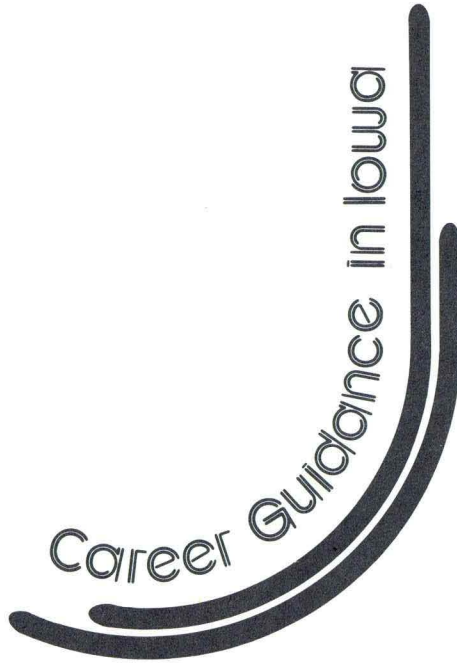


Career Guidance in Iowa

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STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION



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Harold B. Engen
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DEPARTMENT OF PUBLIC INSTRUCTION

A very sincere expression of thanks to the Iowa school counselors who initially completed the career guidance survey instrument which provided information for the Statewide Assessment of Career Guidance.

A preliminary report was mailed to all counselors in October of 1977. As stated in the cover letter of that report, the information was to be further analyzed by a special committee appointed by the Guidance Services Section which would make recommendations regarding the direction Iowa should take in improving the delivery systems of career guidance to the students in Iowa schools.

The Career Guidance Advisory Committee was appointed and met for two days in February of 1978. They worked very diligently discussing the issues, using the information from the survey and their own personal expertise in the area of career guidance. The counselors of Iowa are indebted to them for their efforts. The committee included: Ronald Bartels, coordinator of guidance and counseling, Area Education Agency 12, Sioux City; Glenn Fear, counselor, Tipton Community School District, Tipton (Executive Director, IPGA); Mildred Gaulke, counselor, Wright Elementary School, Cedar Rapids; Donald Job, career development coordinator, Indian Hills Community College, Ottumwa; Earl Opheim, counselor, Monroe Junior High School, Mason City; Erling Rasmussen, counselor, Audubon High School, Audubon; Milt Schulz, counselor, Marshalltown High School, Marshalltown (President, IPGA, 1977-78); Jan Shindel, counselor, Central Clinton Community School District, Central Junior High School, De Witt; John Thompson, coordinator of guidance, Heartland Area Education Agency 11, Ankeny; and Mary Wannamaker, guidance consultant, Heartland Area Education Agency 11, Ankeny.

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Iowa Career Guidance

On April 27-29, 1975, the American Vocational Association (AVA), in cooperation with the American Personnel and Guidance Association (APGA) and the National Advisory Council on Vocational Education (NACVE), held a national workshop in Washington, D.C., titled, "To Implement Change in Counseling and Career Guidance." The major objectives of the workshop were: (1) to review educational change in career guidance over the last five years; (2) to establish individual state career guidance task forces; (3) to study the recommendation of the sixth report of NACVE, "Counseling and Guidance: A Call for Change" (See Appendix A); and (4) to develop, by state, an action plan for assessing and improving career guidance.

Most of the 50 states were represented by a task force. Iowans attending the workshop were Harlan Giese, executive director, and Joe White, chairman, Iowa Career Education Advisory Council; Harold Engen, associate professor of education, The University of Iowa (IPGA); and James Forsyth, consultant, Guidance Services Section, DPI. Giles Smith, chief, Guidance Services Section, also a member of the Career Guidance Task Force, was unable to attend the Washington meeting.

Before the Iowa Task Force left the Washington meeting, they were required to file a tentative state plan of action with the organizing group from AVA, APGA, and NACVE. The essence of Iowa's state plan was to organize a key persons workshop during early fall 1975 that would assess leaders in education, the business community, and the general public as to the status of career guidance in the state of Iowa.

Key Persons Workshop

The key persons meeting was held in Des Moines in October 1975 and the delegation included representatives from the Iowa Personnel and Guidance Association, Iowa Career Education Advisory Council, Department of Public Instruction, Iowa Secondary Principals Association, Iowa Elementary Principals Association, local school administrators of career education programs, Iowa Commission on the Status of Women, Iowa Vocational Association, Iowa Chamber of Commerce, Iowa Community College Student Personnel Association, and counselor education institutions. Each member present was instructed to bring to the meeting summaries of activities their organizations were sponsoring or responsible for within the area of career guidance. Upon conclusion of the presentations and following a discussion of a variety of career guidance issues, the group unanimously passed a career guidance resolution calling for: (1) career guidance as a major component of career education, (2) career guidance available to all youth and adults in Iowa, and (3) career guidance practitioners as key professionals in career education implementation.

Career Guidance Role Statement

Those in attendance also supported unanimously the statement of Role and Function of Counseling and Personnel Practitioners in Career Education which follows:

It is recognized that the methodologies employed in career education vary in focus, scope, and magnitude. Comprehensive career education activities centered upon career development that integrate the participation of educators with that of business, industry, labor and community personnel are endorsed. This approach views the work and human development resources available in the broader community as important components of career education.

The concept that role statements can be formulated most appropriately for individual practitioners employed in specific settings is recognized and supported. Thus, it is not possible or appropriate to formulate universal statements about the career guidance role in career education that are highly specific and/or restrictive.

The practitioner's assumption of an active career guidance role in career education programs is vital. The following set of COUNSELOR role statements is endorsed as appropriate and necessary for the conduct of career education in any setting.

1. Provide leadership in the identification and programmatic implementation of individual career development tasks.
2. Provide leadership in the identification, classification and use of self, educational and occupational information.
3. Provide leadership in the assimilation and application of career decision-making methods and materials.
4. Provide leadership in eliminating the influence of both racism and sexism as cultural restrictors of opportunities available to minority persons, females, and others who may be affected.
5. Provide leadership in expanding the variety and appropriateness of assessment devices and procedures required for sound personal, educational and occupational decision-making.
6. Provide leadership in emphasizing the importance and carrying out the functions of career counseling.

In addition to these six inseparable leadership roles, career guidance practitioners should be active participants in several other key career education activities. Whether viewed in a leadership or a participatory sense, it is essential that these specialists be actively involved in the following functions: (a) Serving as liaison between the educational and community resource groups, (b) Conducting career guidance needs assessment surveys, (c) Organizing and operating part-time and full-time educational, occupational and job placement programs, (d) Conducting follow-up, follow-through and job adjustment activities, (e) Participating in curriculum revision, (f) Participating in efforts to involve the home and family in career education, and (g) Participating in efforts to monitor and assess operations and communicating the results of those activities to other practitioners and clientele, as appropriate. (APGA, 1975)

The above mentioned counselor role statements are not only appropriate guidelines, but necessary for the successful implementation of career guidance in any setting. Many counselors in Iowa are actively involved in several aspects of the above statements as career guidance concepts are implemented in their school districts.

Statewide Career Guidance Study

While the resolution and the role statement were significant outcomes of the key persons meeting, the discussion did not adequately provide information regarding the activities that were being carried out in Iowa schools. In successive task-force meetings the assessment of career guidance in Iowa schools was the main topic. It was finally resolved, in the summer of 1976, that a comprehensive statewide career guidance assessment was a necessity. The committee proceeded to establish the guidelines for data collection to provide base-line information on the level of development of career guidance program characteristics and activities in Iowa elementary and secondary schools. The committee felt it was very important to the future of the guidance profession that the current "state of the art" be known. It was felt that these data would contribute to local and state planning for the improvement of career guidance in Iowa schools. A description of procedures leading to the completion of the statewide assessment of career guidance follows.

Career Guidance Questionnaire Development

In order to develop a survey instrument, a review of the literature and an ERIC search were conducted. The results of the search of the literature and ERIC revealed that the state of Washington had prepared preliminary instruments to assess (1) the elements of a quality career guidance program and (2) the activities generally found in career guidance programs. (Shoemaker, 1975) Since these two instruments were developed and validated, contact was made with officials in the state of Washington and permission was obtained to use them as the base for our questionnaire.

The committee felt it was necessary to have a common definition of career guidance as a base for the persons completing the instrument. The following definition of career guidance was developed.

To meet the challenges of today and tomorrow, education must assume a major responsibility for providing experiences that foster the career development of all individuals. For this questionnaire, career development is defined as individual self-development over the life span, while CAREER GUIDANCE IS DEFINED AS THE SCHOOL PROGRAM RESULTING IN HOME-SCHOOL-COMMUNITY EXPERIENCES WHICH FACILITATE CAREER DEVELOPMENT. The content of any career guidance program must be developed initially from assessing the present and future career development needs of the individual. Career guidance should begin in kindergarten and continue throughout the school years. It should systematically help individuals who then explore values, attitudes, aptitudes, and interests in relation to the worlds of education and work.

For this questionnaire, the difference between the two terms—career development and career guidance—should be fully understood. Career development describes people—career guidance describes programs and activities and it is this latter—career guidance—that is being assessed through this questionnaire.

For the purpose of the career guidance survey, the definition of career education was adapted from the Iowa State Plan for Career Education (1975).

Career Education—a sequence of planned educational activities designed to provide students experience in decision-making, exploration of employment opportunities and the development of positive attitudes, values, knowledge, and skills pertaining to self and the society in which they live.

The committee viewed career education as the broad total concept and viewed career guidance as the component of career education that the counselor facilitated through the school guidance program.

There were two pieces of legislation that were instrumental in the thinking of the committee when they organized the questionnaire. The first was the Code of Iowa, Chapter 280.9, which mandated the incorporation of the total concept of career education into the educational program of each local public and nonpublic school.

280.9 Career Education. The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and cocurricular teacher-learning experiences from the pre-kindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. However, career education does not mean a separate vocational-technical program is required. A vocational-technical program includes units or partial units in subjects which have as their purpose to equip students with marketable skills.

Essential elements in career education shall include, but not be limited to:

1. Awareness of self in relation to others and the needs of society.
2. Exploration of employment opportunities and experience in personal decision making.
3. Experiences which will help students to integrate work values and work skills into their lives.

The second piece of legislation was Public Law 94-482, the Educational Amendment of 1976, specifically section 134 entitled Vocational Guidance and Counseling.

(a) Not less than 20 per centum of the funds available to the States under section 130(2) shall be used to support programs for vocational development guidance and counseling programs and services which, subject to the provision of subsection (b).

(1) initiation, implementation, and improvement of high quality vocational guidance and counseling programs; and

(2) vocational counseling for children, youth, and adults, leading to a greater understanding of educational and vocational options;

(3) provision of educational and job placement services, including programs to prepare individuals for professional occupations or occupations requiring a baccalaureate or higher degree, including follow-up services;

(4) vocational guidance and counseling training designed to acquaint guidance counselors with (A) the changing work patterns of women, (B) ways of effectively overcoming occupational sex stereotyping, and (C) ways of assisting girls and women in selecting careers solely on their occupational needs and interests, and to develop improved career counseling materials which are free;

(5) vocational and educational counseling for youth offenders and adults in correctional institutions;

(6) vocational guidance and counseling for persons of limited English-speaking ability;

(7) establishment of vocational resource centers to meet the special needs of out-of-school individuals, including individuals seeking second careers, individuals entering the job market late in life, handicapped individuals, individuals from economically depressed communities or areas, and early retirees; and

(8) leadership for vocational guidance and exploration programs at the local level.

(b) Each State which chooses to fund activities described in paragraph (1) or (2) of subsection (a) of this section shall use those funds, insofar as is practicable, for funding programs, services, or activities by eligible recipients which bring individuals with experience in business and industry, the professions, and other occupational pursuits into schools as counselors or advisors for students, and which bring students into the work establishments of business and industry, the professions, and other occupational pursuits for the purpose of acquainting students with the nature of work that is accomplished therein, and for funding projects of such recipients in which guidance counselors obtain experience in business and industry, the professions, and other occupational pursuits which will better enable those counselors to carry out their guidance and counseling duties.

The Career Guidance Survey Instrument

The first section of the survey instrument included general information and attitudinal questions plus four items related to proposed legislation.

The remaining two sections were based upon the instruments developed in the state of Washington. The first instrument, based upon a study by Simkins and McDougall of Washington State University, identified the elements needed in a quality career guidance program. The instrument contained 25 items grouped in the following five categories: program planning and development, organization and administration, staffing, program operation, and evaluation. The counselors were requested to respond to each of the 25 elements of a quality career guidance program by using a six-point scale designed to estimate the degree of development the local program had attained. The scale ranged from a low level to not a part of our program to highly developed and functioning extremely well.

The second instrument involved assessing the characteristics of local career guidance activities. The committee designed the instrument around two objectives. First, to determine the stage of development which various guidance programs had reached with regard to the activities. Second, an estimate of the percent of students participating in each activity. In order to accomplish these two objectives each respondent rated the activity on two scales: (1) the stage of development and (2) the percent of students who were involved in that particular activity.

There were six different areas, all having specific activities listed under each category:

1. *Self-awareness*: To become aware of self characteristics related to career development.
2. *Career planning*: To develop career decision-making knowledge and skills.

3. *Career preparation*: To develop understanding of the relationships between academic work and career preparation, and to progress in personal career preparation.
4. *Work and leisure*: To recognize that personal satisfaction in a career is related to involvement in leisure activities.
5. *Career awareness*: To develop awareness of psychological, economical, and sociological aspects of work and of careers.
6. *Placement*: For the pupil to attain educational and/or occupational placement upon separation from the school.

Sample

It was decided that every secondary attendance center in the state and all elementary centers having assigned counselor time should be assessed concerning the status of career guidance practices. The directions indicated that one counselor was to receive the instrument; however, it was recommended that they solicit information from the other counselors in the attendance center. A total of 712 questionnaires were sent, and after the third follow-up 621 had responded for an 87% return. Eighty-three percent of the data were usable.

Analysis of Responses

The results were keypunched and processed to obtain a frequency count, by the total population, for each item on the instrument. These general results were returned to all counselors using the basic format of the original questionnaire in October 1977 (See Appendix B). Following the global frequency count the data were analyzed by four different sorts. The first sort was district size, followed by grade level, counselor-pupil ratio, and the final sort was based upon whether or not the district has a federal or state grant in the area of career guidance during the last five years.

The results of these analyses were provided to the career guidance advisory committee to assist them in establishing a priority rating of the career guidance needs of Iowa schools. The committee on the improvement of career guidance consisted of a total of 15 persons. These individuals were selected to represent elementary schools, junior high schools, senior high schools, area education agencies, universities, and the Department of Public Instruction. Each person on the committee had experienced various levels of development of career guidance programs in his or her own setting.

In order to prepare the final report and establish priorities for implementing changes in career guidance in Iowa schools, the advisory committee divided into the following subcommittees: General Information; Elements of a Quality Career Guidance Program; Self-Awareness; Career Planning; Career Preparation; Work and Leisure; Career Awareness; and Placement. The committee reports that follow are based upon an analysis of data collected from the survey respondents combined with the experience and expertise of the individual members of the advisory committee.

General Information Section

The General Information section contained questions relating to district and attendance center size, grade-level placement of counselors, counselor/pupil ratio, federal/state grant participation, priority rating, and emphasis on career guidance. Four other questions related to specific counselor behaviors from proposed federal legislation on career guidance.

Results: Slightly more than 40% of the respondents were from districts under 1,000 students while the remaining 60% were equally distributed between districts over 3,000 and those with 1,000 to 2,999 students. The attendance center size ranged from 200 to over 1,000 with 49% reporting from centers under 399 and only 12% from centers over 800. Sixty percent of the counselors were responsible for students in grades 9-12 (45%) or 7-12 (15%), while 21% were from middle/junior high, 13% elementary, and 6% indicating K-12 responsibilities.

Counselor-pupil ratio was self-reported and 78% of the attendance centers had a ratio of 400 to one or less. A significantly higher ratio was reported for elementary centers. These data compare favorably to the population of counselors in Iowa and consequently the responses from the sample were considered to be representative of Iowa schools.

Of the 591 attendance centers responding, 38% indicated they had participated in a career guidance project supported by either state or federal funds. In order to determine if these programs differed from programs which had not secured funding, a statistical comparison was made. In the first comparison a chi square was used to determine the relationship that existed between funded and nonfunded programs using the 25 elements of a quality career guidance program as the basis. A significant difference, in favor of programs that had received grants, existed in 23 of the 25 elements (See Table 1).

The second comparison was made based upon the estimated level of development (*not a part of the program* to *highly developed*) of the combined elements and the activities of programs with and without funds from state or federal sources. Table 2 includes the means and t values of the six main areas of comparison. Again there were significant differences, indicating that programs with funds had higher reported levels of development in all six areas being compared.

While information to validate why these differences occurred is not available, some hypothesis can be made. It is possible that funded programs do possess common characteristics. One common element is they have sufficient interest in improving career guidance to apply for funding. Once they initiate the application, certain requirements are imposed upon them. Each application, for example, requires that a needs assessment be made, specific areas of concern be identified, and a plan be developed to resolve the situation. Further research would be needed to determine the exact reasons for the differences between the funded and nonfunded programs.

Table 1 The Relationship of Programs With and Without Federal/State Grants to the Elements of a Quality Career Guidance Program

General Information	N	Chi Square *
Priority rating of career guidance	591	14.30
Emphasis of career guidance	590	12.86
Practical experience of business	586	8.12
Elements of a Quality Career Guidance Program		
A. Program planning and development		
1. Stated printed philosophy	580	18.25
2. Program built on needs assessment	502	29.12
a. parents assessed last 5 years	591	7.28
b. students assessed last 5 years	591	15.61
c. teachers assessed last 5 years	591	10.01
d. employers assessed last 5 years	591	13.67
e. no assessment last 5 years	591	4.20
3. Functioning school-based career planning comm.	575	18.75
4. Community-based career planning comm.	568	19.22
B. Organization and Administration		
1. Lines of responsibility/accountability identified	579	12.28
2. Adequate resources available	580	15.25
3. Career guidance part of job description	579	19.25
C. Program operations		
1. Career guidance program implemented elementary	571	17.47
2. Career guidance program implemented junior high	560	17.50
3. Career guidance program implemented senior high	547	13.23
4. Career guidance program impacts all students	582	13.35
5. Career guidance arranged in developmental sequence	585	26.56
6. Career guidance integrated into total program	587	19.49
7. Career guidance program articulated with support personnel, e.g., special ed., school psych., emp. staff.	582	14.12
8. Career guidance program articulated across grade levels	577	31.64
9. Program interpreted to the total school comm.	581	16.09
D. Evaluation		
1. Feedback sources identified and utilized	581	24.58
2. Need assessment revision continuous	579	13.24
3. Articulation with planning, development, and evaluation	576	21.86

*NOTE: All chi square are significant at the .05 level or above.

Counselors were evenly divided on the priority rating of career guidance. However, when you examine the rating by grade level, 75% of the elementary counselors responded average to very low while only 35% of the senior high (7-12) counselors had a similar priority rating. The trend is definitely toward increased emphasis on career guidance as 70% of the counselors indicated increased activity ranging from 52% at the elementary level to 78% of the grades 7-12 counselors.

About half of the counselors had obtained training to acquaint themselves with sex bias and changing patterns of women and had participated in programs that provided practical experience in business, professions, etc. In contrast less than 20% of the attendance centers have established vocational resource room for out-of-school individuals or provide vocational counseling for persons of limited English-speaking ability.

In summary, the information gathered from the respondents suggests the following observations. The large counselor-pupil ratios point to the difficulty counselors have in performing adequately in all areas of a guidance program. The problem is especially acute at the elementary level where counselors should play a primary role in initiating activities related to the individual self-awareness aspect of career guidance. There appears to be

Table 2 Comparison of Elements and Activities of Career Guidance Programs With and Without Federal/State Grant Between 1972-1977*

<i>Variable</i>	<i>Federal/ State/Grant</i>	<i>Mean**</i>	<i>SD</i>	<i>t***</i>
Elements of a Quality Program	Yes	3.43	.74	5.03
	No	3.12	.73	
Self Awareness	Yes	3.39	.83	4.39
	No	3.06	.92	
Career Planning	Yes	3.13	.90	3.17
	No	2.88	.96	
Career Preparation	Yes	3.05	.88	3.92
	No	2.76	.92	
Work and Leisure	Yes	2.94	.96	4.04
	No	2.60	1.04	
Career Awareness/Placement	Yes	3.09	.85	3.91
	No	2.79	.94	

*N = 225 (Yes), 366 (No)

**Based upon a six(6)-point scale

***All t values significant at .01 level

an increase in priority and involvement of counselors, at all levels, with career guidance activities. Finally, the fact that programs that have had some state or federal funding have more highly developed career guidance programs suggests that counselors interested in improving their programs should examine the process for obtaining funding.

Elements of Quality Career Guidance Program

A review of the "program operations" section of the questionnaire revealed that the career guidance program operation at the senior high school level was the most highly developed; operations at the middle/junior high school level were ranked second, followed by the elementary school level. The 12 program elements viewed by respondents to be (1) "not a part of our program, but should be," (2) "early stage of development," and (3) "developed but needs improvement" are listed below in hierarchial order:

Item: Description:

- #25. There is articulation with planning, development, and evaluation phases of the program.
- #21. Sources of feedback information and data used to evaluate local programs have been identified and utilized.
- #22. Feedback is elicited from community agencies and utilized.
- #19. The program is interpreted to the total school community.
- #20. The program is articulated with community agencies.
- #23. The needs assessment for program revision is continuous, annual or otherwise identified.
- #24. Revisions are future-oriented, for example, anticipatory rather than active.
- #18. The program is articulated across grade levels.
- # 3. There is a functioning school-based career guidance planning committee.
- #16. The program is integrated into the total curriculum.
- # 2. The program is built on objectives based upon a needs assessment. Please check the population you have assessed in the last five years.

%	Yes	%	Yes
44	Parents	20	Employers
66	Students	13	None
48	Teachers		

- #15. Career guidance activities are arranged in a developmental sequence. (Awareness, Accommodation, Exploration, Preparation Exploration, and Occupational Entry or some other sequence)

Career guidance program elements perceived by respondents to be nonexistent but

needed or in primitive stages of development fell into three areas: evaluation, program operations, and program planning and development.

To improve and enhance the quality of career guidance programs in the state, this subcommittee recommends that schools need to:

1. Conduct regularly scheduled assessments of students, teachers, parents, and employers to ascertain career guidance program objectives.
2. Develop functioning community-school-based career guidance committees.
3. Design and implement a K-12 career guidance program which is based on a developmental model.
4. Continually interpret career guidance to all segments of the community (i.e., example being the ASCA public relations program).
5. Establish a formal, planned process and produce evaluation element within the program which elicits data from in-school and out-of-school sources.

Self-Awareness: To become aware of self-characteristics related to career development.

The self-awareness area of involvement is one in which most counselors feel committed and have some expertise. Upon examination of the results obtained from the Career Guidance Survey, it was learned that those self-awareness activities requiring the most creativity and preparation time were the activities least used by counselors.

There were six activities in the area of self-awareness which counselors reported were developed but still needed improvement. These six activities included use of audio-visual aids, large- and small-group discussions with students regarding achievements, abilities and limitations, results of aptitude and interest assessments, comparison of self with others, and use of resource persons.

There were five other activities reported to be in the early stage of development, including field trips, use of DUSO and other guidance kits, use of job requirement search, occupational orientation inventories, and, finally, having students discuss or write reports about self.

Three activities in the primary stages of development included exercises which enabled the assessment of one's own attitude toward sex-role stereotyping, simulations and role playing, and relating work to life-style.

The committee suggests counselors allow students to experience self-awareness activities through the use of simulations, writing opportunities, role playing, various hands-on activities, youth-effectiveness training materials, magic circle, class meetings (Glasser), values clarification materials, and other new approaches as they develop.

Career Planning: To develop career decision-making knowledge and skills.

The committee examined the results of the survey and concluded that much improvement was needed in the area of career planning. The only activity reported by counselors to be developed but needing improvement was assisting students in the selection of academic courses in relation to career areas. Emerging activities that are in the early stages of development included group work which allowed students to discuss situations that have influenced decisions, and opportunities for students to make more decisions in school. Having individuals discuss consequences of past decisions and personal characteristics that relate to decisions and why individuals change decisions are all beginning to become a part of group guidance programs. Selection of career areas to study and discussion of traditional and nontraditional career/occupational choices for men and women are also appearing in guidance programs. Having students use interviewing skills as an information-seeking method, along with job visitations in chosen clusters of jobs, are all finding some more exposure in the schools. Formal courses in decision making, research projects, and other activities related to decision making are in the infant stages according to the way counselors responded to the questionnaire. The items cited above congregated themselves under three main headings: (a) Decisions, (b) Knowledge, and (c) Skills. Possible ways to develop these three areas are:

Decisions

Provide opportunities to:

- make more decisions in school
- have processes for changing decisions
- understand consequences of past decisions
- analyze personal characteristics that relate to decisions
- encourage (thinking about) examination of situations that influence decisions
- examine career decision making.

Knowledge

Confluent—(affective/cognitive) approach in searching for career knowledge base through:

- research projects
- work roles of both sexes (including non-traditional)
- group work
- community information research (individual).

Skills

Provide opportunity for study to:

- acquire job interview skills
- practice job interviews
- make on-site visits to conduct worker interviews.

Career Preparation: To develop understanding of the relationships between academic work and career preparation, and to progress in personal career preparation.

There is a definite need for students to experience situations where the relationship between academic work and occupational work is investigated. It is also important for students to be provided opportunities to gain experiences which help them understand the "real" world of work.

In the area of career preparation there are only three activities which counselors reported were at the developed but needed improvement stage. These three were the traditional use of books and pamphlets, audio-visual aids, plus the relatively new application of the Career Information Services of Iowa. There were also reports of the use of guest speakers, field trips, and counselor and student presentations on job requirements and alternatives, with some attempts to fuse career information into the curriculum.

Another area of concern was related to sex-role stereotyping. Having students contact individuals in traditional and nontraditional occupations (based on sex) by interviews or career exploration fairs is nonexistent in the majority of Iowa schools.

It is important for students to be provided experiences which help them understand the world of work. The development of comprehensive career information centers along with the utilization of community resource people will greatly assist students in their personal career preparation.

Work and Leisure: To recognize that personal satisfaction in a career is related to involvement in leisure-time activities.

It is most important to realize that with the continual decrease in the number of working hours for the average American worker, with the lack of personal satisfaction in many occupations, and with the potential for leisure to be either a positive or negative force in our society, emphasis on leisure should be an important segment of any career guidance program. The concept of leisure as it relates to one's life-style should be integrated into the career guidance program at all grade levels.

The activities reported by counselors to be the most developed were: utilizing the Career Information System of Iowa; providing group discussion of values, needs, and leisure; providing guidance presentation of attitudes/interests and discussion; and having individuals relate careers to desired life-style, that is, income, neighborhood, and leisure.

It should be understood that such things as finances, health, aptitudes, and interests and a choice of occupation are going to affect choice of leisure-time activities. It is recommended students be exposed to the concept of leisure by means of group counseling and group-discussion process, special leisure-time experiences, for example, field trips and camping, resource speakers, and most importantly relating leisure to one's desired life-style.

Career Preparation: To develop understanding of the relationships between academic work and career preparation, and to progress in personal career preparation.

There is a definite need for students to experience situations where the relationship between academic work and occupational work is investigated. It is also important for students to be provided opportunities to gain experiences which help them understand the "real" *world of work*.

In the area of career preparation there are only three activities which counselors reported were at the developed but needed improvement stage. These three were the traditional use of books and pamphlets, audio-visual aids, plus the relatively new application of the Career Information Services of Iowa. There were also reports of the use of guest speakers, field trips, and counselor and student presentations on job requirements and alternatives, with some attempts to fuse career information into the curriculum.

Another area of concern was related to sex-role stereotyping. Having students contact individuals in traditional and nontraditional occupations (based on sex) by interviews or career exploration fairs is nonexistent in the majority of Iowa schools.

It is important for students to be provided experiences which help them understand the world of work. The development of comprehensive career information centers along with the utilization of community resource people will greatly assist students in their personal career preparation.

Work and Leisure: To recognize that personal satisfaction in a career is related to involvement in leisure-time activities.

It is most important to realize that with the continual decrease in the number of working hours for the average American worker, with the lack of personal satisfaction in many occupations, and with the potential for leisure to be either a positive or negative force in our society, emphasis on leisure should be an important segment of any career guidance program. The concept of leisure as it relates to one's life-style should be integrated into the career guidance program at all grade levels.

The activities reported by counselors to be the most developed were: utilizing the Career Information System of Iowa; providing group discussion of values, needs, and leisure; providing guidance presentation of attitudes/interests and discussion; and having individuals relate careers to desired life-style, that is, income, neighborhood, and leisure.

It should be understood that such things as finances, health, aptitudes, and interests and a choice of occupation are going to affect choice of leisure-time activities. It is recommended students be exposed to the concept of leisure by means of group counseling and group-discussion process, special leisure-time experiences, for example, field trips and camping, resource speakers, and most importantly relating leisure to one's desired life-style.

Career Awareness: To develop awareness of psychological, economical, and sociological aspects of work and of careers.

The career awareness aspect of career guidance is one in which counselors are carrying out a number of activities that are beyond the early stages of development. Extensive use is being made of audio-visual aids; guidance kits and books; C.I.S.I.; individual research on careers; subject matter tie-ins; discussion of occupations of parents, relatives, or friends; resource people; and field trips. Many other commonly used activities are in the early stages of development. Examples are, coop work experience, placement in part-time employment, various career games and simulations, and interview techniques related to job visits.

Career awareness activities have typically been a part of the career guidance program. Providing career information in printed form and showing films and using resource persons to discuss careers are generally part of normal activities of all counselors. The committee suggests that although these activities have been carried out, they have, in most situations, been at the request of individual student or some other incidental basis. It is strongly recommended that sequential programs be initiated on a K-12 developmental basis to assure all students of adequate access to information on a wide range of careers. The delivery systems of the activities could be improved upon if they were based upon student-centered processes which would allow the level of awareness to reach its peak on the psychological, economic, and sociological aspects of work and of careers. Having the focus upon student experiential process (hands-on activities) rather than on the external logic of the activity is critical to the success of the student-centered approach.

Placement: For the pupil to attain educational and/or occupational placement upon separation from the school.

There were three items in the placement category:

Individual conferences with drop-outs

Individual conferences with juvenile offenders

Job placement center under coordinator or committee

Conferences with drop-outs appear to be a common practice with counselors, while individual meetings with juvenile offenders are just emerging and job placement centers are practically nonexistent.

The single element of a career guidance program that generated the most concern, within the committee, was that of job placement. The expressions made by committee members did not differ from the results of the study itself dealing with the job placement aspect of career guidance. Of all the counselors, in the grade 9-12 groups, 31.7% indicated that job placement was not a part of their program and felt it should not be; however, it should also be noted that 36.9% of the respondents in the 9-12 group

indicated that job placement was not a part of their program but felt that it should be. Thus at the time of the study, job placement is not being done by 68.6% of the high school counselors responding to the survey.

Possibly one of the problems in getting any consensus on "whose job is placement" is the defining of the term placement itself. Some counselors (a) view placement in the strictest sense of assuming the total responsibility, including the finding of jobs and the actual placement of the student in the job setting, while others (b) view the counselor's responsibility in terms of job and student development. Those holding the latter view see placement as a team effort with school and community working together. The team is composed of school personnel, Job Service personnel, and from other community organizations and groups. This may even include a representative from Job Service serving on the school team, where this is feasible.

In any case, the guidance staff should review their school's philosophy in relation to the total placement area. This review should be made keeping in mind the resources available in the school and in the community.

Suggested Priorities to Improve Career Guidance in Iowa

The priorities that follow are a compilation of the results of the recommendations of the Career Education Advisory Committee.

- A K-12 career guidance program must be based upon the identified needs of all segments of a community. This program must be a K-12, planned, developmental, and sequential. The program must be continually evaluated in terms of both short- and long-term goals.
- The Guidance Section of the Department of Public Instruction shall compile a notebook of specific (K-12) self-awareness activities with emphasis on career guidance. Activities for this notebook shall be collected from all working counselors in the state and then distributed to all in its completed form.
- A high priority must be given to developing decision-making skills during the search for acquisition of occupational knowledge. Effective communication skills must be developed for the acquisition of firsthand career knowledge, through such activities as interviews and job visits. The confluent approach to career planning, which blends the affective and cognitive domains, must begin at the elementary level in order to provide a solid foundation for decision-making acquisition of occupational information.
- Each attendance center must have a career guidance information center where teachers, counselors, and students will be able to coordinate written and oral student

research. In addition, emphasis will be placed on the utilization of community resource people.

- Career guidance programming must consider the concept of leisure and its effect on the life-style of each individual.
- Career placement centers should be established in secondary schools (considering resources of the community, i.e., Job Service of Iowa) pending adequate funding and renewal training of counselors.
- Age, race, and sex-role stereotyping related to all materials and career information need to be systematically eliminated in *all* schools in Iowa.

Implementing the Priorities

The Guidance Services Section, counselor education institutions, Iowa Personnel and Guidance Association, and the area education agencies all have a responsibility to provide school counselors and other local school personnel with assistance in the implementation of career guidance activities at the local school level. This responsibility will be carried out by providing financial assistance for approvable career guidance activities (e.g., mini-grants), numerous in-service programs, developing a variety of publications, and consultative services.

However, the implementation of the priorities involves a total team effort. The local school counselor is the member of the team vested with the responsibility of actually implementing the program.

Career guidance is viewed as a primary responsibility of the school counselor; however, as with any other guidance emphasis, the counselor must necessarily solicit and receive the assistance of the classroom teacher and other individuals—for example, parents, administrators, and the community—in implementing a strong and thus meaningful career guidance program. Until the local schools desire to improve the delivery system of career guidance to the students, all of the plans and in-service activities will be ineffective exercises.

Implications for Counselor Education Institutions

Counselor education institutions need to review these data and determine the implications for training of new counselors and renewal of the practicing counselors. Although counselor education institutions in Iowa have been in the process of change with regards to career guidance instruction, many of the counselors in the field were trained in courses like occupational analysis and information. In an occupational information course the orientation was toward understanding conceptual frameworks for understanding work in careers and review of career information methods. The new trend is for courses in career development in the schools which focus upon goals similar to the following:

- (1) Broadened interpretation of the meaning of work and career;
- (2) Improved ability to conceptualize career development processes;
- (3) Increased knowledge about information and experiences relevant to career development; and
- (4) Improved skill in choosing and implementing career guidance activities.

The new course format needs to have a cognitive and a strong experiential component where students are required to implement in either laboratory or actual situations the application of theory to practice.

In-Service

During the past several years career guidance activities have been emphasized in the various in-service programs sponsored by many agencies, institutions, and organizations, for example, Guidance Services Section, counselor education institutions, area education agencies, and the Iowa Personnel and Guidance Association.

There is evidence to show these efforts have been of assistance to local school counselors at all levels in the implementation of career guidance activities in their respective programs. However, the additional development of materials, in-service activities, and investigating the possibilities of securing resources for the implementation of "pilot" programs that could be adopted by other school districts are areas that would be of further assistance to Iowa counselors.

Summary

From the results of the Iowa Career Guidance Survey it is apparent that Iowa school counselors are interested in improving the manner in which they assist students to make informed career choices. Surveys, like the tenth annual Gallup Poll of Americans' views of education, alluded to the need for guidance counselors to provide more career information to help students make better career choices. A major finding of the national study of career development of youth (Prediger, 1974), was the sharp contrast between students' needs for help with career planning and the help they have been receiving. One of the most striking findings of the career development study was the students' receptivity to receiving help with career planning. More than three-fourths of the nation's high school juniors would like such help. Recognition of the need for help with career planning is present—with the school counselors, the American public, and the students. The job of meeting the career guidance needs of youth is, apparently, not being accomplished. The members of the Career Guidance Advisory Committee, after reviewing the results of the survey data and considerable debate, were unanimous in their opinion that the reason the job is not being accomplished is the schools are not organized to meet the career development needs desired by American adults and youth.

The question then is what can Iowa schools do to modify guidance programs to provide effective career guidance services? The following suggestions were compiled by

Harry Drier, senior research specialist at the National Center for Research for Vocational Education. The suggestions were gleaned through informal surveys of guidance professionals and community groups:

- Analyze methods and develop new ones for providing career information to students, parents, community members, and other guidance personnel. Use current technology, such as computers and videotapes, and supplement programs with techniques such as career resource centers and community speakers.
- Develop career guidance materials for special groups, such as women, minorities, the handicapped, persons facing midlife career changes, the disadvantaged, and persons in rural, inner-city, and suburban settings. Counselors should sensitize themselves to the special needs of these groups and take measures to prevent their own preconceived notions about the abilities of these groups from affecting their objectivity in counseling.
- Develop additional ways to involve parents and community members in student career development. Increase community-school cooperation by involving community members on career guidance advisory committees and by bringing them in as speakers for career fields in which they are knowledgeable.
- Develop materials on career guidance for all ages so that students get an understanding of how to do more than find an initial job after high school. By using group-guidance techniques, students can be encouraged to consider the role a career will play throughout their lives.
- Study various vocational exploratory and assessment techniques and provide greater exploratory opportunities through programs like job-shadowing.
- Become familiar with the local labor market in order to place students in jobs as well as in college and vocational programs. Take the initiative of working with handicapped students to place them in jobs. (Drier, 1977)

Although some Iowa guidance programs have reorganized their practices to meet the career development needs of youth, others need to plan for the necessary changes. Systematic planning is essential if successful career guidance programs are to be a reality in Iowa. On the following pages are a number of current programs and resources available to Iowa schools. The committee encourages counselors to examine the various resources and mix and match components of different approaches to arrive at one that meets the needs of their particular community.

Programs and Resources

Competency-Based Staff Development Modules in Comprehensive Career Guidance

Many counselors have expressed a need for renewal training in the general area of career guidance. The National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance has developed a set of competency-based resource modules to address this need. The set consists of 52 modules for training guidance personnel. Modules 1-12 comprise a series on developing comprehensive career guidance

programs. The remaining modules address other competencies necessary for providing comprehensive career guidance.

Each module package (approximately 100 pages) includes learner and workshop coordinator materials. All modules have been field-tested and revised; many have already been used effectively in pre- or in-service staff development programs. Each module consists of 6-12 hours of instructional time designed around 3-5 measurable skills, knowledge, and attitude objectives. Most instructional activities are small-group oriented, but can be adapted for individual study. Evaluation activities are provided. The modules emphasize application to real-life settings.

The format of these modules is flexible: they can be administered to groups of participants in one- and two-day training sessions; can be spread over a series of shorter meetings; or can be used on an individual-study basis. (Contact the Guidance Section of the Department of Public Instruction for more information.)

Programmatic Approach to Guidance Excellence (Page 2)

Page 2 is a package of in-service and pre-service training materials for planning a comprehensive career guidance program. It enables users to assess individual and institutional needs, determine goals, state objectives, choose appropriate implementation activities, and devise evaluation procedures. It is based upon career development principles and is intended to make best use of school and community resources. The focus is upon three aspects of a total career guidance program: program planning, curriculum-based guidance, and job placement. Planning procedures (using planning boards, markers, and goal statements to determine priorities) can be used by communities to plan other programs.

Page 2 is designed for use by planning committees (that includes educators and community members) at all levels (K-Adult) of local, regional, or state education agencies. This could also be useful in teacher and counselor pre-service courses. It is packaged in a sturdy cardboard box which contains one loose-leaf facilitator's handbook, one set of camera-ready masters, 28 planning boards, markers, goal card supplies, and one technical manual. (Curriculum Publications Clearinghouse, Western Illinois University.)

Multicultural, Nonsexist Programming

There have been and will continue to be a number of in-service programs conducted throughout the state by the State Department of Public Instruction and other agencies, organizations and institutions dealing with multicultural, nonsexist programming. The major emphasis is on the initiation, administration, and implementation of a multicultural, nonsexist education program.

One of the major efforts relating directly to counselors was APGA's project on Sex Equality in Guidance Opportunities (SEGO). This project represented a coordinated national effort to provide technical assistance to help elementary and secondary school

counselors and related educational personnel to recognize and change the detrimental and limiting effects of sex-role stereotyping which prevent children from developing and utilizing their full capabilities. The project was funded by the U.S. Office of Education under a contract to the American Personnel and Guidance Association.

To reach key persons (counselors and other educators), 51 counselors, the state trainers of the SEGO project (one from each state and the District of Columbia) were selected and brought to Washington, D.C., for an intensive four-day training workshop in sex-fair guidance practices and attitudes. Among the topics included in the training workshop were the implications of Title IX, the law forbidding sex discrimination in educational institutions, guidelines for sex-fair interest measurement, research on sex roles, assertiveness training, aspects of the women's movement, nontraditional counseling for boys and men, the double stereotyping of minority girls and women, values clarification, the counselor's role as consultant to educational personnel, and strategies for change.

In follow-up to the Washington, D.C., meeting, a series of workshops were held in Iowa. The workshops were conducted by Iowa's SEGO project coordinator with assistance from the Guidance Services Section.

The Urban Education Section of the Department of Public Instruction in cooperation with the sponsoring Guidance Services Section has continuing responsibilities for state conferences for counselors. The conferences will address issues and concerns of sex equity in several domains, including: (1) attitudes, biases, and values affecting behavior; (2) legislation; (3) career opportunities for both females and males, particularly in occupations that are considered nontraditional for people of their sex; (4) sex-fair counseling techniques and strategies; (5) research; and (6) available resources for assistance.

Rural America Series

The Rural America Series is a comprehensive career guidance, counseling, placement, and follow-through program (K-14). The program was developed by a consortium consisting of the Center for Vocational Education, The Ohio State University, Columbus, Ohio; Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin; and the School of Education, Northern Michigan University, Marquette, Michigan. It was sponsored by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C" Vocational Education Act of 1963 as amended.

Educators have concluded that the availability of a comprehensive career guidance program is a critical need of youth to enhance their career development. That's why the Rural America Guidance Series was created. Through the use of these materials, youth can have increased career development competencies such as:

- An understanding of self, others, and their career-life-role-related environments;
- An understanding of how societal conditions can impact on one's career;
- Greater skill in making occupational and leisure decisions

- Increased skill in realistic career-life-role planning;
- An understanding of societal values and attitudes and their effects; and
- An understanding of how to make more effective use of available resources in a rural community.

The Rural America Guidance Series is a comprehensive set of 16 handbooks designed to assist in the systematic planning, implementation, and evaluation of a career guidance and counseling program (K-14). The 16 handbooks in the Rural America Guidance Series are divided into four subsets. Related handbooks are grouped together.

In October of 1977 the Guidance Series Section of the Department of Public Instruction sponsored a three-day workshop on the Rural America Series for local and area education agency guidance personnel from across the state. Representatives from 13 of the 15 AEA's participated in the workshop. The project director and members of his staff from the Center for Vocational Education in Columbus, Ohio, conducted the workshop.

The objective was to provide an opportunity for those in attendance to gain an in-depth exposure to the series so they could in turn assist local school counselors in their area with the implementation of the series or various components of it.

Many of the areas have adopted various aspects of the series. Some have had additional in-service activities with counselors from the local schools in their area. These people have then implemented activities (or are in the process) into their career guidance program. Contact your local AEA or Guidance Services Section for additional information.

Guidance Mini-Projects

During the 1973-74 school year, responding to requests from secondary school counselors for "just a few extra dollars" to assist in implementing career guidance activities, Guidance Services Section implemented "mini-project" grants. The grants are made available to local school districts with a limited amount of vocational education dollars that are allocated to the Guidance Services Section.

The monies are to assist counselors in local districts in the implementation and/or development of a guidance activity that has been determined by a needs assessment. The number of populations involved in the assessment effort is determined by personnel of the local school district, but may include students, teachers, parents, and/or employees. The maximum amount of project funding has been set at \$1,500.

Since the inception of the program, 289 projects have been funded. These projects have been in areas such as development of career information centers, career assessment, curriculum revision, implementation of mini-courses, student involvement in community exploration, reading-research exploration and publication of career and occupational handbooks, discussion experiences, home visitations and parent-student counseling, development and implementation of self-awareness activities, placement and follow-up activities, and work experience in the community.

Career Information System of Iowa (C.I.S.I.)

The Career Information System of Iowa (C.I.S.I.), developed in 1974 by the Department of Public Instruction, is a valid response for local school districts to the requirements of Section 280.9 of the Code of Iowa, 1975, which states: "Essential elements in career education shall include . . . 1. Awareness of self in relation to others and the needs of society; 2. Exploration of employment opportunities and experience in personal decision making; 3. Experiences which will help students integrate work values and work skills into their lives." Today's youth are confronted with an array of important decisions affecting their ability to function successfully and contribute to an increasingly complex and stress-filled world. Career decision making ranks at the top of that list! To effect good career decisions, easy access to *current*, *relevant*, and *comprehensive* information about occupations and training opportunities is vital.

The C.I.S.I. provides such information to assist youth with the exploration process of self and occupations, and the relationship between the two, in the following manner:

- Exploration of self via a 21-item self-perception questionnaire called QUEST assessing these dimensions: temperaments, abilities, physical limitations, education/training level, earnings anticipated, and job location preference.
- Exploration of 280 occupations, whose attributes are coded in response to the QUEST items, by reviewing information on qualifications, work description, earnings, working conditions, things to think about, employment outlook and hiring requirements, preparation required and training available, and additional sources of information

At present C.I.S.I. has two complementary delivery modes. The first is a manual delivery mode consisting of a deck of needle-sort occupational cards and microfiche containing information on specific occupations and educational programs. The second is a computerized delivery mode utilizing a student-operated "interactive" computer terminal. C.I.S.I. provides youth in over 93% of Iowa's public school districts, as well as those served by a wide variety of other educational and human service agencies, the opportunity to easily and systematically explore, and experience personal decision making in relation to, occupations and significant information on education/training opportunities in all of Iowa's public, private and specialized postsecondary schools and apprenticeship programs.

Project Discovery

Project Discovery is an exploration system consisting of a combination of individualized "hands-on," simulated work and guidance and counseling activities for a wide range of users. The system can be used to help individuals formulate career and/or vocational goals.

At the present time there are 28 exploration packages and a guidance and counseling

component comprising the "regular edition" of project discovery. The packages contain hardware and software necessary to perform the work activities as listed. Workers on the job provided information as to activities which were characteristic of their work. These activities were then turned into individualized, written instructions (5th and 6th grade reading level) with an appealing cartoon-style format. In performing these simulated work activities, the participants gain experiences and a feeling for what it is like to do certain work tasks.

The Guidance Services Section has assisted in the development of the guidance and counseling component of Project Discovery. This has been done through direct contact with personnel responsible for the development of the project at Southwest Iowa Learning Resources Center and by providing resources for the development and revision of specific activities in the guidance and counseling component.

Career Decision Workshop

Career Decision Workshop is a group of guidance activities designed to help adolescents with their personal and important career decisions. The activities and underlying career decision model were developed and tried out at The University of Iowa during the past five years. The objective was to assemble activities that (a) would fit together within a simple but useful conceptual framework for understanding career decisions; (b) would be demonstrably effective; and (c) would be ready for use by counselors and teachers.

A booklet is available and is divided into two sections. Section A is a description of what is believed to be a useful approach to understanding the nature of career decision processes. Section B contains leaders' instructions for the Career Decision Workshop. The 12 guidance activities presented are those that have proven to be most helpful based on feedback from many Iowa young people and their counselors. (Contact David Jepsen, The University of Iowa.)

Summary

This study is viewed as a major and perhaps even a landmark undertaking to assess the "state of the art" of career guidance in Iowa's secondary schools and all elementary attendance centers employing approved elementary school counselors. The assessment was a necessary *first step* in building maximally effective guidance programs which have a heavy emphasis on career awareness, career exploration, career planning, and career decision making. It is apparent from the results that a great deal of activity is taking place in organized programs of guidance services that assist youth in the total career development process. However, it is also apparent that more needs to be done in order to assure *every* youth access to a program offering all the identified elements of a quality program of career guidance.

We wish to emphasize that the decision and scope of local guidance program development is a local decision. Regardless of what is projected from the State Department of Public Instruction, area educational agencies, institutions of higher education, and

professional associations, there has to be a local desire and commitment before significant changes can occur.

This study gives a picture of where we are in Iowa schools with career guidance emphasis and practices. It conveys areas of strengths as well as identifying areas needing greater emphasis if Iowa youth are to receive maximum benefits through quality programs of career guidance. The Guidance Services Section of the Department of Public Instruction, counselor education institutions, area educational agencies, state professional organizations, etc., shall continue to provide assistance to local school personnel. It is our belief that career guidance emphasis must become even more of a priority in Iowa schools if we are truly concerned with maximum development of Iowa youth.

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APPENDIX A

Recommendations from 6th Report—National Advisory Council on Vocational Guidance

Counseling and Guidance: A Call for Change
June 1, 1972

What Must be Done?

We urge and recommend that:

- State Departments of Education require work experience outside of education for all school counselors who work with students and prospective students of vocational education.
- Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system.
- Counselor education institutions require at least one introductory course in Career Education and at least one practicum devoted to an on-site study of the business-industry-labor community.
- Responsible decision-makers embark on an immediate major campaign designed to upgrade the vocational knowledge and career guidance skills of currently employed counselors.
- Decision-makers in education make extensive provision for the training and employment of a wide variety of paraprofessional personnel to work in guidance under supervision of professionally qualified counselors.
- Concerted efforts, including computerized guidance systems, be made to get more accurate, timely data to counselors regarding vocational and technical training and job opportunities.
- Increased efforts be made to improve sound counseling and guidance services to members of minority populations and other disadvantaged persons.
- Special efforts be made to mount and maintain effective counseling and guidance programs for handicapped persons, for adults, for correctional institution inmates, and for veterans.
- Community service counseling programs be established and operated throughout the United States.
- Immediate efforts be made to lower the counselor-pupil ratio in elementary, secondary, and post-secondary educational institutions to a point where all who need counseling and guidance services will, in fact, receive them, while simultaneously encouraging more guidance in groups.
- Job placement and follow-up services be considered major parts of counseling and guidance programs.
- Career development programs be considered a major component in Career Education, both in legislation and in operating systems.
- The United States Office of Education create a Bureau of Pupil Personnel Services that includes a strong and viable Counseling and Guidance Branch.
- The United States Congress create categorical funding for counseling and guidance in all legislation calling for these services.
- State Departments of Education and local school boards initiate actions confirming their commitment to the importance of providing sound counseling and guidance services to all individuals.
- All those who now criticize counselors be charged with responsibility for making positive suggestions for their improved performance.

APPENDIX B

Report of Results



STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION

GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David H. Bechtel, M. S., Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY SUPERINTENDENT

DATE: October, 1977
TO: School Counselors
FROM: Harold Engen and Giles Smith
SUBJECT: Statewide Career Guidance Survey

During the spring of 1977 a survey instrument was sent to every secondary attendance center in the state and all elementary attendance centers having assigned counselor time in an attempt to assess the status of career guidance practices or activities being carried out in Iowa schools. The attempt to gather comprehensive data was a very ambitious and possibly an impossible undertaking. However, the task force on improving career guidance in Iowa felt it was necessary for us to gather the best baseline data we could to assist in planning the future development of career guidance for the youth of Iowa. The basic instrument was intended to be comprehensive and reflected the thinking of a number of national leaders in career guidance such as Norman Gysbers, APGA President; George Leonard, NVGA President; Gene Bottoms, AVA President; Don Severson, past President of ASCA; Dave Livers, Counselor Educator from Illinois State and a number of others such as K. B. Hoyt, Director of Career Education. These individuals reviewed the instruments and made recommendations. Many of them indicated that a study of this type had not, to their knowledge, been conducted on a statewide basis in any other state. After the basic instrument was completed the content was reviewed by a number of practicing counselors in Iowa schools.

All of the data have been analyzed and a preliminary report of the results, based upon all useable returns, is included with this memorandum. These results represent over 80% of the attendance centers surveyed. These data will be further analyzed with separate sorts related to district size, attendance center size, grade levels, by AEA districts, counselor-pupil ratio, and whether programs have had federal grants, etc. These results will be printed in a separate publication which will be distributed later in the school year. A special committee is being appointed by the Guidance Services Section to review the results and make recommendations regarding the direction Iowa should take in improving the delivery systems of career guidance activities to the students in Iowa schools.

Thank you for your continued cooperation. Your responses will enable Iowa to have landmark data that hopefully will show us the way to better meet the career guidance and counseling needs of Iowa's youth.

Sincerely,

Pupil Personnel Services Branch

Giles J. Smith, Chief
Guidance Services Section

GJS:HBE/bh

Sincerely,

The University of Iowa

Harold B. Engen
Associate Professor of Education

Statewide Assessment of Career Guidance

General Information Section

The results for the general information section are reported simply by the percent of respondents selecting each alternative. For example, under district size, 43% of the respondents were from schools under 1,000 and 27% were from schools over 3,000. Percent was based upon 590 useable returns.

<i>District Size</i>	<i>Attendance Center Size</i>		<i>Grade Level</i>
%	%	%	%
43 under 1,000	12 under 200	13 600-799	13 Elementary (K-6)
30 1,000-2,999	37 200-399	4 800-999	21 Middle/Jun. High (6-9)
27 over 3,000	26 400-599	8 over 1,000	45 High School (9-12)
			15 7-12
			6 All

Which one of the following most accurately reflects the counselor/pupil ratio for your attendance center.

42% 1:300 or less 36% 1:300-1:400 21% over 1:400

To your knowledge, has your attendance center participated in a federal/state grant in the area of career guidance during the last 5 years? 38% Yes 62% No

If you had to establish a priority listing of the components that make up your guidance program, where would you rate career guidance as defined in this study?

12% Very High 39% Relatively high 34% Average 13% Relatively low 2% Very low

How has the emphasis on career guidance fluctuated during the last 5 years at your attendance center?

70% Increased activity 28% Remained about the same 2% Decreased activity

	%	
Yes	53	Have counselors in your attendance center participated in training to acquaint them with changing work patterns of women, and to help them assist women and overcome sex bias?
No	47	

Yes	11	Has your attendance center established a vocational resource center for out-of-school individuals including those seeking second careers, entering the job market late in life, handicapped individuals, economically depressed persons, and early retirees?
No	89	

Yes	54	Have counselors in your attendance center participated in programs that provided them practical experience in business, professions, etc.?
No	46	

Yes 22 Does your attendance center provide vocational guidance and counseling for persons
 No 78 of limited English-speaking ability?

PART ONE: *Elements of a Quality Career Guidance Program**

Section one was designed to determine the level of development of the career guidance components of your total guidance program. We were interested in your self-rating of the development of each of twenty-five elements. The scale shown below was used. The results are reported by the percent of the respondents selecting each alternative. For example in item one (printed philosophy), 23% selected (e) developed and functioning satisfactorily, while 30% selected (b) not a part of our program, but should be, etc.

- a. Not a part of our program, and should not be.
- b. Not a part of our program, but should be.
- c. Early stage of development.
- d. Developed but needs improvement.
- e. Developed and functioning satisfactorily.
- f. Highly developed and functioning extremely well.

Program Planning and Development

		Percent					
		a	b	c	d	e	f
1.	The program has a stated printed philosophy.	2	30	19	25	23	2
2.	The program is built on objectives based upon a needs assessment. Please check the populations you have assessed in the last five years.	2	28	24	28	27	2
% Yes							
44 Parents							
66 Students							
48 Teachers							
20 Employers							
13 None							
3.	There is a functioning school based career guidance planning committee.	9	56	11	15	8	1
4.	There is a functioning community based career guidance planning committee.	17	63	8	7	5	0

Organization and Administration

5.	Lines of responsibility/accountability have been identified.	2	26	22	22	24	4
6.	Adequate resources available, e.g., time, money, & facilities.	1	28	21	27	22	2

		<i>Percent</i>					
		<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>
7.	Career guidance is an integral part of the job description of counselors.	3	17	16	28	34	4
8.	The type of clerical support staff provided is adequate.	3	39	10	14	29	5
9.	The number of clerical support staff provided is adequate.	3	40	10	13	30	4
<i>Staffing</i>							
10.	Stated competencies exist for all levels of staff working in the career guidance program (graduate courses, work experiences, etc.)	7	32	14	18	25	4
<i>Program Operations</i>							
11.	The career guidance program is implemented in the elementary level.	4	26	32	21	17	1
12.	The career guidance program is implemented at the Middle/Junior High level.	3	9	35	26	25	4
13.	The career guidance program is implemented at the Senior High level.	2	6	21	39	29	4
14.	The career guidance program impacts <i>ALL</i> students, including special needs of special or unique student populations.	1	18	23	30	24	3
15.	Career guidance activities are arranged in a developmental sequence. (Awareness, Accommodation, Exploration, Preparation Exploration, and Occupational Entry or some other sequence)	1	24	31	24	17	3
16.	The program is integrated into the total curriculum.	1	25	31	26	14	3
17.	The program is articulated with supporting personnel, e.g., special education, school psychology, employment staff.	4	30	24	25	16	2
18.	The program is articulated across grade levels.	0	25	32	26	15	2
19.	The program is interpreted to the total school community.	2	37	27	22	11	1
20.	The program is articulated with community agencies.	2	42	26	18	11	1

*Based upon a study by Simkins and McDougall, Washington State University.

		Percent					
<i>Evaluation</i>		<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>
21.	Sources of feedback information and data used to evaluate local programs has been identified and utilized.	2	44	28	16	10	1
22.	Feedback is elicited from community agencies and utilized.	6	49	23	15	6	1
23.	The needs assessment for program revision is continuous, annual or otherwise identified.	3	39	30	17	11	1
24.	Revisions are future oriented, e.g., anticipatory rather than reactive.	3	34	31	21	11	1
25.	There is articulation with planning, development, and evaluation phases of the program.	1	36	32	21	10	2

*Based upon a study by Simkins and McDougall, Washington State University

PART TWO: *Characteristics of Local Career Guidance Activities*

Section Two provided you the opportunity to identify the career guidance activities that are currently being carried out in your program. WE WERE *ONLY* INTERESTED IN THE ACTIVITIES IN WHICH COUNSELORS ARE INVOLVED, EITHER ON AN INDIVIDUAL BASIS OR AS A MEMBER OF A TEAM. You used the two scales A & B found below and provided your *best ESTIMATE* of the level of development and percent of student participation of each activity. The results are reported in average or mean ratings for scale A and on scale B modal or median percent of students who participated in each activity. For example, under Self-Awareness, the Global Group Discussions mean is 3.0 (early stage of development) on scale A, and the median (or middle of the distribution) was 10% and the most frequent response (mode) was 0% for scale B.

Scale A

1. Not a part of our program and should not be.
2. Not a part of our program, but should be.
3. Early stage of development.
4. Developed but needs improvement.
5. Developed and functioning satisfactorily.
6. Highly developed and functioning extremely well.

Scale B

Estimate the percent of students (within 5% if possible) who participate in each activity. (In your attendance center—not the entire district.) Use 100% for *all* students and 0% for none.

<i>Goal:</i>		<i>Self-Awareness</i>	
A	B		
	%	To become aware of self-characteristics related to career development.	
Median	Mode		
3.0	10	0	Global group discussion

3.4	15	0	Use of guidance kits, e.g., <i>DUSO</i>
3.7	33	0	Comparison of self with others
3.7	25	0	Resource persons
3.5	20	0	Field trips
2.7	1	0	Simulations
2.9	5	0	Playing educational games
4.2	51	99	Audio-visual aids
3.9	50	99	Large/small group discussions of students' achievements, abilities and limitations
3.1	5	0	Opportunity to work with an Occupational Orientation Inventory
2.6	0	0	Exercises which enable the assessment of one's own attitude toward sex-role stereotyping
3.8	36	99	Aptitude testing
3.1	10	0	Hands-on-experiences
2.9	2	0	On the job experiences
3.8	30	0	Interest testing
3.2	20	0	Job requirement search
2.7	0	0	Role playing
3.0	10	0	Written report-style activity about the student's self
2.7	0	0	Writing opportunity to relate work to life-style
<i>Goal:</i>			<i>Career Planning</i>
A	B		
	%		To develop career decision-making knowledge and skills.
	Median	Mode	
2.6	0	0	Listing of choices students make daily followed by discussion
3.5	30	0	Opportunity to make more decisions in school
3.3	20	0	Discussion concerning why individuals change decisions
3.4	20	0	Have individuals discuss consequences of past decisions
3.4	20	0	Have individuals discuss personal characteristics that relate to decisions they have made
3.5	20	0	Have individuals discuss situations that have influenced decisions—teachers, parents, money, etc.

<i>Goal: Career Planning</i>			
A	B		
	%		To develop career decision-making knowledge and skills.
	Median	Mode	
2.7	0	0	Research projects
3.5	25	0	Group work
2.3	0	0	V.E.G. (Vocational Exploration Groups)
3.0	5	0	Interviewing skills as information seeking method
2.4	0	0	Have individuals conduct field trip interviews, discussing the changes present employees have made
2.5	0	0	Course in career decision-making
3.3	25	0	Selection of areas for study
3.1	10	0	Have individuals discuss traditional and non-traditional career/occupational choices for men and women
3.9	80	99	Selection of academic courses in relation to career areas
3.0	5	0	Provide job visitations
2.6	0	0	Provide job interviews in chosen career cluster
2.4	0	0	Have individuals research community information and situations affecting their careers

<i>Goal: Career Preparation</i>			
A	B		
	%		To develop understanding of the relationships between academic work and career preparation, and to progress in personal career preparation.
	Median	Mode	
3.5	25	0	Use of guest speakers
3.3	25	0	Fusing information into curriculum
3.3	20	0	Field trips
2.5	0	0	Simulation
3.6	30	0	Consult C.I.S.I. (Career Information System of Iowa)
2.2	0	0	V.E.G. (Vocational Exploration Groups)
2.4	0	0	Have individuals discuss psycho/motor skills needed in school related work or parents' work
2.6	0	0	Role playing
2.4	0	0	Discussion of characteristics of a teacher in classroom management

<i>Goal: Career Preparation (continued)</i>			
A	B		
	%		
Median	Mode		
2.9	0	0	Have individuals choose an occupation and interview a member
2.8	0	0	Actual interviews
4.1	50	99	Use of books and pamphlets
2.7	0	0	Playing educational games
3.9	50	99	Audio-visual aids
3.2	20	0	Have individuals give written and oral presentations of various occupations and required educational levels
2.1	0	0	Have individuals select a traditional and non-traditional occupation (based on sex) and interview a person (your same sex) in each of those occupations
2.2	0	0	Hold a Career exploration Fair (with representatives from traditional and non-traditional occupations for members of both sexes)
3.2	20	0	Provide presentation of educational levels required for different occupations
2.2	0	0	Provide psycho/motor training and experience in voc-tech aspects
3.4	25	0	Provide guidance counselor presentation of job and educational alternatives

<i>Goal: Work and Leisure</i>			
A	B		
	%		
Median	Mode		
			To recognize that personal satisfaction in a career is related to involvement in leisure time activities.
2.6	0	0	Have individuals experience listening and observing present leisure and work activities
3.4	20	0	Have individuals consult C.I.S.I. (Career Information System of Iowa)
3.0	10	0	Have individuals participate in discussions concerning fun activities such as games, sports and hobbies
2.3	0	0	Have individuals experience a leisure time field trip, e.g., camp out
2.9	5	0	Have individuals share and discuss various individual leisure interests
2.0	0	0	Schedule a resource speaker from the city recreation program presentation

<i>Goal: Work and Leisure (continued)</i>			
A	B		
	%		
Median	Mode		
2.7	0	0	Have individuals determine how occupations affect the amount and kind of leisure activities a person can pursue
2.8	0	0	Have individuals explore work experiences and interview
3.1	16	0	Provide guidance presentation of attitudes/interests and discussion
3.0	10	0	Have individuals relate careers to desired life style, i.e., income, neighborhood, leisure
2.8	0	0	Have individuals study occupational time and responsibility obligations
3.3	20	0	Provide group discussion of values, needs and leisure
<i>Goal: Career Awareness</i>			
A	B		
	%		
Median	Mode		
3.2	10	0	Field trips
2.6	0	0	Games
3.3	20	0	Resource people
3.4	25	0	Subject matter tie-ins
3.3	20	0	Discussions concerning occupations of parents, relatives or friends
2.8	0	0	Discussions of goods and services used by students' families
2.8	0	0	Hands-on activities
3.5	25	0	Individual research on careers
2.5	0	0	Simulation games, e.g., "Career Game"
2.9	5	0	Interview technique related to job visitations
2.6	0	0	Role playing
3.6	30	0	Guidance kits and books
2.5	0	0	Field experience
3.7	40	0	Audio-visual aids
2.5	0	0	Coop work experience

3.5	26	0	C.I.S.I. (Career Information System of Iowa)
2.9	5	0	Placement in part-time and/or summer jobs
2.0	0	0	Experience with career theory/classification
2.3	0	0	Make an analysis of all materials relating to career information (e.g., textbooks, tests, counseling materials, curriculum materials, media materials, etc.) for sex-role stereotyping

		<i>Goal: Placement</i>	
A	B		
	%	For the pupil to attain educational and/or occupation placement upon separation from the school.	
	Median	Mode	
1.9	0	0	Job placement center under coordinator or committee
3.6	25	99	Individual conference with each drop-out
3.3	5	0	Individual conference with juvenile offender

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