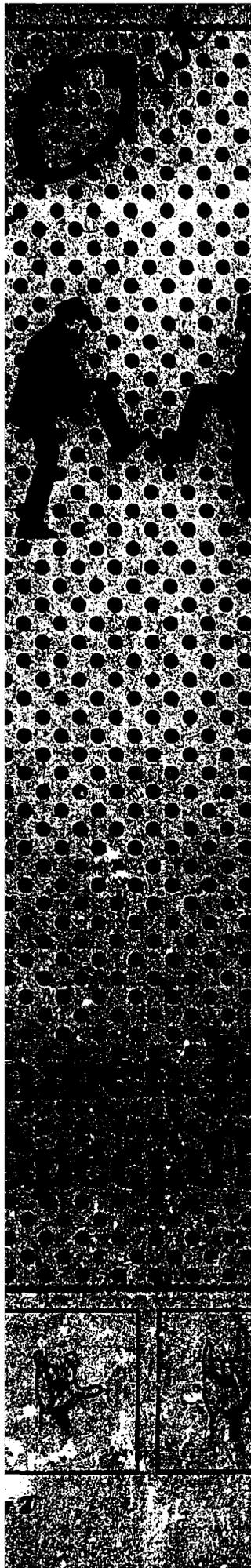
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IS ABOUT
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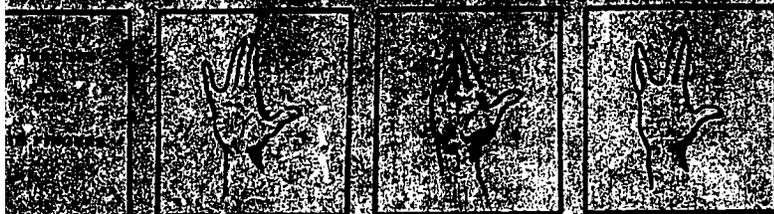
June 1979

Higher and Higher!

Employer Guide to Summer Jobs

Summer is here and local papers are letting us know the statistics:

Forty percent of Oakland's young are unemployed. In some neighborhoods the figure is double that.

What does that mean to Oakland employers? It could mean that your future work force - the employees you'll be relying on a few years from now - are going to spend this summer without work, without pay, and without experience. In the long run, this won't benefit Oakland youth or Oakland employers.

Summer jobs give youth an opportunity to start out in the business world. It is these first jobs that offer youth the opportunity to work hard for relatively low pay so that they can gain experience which will stand them in good stead in later years.

Oakland, like other cities across the nation, is facing cuts in federally-funded youth job programs. This year, it is more important than ever that Oakland employers lend a helping hand to the summer job situation.

What can you do to help? Oakland businesses, agencies and organizations have worked to develop a number of options for you. They range from 'adopting' a high school to hiring youth directly. Your contribution can be job slots for youth, some of your time, or some of your money.

If you want to hire an Oakland youth this summer, you should contact the Oakland Youth Employment Service, **451-1551.** Their hours are from 8:30 to 4:30, Monday through Friday. The service job registry includes full time, part time, temporary and permanent jobs. They promise promptness in responding to your requests, and offer the employer an important free service - careful screening of students to match *your* job needs.

You may want to talk to another business person about the advantages of hiring a Vietnam era veteran, ex-offender, disadvantaged person or youth for summertime employment. The National Alliance of Business can put you in touch with one of their members who may be able to answer your questions and let you know more about the opportunities available. NAB can be contacted at **839-9460, 2218 Webster St., Oakland, 94612.**

Both the Oakland Youth Employment Service and the National Alliance of Business recruitment plan are part of the Mayor's Summer Youth Campaign. The campaign, in addition to jobs, encourages you and/or your employees to participate as volunteers in the 'phone blitz'. The volunteers phone over 11,000 large and small employers in the city asking each to hire a student. You may also contribute funds for the summer jobs program. To contribute either time or money, contact the Mayor's Summer Jobs Program, Mayor's Office, 14th and Washington Streets, Oakland, California, **94612.**

Another innovative option has been developed recently which may appeal to you. The Summer on the Move program involves adopting a high school and underwriting employment for approximately 120 students and five teachers for the summer. Students attend classes in the morning and receive on the job training in the afternoon. Kaiser Aluminum has adopted the first school, Oakland High, at a cost of $70,000.

If you're interested in finding out more about his program or adopting a school of your own, contact The Office of Community Relations, Oakland Public Schools. Contact Person: Electra Price, **836-8283.**

Another work and learn program for youth in Oakland is called Youth Participation in Community Action. It is a cooperative program involving local business, community groups and public agencies to provide profesionally supervised training and employment for Oakland youth. The jobs offered to youth are with community recreation and leisure service agencies such as parks and recreation community centers, church-sponsored centers, day camps and mobile programs.
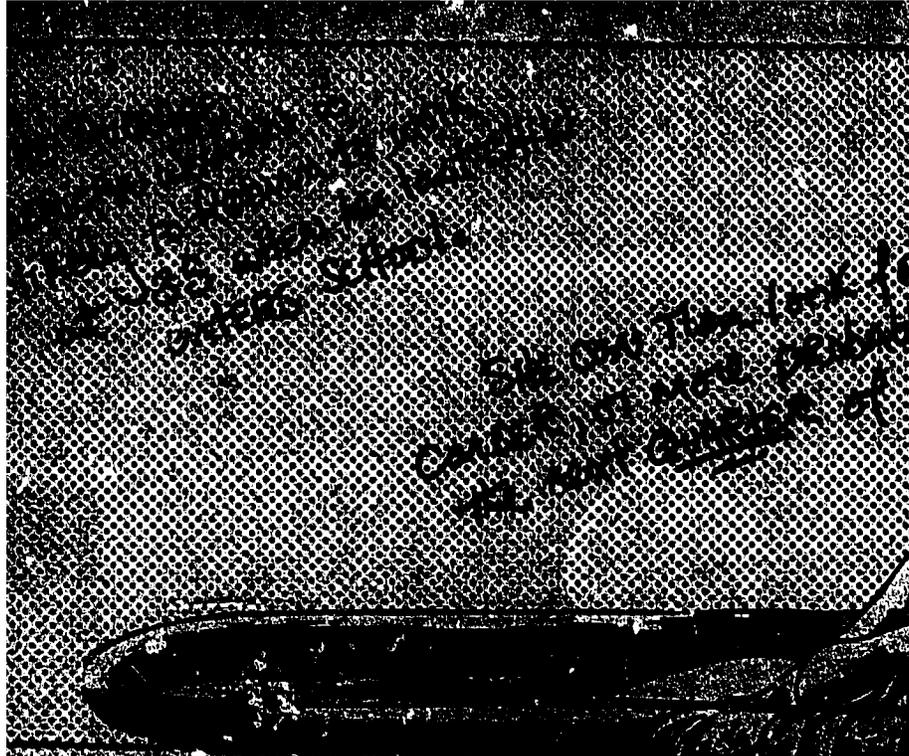
Produced by
Catherine McEver

Directed by
Lucinda Kindred

ERIC
Full Text Provided by ERIC

Work Out

hotline

832 · 4188

Welcome back to WOROUT !

This is a paper about jobs: getting them, keeping them, quitting them and changing them. It's for people who work or who are looking for work - for the employed, the unemployed and the employer. Let us know what you'd like to see in future issues and we'll do our best to work it out.

how does our hotline WORK?

NO...
We can't get you a job. That will depend on your own skills, interests and energy and, of course, on the employers you approach.

YES...
We can connect you with the agencies that exist in Oakland to help you decide what job you want, offer you help in getting it, provide necessary training, and counsel you in your area of interest.

Oakland has hundreds of agencies offering career counseling, information, aptitude and interest testing, job hunting and finding skills, job readiness workshops, and job placement.

How can you connect with the services that are there to help you? The WorkOut Hotline, operated by the Oakland Community Career Education Resource Center, is a 'linking service' that will try to match your interests and needs to the services that exist in the community.
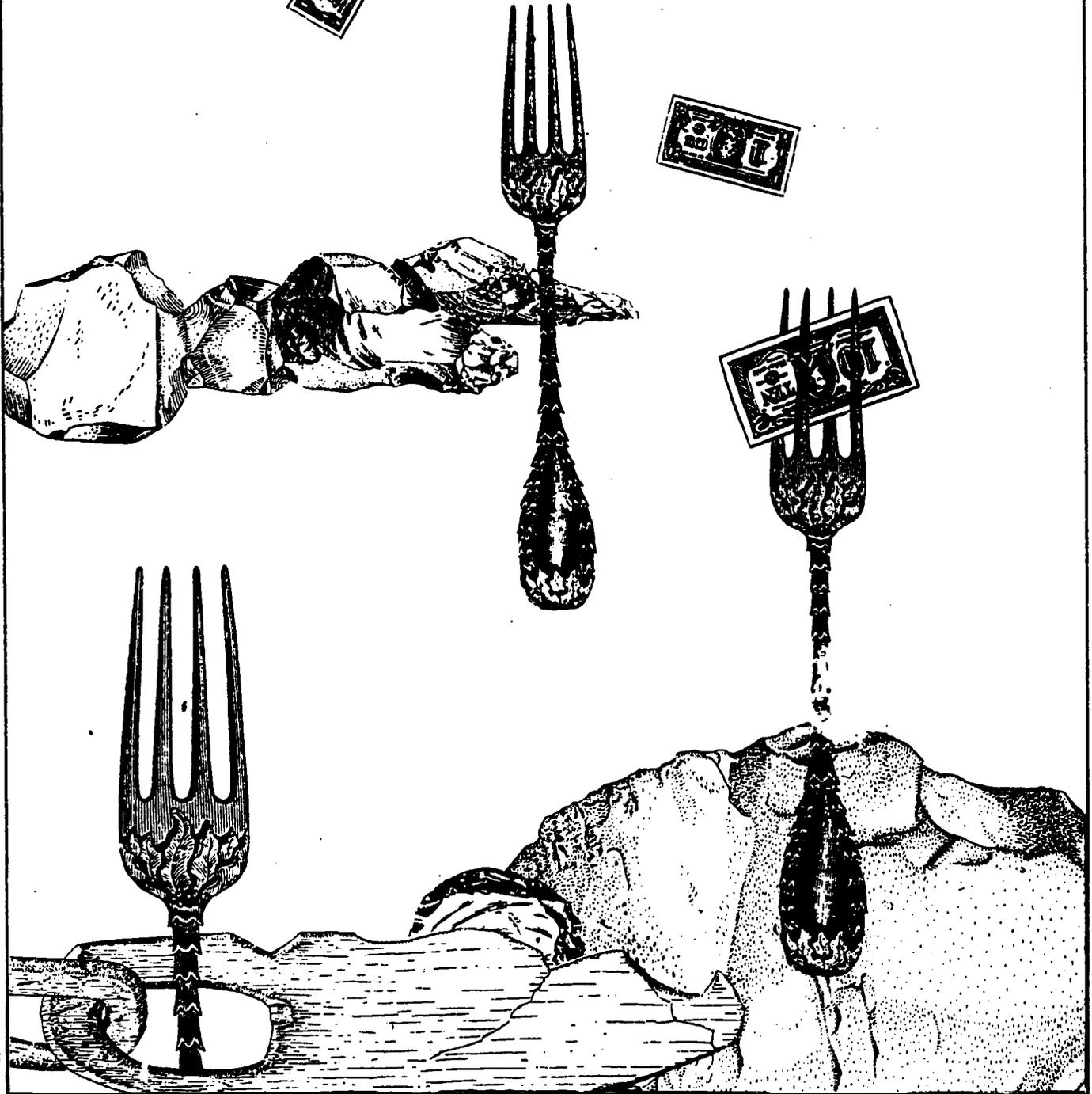
The Hotline operates around the clock. If you call at night, an answering service will record your request and the daytime staff will get back to you. The more you tell us about yourself, the more we can help you. Factors such as age, sex, race, etc., can affect eligibility in programs designed for special interest groups or audiences.

Work Out

THIS NEWSPAPER IS ABOUT JOBS

by the sea . . . jobs at the port
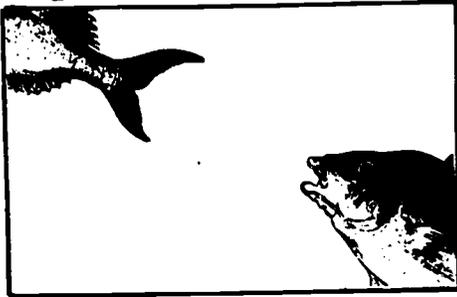
What's happening at the Port of Oakland? Who's hiring who for what jobs? Where are they doing it and how much are they paid?

While the Port is casually referred to as 'one of Oakland's biggest employer's', people will have a hard time locating the hiring office for the thousands of jobs in the Port area. In fact, there is no one all-knowing and all-powerful employer at the port.

The agency called the 'Port of Oakland' is in fact a landlord. It is the steamship lines , their offices and the terminals which offer the bulk of jobs at the Port. The airport and the railroads, also included in the Port geography, offer another route to employment.

The jobs themselves may be another surprise. Like the 1930's song goes, while the ship sails out to sea, you may find yourself standing on the shore. Seagoing jobs and heavy labour dock work form only a per-

centage of Port work.

Think about what the Port, as a whole, actually does and you'll realize that there are a tremendous volume of materials and goods transferred on and off boats. Most of the transferring is handled by heavy machinery and there are people who operate that machinery.

The expanding job area however, and one that offers good pay, is keeping track of what those goods are, who they belong to, and where they are going. This is the fast growing field of cargo documentation. People in this career area handle the volumes of paperwork required to keep the Port operating.

The Port of Oakland is working in cooperation with Vista College to develop a training program for documentation and other transportation related jobs. The program, Harbor College, has as instructors people with years of shipping experience - many of whom currently work in key positions at the Port.

The Harbour College Transportation and Distribution program is designed to meet the needs of men and women who wish to obtain employment in the field of transportation, and for employed transportation personnel who wish to increase their skills

and knowledge of transportation. Focus is on the development of competencies necessary for entry-level occupations within the transportation field, skills upgrading, occupational advancement, and continued study in the field of transportation and distribution.

New to the program this Fall will be a job development and placement component and the addition of several courses related to the travel industry.

For information about courses and enrollment, write or call Vista College, Transportation and Distribution (Harbor College), 2020 Milvia Street, Berkeley, California 94704 841-8431.

You might also want to check the transportation courses offered by Golden Gate University.

If you do want to go to sea, you would eventually wind up with a well-paying job in a cargo terminal or with a shipping line. The easiest entree for seagoing and seagoing-related jobs is the armed services (Coast Guard or Navy) which can offer you a grounding in shipping knowledge and language while training you in concrete skills. A more difficult, but sure-fire route is the California Maritime Academy in Vallejo. Entrance to the Academy generally depends on a good academic record. The appeal of going through the training required for a seagoing job is the transferability of skills to well paying shore jobs. For example, a marine engineer can get an excellent job in a shore facility which has engineering requirements such as a hospital or other large-scale institution. There are drawbacks to the seagoing route as well. One
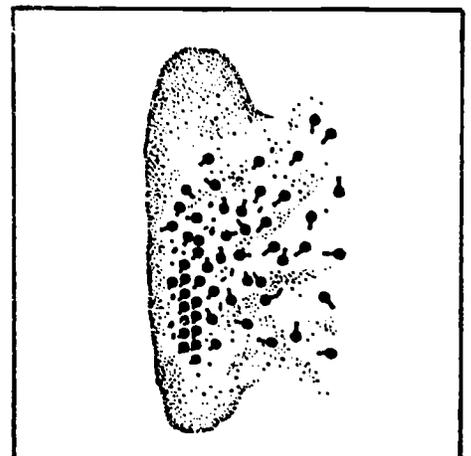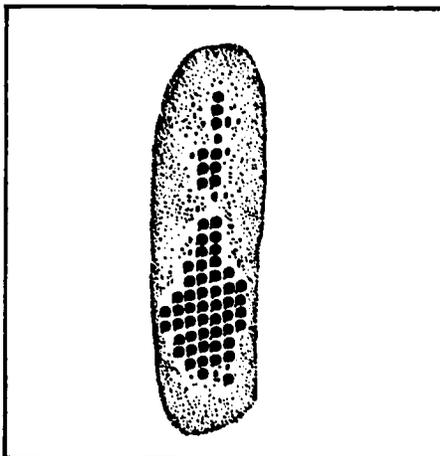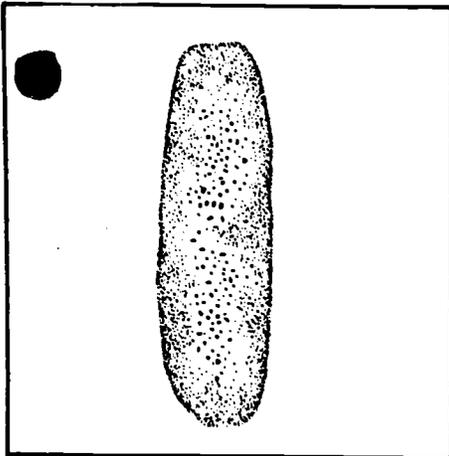
Produced by
Catherine McEver

Directed by
Lucinda Kindred

TARGETED JOBS

When you are pounding the pavement looking for work, you should take advantage of anything that will give you an edge. Why should the employer hire you rather than the 20 other people who want the job?

good reason an employer should hire you is that you might be able to offer them a tax credit equal to 50% of your first year wages up to $6000 and 25% of second year wages up to $6000.

Who can use this strategy? You must be in one of the following seven categories:

_____a recipient of Supplemental Security Income (SSI) payments;

_____a handicapped individual referred from vocational rehabilitation;

_____a youth between the ages of 18 through 24 in an economically disadvantaged family (i.e. with income the preceding 6 months less than 70% of the Bureau of Labor Statistics lower living standard);

_____a Vietnam-era veteran under 35 who is economically disadvantaged;

_____a recipient of general assistance for 30 or more days;

_____a youth between the ages of 16 to 18 participating in an approved cooperative education program;

_____an ex-convict (convicted of felony) who is economically disadvantaged and who has been released from prison or whose date of conviction was within the last five years.

If you can check any of the above categories and prove it, you may be able to offer a prospective employer a tax credit.

How do you go about getting the credit for the employer? Contact the Employment Development Department (EDD) to get the name of a local agency that can issue a Targeted Jobs Tax Credit (TJTC) voucher. The agency signs the voucher to confirm that the employee is a member of a target group, the employee signs to confirm that the information given the agency is valid, and the employer signs to confirm that the employee has been or will be hired. The employer sends the voucher to the Employment Development Department's TJTC staff, which returns a 'Targeted Jobs Tax Credit Certificate' within 72 hours.

Employers use the certificate and IRS form 5884 to claim their credit when they pay their taxes. The maximum tax credit is $3000 for all workers paid $6000 or more per year. Because the amount of credit must be subtracted from the employer's business expense deduction for wages, the credit causes an actual reduction in taxes that ranges from $900 for an employer in the 70% tax bracket to $2580 for an employer in the 14% tax bracket.

The way the system works, you can do all of the initial foot work. Con-

a new job hunting strategy

Professional Organizations

American Association for the Advancement of Science
Women's Caucus
Beatrice Bain
Office of the Provost
University of California
Berkeley 94720
642-16?3

Association for Women in Mathematics
Contact: Prof. Lenore Blum
Mills College
Oakland 94613

California Association for Medical Laboratory Technicians
1624 Franklin Street
Oakland 94612

California Clerical Women's Association for Labor and Legal Research
Contact: Pat Henn
2168 Milvia Street
Berkeley 94704

Math/Science Network
Contact: Jeanne Kohner
Parkman Center
Mills College
Oakland 94613
635-????

National University Education Association
Division of Women's Education
Contact: Merritt Drago
University of California
223 Lathrop St.
Berkeley 94224

Publications

Education etc.: A Guide to Career...
by Dianne Engle
Ten Speed Press
2710 Richmond Way no. 290
Berkeley
?5?-????

Greater Bay Area, Directory of Job Placement Services for Education with an appendix for Women
RPC Studies
????...
642-2293
Available without charge

Women as...
59 Grand St., Suite 302
San Francisco 94108
...

Other Resources

Association of Latin American Women
P.O. Box 7523
Oakland 94601

Berkeley Women's Center
202 Columbus Way
Berkeley 94???
540-1343

Oakland Council on ... of Women
1357 Franklin, Suite 201
Oakland 94612
834-5864

National Council of Jewish Women
Oakland
834-2241

YWCA
1515 Webster Street
Oakland
???-????

FOLD & MAIL.

On the reverse side of this page, you will find our Reader's Survey. To respond, you will have to follow our folding instructions:
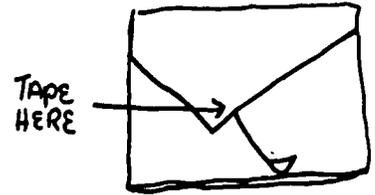
First, fold and tear page along the diagonal. Then, follow the folding steps in the diagram to the right.
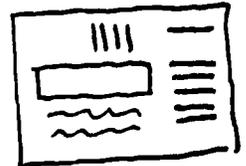
Tape back as shown to close.

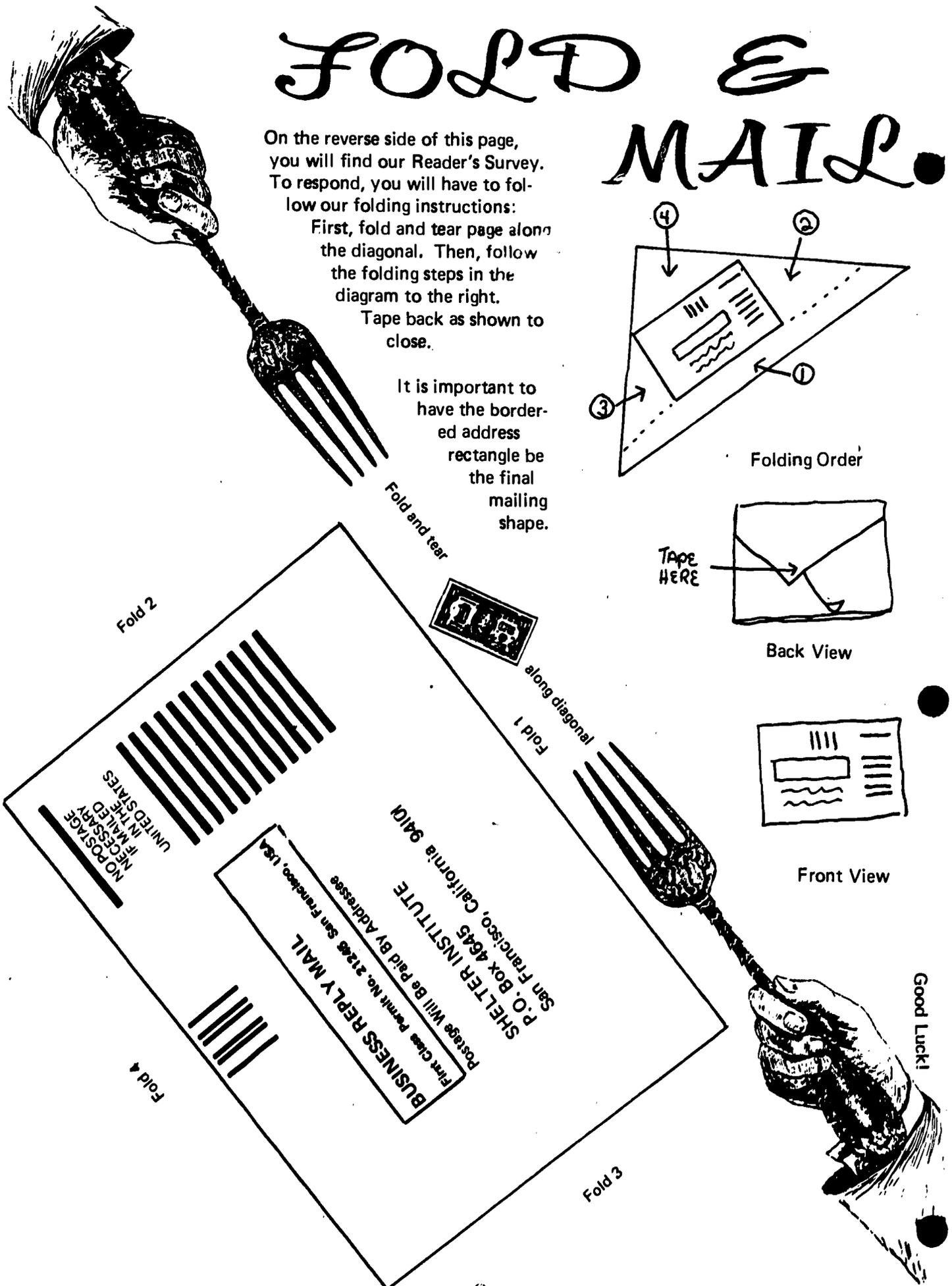It is important to have the bordered address rectangle be the final mailing shape.

④ ② ③ ①

Folding Order

TAPE HERE
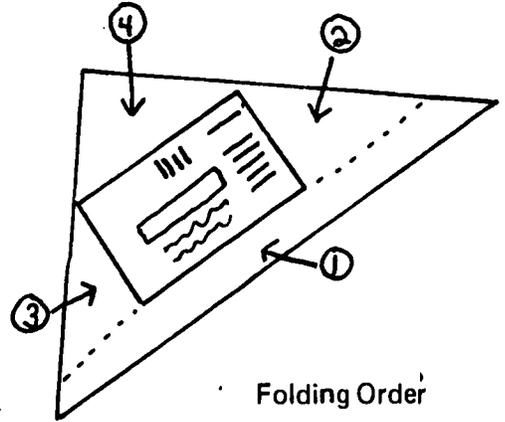
Back View

Front View

Fold and tear

along diagonal

Fold 1

Fold 2

Fold 4

Fold 3

Good Luck!

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL
First Class Permit No. 21246   San Francisco, USA
Postage Will Be Paid By Addressee

SHELTER INSTITUTE
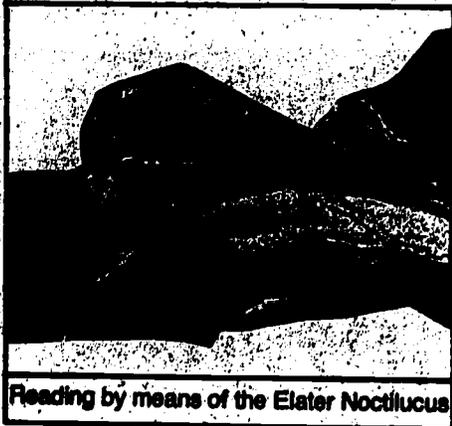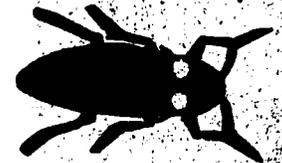P.O. Box 4645
San Francisco, California 94101

2

WORKOUT

This Newspaper Is About JOBS

200

The Future on File:

Reading by means of the Elater Noctilucus

The Employment Development Department Library - a career planning resource for workers, job hunters, teachers and students.

If you're trying to plan your future or if you're trying to rearrange your present, a good place to start is the EDD resource library located within the EDD offices at 1111 Jackson Street in Oakland.

You might begin by exploring the large quantity of information and pamphlets posted around the library area, and by reviewing the job openings posted throughout the room. Much of the information is offered on a self-help basis, allowing you to follow your interests and pursue information at your leisure. The job openings posted can be a good source of in-formation, not only for job seekers, but for those who are in training or who are planning their careers who want a realistic picture of who is hiring who for what jobs. When you do have a specific question or information need, the EDD staff is there to help you.

If you're ready to explore career questions in depth, the EDD library can respond to your need. Interested in the job prospects in a particular occupation in the Bay Area? Ask to see *Annual Planning Information, San Francisco-Oakland Standard Metropolitan Statistical Area, City of Oakland 1979 - 1980* or look through *Projections for Employment, 1975 - 1980 SF - Oakland Metropolitan Area, State of California, EDD*. The librarian has taken the time to underline the occupations which are suffering a downward trend, helping you to avoid an unpromising job future such as keypunch operator or postal clerk.

If you're interested in detailed information about specific occupations, thumb through the file of *California Occupational Guides*. Each guide is listed under the name of the occupation and tells you about the job, job duties, working conditions, employment outlook, entrance requirements, pay and hours, promotion, training, and how to find the job as well as steering you to additional sources of information. The guides are updated about every four years. The EDD library has the whole set for you to explore, but if you are with a school, library or agency you may want to order the whole set for free from EDD, 800 Capitol Mall, Sacramento, California 95814.

If you're considering branching out of the Bay Area, you should look through the *California Inventory of Job Openings* which is updated monthly and which has separate sections for professional and managerial jobs; clerical, skilled, semi-skilled and services; overseas jobs; and out of state jobs. The inventory is a basic placement tool that permits a quick, easy check of posted openings in an applicant's occupation when local openings are non-existent and the applicant is willing to work elsewhere. Regular use of the inventory will increase your knowledge of California's labor market and your familiarity with the types of occupations in demand.

If you're wide open about your job future and how far you'll go to pursue it, sit down and read through *Occupations in Demand at Job Service Offices*. This monthly bulletin highlights occupations with large numbers of job openings available throughout the United States. It is based on job orders placed by employers at public employment service job banks during the previous month. Information published in the bulletin generally provides a good indication of what occupations are in

Produced by
Catherine McEver

Directed by
Lucinda Kindred

Working Mothers Go

A growing number of women are moving out of their homes and into the job market or the schools. During the past years of inflation, many couples find that two incomes are required to keep their finances shored up, and for single women charge of a household, gaining some form of income is a must.

Many of these women, in addition to husbands, homes, jobs or classes, have another important aspect in their lives · their children. These are the working mothers, whether they're working for pay now, or gaining skills which will earn them pay later. In addition to nurturing and caring for their children, they are now involved in financially supporting them.

Where are the children from 9 to 5? Good question. Many women are trying to find a satisfactory answer. One way of solving this problem is to go 'Bananas'.

Bananas is a child care information and referral service that began with two mothers of young children who d energy and a desire to find alternative child care arrangements. Bananas lets you know the altern-

atives available, but they believe that you · the parents, are best able to select and evaluate care for your children. Banana's goal is to assist parents to act on their own knowledge and feelings as they select among many possibilities.

Bananas services to parents include:

· Referrals: They offer referrals to all types of childcare · family day care homes, center-based care, play groups, coops, baby sitters, alternative schools and night or weekend care as well as information on how to choose appropriate care. They also offer comprehensive job referrals to other children's services in Northern Alameda County. For this service, call 658 · 0381.

· Pre-Crisis Counseling: A trained social worker offers support during difficult times as well as information on development and referrals to other community agencies. For this service, call 658-6046.

- Health and Safety Information:

From Bananas' registered nurse. For this service, call 658 · 6046.

- Workshops and Events: For parents and children.

- Information: On legislation related to parent or child issues, and consumer information.

- Housing Board: For people looking for housing or people offering rentals · especially for families with children.

- Free Clothing and Equipment: Donated by parents (receipts are offered for tax purposes) to be used by other parents.

- Information: On classes, support groups and special events for parents and/or children in the East Bay.

· Book and Resource Reference Library.

· · BANANAS!

THE RED RIVER

[The page consists of multiple columns of heavily degraded text under the heading "THE RED RIVER" with a "GUIDELINES" section below, and a "People" subsection.]

GUIDELINES

People

GROWTH FIELDS

- Clerical and related
- Office help
- Mechanics and repairers
- Service Occupations
- Health workers

25 GROWTH OCCUPATIONS

Occupation	Number
Secretaries and stenographers	
Retail trade sales	490,000
Cashiers	267,000
Registered nurses	280,000
Mechanics	172,000
Waiters	105,000
Teacher aides	160,000
Carpenters	160,000
Construction laborers	160,000
Licensed practical nurses	145,000
Retail trade	12,000
Accountants	1,50,000
Police officers	10,000
Health aides (except nursing)	112,000
Construction laborers	112,000
Auto mechanics	105,000
Teachers	10,000
Bank tellers	85,000
Cooks	85,000
Real estate	112,000
Industrial	112,000
Guards	75,000
Local truck drivers	75,000

Source: U.S. Dept of Labor

LOW UNEMPLOYMENT CITIES

Austin, Texas

Lexington-Fayette, Kentucky

Bloomington-Normal, Illinois

Lubbock, Texas

Billings, Montana

Greensboro, North Carolina

Provo, Idaho

Fargo-Moorhead, North Dakota

Charleston, West Virginia

Des Moines, Iowa

Tulsa, Oklahoma

Charlotte, North Carolina

Wichita, Kansas

Lincoln, Nebraska

Oklahoma City, Oklahoma

Minneapolis-St. Paul, Minnesota

Raleigh, North Carolina

Reno, Nevada

Cedar Rapids, Iowa

Sioux Falls, South Dakota

resumes

Content 1

[text illegible]

Address
Your envelope [text faded and largely illegible] ...

Bizarreness
If this were a national publication, this warning probably wouldn't be included, but we've seen enough bizarre cover letters and resumes in the Bay Area to feel that the defensive caution [text faded] ... Granted that the Bay Area has a history of and a reputation for whackyness. However, if you are applying for a job you should be prepared to act businesslike. Cover letters that talk about [text illegible] ...

Not only [text illegible] ...
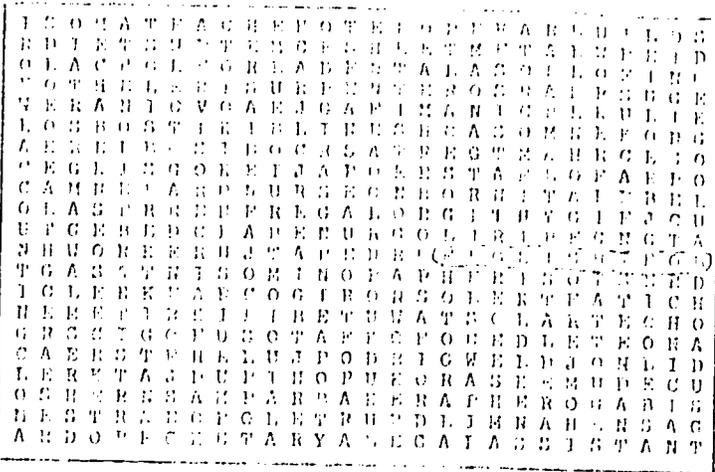
IF I WAS A FLORIST/FOR AND YOU WERE A . . . .

The puzzle above contains thirty hidden occupations. We've tried to come up with common job titles, so you might want to assemble that ideas before you tackle the puzzle. A number of the occupations are [text illegible] ...

the two part words such as "file clerk" or "optics technician". All of the occupations listed are included in the local community college training courses. Consult solution for more information.

The puzzle is trickier than it looks. The words you're looking for can be on a diagonal, can turn corners, or [text illegible] ...

Turn page upside down for answers to the puzzle.

being - are you cut out to sit?

Babysitting has traditionally been a good way for teenagers to earn money. Babysitters are often providing valuable [text illegible] while in school. [text illegible] know not a college is deciding herself largely on a glowing three page letter of recommendation written by parents who [text illegible] ... Babysitting is also a good way to explore a growing job field - childcare and childcare related services.

If you want to expand your babysitting work, or if you are just starting out and [text illegible], you should register with BANANAS, a childcare information and referral [text illegible] ...

Working Mothers Go BANANAS in this town! They maintain a babysitters file and refer babysitters to parents who call their service.

They'll want the phone numbers of two references when you register [text illegible] ... BANANAS also offers special workshops for babysitters about every three months along with topics such as 'Common Babysitting Problems', 'Babysitting Etiquette', 'First Aid', and 'Getting Along With Children.'

If you're interested in the babysitting file or workshops, stop by or call BANANAS, [text illegible] Avenue, Oakland, [text illegible].

ANSWER & ANSWER & ANSWER & SO ON

READERS WRITE BACK !

In our last issue, we asked our readers to respond to a survey which would tell us more about you — and about what you want to read.

Your response was overwhelming, particularly since it was a rather complicated folding process to be returned. One reader even used it to fasten her survey together with tape and staples, and it made it through the mail!

We offer the first results of our survey here, although results are still trickling in at the last minute.

Most of the responses were from women (72%) which may not be too surprising to those of us who know a lot of the women who are losing their homes and careers, people most of them, turning to learn job finding, retraining for employment.

Most of our readers fell between the ages of 20 and 50 — and most of those who responded to the survey are either unemployed or on their job paths.

The majority of you were first-time readers of the paper (and want to try to find a home where you can go back to issues so that you may continue reading it).

There was a fairly even split between those who already had jobs and the unemployed. As we suspected, both groups are interested in continuing to learn about jobs and work.

We found that what you want is practical job-hunting and useful information. You also have a great interest in learning more about. Our readers and employers, but are less interested in articles about spouses.

...careers and jobs for women.

In this month, we've begun to respond to your requests in a special feature on the new policy, a resume writing guide, and information about resources that can help you to plan your career.

Over 100 of you who responded to our survey took the time to write down your ideas and comments and suggestions. Many thanks to those who made the effort and took time.

A number of you — having recently identified the following subjects they'd like to see in future issues:

• Summaries of job information.
• Tips for finding childcare, jobs, categories.
   Child care.
• Resume writing.

• Different types of retraining programs and certification available, and data for all for purposes.
• Small businesses and self-employment and succession.
• Part time jobs.

Readers who made suggestions about our focus, structure and direction, choice of articles, and suggested that you, the readers know where there is more of what you want — the paper focused on the information on that in the future (see inset).

For those of you who would like to make more suggestions about how the paper can serve your needs, write to us:

Catherine M. Dyer, Editor
Work Out
2821 Adeline Street
Berkeley, California 94705

WHAT READERS WANT TO SEE:		AGE	
More Art Work	10%	19 and over	60%
Education	12%	Under 19	12%
Games and Puzzles	12%	Over 50	12%
Tips for Teachers	19%	30 to 50	...
Articles on your Job	45%	21 to 30	30%
Articles about the Careers	45%		
More Job Tips for Women	66%		
Care of Job Information	80%	READERS ACTIVITIES	
Job Finding Information	80%	An Employer	6%
Resumes	50%	A Homeowner	10%
How to Find a Job	93%	A Teacher	12%
News about Out of Employment	72%	A Community Worker	16%
		In School	17%
		Unemployed	30%
SHOULD WE CONTINUE?	SEX	Employed	30%
Yes	99%	Female	72%	
No	1%	Male	28%	

WorkOut 832-4188 hotline W

NO . . . We can't get you a job. That will depend on your own skills, interests and energy and, of course, on the employers you approach. ●

YES . . .We can connect you with the agencies that exist in Oakland to help you decide what job you want, offer you help in getting it, provide necessary training, and counsel you in your area of interest.

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The Hotline operates around the ● clock. If you call at night, an answering service will record your request and the daytime staff will get back to you. The more you tell us about yourself, the more we can help you. Factors such as age, sex, race, etc., can affect eligibility in programs designed for special interest groups or audiences.

RIGHT NOW YOU CAN'T. BUT WOULD YOU IF YOU COULD?
If this paper is to continue, we'll need new sources of funding and/or financial support. We'd like to know whether readers would subscribe and whether we could pay part of our costs through subscription. You can help us by answering the following questions and mailing them in to us.

Would you subscribe for a year (six issues)?
Do you know others who would subscribe? How many?
Does $5.00 seem to be a reasonable subscription cost?

Send your responses to: *WorkOut,* 2821A Regent Street, Berkeley, California 94705 ●

Unit Title: Finding a Job

Time Allotment: 7 days

Objective: Given classroom instruction and materials the students will be able to demonstrate their understanding of job finding techniques through the following activities; mock interviews, completing job applications, researching career and job market and self-evaluation.

References:

1. Shelter Institute 149 - 9th St., S.F. 94103
2. Community Careers Council 1730 Franklin St., Oakland 94612
3. Employment Development Dept., 111 Jackson St., Oakland
4. Port of Oakland 66 Jack London Sq., Oakland
5. Glovtorium 3815 Broadway, Oakland 94611
6. I.B.M. General Systems Division 425 Market St., S.F. 94105
7. Oakland Museum 10th and Fallon St., Oakland 94607
8. Kwong Far Company

Evaluation of students work:

1. Research paper = 100 points
   -1 point for each grammatical, spelling and punctuation error
2. Job application = 100 points
   -1 point for each error
3. Interview
4. Peer evaluation = 100 points 10 questions.

Proficiencies:

Writing - Priority	I-4	Organize ideas
	II-5	Write a paragraph
	I-6	Use correct word usage
	I-7	Capitalize words correctly
	I-8	Use correct punctuation
	I-9	Spell correctly
Writing - Priority	II-3	Write legibly
Reading Priority	I-9	Read a paragraph and understand it.

ACTIVITIES

	TEACHER	STUDENT

Day 1

1. Give instructions for the Job-0

1. Take Job-0 interest inventory

Day 2

1. Lead review and discussion of results of Job-0

1. Review and discuss

Day 3

1. Take students to library
2. Research paper should include:
   a. skills needed for career
   b. education needed for career
   c. advancement and opportunity
   d. salary
   e. availability of jobs in career
   f. where do you go to look for a job

1. Students write a one page research paper on a career of their interest

Day 4

1. Review possible places to look for a job
   a. employment agency
   b. union
   c. newspaper ads
   d. college placement center

1. Discuss

2. Review procedures for filling out a job application
   a. using blue or black ink
   b. printing
   c. references (addresses and phone numbers)
   d. social security number

2. Discuss

3. Hand out copies of sample job application

3. Complete job applications

4. Discuss appropriate dress and procedure for interviews

5. Tell half the class dress as if going for an interview.

TEACHER	STUDENT

Day 5

1. Hand out peer evaluation form

2. Conduct mock interviews based on student career research paper
3. Ask questions:
   a. interest
   b. experience
   c. what brought person to company

Day 6

1. Continue mock interviews

Day 7

1. Lead discussion on evaluation and review

1. Observe and evaluate:
   a. dress
   b. speech
   c. confidence
   d. knowledge about job

1. Discuss

Committee Members

Avis Lee

Lois Woods

Barbara Churchill

Business/Office

Debbie Moore

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Social Service Committee

Site Visit: Social Service Bureau

Purpose: Seek out and provide service for elderly those mentally
            or physically handicapped

Funding: Public donation and government

Service: (1) Housing
            (2) Creative living for mentally handicap in boarding house
            (3) Food service, delivery or centers
            (4) Shopping and medical appointment transportation

Job opportunities for youth: None (except in volunteer status which amounts to very
                              little because of mistrust and fear of the young by the
                              old).

Job Descriptions

Jobs in the East Bay Regional Park District involve two major areas: maintenance and operations. During the winter months, maintenance is the primary concern since the parks are not frequently used by the public. At this time plants, trees, and other vegetation are planted, pruned, etc. Buildings and equipment are also painted and repaired. During the summer months, operation of the park is the major focus. This entails cleaning the park, providing information and assistance to the general public.

Job Opportunities and Outlook

Unfortunately, the outlook is poor due to Proposition 13. Due to competition, the majority of people hold four-year college degrees or masters' degrees.

It is recommended that individuals interest in this area major in Forestry and be willing to relocate anywhere in the U.S.

Any experience in gardening, painting, or maintenance is helpful. Summer fire-fighting is an excellent related experience.

Salary

There are 12 month, 9 month, 6 month, and 3 month positions. A permanent 12 month entry-level position would earn approximately $1,000.00/mo. or about $5.60/hr.

Employees may work four days per week, ten hours per day.

Often volunteer work can be done to gain experience. Interested persons should write to the San Francisco Forest Office to obtain a list of all park districts and contact each individually.

Opportunity for advancement is limited.

Working Conditions

Conditions vary due to changes in weather and location.

Simulation

Rationale: Many people believe that working in this area is a way to have fun outdoors. What most people fail to realize is that these jobs involve a great deal of manual labor including cleaning up after the public. The following activities could be utilized to demonstrate both aspects of the job.

A class or group of interested students could be organized to plan and maintain the school environment. A survey administered to students, teachers, counselors, and administrators should define specific problem areas. Specific instruction could be given in areas of landscaping, equipment repair, pruning, and plant care. These students could patrol the school to impose fines to people caught littering. The penalty would be to spend time participating in environmental clean-ups.

Field trips would also give exposure to the unglamourous side of the job.

Tony Cardoso
Ruth Goldhammer
Tim Kong
Evelyn Wesley

Oakland Police Department
Police Administration Building
455 - 7th Street
Oakland, CA 94607

Public Information Officer: Officer Art Cravanas

Phone: 273-3069

There are openings for police persons, expecially for women.

Qualifications: Need a high school diploma and 22 years old.

The Oakland Police Department is eager to meet with groups to discuss police services
in the community and to receive ideas about police policies, practices and procedures.
If anyone is experiencing a particular problem, they would like to talk about it, to
see if a solution can be found.

They will provide a speaker on an appropriate subject that may be of interest to
anyone, groups should consist of at least 10 persons.

They also can arrange panel discussions, seminars, tours - whatever best meets the
needs of the group.

If your group would like a guided tour of the Oakland Police Department facilities,
write to: Chief George T. Hart
           Oakland P.D.
           455 - 7th Street
           Oakland, CA 94607

The tour takes approximately 45 minutes. Tours are concluded with a question-answer
period conducted by an Oakland police officer.

When requesting a speaker you should give a notice of two weeks, but not more than
four months. Make sure that the date, time, and place where you wish the speaker to
appear. Identify the topic you wish to discuss. Finally, give an estimate of the number
and ages of the persons who will attend the meeting.

The Oakland Police Department has a library of sound-slide presentations (in English
and Spanish) on a variety of subjects. They also have a limited number of 16 mm
films (English only).

Some suggested topics of discussion are listed below:

1.   auto -- Who steals cars and how, Methods of prevention.
      theft

2.   bicycle -- Rules of the road, precautions against accidents and theft.
      safety

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3.   citizen   --   The how's and why's of questioning police practice, policy
      complaints   or personnel

4.   defensive --   How should a woman react when confronted with a real or
      tacttics   potential attacker?
      for   How can she best protect herself?
      women

5.   narcotics, --   The drug scene locally and how it compares with other areas.
      dangerous   Legal and pharmacological differences between drugs.
      drugs,
      marijuana

**6.   police role --   The police department--its purpose and how it functions.
      in the   What makes a good police officer? What are his respon-
      community   sibilities to you? What are yours to him?

**7.   problems --   What is juvenile delinquency? Are today's youngsters more
      of youth   of a problem than were previous generations? What crimes
               do young people commit? What are the police doing about it?
               What can you do?

**8.   recruiting --   Candid discussion of the satisfactions and frustrations of
               a career in police service. Details of qualifications,
               testing, training, etc.

9.   robbery and pursesnatch --

10.   shoplifting --

11.   traffic --

12.   home alert --

13.   crime --

14.   civil disturbances --

15.   home security --

16.   bad checks --

YOUTH SERVICES DIVISION

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                    ┌─────────────────────┐
                    │ COMMANDING OFFICER  │
                    │                     │
                    │     (Captain)       │
                    └─────────────────────┘
                    ┌─────────────────────┐
                    │ EXECUTIVE OFFICER   │
                    │                     │
                    │    (Lieutenant)     │
                    └─────────────────────┘
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SERVICES TION (geant)	INTAKE SERVICES SECTION (Sergeant)	INVESTIGATIVE SERVICES SECTION (Sergeant)	ADMINISTRATIVE SERVICES SECTION (Sergeant)

D UNIT	INTAKE INVESTIGATION UNIT	CRIMINAL PROSECUTION UNIT	TRAFFIC SAFETY UNIT

PROTECTIVE SERVICES UNIT

PROPERTY RECOVERY UNIT

CLERICAL UNIT

2:5

(Dec 0)
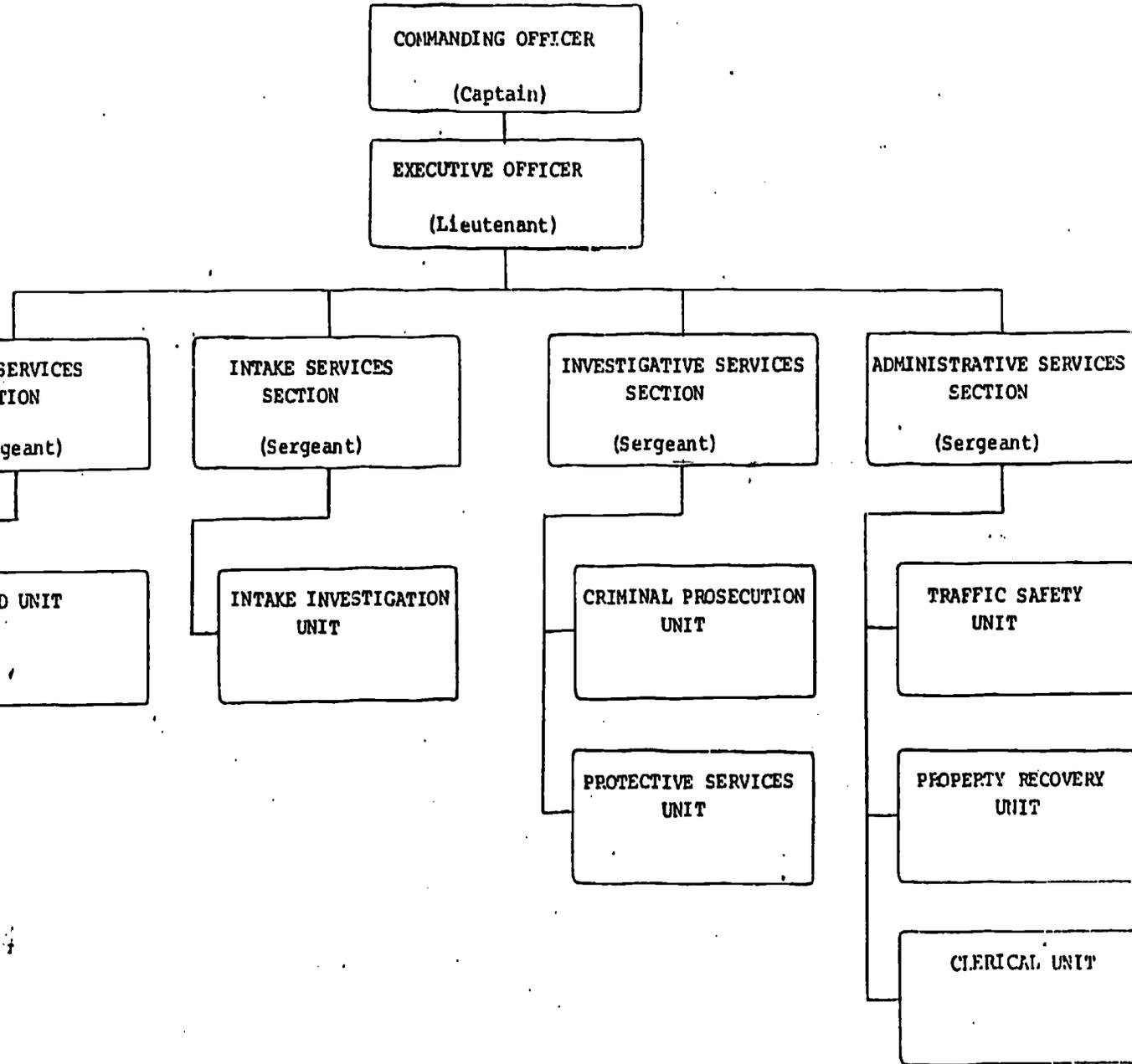
THE FOLLOWING ARE VARIOUS TEACHING STRATEGIES THAT CAN BE USED IN BOTH CAREER
AND REGULAR CLASSROOMS:

1.   Advise students that <u>volunteering</u> for jobs is a very legitimate way to
      get work experience that could put the student one step ahead of the
      person without experience. It shows initiative and a willingness to
      get some on-the-job training any way he can.

2.   Help students realize that going to school is their job now and that being
      punctual, pleasant, organized, neat, self-disciplined, polite, etc., are
      all qualities that future employers are looking for. How would they
      rate themselves?

3.   A good deal of job success is just Public Relations. Can your students
      think of any P.R. techniques?

4.   A good deal of job success is persistance. Students should realize that
      they will have to dig and make things operate for them, that opportunities
      are there - especially jobs for minorities, for women, for non-traditional
      jobs.

5.   Help students realize the importance fo matching up their real interests
      to careers, and that often by volunteering to work in these areas they
      can get an exposure that will confirm or deny the interest.

6.   With volunteer-type jobs, what can be considered payment? What is payment
      in other forms? It can be a recommendation: it can be job experience on
      an application. These also have value. A student will also gain increased
      confidence in himself as a result of asking for, and obtaining, any type
      of job, even a volunteer one.

7.   However, a student should also be aware of -
      a.   being taken advantage of, and
      b.   the fact that many employers have a mistrust of kids, and that the
            impression he (the student) makes is very important because he
            represents all akids to the employer.

8.   The teacher can be of additional assistance to his students by giving them
      career counseling -
      a.   the importance of taking classes in high school that will give skills
            to always fall back on - typing, shorthand, etc.
      b.   the importance of looking at non-traditional careers - male nurse,
            male secretary. There is less of a stigma now attached to these
            jobs as a result of the sex revolution and sex stereotyping in
            jobs is changing.

9.   It is very important to honestly educate students and parents as to what
      is available in the job market. Universities are not doing this
      because would put the jobs of many professors on the line.

10. It is worthwhile to have guest speakers in the classroom that would talk
    about their jobs in various fields. This will also give students exposure.
    It was suggested that teachers can make certain of their students respon-
    sible for asking questions of the speakers. This will make them attend
    better, and they will feel better for having asked a question and gotten
    a response directed just to them.

11. There are many job experiences that the student can get in school - having
    a bake sale during a dance, car washes, etc.

12. A successful role-playing activity is interviewing with 3 students in a
    group. One person is the employer who makes up a list of questions
    unknown to the prospective applicants. The other two group members
    are the applicants who must research the job area and anticipate questions.

2 ..

CAREER EDUCATION

CLUSTER TITLE:	Construction
JOB SITE VISIT #2:	National Electrical Contractors Assoc., Inc. 8301 Edgewater Drive Oakland, Ca 94621
CONTACT PERSON:	Mr. Bill Cooper 635-8282
JOBS AVAILABLE IN THIS ASSOCIATION:	Electrical, roofing, and plumbing positions all are available in this association. See the attached list of "Job Alternatives" for further jobs available within the Electrical Contractors Association, Inc. itself.
ENTRY LEVEL JOBS:	Take-off people, clerical positions, stock persons, mail persons.

After some on-the-job-training, a person may become an estimator. This person determines th cost of construction whereas the take-off perso merely measures to determine specific amounts of materials needed.

REQUIREMENTS FOR APPRENTICESHIP:	Requirements for Electrical and Plumbing apprenticeships are the following:

Written test; includes math and English skills

Out of every 30 applicants to the Electrical and Plumbing Apprenticeship Program, 1 is accepted.

Out of every 20 who enter the program, 1 completes the 3 year apprenticeship program.

Roofers require no entry level test, however there is a very high drop-out rate for beginnir roofers.

Apprenticeships take from 3-4 years to reach journeyman level.

JOB OUTLOOK:	Good for entry level management/estimators. Bad for apprenticeship positions.
SALARY:	Salaries are determined by current union scale. (A journeyman carpenter makes between $35,000-40,000/yr.)
WORKING CONDITIONS:	Work may be sporadic due to weather conditions. Work can be hazardous if OSHA standards are no maintained.

2 2 3

Junior drafters need basic math skills; starting pay is $825/mo. However there is little need for junior drafters.

Senior drafters make from $1035-1500/mo. There is a greater demand for these people.

Because the drafter and a regular engineer is the position of designer. This person is a skilled crafts person who is the back-bone of the industry. The designer's skills go beyond the blue print copying into calculation work. This person needs a professional engineer's license and/or a degree to advance.

SALARY

Refer to the Occupational Outlook Handbook for yearly updated information.

WORKING CONDITIONS:

Worker begins by working in an office with a blue print, and proceeds to mining sites, power sites, construction sites, etc.

CAREER EDUCATION
ACTIVITIES MAY INCLUDE:

1. Visit a construction site.
2. Contact Community Career Council for contacts and resources.
3. Research a job in your school career center related to the Construction Cluster.
4. Interview a family member or acquaintance in the industry for career information.
5. Write a report on finding from the above activities.

REFERENCES:

Occupational Outlook Handbook, 1978-79
U.S. Department of Labor, Bureau of Labor Stastics, 1978

Dictionary of Occupational Titles, Fourth Edition, 1977, U.S. Department of Labor Employment and Training Administration

Career Opportunities; Engineering Technicians
J.G. Ferguson Publishing Company, Chicago, Illinois

Occupational Exploration Kit, Science Research Associates, Inc., 259 East Eric St. Chicago, Illinois, 60611 #'s 1,2,3,250,254, 305,389,205,4,206,207,208,292,177,397,360

CAREER EDUCATION

ACTIVITIES:

1. Visit a construction site.

2. Make a model of a home, utilizing rudimentary carpentry principles.

3. Set up a career exploration site visit for a seriously interested student.

4. Apply (theoretically) for an apprenticeship program.

5. Research apprenticeship programs in another geographical area.

6. Make a chart of related careers in this career cluster.

7. Do a research paper on the frequency of construction job accidents, listing by the type of accident and the specific industry involved.

REFERENCES:

Occupational Outlook Handbook, 1978-79, U.S. Department of Labor, Department of Labor Employment and Training Administration

Dictionary of Occupational Titles, Fourth Edition, 1977, U.S. Department of Labor Employment and Training Administration

Opportunities in Building and Construction Trades, Vocational Guidance Manuals, A Division of Data Courier, Inc. , Louisville, Kentucky

Occupational Exploration Kit, 1979 Edition, Science Research Associates, Inc. 259 East Eric Street, Chicago, Illinois #'s 23,307, 314, 22,170,285,231,7,25,155, (see engineer references mentioned above in site #1 reference & 88.

JOB ALTERNATIVES

1. Stock Person/Maintenance
2. Mail Room/File Clerk/Typist/Tech. Publications
3. Receptionist/Typist/Steno
4. Bookkeeping Assistant
5. Bookkeeper
6. Stock & Driver (Pre Appren.)
7. Apprentice/Service & Repair Technician
8. Journeyman
9. Secretary/Computer Key Operator
10. Foreman
11. Safety/Marketing/Education
12. CPL Bookkeeper
13. *College Industrial Management/Estimator/Coordinator
14. *Project Manager
15. Draftsperson
16. Purchasing Agent
17. *Assistant Manager
18. Office Manager
19. *General Manager/Branch
20. Design P/E Engineer
21. Consulting Engineer
22. *Multi Firm Manager
23. Field Supervisor
24. Partial Owner Partner/Corporation
25. Own r

*Industrial Management

OTHER POSSIBLE NEC INDUSTRY JOBS

1. Labor Unions - Elected Union Positions

   A. Business Manager
   B. Business Agent

   Office Staff

2. Apprenticeship - JATC, Coordinator/Training
                    Secretary/Administrator

3. Manufacturer - Supply/Wholesale
                  Sales/Manufacturers Representative

4. Association Management - Testing/Codes/Underwriter
                           Laboratory (UL)/CPA (Certified
                           Public Accountant/Staff

5. Labor Relations - Paid Negotiator

6. Building/Electrical Inspection/City/County

VALUE VOTING QUESTIONS

Objective: To encourage students to express their own opinions regarding sex discrimination while allowing them to get a sense of the values held by the group. To foster discussion on items of agreement and disagreement.

Procedure: As each question is asked students will indicate "thumbs up"-agree; "thumbs down"-disagree; "shake hand"-maybe; "arms folded"-no comment.

Activity: How many of you . . .

1. Think it should be o.k. for a man to stay at home as a house-husband, and for the wife to be the main bread-winner?

2. Would be offended if a date opened doors, etc., for you?

3. Would feel somewhat uncomfortable if a female student said that she was determined to become a heart specialist? A senator? President of the United States?

4. Have ever wished that you had been born a member of the opposite sex?

5. Think that men dislike highly intelligent women?

6. Think that boys shouldn't play with dolls?

7. Sometimes play dumb when you are with a group of friends?

8. Sometimes play dumb in class?

9. Think that boys should help with washing the dishes, making beds, and other housekeeping tasks?

10. Are afraid to speak up when you are in large meetings or classes?

11. Think that it is o.k. for girls to ask boys for dates?

12. Would like to be whistled at when you walk down the street?

13. Think a woman should marry a man who is smarter than she is?

14. Think a man should marry a woman who is smarter than he is?

15. Think it is appropriate for a woman to work when she has pre-school children?

16. Would not like to work for a woman boss?

17. Get upset to see a boy cry?

18. Think a woman should be quiet in an argument?

RULES AND MORE RULES!

Objective: The student will evaluate rules and tasks assigned
            because of sexual classification and strive to
            find logical reasons for the assignment.

Rationale: Many rules and activities are assigned to students
            based only on tradition with little or no regard
            for the appropriateness toward the individual.
            Students often resent the rule or task, but do not
            process its origin.

Materials: An index card for each student.

Activity: Give each student an index card. On one side have
            the student write their sex, but not their name.
            Then, have them write one activity they perform,
            or one rule they must obey at home or school, which
            is assigned to them solely on the basis of their
            sex.

            On the back of the card, have them write a logical
            reason why they should not have to obey the rule
            or perform the duty.

            Gather the cards and place them into piles accord-
            ing to sex.

            Ask class members to choose a card from a pile of
            the opposite sex, then read aloud the front activ-
            ity or rule and give a logical reason why the
            author of the card might feel the rule or duty to
            be unfair. Then, read aloud the rationale on the
            back of the card.

            Allow the class members to comment on any differ-
            ences in the two explanations.

Strategy by Linda Clark, "Jack and Jill Fight Back",
Media and Methods, October, 1975, p. 26.

2.1

1. Have students make a list of "masculine" and "feminine" traits prescribed by traditional stereotypes. Ask which students think they have been socialized into these stereotypes,which students feel free of them.

2. Ask students to observe and analyse how younger sisters and brothers (or neighbors' babies and young children) begin conforming to parental and other adult expectations of "girlness" and "boyness."

3. Have students observe and analyse how teachers stereotype students; e.g., boys carry boxes, are supposed to be good at math, are good athletes; girls decorate bulletin boards, write neater papers.

4. Have students interview adults to see why they chose the jobs they work at; how many choices are based on sex-role convention?

5. Ask students to catalogue jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.

6. Ask students to catalogue household tasks by "female" and "male"; see whether each chore could be done as well by a man or a woman.

7. Have students do research to find out about sex roles in other countries and other cultures today and in the past.

8. Have students observe and analyse how students in their classes stereotype one another.

9. Have students search out people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?

10. Hold a contest for the "most sexist ad of the year." Have every student bring in a prizewinning entry to class.

11. Have students make charts to record who does what housework (including childcare) in their homes during a week's time. At the end of the week, note which chores are done by females and which by males.

12. Have students analyse their reading books, literature anthologies, social studies texts, and science books as group projects. You can use a prepared evaluation form or you can make up your own standards with students. The examination should look for qualitative as well as quantitative differences in the way women and men, girls and boys are portrayed . Students can also analyse how people of different racial and ethnic groups are portrayed.

13. Have students search out characters in books, plays, and T.V. shows who depart from traditional sex roles.

2.0

14. Encourage students to rewrite stories containing sex stereotyping.. Have them draw new illustrations and display them in the classroom.

15. Have students compile their own anthologies of poems, stories, pictures, newspaper and magazine articles, and anything else they find that combats stereotyping. You might be able to have the material published.

16. If you use the discussion questions and assignments typically included in textbooks and teachers' manuals, supplement these questions so as to counteract sex bias. For instance, you can ask students to discuss how the story would have differed if the main character had been male (or female). Or if the family structure had been different (no father or no mother)?

17. Show films twice. The second time through you can turn off the sound so students can discuss how people are portrayed.

18. Encourage students to write letters to publishers of their books detailing their objections to stereotyped materials, and their suggestions for improvements.

19. Collect data on your class. Poll students to see how many of their mothers work outside their homes and what kinds of jobs they do. How many single-parent families are there? Who does what household chores? Compare the results with the typical family portrayed or pictured in traditional textbooks (or media ads, or T.V. programs, etc.)

20. Work with students to develop a collection of nonsexist nonracist books, magazines, etc. for your school and neighborhood libraries.

21. Start a collection of myths and sayings about women or men. Discuss their evolution and their validity.

22. Ask students to write or discuss what their future job plans are. Then ask them to write a diary-like description of a typical workday in their lives when they are 30 years old. Students should imagine what they will be doing, seeing, using. Where will they go during their day? Will they have jobs, families, homes? Contrast the expectations of girls and boys.

23. Have students analyse television shows, including newscasts, comedies, dramas, sports programs, etc. What are the images of men and women projected by the TV industry? Compare the TV stereotypes with the future-life predictions in activity 22.

24. Ask students to evaluate TV ads aimed at children. Suggest that students write letters to station managers to complain about stereotyped images.

25. Have students study the lyrics from recent songs about women. What image of women is conveyed? Compare today's songs with songs from earlier decades. Has the image of women changed? Can students find songs by and about strong women?

26. Have students list as many job titles as they can think of. How many titles have the implied sex of the job holder (repairman)? Develop new nonsexist titles.

27. Discuss with students why children's books are so often about men/boys/ male animals. When the books are about females, what are the characters like? Why do you think publishers prefer publishing "male" books?

28. Arrange for students to discuss with your school counselor job opportunities for women and men.

29. Have students find out how many girls have won athletic scholarships during the past 10 years. How many boys? If more boys than girls are winning these scholarships are there other scholarships available to girls?

30. Work with adult groups (P.T.A., N.O.W.) to develop programs and materials on ending sex discrimination for students, staff, and parents, e.g. a panel on men and women in non-traditional jobs in your community; a celebration of International Women's Day (March 8), or Susan B. Anthony's birthday (February 15).

31. A role-playing game: one student plays a student coming to a teacher, counselor, or administrator for help or disciplining. The other students are in the "audience" as the teacher, counselor, or administrator. The "student" wears a pink or blue card around his/her neck to identify sex. The "audience" tries to find the most stereotyped kind of response that might be given in the situation; then explores the possibilities of a nonstereotyped response. Another student can be a "parent," also wearing a pink or blue neck-card, who accompanies her/his child at the conference. (Situations can be developed by teacher and students.)

32. Divide students up into sex-segregated groups of about five each. Have the male groups compose a list of "five positive/desirable male character- istics or traits" (such as strength, confidence, etc.); have the female groups list "five positive/desirable female traits" (such as nurturant, sensitive). Collect all the traits and write them on the board in a jumbled fashion. Ask the whole class to select "ten desirable human traits." When the ten human traits have been decided upon, check to see how many were originally "male" traits or "female" traits.

33. A role-reversal game: Conduct a marriage ceremony in which the groom's mother gives the groom away, the new couple is pronounced woman and husband and become Mrs. and Mr. Jane Smith; a woman officiates the ceremony. What are students' reactions to this experience?

34. Take students on a "sex stereotyping trip." Stage a mock job inter- view, a men-only restaurant, an application for credit at a department store, preparations for a party and cleaning up afterward.

35. Cut out questions from Dear Abby and Ann Landers that relate to female and male behavior, sex roles, and relationships between the sexes. Have students write their own nonsexist responses.

36. Have female students pretend that marriage is not an alternative for them. What future plans will they develop?

2.

37. Have students line up in a straight line, picking their position on the basis of their importance. (Do not stipulate what to judge as important. What usually happens is that more males are in the "more important" end of the line, and more females are in the "less important" end of the line.)

38. In the elementary school, boys can be assigned show-and-tell topics such as "when I'm a father" and encouraged to bring in their dolls.

39. In upper elementary grades and junior and senior high schools, awareness of men's lack of liberation can be expanded by asking whether the students know men who:

    - have taken jobs they don't like because they have to earn money for their families?

    - feel they must work overtime and therefore are not able to spend much time with their children?

    - would be happier if their wives earned some of the family income so the fathers could spend more time with the children?

    - are specializing in one area of work, rather than doing a variety of things, because specializing pays more and offers higher status?

    - would rather switch to lower-paying, more creative jobs but feel they cannot because of their bread-winning role?

    - want to question or try something different or risky on their jobs but were afraid to lose them and leave their families without an income?

40. If you and your students are using sex and race biased textbooks (particularl history) which should be replaced, but your district lacks funds to replace them, have the students use supplementary materials to do research into topics misrepresented or omitted in their texts. Then have students annotate their texts with corrected or new information. Reading these annotations can be a first step in overcoming the biases of the texts for subsequent groups of students who use the texts.

The above ideas were adapted from the following sources:

Feminists Northwest, Seattle, Washington, teaching experiences.
"Men's Liberation," Scholastic Teacher, November 1973, written by Warren Farrell.
"Consciousness Razors," available from the National Education Association,
    #USOE-0-72-2507, 10¢ each.
"Consciousness Raising in the Classroom," Sexism in Education, Emma Willard
    Task Force, University Station, Box No. 14229, Minneapolis, Minn. 55414, $4.
"Consciousness Raising in the Classroom or Activities for/to Free Children,"
    by Sandra Shapiro Friedland, N.O.W., 809 South Fifth, Champaign, Ill. 61820

Hotel Industry   Messersmith
(Information based on Holiday Inn)   Spillman

Job Descriptions

Jobs in the hotel industry are numerous. The following is a list of available opportuniti

Maids/Housemen

Bellmen

Front desk clerks

Reservation clerks

Waitress/Waitor/Cahsier/Busboys/Dishwashers/Hostess

Chefs/Cooks

Caterers

Laundry people

Secretaries

Electricians

Plumbers

Engineer

Architect

Salespeople

Telephone operators

Payroll clerks

Accountant

Security officers

Publicity/Advertising

Management at all levels

Outlook

The outlook in all hotel-related fields in the San Francisco Bay Area is excellent.
This is due to the increase in travel by everyone, lower airfares, open trade with
China, proximity to major airport, metropolitan area, new hotel/motel construction
predicted for the next 8-10 years, and a great increase in travel by people between the
ages of 35 and 50.

Skills

There are varied skills needed for each specific job. However, all entry-level jobs
require a people-oriented individual. The ability to speak another language is a definit
asset.

2.3

Skills (continued)

High school diplomas are required for entry-level positions, and higher degrees are necessary for managerial or sales positions.

All employees receive basic orientation and on-the-job training.

Salary
$3.50 - $15.00 per hour for union jobs.
Department heads receive $20,000 - $35,000 annually
Managers $25,000 - $40,000 annually
The fringe benefits for health and travel are excellent.

Unions and Working Conditions
The unions are strong in the San Francisco Area.

Working conditions appeared excellent. The atmosphere is relaxed and aimiable with good relationships between management and labor.

Relocation is possible.

(Based on Holiday Inn - Kearny St.)

Curriculum
Students could form small groups and brainstorm possible job opportunities. Class and teacher could formulate comprhensive list on board.

Obtain actual applications from a major hotel and complete.

Role-play interviews with students.

Research and visit specific jobs individually.

Since telephone skills and public contact are greatly emphasized the following suggestions and activities are suggested.

*   Monitoring of "Inside Work Experience" so it may be considered valid work experience.
*   Have students tape themselves talking on the telephone. Meet in small groups and constructively criticise telephone skills. Each student summarized improvements needed. At the end of class another tape and group meeting should be completed to see if improvements were made.

Curriculum (continued)

*   In order to place students in new situat.. ns and meeting new people, shcool exchanges
    could take place whereby one day a small group of stusents goes to a school and is
    paired up with a student of that school. Another day the reverse takes place.

*   Students survey the general public to find out information about their occupations
    working conditions, likes and dislikes about their occupations. Results are
    reported to the class. This activity would give students experience in initiating
    public contact and presenting findings orally - skills helpful in this industry.

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Victoria Zenoff
Career Alternatives Specialist/
Consultant

A P P E N D I X   D

TEACHER IN-SERVICE

A P P E N D I X   E

NATIONAL MINI-CONFERENCE

OAKLAND COMMUNITY CAREER EDUCATION RESOURCE CENTER

CONFERENCE AGENDA

Dates: January 14 & 15, 1980

Location: The Metropolitan Club, 640 Sutter Street, San Francisco - 6th Floor

Please Note: We are expecting your papers in the mail before the conference. If we have not received your paper by the conference date, we will collect your paper on the morning of the first day so that we may reproduce it and distribute copies to all participants by the afternoon.

Monday, January 14

10:00 a.m.	Coffee, Informal Introductions
10:30 a.m.	Welcome - Statement of Conference Objectives - Lucinda Kindred, Project Consultant
10:45 a.m.	Overview of the Oakland Community Career Education Resource Center - Lucinda Kindred
	The Planning Process - Ben Hargrave
	Continuing Elements:
	Velma Lucero, Youth Program Supervisor, Office of Economic Development and Employment, City of Oakland
	Dr. Amity Buxton, Director, Teacher Shelter, Oakland Public Schools
	Hank Weiss, Executive Vice-President, Industry-Education Council of California and Project Director
12:00 Noon	Review of Participants' Goals for Conference
12:30 p.m.	Lunch
1:30 p.m.	Participants' Descriptions of Current Projects - Summaries of Conference Papers
	- Dr. William Raymond, Director of Career Education Center for Career Development, Mesa Public Schools

- Mrs. Bernadette Griffith, Director of Career Education
  Cashmere School District

- Carol Aslanian, Associate Director
  Future Directions for a Learning Society, The College Board

- Donald L. Wright, Executive Director
  Business Industry Community Education Partnership

- Dr. Edwin A. Whitfield, Project Director
  San Diego Regional Career Information Center

5:00 p.m.   Adjourn - Conference papers will be distributed to all
                          participants for review.

Tuesday, January 15

9:00 a.m.   Review List of Problem-Solving Questions
                          Participants Add &/or Refine Questions

9:30 a.m.   The Community Career Education Resource Center -
                          Problem Solving Session

                          Note: A list of the types of questions to be addressed
                          follows.

                          Turf: What agencies or individuals would you involve in
                          your community in your initial effort to establish a community
                          career education resource center? Why would you choose those
                          key players? What level of commitment or support would
                          you seek initially? Who is not on your initial contact list?
                          Why?

                          Time: How much time, ideally, would you spend in the planning
                          stage of developing a community center? What types of
                          activities would be included in that stage?

                          Services: What types of services do you currently provide?
                          What services would you add if you were operating a community
                          center? Is anyone else in your community already providing
                          these services? How would you coordinate your efforts with
                          theirs?

                          Location: Where should a community center be located if it
                          is to serve adults, youth in and out of school, teachers and
                          counselors   Where would you locate a center in your
                          community?

Staffing: What type of staff would be needed for a community center? What skills are required?

Industry Involvement: What different types of industry involvement do participants' projects already have? What types of involvement would contribute to a community center? At what point in center development would you approach industry? How would you elicit their support?

Continuation: Who would continue to support and staff a community center once you had started the effort? How do you gain their interest and involvement? At what point are they introduced to the community center?

Evaluation: How would you evaluate a community center? Who would you be addressing the evaluation results to? How would you use the results?

12:00 Noon	Lunch - Provided by the Industry-Education Council
1:00 p.m.	Continue Problem Solving Session
2:30 p.m.	Summary of Conference Content
3:00 p.m.	Adjourn

CENTER FOR

CAREER DEVELOPMENT

PROGRAMS

FOR

1979 — 1980

MESA PUBLIC SCHOOLS

George N. Smith, Ed.D
Superintendent

Administration Center
549 North Stapley Drive

WHAT IS CAREER EDUCATION?*

In a generic sense, career education consists of all the activi-
ties and experiences through which individuals prepare themselves
for and engage in work--paid or unpaid--during their lives.
Career education seeks to make preparation for work both a promi-
nent and a permanent goal of American education at all levels.
By doing so, it hopes to make work--paid and unpaid--possible,
and satisfying for each individual.

Career education should help to motivate students to learn the
basic skills, to gain knowledge about the varied career options
and lifestyles open to them, and to have positive attitudes to-
ward work that will give them the desire to work. Career educa-
tion hopes to accomplish this by infusing career education con-
cepts into the teaching-learning process, thus helping students
understand the relationship between schoolwork and the world of
work outside of school.

WHAT IS ARIZONA'S INVOLVEMENT IN CAREER EDUCATION?

In the spring of 1971, the Arizona State Legislature passed
ARS15-1199, becoming the first state in the nation to appropriate
funds specifically for career education. For the year 1979-80,
these funds are distributed by the Arizona Department of Education
to 16 career education projects throughout the state. Mesa Public
Schools' Center for Career Development is one of these 16 projects
and addresses the career development needs of approximately
37,000 students.

HOW DOES CAREER EDUCATION DIFFER FROM VOCATIONAL EDUCATION?

Career education's emphasis is upon the development of career
awareness and decision-making skills, as well as job-seeking, job-
getting, and job-holding skills which students will need through-
out their lives in order to make meaningful decisions regarding
their careers and lifestyles.

Vocational education's major focus is to help students acquire
entry-level skills and information necessary for entering the
world of paid employment. It is designed, primarily, for
students who do not plan to continue their education beyond high
school. Vocational education is but one option under the total
concept of career education.

CAREER EDUCATION PROGRAMS FOR 1979-80:

The programs described in this booklet have been developed by
Mesa's Center for Career Development to assist students in making
the transition from school to work a little more smoothly.

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*Dr. Kenneth B. Hoyt, Director, Office of Career Education, Wash-
ington, D. C., "Straight Answers on Career Education," Today's
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Educational accountability is a concept at the heart of all the
activities of the Center for Career Development. To carry it
beyond the conceptual state to that of a workable reality, a
Career Education Accountability Model System has been developed
by the Mesa Public Schools' Planning and Special Projects Depart-
ment.

The Accountability Model is based upon a carefully constructed
matrix of 16 broad goals and 123 specific outcomes for students
in career education. All of the behaviors identified in these
goals and outcomes fall within three major "theme" areas of
"self," "setting," and "involvement." Paper-and-pencil student
inventory instruments measuring achievement of the outcomes at
each grade level, K through 12, have been pilot-tested and are
now being used to monitor the system districtwide.

As a major component of the monitoring system, mastery profiles
for the individual student, class, school, grade and district are
now being generated. As might be expected, these profiles provide
a wealth of meaningful data to Center for Career Development staff
to help them ascertain the effectiveness of their various programs
and determine strategies for increased implementation of career
education within the District.

Perhaps the most exciting aspect of the Accountability System is
the fact that, rather than functioning as an isolated entity, it
is closely related to several major district program documents
which have career education infused throughout the basic curricu-
lum. Because of this the System serves as a vital and inseparable
component of the total curriculum and actually can, as a result,
function as a vehicle for assuring districtwide career education
accountability.

The community of Mesa is a large, valuable reservoir of career-related information. People with specialized knowledge of a wide variety of career activities have expressed a willingness to take time to share this information with interested students. Often students who are interested in a particular career field wish to have a one-on-one conversation with a person in that field. These students are seeking career advice to help them make decisions about their future careers. This opportunity is available to Mesa students through Career Resource Centers (CRC) in the junior and senior high schools and the Community Resource Service (CRS).

All a student needs to do is contact the CRC in his or her school. The CRC technician will take the name, phone number, place where she or he can be contacted, and most important, the type of career advisement sought by the student. The task is turned over to CRS which goes to work to find someone in Mesa to serve as the Career Advisor (CA) for that student. The CA must be someone who is currently in the career field being considered by the student. If possible, a person in the specific occupation of the student's interest is chosen.

The Mesa Public Schools' Career Education Advisory Council has recruited a pool of willing CA's. This pool comes from such places as service clubs, Chamber of Commerce, Business and Professional Women's Clubs and other organizations expressing an interest in this program. Each potential CA lists his or her name, special-ity, time available for consultation, type of students preferred, maximum number of students preferred and method for being con-tacted.

Once a community resource person has been contacted and agreed to serve as a CA, a brochure is sent to her or him. The student is contacted and given the CA's phone number. At this point, the students are on their own to use the CA for as much career advise-ment as the students need. Follow-up on the experience is made to insure that the CA is used effectively.

Students using the CAP service have indicated that talking with someone in a career field they have been considering has been of great assistance. Many of the students have stereotyped thoughts about particular occupations. By talking with someone in the field, they get the real "scoop" -- the advantages and disadvan-tages. They also acquire a friend to assist them should they eventually choose that particular career field.

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Several years ago, Mesa's Career Education Project felt the need to have assistance with identifying human resources needed by teachers for the many programs in the schools. An advisory council seemed to be the answer. Since the Council has been formed, it has become involved in numerous career education-related activities.

In organizing a council of this nature, it is very important to have representation by leaders of groups such as industry, business, the professions, labor, education, and civic organizations of the community. In order to have an effective advisory council, the first step is to identify goals and establish committees to perform various functions.

Some activities of Mesa's Advisory Council are:

- making presentations to local civic organizations and PTO/PTA meetings on career education concepts and programs,
- conducting tours of Mesa Public Schools for the community to illustrate how career education is implemented in the classroom,
- identifying resources for the Community Resou_ce Service, e.g., field trip sites, career speakers, career observation sites, career exploration sites, technical experts, and interviewees for telelectures,
- critiquing prospective programs before they are implemented in the schools,
- presenting new ideas to the career education staff which the business community feels would help students bridge the gap between education and the world of work,
- assisting school administrators in planning curricula and facilities for new schools.

Besides assisting the Career Education Project, this Council provides a wide range of expertise which is very useful to school administration and the local school board in providing closer cooperation between industry and education.

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When any educational effort branching out into widely varied approaches addresses high priority educational needs, it becomes of interest to many others who are confronting the same needs. This phenomenon has occurred with the Center for Career Development.

Inquiries regarding the Center's overall career education effort, as well as the many specific programs and activities that make up this total effort, are received on a regular basis year-round. Such inquiries vary in nature and origin, from a simple phone call from a teacher within the Mesa District to requests from thousands of miles away soliciting extensive details regarding the Center's activities.

Center for Career Development staff welcome such opportunities for communication about what they are doing because they believe that sharing career education ideas and approaches is for the benefit of all. Not only do they welcome requests for such information, they go out of their way to provide it even before people ask! The Center has developed numerous descriptive brochures and pamphlets which describe its various programs and activities. These range in scope from a colorful and brief pamphlet for parents entitled, "Talking With Your Child About Your Career," to a more detailed guide for community representatives who come into the classroom as career speakers entitled, "Some Tips on Speaking to Students," and a highly detailed reference booklet for teachers called, "The Telelecture: An Educator's Guide." In addition to such brochures and booklets, the Center publishes newsletters, flyers and other brief communication items to explain career education philosophy and approaches to teachers, students, administrators, business people, and other community representatives.

Communication is vital to Mesa's Center for Career Development efforts. Perhaps, after all, it is the most important thing the Center does!

The Career Exploration Program (CEP) allows students to spend 64 hours at an actual job site. They observe workers, the jobs being performed and when possible, participate on the job. The purpose of the program is to help students explore career opportunities rather than to develop specific skills. CEP enables students to gain a more realistic concept of the world of work, to see what jobs are really like, what people actually do, and to become aware of how work affects one's lifestyle. CEP helps students see the relevancy and importance of their coursework and behavior in school. It is hoped that this exposure will assist students in making future career decisions.

Students at the secondary level may sign up for the eight to ten-week program at any time during the semester by contacting their career resource center (CRC) technician. Placement of students is provided by the Community Resource Service (CRS). Students do not attend regular classes in connection with this program, but they do meet twice during the program with their school sponsor to discuss their experiences, submit their attendance cards and completed assignments. For each 64-hour CEP, students receive ¼ credit. The program may be repeated by different options for up to two full credits (or a total of eight options).

The 64 hours may be experienced in a number of ways called, "OPTIONS," which are:

Option 1: ON-THE-JOB EXPLORATION -- for those students who currently hold a job, or do regular volunteer work.

Option 2: ORGANIZATION WINDOW SHOPPING -- involves several different jobs at the same work site.

Option 3: STEPPING UP THE CAREER LADDER -- examines related jobs in the same organization that are sequential in terms of advancement.

Option 4: SAME JOB, DIFFERENT PLACES -- explores the same job at three to six different job sites.

Option 5: EXECUTIVE INTERNSHIP -- enables a student to work directly with an anministrator or manager.
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Option 6:   CAREER SAMPLER — aids those who have not narrowed down their
             career choices.

Option 7:   ONE JOB IN-DEPTH — gives students who have already decided on
             a career a chance to see the day-to-day tasks actually
             involved.

Option 8:   THE WORK-SCHOOL CONNECTION -- shows how school subject are
             applied on the job.

Year	Student Involvement
1974-75	23
1975-76	552
1976-77	777
1977-78	632
1978-79	1,217

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The Career Liaison program in the secondary schools was requested by the Mesa Public Schools' Career Education Advisory Council. The liaisons may be either certified or classified personnel. Guidance counselors, teachers, and career lab technicians have served in this capacity. In all cases, the liaison is forward-looking with sincere interest in assisting educators in implementing career education. The Career Liaison is school-based. Each junior and senior high has one representative. The program has been on-going since 1976.

The liaisons meet once a month as a group. The meetings provide time for the liaisons to share career activities in which they are personally involved with the students. They also share the activities of other teachers or counselors in their schools. They receive orientation in assisting teachers to use human resources, materials, and ideas. They also receive training in career concepts and programs which they in turn offer to their respective school staffs. In addition, the liaisons may work with media specialists in the promotion and distribution of materials or ideas.

A liaison also may sponsor and coordinate the District's Career Exploration Program (CEP). Other responsibilities include monitoring student experiences, arranging for school or parent group presentations, and working with all school personnel for more effective career education.

Several times during the school year the liaisons write and publish a newsletter, Career Chatter. This publication includes many examples of career-infused activities being used by teachers of various subject matter.

It seems that career development practices in a school are enhanced when a leadership position is assumed at the building level. Certainly the school then has a career education program tailored to suit the needs of that particular school, including both the faculty and students.

Did you ever dream of being a fighter pilot, police officer, or merchant? Most young people change their career goals frequently.

Mesa's Career Observation Program has been designed to allow junior high or high school students to spend ten hours observing workers of the students' choices.

These observations may be done in groups in the Group Career Observation Program (GCOP). This can give teachers the opportunity to take students out of the classroom to discover the relevancy of the subject being taught.

The career observations may also be done by individual students in the Individual Career Observation Program (ICOP) working semi-independently. In this case, the student would contract for a specified number and type of observation and/or interview tasks to be completed at the work site.

In either case, on-site visits are arranged by Mesa's Community Resource Service (CRS). CRS, with the assistance of Mesa Public Schools Career Education Advisory Council members, is able to fill almost every request.

Brochures, "The Educator's Guide to GCOP" and "An Educator's Guide to ICOP," available through the Community Resource Service, assists teachers in setting up a career observation program to meet the needs of their students.

Year	GCOP	ICOP
1974-75	1,570	(Programs were combined)
1975-76	4,979*	60
1976-77	4,695*	256
1977-78	10,836*	332
1978-79	4,578*	203

*duplicated count

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Have you ever been to "The PLACE", or, how about "The Source?"
These are just two of the Career Resource Centers in the junior
and senior high schools. A Career Resource Center (CRC) is a
laboratory where students may formulate career goals and seek
career information from a variety of sources. A career tech-
nician assists students in finding the right materials from a
wide assortment of books, pamphlets, films, tapes and other
media. In the high schools, the student may retrieve information
about various jobs and the training required for those jobs from
the Guidance Information System (GIS).

The CRC may host a wide variety of guest speakers, as well as
sponsor career seminars. Teachers are welcome to browse along
with the youth or to seek help from the technician.

The technician is up-to-date on the job market and frequently
assists students in job searches through programs such as Jobs-
For-Youth. The Career Exploration Program (CEP), Independent
Career Observation Program (ICOP), and Group Career Observation
Program (GCOP) are other examples of student experiences that
the CRC technician coordinates.

The Career Resource Centers are under the auspices of each
schools's guidance department. All of Mesa's high schools and
junior high schools have a CRC. You will find the CRCs alive
and exciting areas where both students and educators are seeking
and exchanging vital career-related information.

In FY 1978-79 the CRCs of the above mentioned schools were visited
by a composite total of 27,478 senior high students and 14,248
junior high students (duplicated count).

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Career Seminars are Mesa's approach to old, usually ineffctive
Career Days. There are two types of seminars. One type involves
a series of speakers, one per seminar, on a biweekly basis, for
an extended period of time. Another type is to have several
speakers a day for a period of two weeks. Whichever type is
chosen, definite times and days are established, student interests
are surveyed, speakers are requested, and the Career Seminars are
under way.

These formats allow a great deal of flexibility in terms of
speaker availability; if someone can't come on a particular day,
other days are available. The formats also require some flex-
ibility on the part of the classes involved. Frequently the
speaker schedule may conflict with other activities. Some speakers
prefer to speak to small groups; others are agreeable to large
audiences.

The Community Resource Service (CRS) assists educators in lo-
cating appropriate speakers and in the actual scheduling, if
desired. Much time and effort goes into securing speakers,
coordinating schedules, and getting permission for employees to
be released from their workday responsibilities. It is expected
that teachers whose students attend Career Seminars prepare their
youngsters as thoroughly as possible. The aims of a Career Seminar
include:

- acquainting students with a varied and diverse group
  of people with whom they can identify as "role models"

- encouraging the students to express their lines of
  inquiry in their own styles, according to their needs
  and how they see the immediate situation

- expanding students' occupational horizons

- providing a concept of work that is critical in the
  formation of self-concept, and

- establishing the concept of the dignity of work.

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A "Sample Packet for Career Seminars," available through CRS at The Center for Career Development, contains suggestions on how to set up the seminar, how to prepare the students with pre and post-survey forms, questionnaires to be used during speakers' presentations, sample Career Seminar tickets, and a list of possible questions to ask the speakers.

Year	Community Members Involved as Speakers	Students Involved
1973-74	74	4,610
1974-75	154	11,646
1975-76	194	13,399
1976-77	249	13,219
1977-78	429	19,923
1978-79	527	26,623

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Community members in the Mesa area look forward to an invitation to attend a Career Update Tour sponsored by Mesa Public Schools' Career Education Advisory Council. Why? They know they will be able to see career education at work within three or four schools and meet some of the district's "neatest folks," its students and teachers. Talking with students who have had Career Exploration Program experiences, and observing a telelecture in process are only two of the treats in store for career tour participants.

The school bus tour may go to an elementary, a junior high, and/or a senior high school to see and hear teachers using career development concepts as they instruct students. A career lab technician may be observed helping a high school student with the Guidance Information System (GIS). Then tour participants might travel to a junior high where they can observe a class discussing the concept of "lifestyle" and what it means to them in their future career roles. Finally, tour participants might move on to an elementary school to watch youngsters as they listen to a guest speaker in their room. An aviator, farmer, machinist, or printer (any one of dozens of kinds of jobs could be represented) may be answering questions prepared by the students.

Many parents, PTO/PTA members, business people, politicians, and school people have taken a career tour. All agree they want to ride the school bus again and again.

The Community Resource Service (CRS) acts as a clearinghouse for most community resources used by the schools. It provides observation tours, career speakers, telelectures, work-study sites (for teachers as well as students), career exploration sites, vehicle display days, technical assistance for teachers, and career advisors for students. These activities are all tailored to meet the requirements of a particular student, class or teacher.

All of the above experiences serve to enrich the basic instructional program and demonstrate that what is being learned in the classroom does have practical application outside the walls of the school building -- something young people are very concerned about these days. These activities also emphasize the fact that the basic skills, reading, 'riting, and 'rithmetic, are necessary in order for us to function in the world of work as well as in the totality of our society.

CRS locates and schedules the resource, thus relieving the teachers of all the detail work, this allows them more time to prepare the students for the event and for conducting follow-up activities.

In situations where larger groups may want to take an observation tour or where a career speaker cannot speak for mo e than one class period, videotaping can be used. Media students are being trained in effective video techniques and are available to do tapings of any resource experience.

The CRS Coordinator works closely with members of Mesa Public Schools' Career Education Advisory Council. The Council members are very helpful in assisting with the various programs and/or identifying other resources.

A manual available through the Community Resource Service describes this service in more detail.

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One of the major CRS efforts is the coordination of field trips for students. The other programs, with impact data, follow in subsequent pages. Below is information on the community involvement in field trips.

Year	Number of Sites Visited	Students Involved
1973-74	135	6,478*
1974-75	500	28,778*
1975-76	255	15,539*
1976-77	425	19,448*
1977-78	316	13,537*
1978-79	149	7,536*

The Guidance Information System (GIS) is a computer-based system
which can give students information about occupations (both
civilian and military), four-year and two-year colleges, graduate
schools, and sources of scholarships and financial aid. This
information is accurate and up-to-date. GIS is easy to use; but
the first time a student uses it he or she probably would want to
work with someone who is familiar with the system. Since GIS
terminals are located in the Career Resource Centers at all of
Mesa's secondary schools, this help is readily available. The
Guidance Department sponsors GIS and counselors are available
to help students follow-up on GIS information.

GIS does not make any decisions for the individual. It does give
information that can help a student make better decisions about
occupations or colleges. Also, GIS quickly shows the student the
results of the choices he or she might make. Since GIS allows
one to change his/her mind about instructions given to the com-
puter, a student can experiment to see what results different
choices might bring.

There are five information files from which a student might choose:

1. Occupational File: Contains approximately 850 primary occupational
   listings with references to 2000 related occupations.

2. Armed Services Occupation File: Provides basic information about 100
   occupations in the Armed Services.

3. Four-Year College File: Enables a student to explore information about
   1500 colleges and universities across the nation.

4. Graduate School Information File: Provides information about graduate
   programs offered, degree requirements, financial aid, placement, etc.

5. Financial Aids Information File: Contains a description of the
   eligibility requirements, application deadlines, and where to write
   for more information.

In FY 1978-79, each terminal gave information to between
440-700 students per month.

INDEPENDENT CAREER EXPLORATION PROGRAM
FOR EDUCATORS
(ICEPE)

ICEPE is a training program to assist educators in extending their awareness of the world of work which exists outside the school setting. This program is conducted by the Center for Career Development staff each year during the month of June. After an orientation session, educators spend most of their time at various job sites shadowing and interviewing workers to discover exactly what these workers do and how they feel about their jobs. The educators also find out such things as how workers decided upon and prepared for their jobs and how workers feel about the lifestyles they experience. One day a week the educators meet with a Center for Career Development staff member and a representative from the Mesa Public Schools' Career Education Advisory Council to share the job-site experiences they have had. The seminar setting also gives the educators a chance to "rap" about career development concepts and ways that the educators can involve community members in their classroom activities.

Educators' involvement in this career exploration program helps them understand how the subjects they teach relate to the world of work and the experiences their own students will encounter when they visit job-sites, or even when they go to work themselves.

After they have completed this program, educators are better able to help their students become aware of how basic classroom activities are related to the world of work.

Year	Teachers Involved
1977-78	12
1978-79	9

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How does an educator weave career education into math, social studies or anything else he or she may be teaching? Educators enrolled in Introduction to Career Development, a three-hour course offered by Arizona State University through the Mesa Public Schools, find themselves infusing career development concepts into their daily lesson plans. For example: a fourth-grade teacher is preparing a lesson in multiplication facts. The student will be involved in writing and following through on a plan of action he/she identifies in a contract specifying work on the multiplication facts. The student learns to determine his/her own needs and to select the best alternatives to get the job done. The teacher, of course, points out for students the similarities concerning this job and many contractual jobs they might hold later in life.

This course is intended to familiarize educators with the district's 18 career education goals. These goals are divided equally into three theme areas; SELF, SETTING AND INVOLVEMENT.

The course also demonstrates the capabilities of the Community Resource Service. This service provides assistance in finding experts willing to share their knowledge with our young people or in placing students in the various programs, outside speakers, telelecture, a variety of media and worker interviews are some of the activities which help to make this a stimulating and yet practical course.

Year	Educator Participants
1976-77	28
1977-78	25
1978-79	18

Mesa's Jobs-For-Youth is a program under the supervision of the District's Guidance Department. Jobs-For-Youth functions as a "matchmaker" between qualified youth and jobs of interest to these students. What kinds of jobs are available to students? Examples include lawn care, helping private individuals with housework, and aiding local businesses on a temporary basis. Occasionally a job develops into a long-term opportunity for the student.

All students between the ages of 12 and 18 who are enrolled in one of Mesa's junior or senior high schools are eligible to participate regardless of their class schedules or class standing. Although the rate of pay is negotiable between the student/ employee and employer, minimum wage is often the rate decided upon.

Procedures for processing the job listings include:

1). A student interested in obtaining a job completes an application which remains on file at the school's Career Resource Center (CRC).

2) A prospective employer calls Mesa Central's CRC to list a job.

3) Mesa Central's CRC technician forwards the job to various other CRCs in the junior and senior high schools according to the geographical location of the job and any age requirements for the job.

4) The various CRC technicians match job listings with student applicants. Some important considerations in this matching process include the student's job interest, his or her previous work experience, and a need for a specific aged student.

5) The technician then designates and prioritizes students for a prospective job. Final arrangements are then made to place the student on the job.

6) When the student/employee begins work, all the pertinent information is recorded on the reverse of both the job listing form and the student's application form.

7) After the job is completed a follow-up (i.e., date(s), type of job, tasks performed, and employer comments) is conducted. Notes are recorded on a follow-up sheet, and filed at the CRC for future reference.

(continued)

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During the summer months the same basic plan is followed, although procedures are handled through the District's Guidance Department.

Mesa's Jobs-For-Youth opens up the world of work for its youth and provides an opportunity for these young people to be of service to their community. This year the service is open for student use throughout the school year.

	Student Inquiries	Student Placements
Summer, 1978	276	257
Summer, 1979	659	440

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Remember when you called on the telephone to get the time and got an advertisement first? Secondary students in Mesa call a particular telephone number to hear a weekly, two-minute recording. These two-minute announcements tell students about available part-time jobs in the area, a service of the Career Resource Center under the direction of the District's Guidance Department. The announcements also mention upcoming school district or community events of interest to students. But before the students get that information they listen to a short career message.

A sample career message goes: "Have you talked with your parents about why they chose their careers? Tonight take time to do this. Have them describe events, people, and interests that influenced their career choices."

The average number of calls per week exceeds 300. Students indicate that they enjoy this novel approach. To promote the program, a wallet-sized card is made for every senior high school student.

This idea is clever and not very expensive. All that is needed is a telephone line and the cost of the recording equipment.

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The Career Education Media Resource Center is located at Old
Lehi Elementary School, 2345 North Horne, Mesa.

Media contained at the center are:

- Career Education Instructional Units
- Career Education Activity Kits
- Community Resource Service Materials
- Career Education films, filmstrips, flyers and
    brochures

Media may be checked out for a period of two weeks and renewed,
if not booked elsewhere. All motion picture films, such as the
"Bread and Butterflies" series and "Inside-Out" series, are
located at the Center for Career Development, Stapley Office,
549 North Stapley Drive, Mesa.

All forms of media are previewed and screened before being pur-
chased or placed on shelves for checkout. Media are screened
according to career education goals met, strength area, possible
utilization, and appropriate grade level use.

Along with the Career Education Media Resource Center, Mesa has
Career Resource Centers (CRCs) at each secondary school. Each
CRC houses career education media relevant to the needs of that
school setting.

Futher information is available from the Media Specialist at
the Center for Career Development.

Do you have staff members who have really terrific ideas for activities but do not have the necessary funds to put their ideas into practice? Through Career Education Miniproposals, employees of Mesa Public Schools are being given an opportunity to apply for "seed money" to begin career education-related activities.

Two or more Mesa educators must be involved in applying for a grant through the Center for Career Development. Grants have been awarded on the basis of $1.00 per student with a maximum of $300.00 per grant. Grants funded in the past have ranged from media dealing with economic awareness, a kit dealing with the future, and a student-managed hydroponic greenhouse.

The miniproposals are reviewed by a Miniproposal Advisory Council composed of teachers, administrators, business/industry representatives and a career education specialist. The Miniproposal Advisory Council awards the grants on the following criteria:

- Are activities career education-related?
- Do activities replicate other ongoing career education programs?
- Could materials be supplied through a different department or funding agency?
- How many Mesa educators/students will be directly affected?
- Do activities focus on concepts other than the more commonly known occupational awareness?
- Can others readily use the same activity?
- Are community resources utilized to the fullest extent?

Year	Students Involved	Educators Involved
1975-76	8,482	161
1976-77	10,534	214

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Under the coordination of a representative of the Center for Career Development, a planning committee has been formed to identify and help carry out activities that will increase parent involvement in the area of career education. The committee includes parents and a representative of the business community in addition to career education staff representatives.

The committee is planning to involve parents in many areas including:

- a Parent/Adult Shadow Experience where teachers will prepare students to accompany a parent (or another adult) for half a day to learn what takes place on the job and how jobs relate to what the student is experiencing at school
- a Parent as a Speaker File which will be established at each school expressing an interest to enable teachers to enrich classroom instruction by using parents as speakers on occupations, hobbies, and leisure time activities
- a Career Education Parent Library containing many forms of media that will inform parents in the area of career development and allow them to conduct activities at home with their children
- Career Education Parent Information Sessions where parents can gather for an hour to learn what career education is, how it is taking place in the schools, and what they can do at home in this area
- Parent Study Groups where parents enroll for a 6-8 week course to study the career development needs of their youngsters.

Parents will evaluate each activity in which they participate and suggest possible improvements.

Throughout the year, the planning committee will review ideas for parent involvement that have been received from career education projects throughout the State and Nation. Ideas of value to the parents and students in this district will be incorporated into our program when possible.

Over the past few years, as evidenced by evaluations received from teachers and site hosts, several problems concerning observation tours have been showing up again and again. This fact prompted the staff of the Center for Career Development to think that it might be necessary to have a way that teachers and site hosts can discuss and try to resolve these problems. A "rap session" between the teachers and the business people is one way to provide better communication. These "rap sessions" are arranged through the Community Resource Service (CRS) with the assistance of the Mesa Public Schools' Career Education Advisory Council whose members either participate in the session or help CRS locate site hosts who are aware of existing problems.

Some of the concerns identified in these types of sessions include:

- students are not adequately prepared
- site hosts (persons conducting the tour) are unaware of teachers' objectives
- site hosts may not receive feedback (besides letters from students)
- student groups are frequently too large or too small
- site hosts need to be aware of the students' interest in the worker rather than the product
- students do not appear interested
- site hosts do not use language easily understood by the students

During the Site Host/ Teacher Interaction, concerns such as those listed above, and other identified problems, are discussed in small groups made up of three to five teachers and one or more representative(s) from the business community. Solutions to identified problems are recorded by each small group and then reported to the entire body. To insure that action will be taken on the recommendations made, the facilitator assigns tasks to the appropriate persons.

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"Springboards for Learning" is a highly structured training program involving 60 hours of intensive study conducted by the Center for Career Development staff each year during the month of August. Educators, students, business and community leaders, as well as parent leaders, are involved throughout the program. The institute is sponsored by the Arizona Department of Education, Career Education Division, and the Mesa Public Schools with additional sponsorship from such organizations as the National Alliance of Business and other nearby school dis-·tricts. The success of the institute has shown that educational and business community organizations can cooperatively work together when they are striving to accomplish mutual goals.

Educator participants' involvement in the institute helps them gain increased knowledge of career development concepts, the world of work and worker environments, and skills used by community resources. Educators spend approximately 50% of their time at work sites. Trips and visitations are made to local businesses, industries, and hospitals to increase and extend their knowledge of the business world. Workers are interviewed to find out such things as whether they are satisfied or dissatisfied with the type of position they hold. Other workshop activities include career speakers, films, telelectures, career seminars and vehicle days.

After completion of this program, educators are better able to help their students not only in acquiring the decision-making skills they need to select a suitable career for the future, but also in such areas as gaining awareness of what is expected of workers, job requirements, reasons people have for working, and how basic classroom subjects are related to the world of work. Teachers also are able to help their students in such areas as work attitudes, in seeing how their lifestyle can be affected by certain careers, the self-satisfaction they can acquire from work, and how they can benefit society through work.

Year	No. of Educator Participants
1975-76	18
1976-77	61
1977-78	85
1978-79	61
1979-80	27

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Frequently teachers find themselves unable to answer a "tough" question a student asks. All they need to do is refer that question to the Technical Assistant (TA) who is employed in an occupation/area related to the course content being taught. By phone, the teacher asks the TA (Technical Assistant) that "tough" question. A day later the teacher is prepared with the answer for the student.

It is absolutely impossible for instructors to keep totally on top of all current knowledge in each of their courses. But with buddy TAs, teachers can bring the knowledge from the world of work to their students. Buddies also help in lesson planning by giving teachers ideas about ways to increase the meaningfulness of what they are teaching. These ideas are often ways to demonstrate the topic's relevancy in the world of work.

How does a teacher obtain his or her "TA?" It is a very simple procedure. The teacher calls the Center for Career Development's Community Resource Service (CRS) -- a clearinghouse service. The teacher indicates

- that a TA is needed

- the type of occupation that would be helpful for the TA to have

- the title of the course being taught and a brief idea of its content

- the name of the teacher requesting a TA, along with the name of the school and phone numbers where the teacher can be reached.

CRS then goes to work and finds the teacher a "TA." CRS calls the teacher back with the TA's phone number, occupation, position, and company.

The teachers then need only call to make contact with their own TA. From then on, the teacher has a buddy TA just a phone call away.

Have your students ever dreamed of talking to an archeologist from Africa? Or an astronaut who has walked on the moon? Mesa students have. They, along with their teachers and occassionally their parents have also talked to politicians in Washington, the auto mechanic down the street and the machinist in the shop. How has this been done? They use a telelecture unit (conference phone).

All of Mesa's public schools are equipped to use the telelecture units. The Community Resource Service (CRS) provides the training to enable teachers and media specialists to use the telelecture units effectively. In addition, CRS makes all the arrangements to schedule the telelecture.

Telelecture can be used as an introduction to an area of study, or as the capstone. For example, a group of fourth-grade students had been studying drama and the various occupations involved in producing TV shows. What could have been more appropriate then to talk to an actor or actress? Henry Winkler (the Fonz) provided the students with answers to all their questions.

The telelecture experience is beneficial to students. Not only do they have the opportunity to talk to people about their careers, students also gain experience in expressing themselves. Student and speaker evaluations indicate that all participants in a telelecture find it a stimulating experience.

A brochure, "The Telelecture," available through the Community Resource Service, assists teachers in setting up a telelecture and suggests pre and post activities to use with students.

Year	Student Involvement
1974-75	846
1975-76	1,063
1976-77	1,552
1977-78	3,358
1978-79	1,695

TEACHER INSERVICE PROGRAM SESSIONS
(TIPS)

Both new and veteran teachers are invited to attend the Mesa Public Schools' Teachers' Inservice Program Sessions (TIPS). TIPS offers a wide variety of inservice from such departments as reading, mathematics, creative arts, physical education, special education and, of course, career education.

The Center for Career Development offers six one-hour inservice workshops for Mesa Public Schools' teachers:

- Making Classroom Subjects More Interesting -- Building specific types of motivators into classroom activities, increasing student interest through use of media and community resources.

- Opportunities For Success In The Classroom -- Seeing how students view success, learning how to provide successful learning experiences for students.

- What Is Career Education? -- Defining career education, becoming aware of the services provided by Mesa's Career Education Project, designing classroom activities that utlize these services.

- Developing Interpersonal Skills -- Recognizing the effects of body language in classroom interactions, designing class activities which focus on the importance of interpersonal skills in school and in the world of work.

- Using Community Resources -- Learning the characteristics of a well-designed instructional activity that includes a community resource, becoming familiar with services provided by the Mesa Public Schools' Community Resource Service.

- Recruiting Help For Your Classroom -- Learning ways to use aides and parent/community volunteers in the classroom, becoming aware of the services offered by the "Volunteers in Mesa's Schools" (VIMS) Program.

These sessions introduce teachers to many of the services available through the Center for Career Development and present some important career development concepts. These sessions are enthusiastically received by experienced teachers as well as teachers new to the district.

Year	Teacher Involvement
1976-77	150
1977-78	173
1978-79	138

Have you been wondering what would be a good follow-up activity for a class that has been studying the transportation industry? Have a Vehicle Display Day! What an excellent way to expand the youngsters' occupational horizons!

Not only does this allow students to investigate vehicles close up, but it also encourages them to express their own lines of inquiry, according to their own needs and in their own way.

Tremendous community support is demonstrated on a Vehicle Display Day. It costs each of the participating companies at least $1,000 to keep vehicles and their drivers at the school all day. Where more than one attendant is necessary, the cost, of course, is much higher.

The Community Resource Service (CRS) provides this service to Mesa Public Schools. Since it is time-consuming and expensive to make the arrangements for a Vehicle Display Day, it is recommended that two or three schools go together in planning this activity. Fifteen to twenty-five different vehicles are made available. However, Mini-Vehicle Display Days, involving ten to twelve vehicles can be arranged for students at only one school. Helicopters, fire trucks, exterminating trucks, tractors, cement trucks, motorcycles, hot-air balloons (if the weather is cool enough), police cars, and armoured vans are just a few of the vehicles which can be displayed.

Vehicle Display Days are of special interest to elementary students who have been studying community helpers, such as the police and fire departments, ambulances, paramedics, etc. Recreation-type vehicles are the prime interest of high school students, so for them CRS arranges the display of such vehicles as four-wheel drive trucks, dune buggies, speed boats, and motorcycles.

A brochure, "Tips for Vehicle Days," available through the Community Resource Service, contains ideas for the vehicle attendants and teachers, including the types of questions students often ask.

Year	Student Involvement
1975-76	500
1976-77	2,900
1977-78	1,942
1978-79	4,073

CENTER FOR CAREER DEVELOPMENT

A division of the Department of
Planning, Staff Development and Special Projects

For more information contact:

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The Mesa Public Schools' Career Education Advisory
Council has reviewed and strongly supports the pro-
grams described in this document.

Mesa Public Schools
549 N. Stapley Drive, Mesa, AZ 85203

THE COMMUNITY CAREER EDUCATION RESOURCE CENTER - A CRITIQUE AND PERSPECTIVE

Donald L. Wright, Ph. D.

This paper is in response to a preliminary draft describing the procedures

involved in organizing the Oakland Community Career Education Resource Center.

I have been asked to react to the project and offer my perspective regarding bring-

ing   about an effective linkage between the schools and the total community.

The paper format is as follows:

I.   THE COMMUNITY CAREER EDUCATION RESOURCE CENTER

II.   THE OAKLAND COMMUNITY CAREER EDUCATION RESOURCE CENTER

III.   A PERSPECTIVE ON THE CCERC AND SCHOOL-COMMUNITY LINKAGES

I.   THE COMMUNITY CAREER EDUCATION RESOURCE CENTER

Initially, it is important to grasp the concept of a CCERC. Perhaps the

best source of information is "A Catalogue of Possibilities - The Community

Career Education Resource Center" produced by the Oakland CCERC and the Industry-

Education Council of California. Basically, a CCERC consists of the following

components:

A.   Occupational information

B.   Occupational simulations, games, and exercises

C.   Personnel resources
         -teachers and business people develop materials and lessons
         -volunteers visit with students and adults
         -a placement center.

It is suggested that a CCERC may facilitate the following: (1) All students

are to be progressively involved in first-hand career awareness, exploration,

and work experience in the community; (2) Educators need to be involved in

career education inservice training, particularly on-site; (3) It is necessary

to extend career education opportunities to private school students, out-of-

school youth, and adults; and (4) It is important for service agencies in the

community to work cooperatively.

The concept outlines a comprehensive, coordinated approach to career education involving the schools, business-industry-government-labor, non-student clients, and the community. Important in the concept is that services should be provided, to the extent possible, by already existing agencies. Though flexibility is advocated, the impression is given that a large part of the career activity is to take place in the "Center."

II. THE OAKLAND COMMUNITY CAREER EDUCATION RESOURCE CENTER

Oakland describes the procedure in establishing a CCERC as follows: (1) survey existing career education needs, (2) survey existing career education services, (3) provide a coordinating, linking network between various agencies and between agencies and target audiences, and (4) where gaps exist in a comprehensive career education program, the CCERC needs to initiate, operate, and strengthen necessary components.

Page two of the draft states that the purpose of the project was "to develop a community career education center in Oakland." On the same page it was further stated, "It should be noted that the community career education resource center concept is a new and largely untested one, and that the Oakland Community Career Education Resource Center is one attempt to test and develop that concept against a real context."

These statements lead to the expectation that the project would develop a total program based on Ken Hoyt's CCERC model. However, page 5 delimits the project considerably with the statement, "In summary, the CCERC is seen as a means of utilizing the experience, information and ideas developed in the history of career education development and extending those resources beyond the context of the K-12 public school so that they may benefit the wider community." In effect, this minimizes the focus on public schools K-12 and maximizes attention to non-student clients and non-school agencies.

The rationale for such an approach is provided on page 25. "Once the initial OCCERC survey of existing agencies was completed, it was clear that most of the components of a CCERC already existed within the Oakland community. There were already sources of occupational and vocational information, teacher resources, placement services for both adults and students, linking services between schools and the world of work, and a range of career services for a variety of audiences. What did not exist was a coordination or articulation which would enable existing agencies and services to work together - sharing information, resources and efforts to better meet client needs and enabling the agencies to form a comprehensive network."

If Oakland's career education effort is developed to the extent that all they basically need is to develop an agency network and include non-student clients, the schools are certainly to be congratulated. In relation to the CCERC concept, that means extensive school-community interaction is taking place between virtually all students and teachers with the occupational community. Therefore, in the Oakland CCERC, limited or no attention is given to occupational information, simulations, career speakers in the schools, and students gaining exploration and work experience in the community. Teacher inservice training is quite limited. It would be helpful to have brief descriptions outlining existing school programs. On page 33, educators listed a number of suggestions as to how OCCERC might support their career education efforts. It seems that dealing with many of these suggestions will need to be a future project of OCCERC.

On page 13, a problem-solving approach is emphasized. "The possibility of developing policy based on workable, tested operations would seem to provide a clearer route to OCCERC success and continuity than beginning with a policy and then attempting to make it workable." Further, "There is a recognized problem in accumulating staff before they are needed, and before their responsibilities can be identified. Again, considering the negative effects of unnecessary

duplication of services, it would seem that launching a center with a large, ill-defined staff might damage center success from the start."

The above philosophy is a rather open-ended one. While it does not tend to "test" a predetermined model, I think it produces the most favorable, long lasting result.

To implement a full-scale CCERC is a monumental task which must evolve over a substantial period of time. It seems to me that what OCCERC has done, it has done well. The strength of the Oakland project, it appears, lies in two major areas. First, the project provides a cooperative network among community agencies that have some relationship to career education. Second, OCCERC provides private school students, out-of-school youth, and adults with accessibility to the network agencies. Further, I think OCCERC personnel are to be particularly congratulated on the sensitive and careful attention given to the issues of turf and ownership.

Remaining questions relating to the OCCERC have to do with outcome. What is the degree of cooperation taking place between agencies and how does that influence efficiency and services? Is overlapping being eliminated and are gaps being filled? How many clients are being served with what services? To what degree are the needs being met that were originally identified? What effect is OCCERC having on teachers, counselors, and students? Will OCCERC survive after the funding period? Who will really assume ownership and funding responsibility for OCCERC?

III. A PERSPECTIVE ON THE CCERC AND SCHOOL-COMMUNITY LINKAGES

Most of my career education experience is related to my role as Executive Director of BICEP in Salt Lake City (Business-Industry-Community-Education-Partnership). Let me begin by providing an overview of career education in metropolitan Salt Lake City. In the metropolitan area there are four school districts containing a total student population of 135,000 students. Respons-

ibility for career education in the districts typically rests with district vocational directors. Career education has made headway but still enjoys much room for growth. Career education in the districts typically is related to activities in the career centers in all junior and senior high schools. These centers contain extensive career information along with a staff of career counselors. Students usually have a set amount of time they spend in the center and are provided access to occupational information, test interpretation, and career counseling. Vocational programs are strong and provide vocational students with work experience.

It was recognized that there was a need to strengthen career awareness and career exploration for students. It was determined that this could best be done by arranging for students to interact with community working people. A taskforce of educators and businesspeople established BICEP in 1975. It is a cooperative project sponsored by the four local school districts and the metropolitan Salt Lake community. Its function is to serve as a linking agency between the schools and the community for career education. It arranges the following activities:

1. Classroom career Speakers
2. On-site Tours
3. On-site career Discussions
4. Individual job Shadowing
5. Unpaid Work or Service experiences.

During the past year, BICEP has included free enterprise awareness as part of its program. Speakers are sent out to specifically speak on free enterprise in terms of owning and operating a business. In addition, all community participants are asked to relate free enterprise principles to their career.

Community response to BICEP has been exceptionally favorable. One thousand fifty-six firms participate with BICEP and new ones are constantly being added. After an activity, resource people are asked to return a feedback card to BICEP. Resource volunteers rate activities in which they participate as

excellent or good 88 per cent of the time.

Teachers were alerted to the program through district presentations, presentations in individual faculty meetings, and through quarterly newsletters. At present, approximately 10 per cent of the teachers utilize BICEP. During 1978-79, BICEP arranged 4,826 community activities which involved approximately 100,000 student contacts with the community. Teachers rated activities as excellent or good 94 per cent of the time.

CCERC Perspective

The above description provides the context for consideration of a CCERC in Salt Lake City. First, I think further clarification needs to take place regarding a CCERC. In the publication, "A Catalogue of Possibilities - The Community Career Education Resource Center," I receive the impression that it is a separate, physical entity that not only coordinates, but provides extensive services including occupational information, occupational simulation, and personnel resources. If it is designated that these activities are to take place in this "Center," I have a number of substantial concerns. However, from the Oakland CCERC it seems there is a good deal more flexibility in a CCERC than the above description indicates. I am not sure how much flexibility exists. If a coordinating agency qualifies, then I think the term "Center" is misleading. In reality, it seems more feasible and helpful to think of a "CCERC" in terms of a comprehensive community career education program or concept. Let me discuss a number of concerns regarding a "standard" CCERC.

One component of a CCERC is its function as an occupational information center. I believe this is an unnecessary duplication of career information centers that already exist in high schools, alternative schools, technical colleges, and community colleges. Typically, these centers need to be used much more effectively and extensively by students within the institution. Student use of an occupational information center separate from the school will be minimal.

The main rationale for establishing a career information center in another facility is to make provisions for non-students. I suggest we select as many school occupational information centers as necessary and have them serve both student and non-student clients. Hours could be extended into the evening on designated nights. This could be done with minimal additional expense. Possibly, a concern has to do with the reality of expecting a young person who has been alienated from the school system to return to that facility. If this is a genuine deterrent, an existing alternative school, technical college, or community college should minimize the problem. However, in most cases I think high schools can be effectively used. The concept of community educationionion is constantly expanding. Central in the concept is to open the schools for adult education. I think this is not only helpful to the adults served, but provides greater credibility to the school in the eyes of students who see and hear of adults who come to school when it is not required.

My same thoughts hold true regarding occupational simulations. These must be in the schools for maximum utilization. Expensive simulations might be rotated between schools. Otherwise, one school might house large simulations and host other students and non-students.

For many of the same reasons, I challenge the workability of a CCERC providing a personnel resource center where teachers and business people get together to work on materials and lesson plans. Geographical convenience is a major consideration in such get-togethers. This meeting typically takes place at either the teacher's school or the business person's office. If either place is inconvenient, other schools could be scheduled that offer greater accessibility.

I think the same principle holds true regarding a meeting place for volunteers to interact with students or adults. For a large group of students, the school is typically the most convenient. For small groups or individuals (students or non-students) an on-site meeting is usually superior.

Mention has been made of the CCERC operating as a placement center. I think that provides further fractionalizing of the efforts of school career centers and the local employment service. I believe that both to these facilities have far to go in providing the necessary placement assistance to the audiences being discussed. However, this is a call to strengthen one or both of these existing agencies.

Salt Lake City Status

It is my opinion that in Salt Lake City, the most immediate need is to strengthen career education in the schools. When we opened the doors to BICEP, we thought that we would be inundated with requests from teachers and counselors. We perceived that the greatest challenge would be to find resource people who would be willing to respond to teacher requests. Our expectations were inaccurate. We have found business, industry, labor, government, and the community to be exceptionally cooperative and often eager to respond to requests.

Typically, educators have had quite limited exposure to career education, business/industry, or utilization of community resources. In establishing a community career education program, I propose that substantial time and resources be invested in teachers and counselors.

Teachers need specific curriculum materials that effectively relate their teaching subject to careers. Information should be made available to teachers that reinforces and complements what the teacher is already trying to accomplish in the classroom. Career education must be seen as a means of assisting the teacher in accomplishing his or her predetermined goals rather than as one more thing that has to be done.

It is difficult for teachers and counselors to involve their students in experiences which they themselves are unfamiliar. A major part of teacher in-service training should be getting teachers on-site for first-hand exposure to business and industry related to their teaching field.

For teachers and counselors to utilize community resources, the procedure

must be simple and easy. This is what BICEP attempts to do.

A second major need for career education in the Salt Lake Valley is to establish a stable funding base for BICEP. During its first three years of operation, BICEP received approximately one-half its funding from the four school districts involved and half from the State Board of Education. The State money was designated as start-up funding only, not to exceed three years. For the past year and one-half, a good deal of effort has been expended to obtain partial funding from local business, industry, and foundations. Only limited funding has been received from these sources. For BICEP to continue, additional funding is necessary from the schools.

A Network Attempt

Some of the same needs that brought about the Oakland CCERC exist in Salt Lake City. There are untold agencies in the community that deal with services related to career education, many of them serving students. During the past year, an attempt was made to bring these agencies together into a "School-Community Council." Leadership for this effort came from the Volunteer Coordinator from Salt Lake School District and the BICEP Executive Director.

The objectives in establishing a School-Community Council were as follows:

1. Organize a master, school-community file describing agencies in the community that (a) provide services to youth, and (b) programs that need youth services provided to them.

2. Next, analyze the data and promote interaction and cooperation among agencies.

3. Encourage the development of further services that are needed in order to fill gaps.

Approximately 40 agencies were identified in the categories mentioned. Representatives from these agencies were invited to a breakfast meeting where the proposed objectives were discussed. There was near unanimous agreement that the objectives should be pursued. A steering committee was appointed

and met four times. Designated tasks were: (a) develop a survey, (b) con-
duct a survey of agencies, (c) compile the data received, (d) arrange infor-
mation into a file, (e) provide dissemination and consultation, and (f) con-
tinue updating and dissemination.

A small amount of funding was necessary to accomplish the above tasks.
Efforts to have funding contributed were unsuccessful. The major agencies
involved (including BICEP) were on such tight budgets that they were unable
to absorb the necessary costs and time commitments. As a result, the project
did not get off the ground. I think it would have had a greater chance for
success had it been an official project of BICEP rather than an independent
effort.

And so, while career education is alive and well in Salt Lake City,
we are in the early stages of accomplishing what needs to be done.

DRAFT

THE OAKLAND COMMUNITY CAREER EDUCATION RESOURCE CENTER:

WHAT'S IN IT FOR ADULTS?

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The College Board
New York, New York

January, 1980

This paper reviews the design and operations of the Oakland Community Career Education Resource Center (OCCERC) from the perspective of how well it addresses the needs of adults. As Associate Director of the Future Directions for a Learning Society (FDLS) program of the College Board, I have used my experiences ard current work in the study of adults and their career and educational planning requirements as a frame of reference. A brief review of FDLS is presented below.

The Future Directions for a Learning Society program is a major effort toward the realization of a learning society in the United States. The program focuses on improving access and transition for learners, which has been the College Board's role in education for more than 75 years. By building on recent Board programs that have increasingly focused on adults, FDLS extends this historic role to include assistance to adult learners and to the diverse agencies, institutions, and organizations that provide learning opportunities for them. Funded by the Exxon Education Foundation, FDLS develops consensus and support for strategies, services, and policies that can best meet current and projected needs of participants and providers in a learning society. FDLS is a development effort directed toward the goals of advancing knowledge in the field of adult learning, providing information to professionals and the public on adult learning, promoting public policy in regards to lifelcrg learning, and demonstrating new services for adults and for providers of educational opportunities.

A most important area of work for FDLS is to develop information and counseling services which offer assistance in educational and career planning for adults. This priority is supported by a number of studies. K. Patricia Cross in "The Missing Link: Connecting Adult Learners to Learning Resources," documents the importance of providing adults with information about themselves.[4] Reviewing the data from more than thirty state surveys, she states:

> ...When people are asked if they would like more
> information about their competencies, strengths
> and weaknesses, and so on, substantial numbers
> express an interest. We suggested the need for
> a research program that would explore what adults
> want to know about themselves and how such infor-
> mation should be made available to them.

A national study conducted by the College Board on the need of counseling by
adults undergoing or anticipating career or job changes determined that ap-
proximately 36% of the American population between the ages of 16 and 65 are
"in transition."[1] Most of the in-transition adults interviewed were more
interested in information than in counseling. When twenty illustrative ser-
vices were ranked according to the percent of adults expressing high interest
in each one, those services providing information (as opposed to guidance,
counseling, or training) were ranked at the top of the list. In fact, the two
top services were lists of available jobs and facts on occupational fields.

Based on these data and that from a myriad of other sources, FDLS staff
believe that it will become increasingly important for adults faced with educa-
tional and career decisions continuously throughout their lives to be able to
assess their skills and abilities. Consequently, the Board has initiated two
new development programs. First, we have designed and established Adult Career
Information Centers in several institutions and, second, we have begun to develop
self-assessment measures which adults can use to assess themselves on various
dimensions such as values, vocational interest, temperament, study skills,
problem-solving competencies, and reading and math abilities. This new program
will be called ASK: Assessment of Self Knowledge.

In short, the experiences of the author in the study of adults and their
particular needs for information and counseling provide a good basis for assessing
OCCERC in regard to adult interests.

The comments below focus on the major goals and specific operations of
OCCERC rather than on the assumptions which underpin the Center or the organization,

planning, and management of the Center. These comments are oganized according
to the major areas addressed in the OCCERC monograph, namely the Center Blue-
print, Audiences, Activities, and Outcomes.

First, however, a few impressions about the overall goals of OCCERC. The
Center calls for an expansion of the traditional audiences for career education
programs to include adults. Services of the Center are heavily oriented toward
the world of work, including simulation exercises, counseling, occupational
information, placement, and direct experiences in work settings.

These two major features of the OCCERC are necessary if the Center is to
meet the demands of the growing number of older Americans as they cope with an
increasing number of life changes during adulthood. As the OCCERC monograph
itself explains, adults who come to the Center will have something in common--
frequently major changes in their lives. Several sources of data support this.

> A recent College Board investigation, "Americans in Tran-
> sition: Life Changes as Reasons for Adult Learning," found
> half of all Americans 25 years and older--over 60 million
> adults--learned one or more topics in the past year. This,
> indeed, is remarkable evidence that we have become a learning
> society. An impressive 80 percent or so described some past
> or present or future change in their lives as reasons for
> them to learn. The vast majority of reasons had to do with
> changes in their careers--moving into a new job, adapting to
> a changing job, or advancement in a career.[3]

> In "40 Million Americans in Career Transitions: The Need
> for Information," we found that adults were "in transition"
> because they were either undergoing or anticipating job or
> career changes. Most important to the development and
> support of OCCERC was our finding that adults in transition
> want career services of all types. However, as pointed out
> earlier, they were most interested in information services
> dealing with jobs, careers, or educational opportunities.

The need for career information and guidance among adults cannot be under-
estimated. Their lives change and will change most in areas related to their
work. This is as true for men as for women, for the younger as well as the older
adult, for the rich as well as the poor, and for the better as well as lesser
educated. OCCERC can make an important contribution by providing adults with

the assistance they need to make well-informed decisions about their future.
With services concentrating on the world of work, the Center is addressing
the most important topic.

An important procedural task which the Center endorses is that of a
comprehensive survey of existing services and needs of audiences in any com-
munity before a career education resource center is developed. This is a
critical exercise, particularly when it comes to services and needs for adults.
There are several reasons for this. First, there is little reliable informa-
tion available about the service needs of adults, particularly in regard to
the specific information they need for career planning. While true for the
average adult, this is particularly germane to special populations (such
as home-based women, the handicapped, the economically disadvantaged) who have
special circumstances and requirements. Second, there are many agencies and
organizations in a given community--particularly those in urban areas--which
offer one or more services for adults. There has been very little effort to
comprehensively identify and describe these. Thus, any survey which attempts
to compile, characterize, and make recommendations to fill important gaps is
certainly a critical step. Third, the survey is also an excellent way to in-
volve potential clients and participant agencies. Needs surveys not only define
the market but also help to create it.

Center Blueprint

There are three features of the blueprint covered in the monograph: housing,
staffing, and cost. Specifically, the monograph reinforces the notion that
the location of the center should maximize client access. Further, it points
to, in the case of the Oakland community, the use of the California Employment
Development Department Offices. In regard to staffing, the monograph calls
for qualified staff with expertise in their fields and the use of loaned personnel

from involved agencies. Finally, in regard to an appropriate and reasonable
budget, the monograph suggests that a cost effective arrangement for the Center
is to link the many already existing sources of help in the Oakland community
rather than unnecessarily duplicating such resources. Several observations
seem appropriate here from an adult perspective.

Housing. Recognizing and agreeing to the notion of maximizing client
access, the Center's recommendation of using "employment offices" as a base of
operations would not appear appropriate to the diversity of adults in any com-
munity. The monograph does not altogether come to terms with its concept of
access and its objective of serving as a linking agency with primary emphasis
on a "hotline" communications approach. In fact, a central location is probably
the greatest handicap. If the Center's services could be decentralized and based
in a variety of community agencies which adults frequent--shopping centers,
churches, libraries, the schools--access needs would certainly be met. Most im-
portant, establishing some of the services of the Center at local employer sites
where many adults are currently or potentially interested in career change would
be extremely valuable. In our study of adults in career transition, the re-
spondents told us that the ideal career center would offer services at a local
school or college--two locations which adults feel comfortable approaching and
which have multiple locations. Further, while the employment offices may be
suitable to those of certain backgrounds, income and educational levels, who
seek to enter new jobs, it is less appropriate for those in mid-career change or
in need of career advancement services. In fact, having the Center based at
these offices might announce dramatically the intent of the Center to meet the
specific needs of very specific populations. I don't think this is the intent
underpinning the global objectives of the OCCERC.

Staffing. Of course, qualified, experienced, and even--at times--credentialed
staff are necessary for any center for certain functions. This is particularly

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true, for example, for those who counsel, serve as authorities in specific occupational areas, develop materials, directories, or manuals, and so on. The Center's idea of using personnel from agencies in the community which are part of the linkage network is certainly one important alternative for staffing. Other alternatives exist. These include volunteers from the community (members of the National Council of Jewish Women, the Junior League, etc.), and work-study cooperative education students from local institutions, including interns and graduate students, and trained paraprofessionals. In the Career Education Project based in Providence, Rhode Island serving home-based adult clients by telephone, and where the counseling service was staffed by trained paraprofessional counselors, the vast majority of former clients were satisfied with their counselors—most of them were very satisfied. We attribute this finding to the fact that the paraprofessionals were very much like the clients in terms of personal characteristics and information needs. The paraprofessionals could identify with the clients and were familiar with the particular circumstances surrounding their lives.[2]

One effective way of identifying the kind of staff necessary for a community career education resource center is to analyze the types of services to be rendered. Five areas are cited below with a description of the primary service to be offered. Center management would select staff for expertise in these areas.

Counseling	▷	Assist in career decision making
Advocacy	▷	Create climate support of career change activities in local education institutions, community agencies, government agencies, and employers.
Information	▷	Provide information about careers and educational opportunities
Referring	▷	Identify needs of clients and refer for support services
Informing Public	▷	Communicate to relevant populations information regarding center services; communicate to targeted populations services available at center.

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<u>Cost</u>. Some further thought needs to be given about whether or not the Center can charge for its services. There are limits in the degree to which outside agencies or the government can or would be willing to support centers which cannot attract some monies from the populations served. In the study of Americans in career transition we asked the adults if they would pay for the service(s) in areas which were important to them--e.g., counseling, training, information. More than half of the in-transition adults said they would pay something for information, training, guidance, and counseling. The adults were also asked to indicate how much they would pay in a given year for career services. Close to three-fourths of the adults said they would pay something for such services during a given year.

Audiences

This section comments on OCCERC's target on adults and the proposition that they want help on getting a job immediately. The monograph distinguishes between those who are CETA-eligible and those who are not and deliberates the problem of offering means of survival for those who cannot rely on public funds while they are getting prepared for new occupations. Here are some observations.

In all our investigations as well as the majority of those conducted by others, there is ample evidence that adults want most assistance in the area of career planning. Information on obtaining a job is but one priority for the wide-range of adults seeking such assistance. The Center must consider those who wish to change jobs, advance in jobs, do better in existing jobs, and even retire from jobs. The Center, if it wants to address the needs of a fair cross-section of residents in any community, must develop services to meet all of these objectives. In addition, before any decisions can be made about career changes, many adults need specific help in self-exploration, goal setting and career decision making. Information, guidance, and support offered by trained

Center staff in these areas would be important in helping clients successfully meet their career objectives. The Career Education Project in Rhode Island showed that while clients approached the Center with specific job or career concerns, more left the Center taking educational or training action and the less educated clients were more likely to take educationally directed steps. While acknowledging the fact that they came in with specific job information, they expressed much satisfaction with the assistance they got in better understanding themselves and their overall objectives for the future in regard to careers. Overall, while OCCERC has wisely focused on job information needs of adults, it may have done so by short changing many of the other interests adults have in regard to their careers.

It may also be wise for the Center as it devises services for targeted populations to understand the extent to which we are becoming an adult society. The data below would reinforce even larger attention to adults than is presently indicated in the design of the Center. Specifically, our population is aging and will continue to age, shifting from a median age of 28 in 1970 to 30 in 1977. The 1980's will witness society's move from being young to middle-aged. Four-fifths of the predicted growth will be among those in their 30's and 40's. The remainder in the 60-and-older group. By 1990 the median age of the population will be over 34 years, by the year 2000 it will be over 37. The shift in population shows the following: in 1970 there were 62 million children in the United States; by the year 2000 there will be 50 million. In 1970 there were 125 million adults in the United States; by the year 2000, there will be 195 million. If centers such as those proposed in the monograph are to really serve the community in which they are based, the adult focus should be expanded.

Activities

The OCCERC monograph proposes three major activities: a) serving as a coordinator of a network which links all existing community organizations

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serving targeted audiences, b) offering direct services such as sharing information through newsletters, assisting clients through a hotline, and helping agencies relate to one another through an interagency committee approach, and c) training, particularly for teachers and counselors.

The linkage network is a very good idea. Many community agencies have years of experience in doing what they do and if the services are already available, a primary task of a community career education resource center would be to promote the best use of those existing services. As well, the attempt of the Center to coordinate the exchange of information among the cooperative agencies is also an important activity since it, too, is of primary importance in avoiding duplication of efforts and in supporting the maximum use of what is already available. But, in carrying out these functions, does OCCERC limit its own activities unnecessarily? For example, because of the uncertainty of many adults as they approach career development questions, the Center should, perhaps, operate workshops or seminars or hold meetings to focus on such topics as life planning, career interest testing, skill identification, resume and interview preparation, job/employer research, and so on. Many adults in transition want specific assistance in exploring their interests and abilities, in identifying occupational/educational goals, in securing specific information about local education training programs and how to make hard-nose decisions about career alternatives.

Further, in our study of Americans in career transitions, we found a significant number--60 percent--who plan to seek additional education in order to gain creditionals for entry into new fields or to promote advancement in present fields. Would it be wise for OCCERC to have capabilities for informing such adults of the range of professional programs or vocational, trade, technical programs offered at colleges, universities, and other providers of learning in

their community? As well, many adults want information on how to gain recognition for years of experiential learning. What could the Center do in helping such persons identify skills which can be transferred or interpreted to new areas of interest or for formal credit necessary to the acquisition of certain jobs?

There should also be a way for adults to get together with one another--group seminars, telephone exchanges, special mailings, etc.--so that experiences can be shared and assistance sought from others in similar situations. Also, the more contact Center clients have with the world of work the better. Career days, visits to local employers, on-the-job exploration, and work experience--an activity already identified by OCCERC as an important function.

Finally, OCCERC can serve an important role in making available materials which adults can use on their own as they explore careers. Basically, the Center should hold information in three areas: occupational (such as job descriptions, data on duties of position, salaries, existing and projected supply and demand, job-hunting techniques, etc.), educational (such as directories of schools and training opportunities, financial assistance, etc.), and personal/ social (including personal attitudes and values, life planning, decision making techniques, etc.). Materials of this sort should be available in a variety of mediums, including audio-visual (film-strips, slides, audio and visual cassettes, and films), computer-based guidance systems (CIS, CVIS, DISCOVER, SIGI) and, of course, through print materials.

Finally, OCCERC should assess its current operations in terms of meeting a number of services other centers have found to be effective for helping adults with their careers. These include:

- Personal assessment
- Career information
- Career courses
- Career counseling
- Volunteer activities
- Career trials
- Job listing
- Assessment of experiential learning
- Job placement

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<u>Outcomes</u>

The monograph presents outcomes for OCCERC that are primarily oriented toward management and administrative features. That is, the outcomes focus more on ownership issues, turf considerations, service gaps, facilities, and the brokering concept.

The monograph, to be really useful to those who want to establish centers of their own, must focus more on intended outcomes on the part of the clients served, for the institutions and agencies involved, for the community at large. What is the staff's best idea now of what changes to expect on the part of targeted audiences as they make use of the center's expertise: Will their attitudes change? Will they learn new information? Will they behave or perform differently? As well, what will be the effect on cooperating agencies as a result of inter-agency networking and sharing information: Will their services be more widely used? Will service gaps be identified and addressed? And, how will the community, as a whole, profit from this whole experience: Will employers, for example, better match jobs to eligible workers? Will additional support be obtained because of extraordinary services to residents? Or what?

Outcomes must be clearly stated so that programs and activities can be created to meet all expectations. As now described in the monograph, there is very little on which to hold the Center accountable and, thus, very little on which to base success. While an important function of clear outcomes or objectives is to point to necessary development, they can also be used to identify the data necessary to ensure continued successful operation and maximum affect on target populations.

This discussion points out, as well, the monographs' lack of attention to the whole process of evaluation. As centers develop, there should be a procedure for collecting information on how well you are doing while you are still doing it--and to do better before it is too late. This kind of assessment goes on while the work is in process and is important to new and growing efforts. The data

collected from "formative" evaluation is useful in keeping the center director informed about what the staff is doing from week to week and checking actual activities against planned activities, and staying within the budget, and collecting clients' early reactions to an activity so as to modify the remainder if necessary, to shift time, money, and staff out of things that are not working and into things that are working, and so on.

On the otherhand, another form of evaluation--<u>summative</u>--tells you to what degree you accomplished each intended outcome with each target population. It supplies a final judgment on what the center has accomplished or produced. It appraises the results, the outcomes, and the impact of your work in the lives of your clients. The results can be used for informing governing boards or advisory committees about how their decisions or advice worked out, reporting to a funding agency where you met program or project objectives, keeping the community apprised of your services and impact, in letting your former clients know what the center helped them achieve, in advertising your successes to prospective clients, and for re-examining objectives for realism and feasibility.

Evaluation should be a part of regular operations. It should be designed so that regular staff can accomplish it as a normal part of ordinary center operations. Both substance and form of evaluation procedures for OCCERC have to be defined.

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Long Term Funding Through Legislative Action:

The California Regional Career Guidance Center

by

Edwin A. Whitfield

Project Director

California Regional Career Guidance Center-San Diego

A Brief History

The California Regional Career Guidance Center at San Diego was established
as a result of legislation introduced by Assemblyman William Greene. Assem-
bly Bill No. 510 provided for the development of a regional pilot career
guidance center to assist school and community agency personnel to aid students
and clients in choosing a career. The pilot center at the Department of
Education, San Diego County began operation on March 1, 1974. It was to
serve as a model for replication in other areas of California.

As outlined in the original legislation, AB510 specified the following com-
ponents as essential to the operation of an effective regional center:

1. An Inventory of Career Guidance Measurement Instruments.

   A viable and systematic analysis, description, and retrieval of all
   relevant career tests to assist staffs in planning and imple-
   menting a career testing program.

2. An Inventory of Resource Material Related to the Preparation of
   Occupational Competency.

   A means by which staff could locate and retrieve significant
   resources (commercial, community, etc.) to coincide with the

objectives and activities of their classrooms or programs.

3. In-Service Training of Staff.

A comprehensive career staff development program for counselors, paraprofessionals, teachers, administrators, and other staff members.

4. Collecting, Coordinating, and Distributing Career Information.

An analysis of various career information dissemination systems and the provision of current, relevant information for use in schools and agencies.

5. Develop a Basic Set of Functions for Additional Centers.

To document the initiation and progress of the pilot center to allow others to implement the activities allowing for regional variations in emphasis and existing programs.

6. Curriculum Development.

(This component was added in the proposal submitted by San Diego County) To focus on the need to bring career relevance to all areas of the school curriculum through provision of materials and service to school staffs.

Major Activities Initiated to Meet Legislative Provisions

Staff Development Program. This 600-page document explains a step-by-step approach to initiating and implementing a career development program in junior and senior high schools. The program is designed for use in a three-day workshop led by trained workshop leaders familiar with the goals and objectives of the program.

The program is based on the California Model for Career Guidance Curriculum
K-Adult prepared by the California State Department of Education. Partici-
pants simulate a nine-month process of initiating and implementing a career
development program in the "Glen Oaks School District." Community descriptions,
school programs, faculty, handbooks, filmstrips, and cassettes associated
with the simulated city of Glen Oaks, Buchanan are provided to all participants.
Workshop participants assume faculty and community roles during the three days.

Career Tests and Resources Selection System. This kit contains narrative
descriptions of 115 career tests and 235 career materials. Each description
also contains an evaluation of the test or resource, its price and publisher.
Each description is printed on a heavy stock needle-sort card.

The perimeter of each card contains selection criteria suggested by prac-
titioners. For tests, criteria include test type, grade level, career stage,
scoring method, time needed, group size, related resources, and various
psychometric considerations. Resource selection factors include type of
material, career stages, grade level, availability, curriculum area, users,
time needed, group size, and special considerations for potential purchasers.

All components of the system are contained in a box, with explanatory
materials and sorting needle. Materials are updated annually.

Employer Profiles.   This book briefly describes approximately 100 employers
in the San Diego and Imperial County areas. Profiles contain the location
of the employer, working conditions, availability of summer or part-time
employment, entry jobs and salary, hiring practices, and additional facts
about the employer. Where to find additional information about the entry
jobs is also noted. Entry jobs are cross-referenced by employer, interest

inventory scales, and career education clusters.

All information is gathered through mailed surveys and personal visits by teams of local teachers and counselors. Profiles are updated annually.

Career Information Directory. This booklet outlines the various community resources available to teachers and counselors from San Diego businesses and government agencies. Through an annual survey a listing of speakers, films, printed materials, and field trip information is provided to local educators These are categorized by occupational/educational clusters, and each entry is accompanied by a contact person and a telephone number. Over 100 busines and agencies participate in this program each year.

Career Information Services. The VIEW microfilm job briefs, a comupterize career information system, local training and job seeking brochures, and mobile career units for adults and out-of-school youth are provided.

Matrix of Career Curriculum Units. A resource for teachers that outlines subject and grade level over 300 curriculum units designed for the incorpor ation of career concepts into the curriculum.

In July, 1975, after 15 months of operation, a third party evaluation firm was chosen by the California State Department of Education to assess the progress and effects of the pilot efforts of the California Regional Career Guidance Center. The evaluation indicated that the schools and agencies served by the San Diego Center benefited from the activities and generally showed positive effects.

In addition to additional staffing in the career education area, the long-term services provided by the Regional Center has also resulted in a more effective means of combining existing services in a more cost-effective manner. Through its long history or providing career information services to students and clients, the staff has acquired a comprehensive knowledge in occupational trends, sources of information, supply and demand data, and other specific skills needed to provide current, locally relevant career information.

Through a subcontract arrangement with the Regional Occupational Program the staff of the Regional Career Guidance Center provides information to vocational educators to assist them in planning and implementing vocational training programs to meet the present and future labor market needs in the region. While providing an additional source of revenue for the Regional Career Guidance Center, this arrangement also eliminates a duplication of effort.

Summary

Long-term funding provides both a stability and a continuity to the services offered by a regional career center. Stability in turn provides the opportunity for sequential long-range planning that allows a staff to concentrate on enhancing and enriching the services provided to schools and the community. The continuity of services allowed through long-term funding also provides a focal point for increased commitment from local funding sources, as well as a foundation of skills and experience on which to build additional services through federal funding sources.

APPENDIX

Senate Bill No. 986

Senate Bill No. 986

CHAPTER 1254

An act to repeal and add Article 2 (commencing with Section 52340) of Chapter 9 of Part 28 of the Education Code, relating to career guidance centers, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor October 1, 1977. Filed with
Secretary of State October 1, 1977.]

I am reducing the appropriation contained in Section 2 of Senate Bill No. 986 from $300,000 to $250,000 by deleting the $50,000 contained in subsection (c).

This program has been pioneered in San Diego Thus, the $50,000 for State generated regulations should not be necessary.

With this reduction, I approve Senate Bill No. 986.

EDMUND G. BROWN JR., Governor

LEGISLATIVE COUNSEL'S DIGEST

SB 986, Green. Schools: regional career guidance centers.

Existing law provides for a pilot career guidance center.

This bill would delete existing statutory authority for the pilot program, and would provide for a regional career guidance center in San Diego and Los Angeles Counties.

This bill would provide for the establishment of local advisory committees and would require the State Board of Education to adopt guidelines for the operation of the centers.

This bill would appropriate $300,000 from the General Fund to the State Board of Education for apportionment to regional career guidance centers and for the administration of the program.

This bill would take effect immediately as an urgency statute.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Article 2 (commencing with Section 52340) of Chapter 9 of Part 28 of the Education Code is repealed.

SEC. 2. Article 2 (commencing with section 52340) is added to Chapter 9 of Part 28 of the Education Code, to read:

Article 2. California Regional Career Guidance Centers

52340. The Legislature hereby finds and declares that there exists in this state a serious need to increase the effectiveness of career development programs through the dissemination and implementation of the products, processes, and guidelines established by the California career guidance project initiated at the Office of Superintendent of Schools, Department of Education, San

Diego County pursuant to the former provisions contained in Chapter 1209 of the Statutes of 1973. For this purpose, the Legislature intends the continuation of the California career guidance center and the addition of a career guidance center in Los Angeles County. They shall serve as regional guidance resource centers amply equipped with current career measurement and career guidance resources and a professional resource staff. In addition, the California career guidance center at the Office of Superintendent of Schools, San Diego County, shall, subject to approval by the San Diego County Board of Education, serve as a resource to the two additional centers through the dissemination and implementation of the guidelines, products, processes, and staff development programs developed as a result of the pilot activities of that center. The Department of Education, in cooperation and consultation with the advisory committee established pursuant to Section 52343, shall provide state-level guidance and supervision to the three career guidance centers.

52341. Upon recommendation of the Superintendent of Public Instruction, the State Board of Education shall adopt guidelines which shall include, but not be limited to, criteria for fiscal accountability, and procedures relative to interagency contracting and overall center administration and evaluation.

52342. In the implementation of this article, the Department of Education shall, on a regular basis, advise and consult with representatives of the Employment Development Department, the office of the Chancellor of the California Community Colleges, the California Postsecondary Education Commission, the University of California, the Chancellor of the California State University and Colleges, the Commission for Teacher Preparation and Licensing, the Department of Industrial Relations, the Department of Consumer Affairs, the California Advisory Council on Vocational Education and Technical Training, and the State Personnel Board.

52343. Each regional career guidance center shall appoint a local advisory committee composed of 11 members, at least seven of whom shall be representative of business, industry, labor, and the general public.

52344. (a) The local advisory committee shall:

(1) On or before June 30, 1978, and annually thereafter, make formal findings and recommendations regarding the operation and continuation of the career guidance center and report thereon to the Department of Education.

(2) Cooperate and consult with the Department of Education for the purposes provided in Section 52340.

(b) Members of the local advisory committees shall serve without compensation but they shall receive actual and necessary traveling expenses in performing duties under this section.

52345. The regional career guidance centers have such powers as are necessary to carry out the provisions of this article, in accordance

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with the guidelines adopted by the State Board of Education including, but not limited to, contractual powers to employ staff and provide products and services pursuant to this article.

52346. (a) The regional career guidance centers shall maintain programs consisting of, but not limited to, the following components:

(1) An inventory of career guidance measurement instruments for use in determining career aptitudes and interests.

(2) An inventory of career guidance resource materials.

(3) In-service training of staff in educational agencies implementing career development activities.

(4) A system for collecting, coordinating, updating, and distributing career information at the local, regional, state, and national levels.

(b) From funds provided pursuant to Section 2 of this act specifically for this subdivision, the California career guidance center staff at the Office of Superintendent of Schools, San Diego County, shall maintain the programs described in subdivision (a) and also shall serve as a resource to the additional regional career guidance center in the utilization and implementation of the guidelines, products, and processes developed during the pilot project phase of their center.

52347 The Department of Education shall evaluate the regional career guidance centers and submit an annual report to the Legislature by January 5 of each year.

SEC. 2. There is hereby appropriated from the General Fund to the State Board of Education, the sum of three hundred thousand dollars ($300,000) to be expended during the 1977–78 fiscal year in the following manner:

(a) Two hundred thousand dollars ($200,000) shall be apportioned to the two regional career guidance centers described in Section 52340 of the Education Code.

(b) An additional fifty thousand dollars ($50,000) shall be awarded to the regional career guidance center at the Office of Superintendent of Schools, San Diego County, for the intercenter activities and products described in subdivision (b) of Section 52346 of the Education Code.

(c) Fifty thousand dollars ($50,000) shall be expended by the Department of Education pursuant to those activities specified in Section 52341 of the Education Code.

SEC. 3. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting such necessity are:

In order to initiate the two career guidance centers' activities at the start of fiscal year 1977–78, and so facilitate the orderly administration thereof, it is necessary that this act take effect immediately.

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MONOGRAPH

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