CAREER DEVELOPMENT IN HIGH SCHOOL: 
PUBLIC, CATHOLIC AND PRIVATE SCHOOLS COMPARED

by

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ABSTRACT

This study is an investigation of how career development is being implemented in twelve valley high schools. For the purpose of comparison, data was collected from six public high schools, three Catholic high schools, and three other private high schools. The contact at each school was a guidance counselor. Analysis was based on responses to a thirty question written survey and a twenty question follow-up interview with each counselor. The results of the study indicate that the methods used for career development in the public, Catholic, and private schools differ according to their respective philosophies.

The public schools offer a wide range of opportunities in vocational education and cooperative education so that each student will be prepared to enter the work force after leaving high school, if they so desire. Catholic schools focus on college preparation emphasizing a more narrow academic curriculum with little variety in electives, with the proposition that basic skills are most important and transferable to any career. The other private schools generally cater to the college bound student but also provide several electives and experience-based education to introduce students to career opportunities.

Additionally, the study suggests that it is imperative to establish a collaborative effort in the community among school, business, and industry in order to provide students with the greatest opportunities for career exploration.
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DEDICATION

To Kevin, Shannon and Kyle

In pursuit of growth and knowledge
TABLE OF CONTENTS

LIST OF TABLES........................................................................................................... vii

CHAPTER

I. INTRODUCTION......................................................................................................... 1
   Introduction To The Study...................................................................................... 1
   Background Of The Study.................................................................................... 1
   Purpose Of The Study........................................................................................... 3
   Research Question............................................................................................... 3
   Rationale.............................................................................................................. 4
   Significance Of The Study..................................................................................... 5
   Operational Definition Of Terms....................................................................... 6
   Assumptions and Limitations.............................................................................. 8
   Organization Of The Remainder Of The Study............................................... 9

II. REVIEW OF THE LITERATURE.......................................................................... 10
   Introduction......................................................................................................... 10
   Catholic High School Philosophy.................................................................... 12
   Private High School Philosophy...................................................................... 15
   Public High School Philosophy...................................................................... 16
   Career Education............................................................................................... 17
   Vocational Education......................................................................................... 22
   Work Study.......................................................................................................... 25
   Cooperative Education....................................................................................... 26
   Experience-Based Career Education................................................................ 29
   Mentor Programs............................................................................................... 34
   Computer Assisted Guidance............................................................................ 35
   Simulated Work Experience.............................................................................. 36
Assessment ................................................................. 38
Career Days And College Days .................................................. 39
College/Job Placement .......................................................... 41
College Prep Vs. Non-College Bound ............................................. 47
Role and Function of the High School Guidance Counselor ............... 51
Summary ................................................................. 58

III. METHODOLOGY .................................................. 59
   Introduction .................................................................. 59
   Description Of Methodology ............................................... 59
   Design Of The Study ....................................................... 60
   Data Collection ................................................................ 60
   Instrumentation ................................................................ 61
   Data Analysis .................................................................. 62

IV. PRESENTATION OF THE DATA .................................................. 63
   Written Survey Responses ................................................... 63
   Interview Responses ......................................................... 79

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .............. 90
   Summary ......................................................................... 90
   Conclusions ...................................................................... 90
   Recommendations ............................................................ 93
   Recommendations For Further Research ................................. 94

REFERENCES .................................................................... 97

APPENDIX A: SAMPLE LETTER ............................................... 101
APPENDIX B: WRITTEN SURVEY/QUESTIONNAIRE ..................... 103
APPENDIX C: STRUCTURED INTERVIEW QUESTIONS .................. 107
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Services Of All Students</td>
<td>64</td>
</tr>
<tr>
<td>Table 2</td>
<td>Services For Individual Students</td>
<td>66</td>
</tr>
<tr>
<td>Table 3</td>
<td>Services For Teachers</td>
<td>67</td>
</tr>
<tr>
<td>Table 4</td>
<td>Services For Administrators</td>
<td>69</td>
</tr>
<tr>
<td>Table 5</td>
<td>Research Services For School And Community</td>
<td>70</td>
</tr>
<tr>
<td>Table 6</td>
<td>Number Of Students And Years In Guidance At This School</td>
<td>71</td>
</tr>
<tr>
<td>Table 7</td>
<td>Counselor As Teacher/Trainer</td>
<td>73</td>
</tr>
<tr>
<td>Table 8</td>
<td>Counselor As Monitor</td>
<td>75</td>
</tr>
<tr>
<td>Table 9</td>
<td>Counselor As Consultant</td>
<td>75</td>
</tr>
<tr>
<td>Table 10</td>
<td>Counselor As Liaison</td>
<td>77</td>
</tr>
<tr>
<td>Table 11</td>
<td>Counselor As Referral Resource</td>
<td>77</td>
</tr>
<tr>
<td>Table 12</td>
<td>Scope Of Responsibility</td>
<td>78</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Introduction To The Study

The high school years are the richest years in terms of emphasis on career development. This is reflected in the number of theories and methods developed for this group, and in the concern that both private and public agencies show regarding the career development of students (Campbell et al. 1973).

Occupational information can be provided to high school students in many forms. Teachers, for example, play an important role in preparing students for the work force by incorporating vocational interests into regular lesson plans, role modeling, basic skills, etc. This research will seek to discover what high schools are doing for individual students in career development above and beyond that which is cultivated within the classroom on a daily basis.

Students involved in career decision making need comprehensive educational and occupational information as well as self-knowledge. This descriptive study is an analysis to evaluate the processes used by schools to respond to the established and growing needs of high school students.

Background Of The Study

For more than fifty years, researchers have recognized and studied the need for career development throughout a person's life. Career theorists such
as Ginzberg, Super, and Tiedeman have developed the concept that career choice is a long-range, gradual process essentially involving the acquisition of self-understanding and knowledge of the world of work. The transformation of the child into an adult is a slow process of exposure and response to diverse forces (Ginzberg 1971).

Even before a child enters a formalized school experience, the formation of a positive self-concept enhances personal ideas and opinions which contribute to career maturity. In the home, children begin to learn about themselves and the world of work, partially by sensing their parents' attitudes about jobs and work (Ginzberg 1971). In elementary school, children become more aware of role models outside the home. Exposure to community resources provide students with a wide array of possibilities. Learning about occupations and the people involved in them, builds an awareness of skills and personalities. Making decisions and assuming responsibility for actions are major steps toward future career development. The middle school years are particularly important for increasing self-awareness through relationships with family and peer groups. The search for identity is an essential part of clarifying self-status and forming an individual belief system. Through establishing independence and relationship patterns, the middle school student is adjusting to rules and life roles (Zunker 1990).

Senior high school is a time when career choices are narrowed, but not finalized. Vocational guidance activities at this level, as at other levels, must be predicated upon individual needs, readiness, and motivations. Conceptually, it is important to recognize that in terms of vocational development, some senior high school students will be no more mature than are elementary school
students. The high school years are crucial for broadening students' thoughts, ideas and concepts regarding their life's work. With so many opportunities, high school students need guidance to determine their own inborn talents and preferences. In addition, they need information about their choices and opportunities to explore different possibilities. Crites (1969) suggested that about thirty percent of high school and college students are undecided about a career. Seventy one percent of senior high students expressed a need for help with career planning. Even if a person knows for certain which career path to take, it is important to help students look down the road and know ahead of time what alternatives are available (Bolles 1981).

Clearly, the quest for satisfying work does not end with a high school diploma; it is a life long endeavor. However, this research will focus on the needs of high school students and the processes by which career development can prepare teenagers for the work force.

Purpose Of The Study

The purpose of this study is to evaluate what is currently taking place in the field of career development in twelve valley high schools. It compares and analyzes three Catholic high schools, three other private high schools, and the six public high schools nearest in proximity to those schools.

Research Question

How are public, Catholic and private high schools preparing students for the work force?

• What are their respective philosophies in career development?
• What is occurring in the areas of vocational education, work study, cooperative education, experience-based career education, mentor programs, computer assisted career guidance, simulated work, student assessment, career/college days, college/job placement, and follow up after leaving high school?
• What is the role and function of guidance counselors in these high schools?
• What is the counselor/student ratio?
• Are students utilizing guidance counselors for career information?

Rationale

As the public high school system became a reality in this country, there emerged a battle over its purpose, and it has continued with the same intensity until the present day (Hoyt et al. 1977). On one side were those who believed that all students should be prepared for the work force in the same way, regardless of their future vocational plans (Elkind 1984). The opposition asserted that the subjects taught in high school should have practical utility for "real life" (Boyer 1983).

According to a commission called the Committee of Ten, convened at the turn of the century, students should prepare for work in the same way they prepare for college, which opens the door of opportunity equally for all students. This concept was based on the premise that mental discipline is required in all walks of life and for all vocations. Charles W. Eliot, who was then the President of Harvard, wrote that he staunchly refused to believe,

that the American public intends to have its children sorted before their teens into clerks, watchmakers, lithographers, telegraph operators, masons, teamsters, farm laborers, and so forth, and treated differently
in their schools according to these prophecies of their appropriate life careers. (Boyer 1983, 49)

The opposite position was articulated by Charles Prosser who wrote in 1939:

On all these counts, business arithmetic is superior to plane or solid geometry; learning ways of keeping physically fit, to the study of French; learning the techniques of selecting an occupation, to the study of algebra; simple science of every-day life, to geology; simple English, to Elizabethan Classics. (Boyer 1983, 51)

The result of this ongoing battle is that most high schools today have some combination of these two approaches (Elkind 1984). According to Bolles (1981), The National Association of Secondary School Principals issued a useful pamphlet in 1974 summarizing twenty-five exemplary action and learning programs selected from descriptions of programs submitted by 2000 secondary school principals. The twenty-five programs included varying combinations of cooperative education, work experience, career education, and community service, and were found in various types of communities, large and small, and in a few cases in Catholic schools.

The choice of career and commitment to a career has a significant impact on identity (Zunker 1990). Employers and employees, youth and adults, paid and volunteer workers seem to be looking for greater purpose and meaningfulness from work as part of their total life-style. Too many workers seem to endure their jobs rather than gain personal satisfaction from their work (Hoyt 1975). Career education is a movement toward a solution.

Significance Of The Study

The results of this study will benefit several groups. High school
guidance counselors could enhance their programs by using ideas that are in progress at other schools. Principals can use the research to measure their standards against other schools. Districts can prepare a strategic plan for the future needs of the community. Colleges and universities will have more information about the development of their incoming students. Businesses may be motivated to become more involved with high school preparation if they became more aware of the potential benefits to their organizations. Parents could use the research to assist in deciding whether to send a son or daughter to public or private high school. Schools may use the information to recruit incoming students. Parents and students could be made more aware of a high school guidance counselor's role and therefore make better use of his or her knowledge and expertise.

**Operational Definition Of Terms**

**Career Development** - An ongoing process that occurs over one's life span and includes a person's home, school and community experiences to improve their current or planned work roles (London and Stumpf 1982).

**Career Education** - In Arizona in 1973, career education was defined as a complete program including awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students (Jesser 1976). Part of the process of career development occurs both within and outside of the school setting and involves learning how to live and make a living (Pietrofesa 1975).

**Career Guidance** - That part of career education in which a helping person aids another person in understanding himself or herself and the
environment, including work opportunities, and in determining life style (Pietrofesa 1975).

**Career Resource Center** - An educational, career and vocational planning facility housing information and services designed to enable individuals or groups to determine their career or educational objectives.

**COE** - Cooperative Office Education

**Cooperative Education** - A complementary relationship between school curriculum and the employment setting; learning on the job that relates to that which occurs in school (Campbell et al. 1973).

**Experience-Based Career Education** - "A practical activity in the production or distribution of services or goods carried out under normal working conditions, in commerce, business, industry, and in professional or institutional fields. It is intended to further civic or occupational competence in youth" (Campbell et al. 1973).

**HERO** - Home Economics Related Occupations

**Mentor** - An experienced person in an organization who gives a junior person or student special attention and career guidance (Johns 1992).

**Occupational Education** - "All of those activities and experiences through which one learns to work in the world of paid employment" (Hoyt 1975, 162). It places a primary emphasis on economic benefits from work that are not necessarily present either in vocational education or in career education.

**Placement** - In high school, the term placement is often used to mean placement in a course, a curriculum, or a school activity. The meaning of the term as used here is primarily job placement for part-time or full-time work. Placement includes helping the individual locate a job, apply for it, obtain it,
and make satisfactory initial adjustment to it. Follow-up to determine the suitability of the job is also included (Tolbert 1980).

**Simulated Work Experience** - An opportunity to understand the nature of an occupation without being influenced by others in the work setting. It is an alternative to real work experience which allows a student to experiment with a number of different types of occupations (Campbell et al. 1973).

**Vocational Education** - Narrower in scope than career education. Its goal is to provide skills, training, knowledge, and social interaction competencies through which one learns about a primary work role, paid or unpaid (Hoyt 1975; Clements 1977).

**Work-Study** - A program in which a student works part-time and studies in a formal classroom setting part-time, receiving pay or tuition reimbursement for the time spent in the work setting. It usually takes place after school hours with no attempt to coordinate it with school experiences.

**Assumptions and Limitations**

The possibility always exists that the differences attributed to differences in schools' philosophies are instead due to some unmeasured aspect of the student's background or school's structure. This defect is particularly important here, for one known difference between parents of children in public schools and parents of children in private schools is that the latter have chosen their child's school and are paying tuition to implement this choice (Coleman 1982). It seems probable that this behavior is an indicator of additional differences in the parents' behavior toward the child's education, differences that could well affect the very outcomes that are of interest. Yet this
difference between parents, by its very nature, is not something on which students in public and private schools can be equated. This approach therefore is particularly defective in comparing public and private schools.

Because a written survey/questionnaire is used in the collection of data, it is assumed that the responses are valid and accurate.

While the questions used in the face-to-face interview are structured, there is still a possibility of misinterpreting an answer based on the bias of the researcher.

The results of the research are limited to the twelve schools in the study. The conclusions will not predict the same outcomes in comparable schools.

Organization Of The Remainder Of The Study

Chapter II will provide a thorough discussion of the relevant literature on career development in high schools, including the philosophies of public, Catholic and private high schools, and the role and function of the high school guidance counselor. Several program components will be detailed, such as vocational education, work study, cooperative education, experience-based career education, mentor programs, computer-assisted guidance, and college/job placement. Chapter III will show the methodology used to collect the necessary data regarding the six public, three Catholic, and three private high school career development programs. Chapter IV will present an analysis of the compiled data. Chapter V will summarize the research conclusions and implications, as well as make recommendations for future research in this area.
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

The choice of life work is a momentous matter for both the individual and for society. It is at the high school level that career guidance assumes a significant and unique role. The role includes assessing the usefulness of educational programs in preparing teens to become productive members of society and assisting students in vocational decision-making that will lead to productive careers.

Career guidance models stress the longitudinal aspects of the guidance process, and the necessity to help young people learn about careers. It involves recognition of the slow, continuous process through which students gain satisfaction and coping skills (Willingham et al. 1972).

Set up as an organized whole, career guidance is a system characterized by related goals and a comprehensive approach. As a whole, it can effectively and economically recognize, plan for and deal with the present and future needs of high school students. The system can take advantage of present resources and increase the effectiveness of future services (Campbell et al. 1973).

Based on the research of Campbell, Walz, Miller & Kriger (1973), these are the basic goals of career guidance at the high school level:

1. Supplying students with information which will inform them of the various options open to them upon graduation, e.g., further
schooling, apprenticeship programs, work opportunities, etc.

2. Training students to locate and use such information on their own, e.g., inform students of periodic issues of government bulletins on employment opportunities, school catalogues, and where these may be found.

3. Training students to interpret and evaluate occupational or educational information.

4. Helping students to become aware of their own interests, needs, abilities and values, especially in determining the course of their own careers. (31)

Jesser (1976) refined objectives by stating that career preparation should allow students to:

1. Acquire occupational skills and knowledge for entry into an occupation and/or advanced education and training.

2. Relate a number of high school experiences to generalized career goals.

3. Demonstrate acceptable job habits.

4. Participate in on-the-job training.

5. Select appropriate post secondary education and/or training institutions. (79)

Along with the programs provided in career guidance for the mainstream student, there may be a great need to develop additional methods to reach out to potential dropouts, slower learners, underachievers, disadvantaged, minority, rural and handicapped youth. Schooling should prepare all students for a life of work and learning which includes student
assessment and counseling to smooth the transition to jobs and higher education. Moving from high school to work or to college involves choices for which most students are not well prepared (Boyer 1983).

Many, if not most, of the students in high school feel as though they haven’t had the opportunity to make a lot of decisions.

They were told where they had to live, where they had to go to school, what kinds of courses they ought to take, what time they were to be home, how long they were supposed to spend on their homework, when they could start dating, what time curfew was, and so on. (Bolles 1990, 65)

Suddenly, when they graduate, they are expected to make significant decisions without sufficient guidance. Opportunities to choose from alternatives in the educational setting should continuously be provided so that students can be involved in decision-making (Pietrofesa 1975).

A word is necessary on the classification of schools used in this report. For much of the analysis, schools are classified into three sectors: public, Catholic, and other private schools. This is done because Catholic schools constitute by far the largest single group of private schools and constitute a less diverse array of schools than private schools taken together (Coleman 1982). The following sections in this chapter will reveal the philosophies of the three sectors of high schools, as well as identify and discuss several career development alternatives available for high schools today.

Catholic High School Philosophy

Vocational and educational guidance are an integral part of the project of building a life. Catholic secondary schools must assume their responsibility for offering this guidance. (Murray 1938, 156)

Catholic schools have long spoken of a responsibility for the education of the whole person. The intellectual, social, emotional and spiritual development of each student is held out as the objective these schools have embraced. Yet, Catholic school systems tend to emphasize intellectual development almost exclusively (Moreau 1968).

There are two fallacies regarding Catholic school vocational guidance: first, that all guidance is taken care of in Religion classes, and second, that priests by virtue of their seminary training are fully equipped to supply guidance for all occupational fields. There is a need for assessing students during the adolescent age to embrace a philosophy that will last a lifetime. No one class can consider all the material related to occupational choice. Priests have the background for effective guidance with respect to religious vocations, but they would have to gather specific data on other vocations and occupations to adequately advise students (Murray 1938).

Organized vocational guidance should have a twofold theme: an analysis of vocational interest and the problem of student adjustment. This attitude demonstrates an understanding of abilities and capacities as gifts of God. Because of the complexity of human nature, there is a need to consider the opinion of the school officer who really knows the student both within and outside the school, in addition to test scores. The counselor's knowledge of the student's home and personal background is a valuable phase which must be
emphasized in training. In many cases, the personal interest of the counselor is enough motivation to raise an average student into the leadership group (Murray 1938).

Catholic schools do provide religious vocational information regarding the life, work, and preparation of priests, brothers, nuns, and others engaged in the religious life. The individual counseling relationship, group counseling with students interested in entering the religious life, or group guidance with a vocations club represent the most appropriate avenues for disseminating information about religious vocations (Moreau 1968).

Catholic education strives toward the harmonious development of the person physically, morally, and intellectually, with the ultimate aim of helping each person develop a sense of responsibility. Ideally, students are educated to participate constructively in the life of society and to govern their lives according to moral values (Moreau 1968). The counselor then, is a professionally trained consultant in human development to students, faculty, administrators, and parents, whose primary function is consultation about student development with all the significant others with whom the students interact (Moreau 1968).

The Carnegie Council reported a study by Hoyt et al. (1977) regarding Catholic high schools. Hoyt concluded that the success of the Catholic schools was not explained by either selective admissions or getting rid of trouble-making students, but rather by the determination to make the students succeed, relative autonomy of each school, relatively small size, absence of a centralized bureaucracy, and close relationships of parents with the schools. The latter, no doubt, is partly explained by the fact that the parents had
deliberately chosen the schools and did not take them for granted, as did some parents of children in public schools (Carnegie Council 1980). There is some evidence, although not extremely strong, that students from comparable backgrounds in Catholic high schools had higher aspirations for attending college than those students in public high schools (Coleman 1982).

Private High School Philosophy

Private schools vary in the kinds of students they serve. Some children are in private schools because their parents feel the local public school offers too little challenge. But others are marginal students, in private schools because they have done poorly in public school. Some private schools cater to low achievers, others to high. Altogether, the large variations in test scores in the "other private" category of schools indicates the wide range of levels at which these schools operate and the wide range of functions they serve for different types of students.

Policy discussions concerning private schools in the United States have included proposals that would increase their role in American education and proposals that would decrease their role. One such premise that would increase the role is that private schools encourage interest in higher education and lead more of their students to attend college than do public schools with comparable students. Likewise, there are premises underlying policies that would decrease the role of private schools. Included in these premises is that private schools do not provide the educational range that public schools do, especially in vocational and other non-traditional courses or programs (Coleman 1982).
The near absence of vocational programs in private schools, is based largely on two points: first, the more traditional educational philosophy in the majority of private schools; and second, the greater cost of vocational programs than of academic programs, combined with the absence of state or federal funds for vocational education in the private sector. Private schools have seldom had vocational programs, in the past or present (Coleman 1982). Some private schools send students to nearby public high schools for vocational courses (Hoyt et al. 1977).

Public High School Philosophy

The primary goal of career development lies in its process, not its end result. Through career development, students will be making appropriate career plans. Programs of study are arranged to fulfill the student's career plan. The end result will be students better prepared upon high school graduation to pursue their career plan through employment, community or technical colleges, a four-year college, and to meet the demand placed upon them by society.

Although techniques and procedures may vary, career development should be a coordinated effort through the school system. The effort should include effective educational approaches to aid students in self-understanding, as well as cognitive and experimental approaches to aid students in career awareness. The school influences career development by exposing students to information and experiences that can be helpful in determining long and short-range goals. How a person performs in school will influence their attitudes toward further education and professional careers (Pietrofesa 1975).
Often, several methods are equally effective in facilitating specific types of learning. Therefore, it is not always necessary or possible to select the one most appropriate technique. Sometimes a combination of methods is the most effective. Two essential characteristics for any program are viability and flexibility. Viability is the potential for successful implementation and adoption of a program to become an integral part of the school guidance services. Flexibility refers to adapting to changing needs, conditions and quality. Programs should allow the introduction of new techniques and the elimination of ineffective ones in order to keep up with the times (Campbell et al. 1973). How do students prepare for the world of work?

Career Education

Since the beginning of career education in Arizona in 1971, local ownership and community involvement have been strongly emphasized. The specific school activities and special areas of concentration are left to the school districts to determine (Bishop 1991).

The career education theory declares that education should include knowledge and experience literally related to work. Growing up to work is an economic and psychological necessity for virtually all people (Marland 1974). Career education is a process, not a different curriculum. It enhances the learner's purposefulness in learning.

One of the goals of career education is to provide graduates from the secondary level and each level thereafter with the skills either to enter the world of work or the desire to embark on additional education. A precept of the career education idea is that all young people upon leaving the education
system, whether during high school, upon graduation from high school, or upon leaving or graduating from a post-secondary institution, should be ready immediately to enter satisfying and useful employment in a field of the individual's choice (Marland 1974).

Education influences occupational choices by opening the doors to some occupations that would otherwise be closed, by making students aware of occupations of which they had no previous knowledge, by arousing or discouraging their interest in them, by providing tryout experiences which lead the student to anticipate success or failure in specific activities. For some students, school provides a new social group with which they identify and which profoundly influences the social and economic needs which they feel their occupation must meet (Hoppock 1976).

No high school student arrives at graduation day without having had work experience. All have extensive experience with the disciplines of schoolwork. Most are familiar with home chores. A great many have held some type of job on a part-time or summer basis. Some have even been self-employed in their own business, engaged in newspaper delivery or similar activities. (Hoyt et al. 1977, 135)

Exploration of the employment market is advisable before the student begins professional preparation. The tendency of too many students, parents, teachers, and counselors is to assume that jobs will be available for students who complete their professional or vocational programs with satisfactory records. Too often young graduates find too late that they have prepared for an occupation in which they have little chance of finding a job (Hoppock 1976). Pupils, particularly dropouts, lack knowledge about occupations, how to apply for jobs, and how to cope successfully in the work world (Tolbert 1980).
The school, as one of the major social institutions for youth, may facilitate or retard the individual's progress toward career success (Tolbert 1980). Career guidance in the secondary school is only part of a broader process of career development. The process of career choice cannot be legitimately viewed as something which will or should occur only once in the lives of most individuals. It may be appropriate to counsel with students contemplating entry into high-level professional occupations in terms of career dimensions carrying through many years; but with a majority of high school students, such long-range career planning is neither appropriate nor defensible in terms of specific plans. If the school counselor can help the student formulate tentative plans for as much as from five to eight years after high school, that counselor should consider his or her job well done (Hoyt et al. 1977).

It is essential that school counselors recognize that the word "career" includes unpaid work as well as the entire world of paid employment. It includes an emphasis on lifelong learning, on volunteerism, on the wise and productive use of leisure time, and on social and occupational problems associated with racism and sexism. (Hoyt 1976, 21)

Students should be aware of the impact of grooming, dress, language, and other issues which become factors in job seeking. The object is to present the best possible image of themselves. The same considerations apply to other job-seeking skills, such as resume writing, making personal contacts with employers, making follow up contacts, completing application forms, and interviewing. Teachers find that role playing and television feedback experiences in these situations will be helpful to students in developing these skills and will provide meaningful learning situations (Hoyt et al. 1977).
Hoyt advocates for every student to be equipped with "general career skills" upon leaving high school. Such skills are useful for entry into a wide range of occupations, not just those skills which are job-specific to a single occupation or a very limited set of occupations. General career skills are less subject to sudden changes in employment opportunities than are job-specific skills. They include: 1) decision-making skills, 2) basic academic skills, 3) general vocational skills, 4) good work habits, and 5) job-seeking, job-getting, and job-holding skills. These basic kinds of general career skills will be important to every secondary school student, those who are contemplating college attendance as well as those who are not (Hoyt et al. 1977).

The goals of career choice lie in its process, not in its end result.

Practically everything worthwhile in life is achieved in small steps. Education is accumulated gradually, babies grow up one day at a time, beautiful gardens are designed and grow slowly; talents are honed, relationships are forged, deep affection is created, all very gradually. Each of our lives is a series of gradual campaigns in all areas--job, family, friends--to make a better life, and few campaigns move quickly. (Campbell 1974, 44)

To insist that a student make a choice is to deny real freedom. In career guidance, Hoyt (1975) says that it is inappropriate to attempt to force every student to make a career choice before leaving secondary school. It is even possible that successful career guidance may have occurred with the student who makes no career choice. But simply increasing the number of choices without simultaneously providing assistance in decision making creates confusion for students. Hoyt implies that occupational preparation is essential for the development of good citizens. Since good citizenship is a goal of high schools, occupational preparation must become a part of all high school curriculums.
The goals of career education are to make work: 1) possible, 2) meaningful, and 3) satisfying to each individual. The broad goal of career education is to bring both prominence and permanence to education as preparation for work as a major goal of the entire education system. It is particularly important at the senior high school level to incorporate meaningful material with respect to the world of work for all students. The student who after high school will enroll in a post-high school educational program is fully as much in need of information regarding the world of work as is the student who will seek work immediately after leaving high school (Hoyt 1975).

Career education seeks to expand career opportunities, not force premature occupational choices on students; it seeks to help college-bound students figure out why they are going to college, not discourage them from going; it seeks to make vocational education a bonafide choice, not recruit students for vocational education (Hoyt 1975).

Students whose plans are based upon starry-eyed visions of glamorous careers, in fields about which they know very little, sometimes need an opportunity to look at the realities of the employment market. Participation in a survey of entry jobs will not correct all the unrealistic dreams, but it may help a few students who want to be realistic to find out what the realities are. (Hoppock 1976, 208)

By the time most students reach senior high school, they have been well saturated with concepts regarding the complexity of the occupational structure and the rapidity of change now being experienced within that structure. At this level, there is a need to emphasize the here and now. Because things will change does not mean they fail to exist in some form today. If students plan to graduate in June, they need to have some plans with respect to what they might do in July (Hoyt 1975; Hoyt et al. 1977).
With the current rate of geographic mobility in the U.S. population, it is essential that information regarding the world of work be presented to senior high school students from the broadest national perspective. While up to eighty percent or more may indicate a desire to make their adult residence in their home communities, fewer will actually do so (Hoyt 1975).

Career education is a concept, not a program, and the concept is delivered through many kinds of programs such as field trips, infusion in subjects, observing workers, shadowing, resource persons, contests, projects, simulation, mini businesses, career role models, volunteer work, work experience, films and media etc. It is an effort that demands the joint participation of the education system and the broader community. It is not something the education system can accomplish by itself (Hoyt 1981).

Occupational education always includes vocational education, but vocational education is not always limited to occupational education. Career education, while including both vocational and occupational education, extends beyond both because it may involve work performed as part of one's leisure time. The three terms imply progressive narrowing of purpose. Career education includes all work; vocational education is limited to all primary work roles; and occupational education is further limited to all primary work roles in the world of paid employment (Hoyt 1975).

**Vocational Education**

According to Hoyt (1975), vocational education is a program which is crucial to the success of career guidance as a service and to the success of career education as a concept. Relatively speaking, he believes vocational
education is the most advanced of all components in a comprehensive career education program.

Vocational education as presently conceived, is a vital part, but only part of the vocational skills training capability of the high school. (Hoyt 1975, 208)

Vocational education still has a very long way to go. In the senior high school, many vocational education programs are still organized on a limited basis in a three hour block sequence. Neither the variety nor the flexibility in scheduling is such that it really meets student needs (Hoyt 1975).

About eleven percent of all public high school students concentrate on vocational education, taking six or more such courses. Another eighteen percent take three vocational courses, while seventy-eight percent of high school students take at least one vocational course (Campbell, Gardner & Seitz 1982).

Campbell et al. (1973) wrote that all vocational programs sought answers to the challenges of secondary education. Efforts were made to respond to the needs of the many young people who “find book learning and classroom procedures so unstimulating that they remain passive or even hostile toward school” (199). Vocational education explores means by which education can be made “more relevant and useful to the non-bookish person, many of whom must currently remain in high school until their seventeenth or eighteenth year although they learn little” (199).

Critics argue that emphasis on providing options for work experience for all high school students is simply a narrow adherence to “the work ethic” (Carnegie Council 1980). Willard Wirtz and the National Manpower Institute (1975) said:
An education-work policy is not one that misconceives of education as having for its purpose the preparation of people for work. Rather, it includes this purpose as part of education’s function of preparing people for life, of which work is one part; it takes full account of learning as a human value in itself. (108)

Vocational courses such as auto mechanics, secretarial studies, metal shop, and construction are often quite popular with students. Some school officials believe that these courses are what keep kids in school, which leads to a high school diploma, which leads to job prospects (Boyer 1983). But when it comes to preparing students for a specific job, the results of vocational education have been largely disappointing. Job prospects for graduates of vocational programs are not much better than they are for students in the non-specialized curriculum (Woods & Haney 1981).

Often vocational education has become a place to send less gifted students. They are labeled by others as less inclined to continue their education. Consequently, they aren’t challenged academically, and they end up fulfilling everyone else’s expectations (Boyer 1983). Many believe there should be no “tracking” of students in academic, general and vocational programs. All students should have the same exposure to both academic and vocational training but with differing emphasis (Carnegie Council 1980). Otherwise students are divided into those who think and those who work, when in fact, life is a blend of both.

In the future, high school vocational programs will be increasingly inadequate or irrelevant. Most of the vocational courses offered in high schools are ill-equipped to prepare students for the emerging technical occupations. In addition, many of the non-technical jobs require on-the-job training, and not
precious school time where students could be academically short-changed (Boyer 1983).

Boyer suggests eliminating the vocational track in high school which would eliminate discriminatory labels. Instead, every student should have the same opportunities to master English, math, science and a foreign language. These basic skills are transferable to any job. Along with those, students should be guided to pursue electives based on their own aptitudes and interests. Many of those electives could be specialized academic courses and quality vocational offerings ranging from health services to the arts, from computers to science, from mathematics or a foreign language to office management.

Vocational education on the secondary school level must be expanded to provide entry-level skills development. In addition to manipulative skills, vocational skills should include knowledge, communicative skills, work attitudes, computational skills, and human relations. Upon completion of the secondary level, students should possess the skills necessary to pursue their career choice through avenues of employment, community/technical colleges, or four-year colleges or universities (Jesser 1976).

Work Study

Another tie between high school youth and the world of work exists in work-study programs. Some such programs have been in existence for many years but still enroll relatively few students.

Work study programs provide economically disadvantaged students with an opportunity to obtain and hold paid, part-time jobs while they are enrolled full-time in educational studies. The jobs in which work study students
work may be in the same family of occupations as the students' training, or they may be unrelated. The missing link is the correlation of school and job learning, along with some well-defined career objectives (Hoyt et al. 1977).

Ginzberg (1971) describes work study programs as alternatives or supplements to the conventional academic high school programs.

Some programs are excellent and have carefully articulated school and job assignments which contribute to intellectual and skill development. But many others...contribute relatively little to the educational and occupational development of young people beyond enabling them to acquire good work habits. (Ginzberg 1971, 61)

Work study pursues income, and its career contribution is accidental.

Cooperative Education

Cooperative education involves agreements between the school and employers which enable students to receive general education and job related instruction in the school and on-the-job training through part-time employment. The primary goal is to prepare students for satisfying and useful employment, but the programs offer the added advantage of permitting occupational exploration in real-life situations. Cooperative education can be useful in the career exploration process, but its primary function is in career preparation and career development. Such programs increase the relevance of education (Hoyt et al. 1977).

High school students need to acquire the work attitudes and the personal confidence which will allow them to maximize their career capabilities. Work attitudes are difficult to teach in most school settings, and so the best way to achieve balance between technical skills, values or attitudes, and self-respect is on the job. Cooperative education allows students to observe and
assess the importance of personal traits necessary for employment, such as punctuality, dress, regular attendance, and responsibility for completing assigned tasks. It allows students to consider the values of other adults of various ages and to relate those values to work performance and life-style. It helps students clarify relationships between education, employment, and earnings and it expands the students' contacts with the world outside the controlled environment of youth (Hoyt et al. 1977).

Cooperative education has some built-in features that almost ensure relevant instruction when properly used. Students are always placed in occupations which are in harmony with the student's interests and abilities. The teacher is not the sole authority; institutional activities are supplemented by information from employers, professionals in the field, and fellow workers in the occupational environment. The transformation from school to work occurs gradually (Hoyt et al. 1977; Isaacson 1986).

Cooperative education must provide activities in the type of occupations which are relevant to the career goals of students. They should provide sufficient hours of work (about fifteen hours per week) to accomplish training without overloading the student. They should be located within a reasonable distance from the school; and they should provide for an adequate compensation scale (Hoyt et al. 1977).

For most high school students, vocational training meant only the simplest exposures to "manual training" and "home economics" (Wirtz 1975). Cooperative education represents an effort to use actual work experience as a means of providing youth with specific occupational training while still in the education system.
Based on the research of Hoyt (1977) and others, cooperative education consistently yields high placement records, high employment stability, and high job satisfaction. The major advantages of cooperative education are immediate. The experience is realistic; there is a direct relationship between school and work, with the study course serving as the connecting link. The participant gains an additional advantage later, since they can claim actual work experience when seeking placement (Isaacson 1986).

The program also has some disadvantages. It is not always possible to arrange the ideal placement that would provide the maximum training and experience.

Some employers are primarily concerned with obtaining inexpensive workers, when they should be fundamentally interested in training them. Similarly students may enter the programs principally for the financial benefits rather than for vocational preparation. (Isaacson 1986, 381)

Some communities have no available employment settings that offer a wide range of experiences. Some programs have such strict admission requirements that the student who most needs assistance is ineligible to participate. Because of the time consumed in field supervision, consultation with employers, and observation of student workers on the job, each counselor can handle only a limited number of students. Consequently, Isaacson (1986) believes the program is rarely as extensive as it should be to meet the needs of most non-college bound students in a given high school.

Cooperative education programs are not readily adaptable to some communities, such as those which are so small that they have a narrow range of available training stations, those which have declining population, or those in which most employment is in occupations for
which there is decreasing demand. Problems also occur in establishments which have strong employer-employee agreements. Some unions restrict entry; some agreements stipulate that no new workers can be hired until all furloughed workers have first been recalled; and some employers have a tradition of hiring relatives of present workers. (Hoyt et al. 1977, 341)

Cooperative education is limited in its career exploration potential in that it explores intensively one occupation but may restrict a student's opportunities to explore others. It is therefore most appropriate for those who have already narrowed their occupational choices, and have done so based upon knowledge of alternatives (Hoyt et al. 1977).

Boyer (1983) recommends that all high school students complete a seminar on work, examining its importance in life and preparing themselves to make responsible life choices of their own. He suggests a one semester course to study how attitudes toward work have changed historically. Students should learn about changes in the economy and how it effects emerging and declining job opportunities. A study of several work-related institutions and an in-depth investigation of one specific occupation should also be included.

American business has a high stake in helping students make the transition from school to work. Introducing students to employment possibilities is...a primary obligation of industry and business. Businesses should provide apprenticeship experiences, as well as part-time and summer jobs, to high school students, to assist them as they consider options for the future. (Boyer 1983, 276)

Experience-Based Career Education

Experience-based career education differs from traditional work/education programs in several ways. It provides unpaid work experience, career exploration in various locations, experiential learning in academic
subjects, and significant pupil role in developing a personalized education plan. It places greater emphasis on career development than alternative schools do. It prepares for college, work, and further training. It is for a wide variety of pupils; those who want to compare academic learning with the real world; those who want to explore careers firsthand; the college bound pupil who wishes to verify a career choice; the job bound pupil who wants to pursue a career interest, learn basic skills, and get ready for employment. Experience-based career education offers a wider range of exploration, but with less intensity and less likelihood of remaining in the employ of the owners at the experience site (Tolbert 1980).

This is a new approach to secondary education to help bridge the gap between the classroom and the community. It combines learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. The community is analyzed for its potential as a learning resource. Student experiences in the community are then carefully planned, supervised and evaluated. Students learn subject matter normally studied in the classroom, but they learn through the practical application of academic disciplines in the workaday world. They explore important new dimensions about themselves and potential careers, and they learn how to make informed career decisions (Tolbert 1980).

Experience-based career education seeks to serve secondary school students through an optional out-of-school program. The established format provides the necessary lifetime skills via arrangements with the business and industry community and the schools. Career skills development is being accomplished in real-life occupational settings by business and industry, with
the schools being responsible for the related academic training. This model is intended as a provision for personalized education experience through existing curriculum and actual work through adult activities that are managed by employers. Jesser (1976), outlined four objectives:

1. To provide an alternative educational program for students in an employer-based setting.

2. To unify the positive elements of academic, general, and vocational curriculums into a comprehensive career education program.

3. To increase the relevance of education as it applies to the world of work.

4. To broaden the base of community participation, particularly by involving public and private employers more directly and significantly in education. (143)

Because of the difficulties in revising a curriculum to include the occupational orientation they believe many students need and want, a growing number of educators and guidance counselors have become attracted to the idea of work experience as a developmental option for youth.

The rationale underlying work experience programs is that students need the opportunity to test vocational choices prior to actual entry into an occupational field. Early involvement of youth in fairly responsible work positions seems to constitute an important socialization experience with positive implications for subsequent work careers (Garbin et al. 1970). Several benefits can be gained from experience-based education: 1) learning skills under actual conditions of employment, 2) gaining technical information which enables learners to work successfully in a chosen occupation, and 3) adjusting
to the acceptance of responsibility and supervision and relationships with other workers. There is considerable support for experience-based career education for high school students that relates what is taught during the half-day or the alternate week that they spend in the classroom to the solution of problems that they encounter at work during the other half of their schedule. Experiences in and out of school are considered an integrated learning experience (Campbell et al. 1973).

Service is another component that some high schools incorporate into their programs. Students could do volunteer work in or out of the school.

They could tutor younger students, volunteer in the school cafeteria, office, audio visual center, or maintain sports equipment and playing areas. They might also move beyond the school to libraries, parks, hospitals, museums, local government, nursing homes, day-care centers, synagogues or churches. (Boyer 1983, 211)

Work that takes the form of community service gives young people a feeling of involvement in community problems and an opportunity to contribute their solution (Carnegie Council 1980). The principle purpose of the program is to give students a greater understanding of the world of work. Some students get job experience and others explore careers.

Campbell (1974) recommends that youth accumulate as many job experiences as possible while young. He suggests it is fairly easy to try out a variety of jobs, work in many different settings, or volunteer for different tasks. The more one learns in high school, the better informed the decisions will be later.

At the senior high level, the work experience should bear some more definite relationship to real or tentative occupational choices. Exposure to
particular kinds of work, rather than work as a generic concept, should be the goal of senior high school work experience programs (Hoyt 1975).

One can read about working conditions; one can talk about working conditions; one can recognize and acknowledge them intellectually; one can even memorize them and retain them long enough to pass an examination. But the visitor who has seen them and heard them, felt them and smelled them, has learned them emotionally, as well as intellectually, and rarely forgets them. No amount of reading and talking about jobs in a chemical laboratory will leave the lasting impression of one whiff of hydrogen sulfide. No amount of discussion in a comfortable classroom will give one the sticky feeling of the high humidity in the rooms in which certain industrial processes must be completed. The noise of the boiler factory, the heat of a hotel kitchen, the cool comfort of an air-conditioned retail store--these are important considerations to some persons in the choice of an occupation. The plant tour provides one means of finding out about them in such a way that they are not likely to be overlooked or forgotten. (Hoppock 1976, 184)

The conducted tour to observe occupations presents important, factual information in a way that is easy and pleasant to absorb. The trip adds zest to a class and provides excellent motivation for later study and discussion. The information is obtained from primary sources and is presented to students simultaneously; errors due to intermediate communication and to obsolescence are reduced to a minimum. The information is more likely to be accurate, up to date, and pertinent to local conditions than information obtained from most other sources. The visit also establishes and maintains employer contacts which may be useful in counseling, in placement, and in public relations (Hoppock 1976).

It is especially at the senior high school level where the expertise and assistance of the business and industrial community is needed in teaching students about the world of work. This assistance is needed not only in giving students work experience and local occupational information, but also in
providing opportunities for senior high school students to visit with adult workers about their total life-style (Hoyt 1975). In contrast to cooperative education, experience-based education provides exploration opportunities rather than employment--breadth, not depth (Hoyt et al. 1977).

A large proportion of students in all types of schools would benefit from work experience or community service. If the programs are supplemented with skills training and effective job development and placement efforts, they will have an impact on eventual employability. School districts are encouraged to develop plans to provide voluntary opportunities for combinations of work experience, community service, and education for all students, especially in the last two years of high school (Carnegie Council 1980).

Mentor Programs

One of the consequences of the modern large school size and large class size is the loss of mentoring.

In the autobiographies of many men and women who became successful despite adversity, one repeatedly finds that a significant person in their lives recognized their special gifts and devoted time, energy and skill to helping them realize their abilities. (Elkind 1984, 143)

Many students fail to realize their potential because of the lack of mentor relationships in school or business. The transition years should include apprenticeship experience off campus and time with mentors. If high schools are to offer advanced academic study and career exploration, they must recognize they cannot do it all. Business, industry and other professionals can be of great assistance as part-time lecturers and mentors (Boyer 1983).
A mentor can provide a career development participant with valuable feedback, information, guidance, and motivation. The mentor can offer individual counseling and guidance, introduce the student to useful contacts, act as a role model for career direction and day-to-day behavior (Leibowitz et al. 1986).

**Computer Assisted Guidance**

Career guidance information consumes a large amount of a counselor's time. While information is being disseminated, the counselor has little time for anything else. In computer assisted guidance, this function is performed by the computer by producing lists of occupations which appear to be consistent with the student's abilities, interests, and values, thus freeing the counselor to help the student utilize the information in vocational decision-making.

The Guidance Information System, or GIS contains four main information banks. The user can question and receive immediate information from: 1) The Occupational File, 2) The Four Year College File, 3) The Two Year College File, and 4) The Scholarship and Financial Aid File. This system is an example of how a career-information center can be automated with enormous savings of counselor time (Tolbert 1980).

Another computer career-guidance system is DISCOVER which covers self-information, occupational exploration, decision-making, self and occupational factors, relationships, and choice implementation in twelve interactive modules. DISCOVER includes: 1) A systematic program of guidance materials for use over a relatively long period of career development. 2) Computer-assisted instruction and simulation exercises in values
clarification and classification of occupations. 3) Capability for on-line administration and interpretation of tests (Tolbert 1980).

The Computer Assisted Placement Service for Pupils, or CAPS is designed for use in secondary schools, community colleges, and area vocational-technical centers. The service makes data about students available to over twelve thousand employees. Schools or other institutions register with CAPS and give information about programs, enrollments and other data. In turn, employers provide information about hiring interests. The third component is student registration, which includes information about occupational preferences and training. Processing this data provides the content for regularly published CAP-O-GRAMS for employers, listing information about students. Other data, such as employment status reports and program enrollments are also available to participating institutions (Tolbert 1980).

With programs like this, students can create a career development plan, explore 12,000 vocational options and access listings of post-secondary schools nationwide. They can also complete a computerized job application, write a resume and maintain a log of their progress and grades on the system (Feller & Daly 1992).

Simulated Work Experience

Simulated work environments provide experiences, through artificial means, that are intended to help the student understand more completely the decision-making process or the nature of a work situation. This group of experiences offers students the opportunity to develop insight and
understanding into demands imposed on workers, the nature of the work environment, skills workers need to complete certain jobs successfully, and similar aspects of employment. Almost every secondary counselor can find within the school, numerous activities that can be used effectively in career development. However, the procedure remains underdeveloped as it relates to counseling and career development activities (Isaacson 1986).

There are many simulation or gaming techniques by which students can vicariously explore careers as well as educational opportunities. Simulation, along with meaningful discussion, follow-up and explanatory materials, are valuable in bringing down to manageable proportions, a very complicated aspect of life. The simplest form of simulation is role playing of various types. For example, students may role-play job interviews in order to be more relaxed and prepared when an actual employment interview comes. Students may also dramatize potential conflicts in work situations (e.g. promptness on the job) on the premise that such an exercise will serve a preventive function when they actually begin to work (Herr & Cramer 1972).

Kits and simulation materials that emphasize an experiential mode have increased tremendously. Extensive use is made of slides, audio cassettes, films and games in these kits. Directions for group activities are often included. Production of this type of material has been stimulated by and is often incorporated in career education programs. One example that illustrates features of this type is the "Job Game." This program is designed to help individuals with occupational planning and obtaining employment through activities and exercises such as role-playing, fantasy trips, science fiction, language, and case studies. Audio cassettes and student workbooks are used.
Pupils go through a process of identifying skills and interests, choosing appropriate occupations, learning about job characteristics, practicing interviewing for jobs, and trying out other employability skills (Tolbert 1980).

Assessment

Many counselors have been fairly uncritical of what tests can and cannot do and have tended to over-value them. Others like hard test results because they provide more scientific conclusions with percentiles, norms and standard deviations.

While it would be desirable for the counselor to explore with students their emerging career strategy, the priority task for the counselor is to spot clear discrepancies between students' records and their plans. Some guidance counselors have relied heavily on interest inventories and assessments to categorize students. Ginzberg (1971) warns that these tests may be used inappropriately:

There is clearly a need to restrict the use of interest testing to situations where the counselee can be adequately prepared for the test and informed what he can or cannot expect to learn from it. The test profile offers a basis for exploration of self-image in the context of occupational images and a chance to link these impressions to information about actual work situations. Interest inventory interpretation separated from career information input is meaningless. (178)

Student assessment is a time-consuming undertaking which requires continuous review and clarification. Although this personal approach is difficult to institutionalize, Ginzberg recommends that the following pitfalls be avoided:
1. The presumption that grades in school are indicative of performance in the adult world.

2. The broad scale recourse to testing or the assumption that the results will provide a sound basis for career planning.

3. The danger of closing out specific choices solely or primarily on the basis of test results.

4. The failure to recognize that school evaluations and tests are limited primarily to cognitive functions and do not record the strengths and weaknesses of students in many other critical areas of performance.

5. The dangers of indiscriminately passing along damaging information about students as they proceed through the school system, thereby preventing them from getting a second chance.

6. The preoccupation of guidance specialists with using data for student evaluations to the relative neglect of its possible use in career planning. (176)

**Career Days And College Days**

Career days and college days have had a long history of usage in the high school. Career days have typically featured a school assembly to discuss the importance of career planning, followed by a series of meetings in which individuals in various occupations discuss their work. College days follow a similar format, but college representatives meet with groups of interested pupils after a general orientation meeting.
Preparatory and follow-up activities are needed so students can select the most appropriate sessions and can incorporate what is learned into what they already know about their interests, abilities, and plans.

Interviews with experts are appropriate experiences in the career development process. The career day and career conference programs are examples of such activities commonly used in schools. On career day, groups of students are given an opportunity for direct contact with representatives of selected occupations in which they previously have indicated an interest. The program is designed to provide the students with pertinent and accurate information about specific fields of work.

Some schools have used the career conference instead of a special career day. If a school prefers not to interrupt its normal school schedule, a series of career conferences can be arranged within the framework of the regular school calendar. In the career conference, an occupational representative is brought together with a group of interested students to discuss a specific field (Isaacson 1986).

These two procedures fill a definite need in the information service. Face-to-face contact with representatives of occupations, training and educational institutions is a unique and often stimulating experience which allows students an opportunity to learn about a greater range of possibilities. Career fairs, with exhibits and occupational representatives promote school-community-industry-business cooperation and are usually evaluated enthusiastically by participants (Tolbert 1980; Isaacson 1986).
College/Job Placement

The placement function at the secondary school level is a very vital part of the school's responsibility to the student and the community (Zunker 1990). Educational and vocational pre-placement, placement and post-placement activities are all important functions. Pre-placement means working with both potential dropouts and potential graduates. Potential dropouts seldom receive help before or during the time of leaving school. They need aid in reviewing possible future schooling and present and future employment possibilities and in preparing for job interviews (Pietrofesa 1975).

It is unacceptable to focus our elaborate testing and assessment system only on those moving to higher education while neglecting the other 40 to 50 percent who even more urgently need guidance. (Boyer 1983, 134)

Both the potential dropouts and graduates can be aided by reviewing opportunities before leaving high school. The counselor may help through placement in part-time jobs, in work experience programs, and in internship-type activities; visits can be arranged to possible educational placements (Herr & Cramer 1972).

The majority of pupils, both graduates and drop-outs, go to work or look for work, than enter any kind of post-high school training or education (Tolbert 1980). As the world of work becomes more complex, involves more specialization, and is increasingly subject to unpredictable changes, the task of finding a job becomes more demanding. The placement task requires the best efforts of the professional guidance counselor. Most high school graduates and dropouts get their first jobs near home. Therefore, it is imperative that the
counselor and clients be familiar with the major employment opportunities in their community (Hoppock 1976).

Placement activities demand that the counselor be knowledgeable about the requirements and standards for a variety of programs. Some of the training opportunities include vocational programs, technical schools, community colleges, apprenticeship programs and the military services (Pietrofesa 1975; Zunker 1990).

High schools must become better informed about how their students do after graduation, in order to make judgments about the effectiveness of their programs (Boyer 1983). Post-placement activities are necessary in the evaluation of past placement aid. Even though much time and effort are needed to carry out follow-up surveys, possible revisions can better help new students (Pietrofesa 1975).

Job placement and follow-through are the functions of assisting youth and adults to enter, to adjust, and to progress satisfactorily in a job (Marland 1974). The placement service should be involved in developing jobs for students within the framework of the school's work-experience program, providing services for those about to graduate, and also providing services for those who are about to drop out or who have dropped out (Carnegie Council 1980).

The high school still faces the issue of whether to undertake placement activities itself or merely to steer students to existing services. The primary effect of a placement service should be to ease significantly the process of transition from school to work. Studies of existing high school placement services indicate that they are effective (Hoyt et al. 1977).
The school has several available options in organizing a placement service ranging from transferring full responsibility to the local public employment security office to retaining total responsibility within the school setting. The major arguments for full use of the local public employment agency are:

1. The state employment service is uniquely suited for placement services, with a trained staff, close contact with employers, and with current and accurate local information on the labor market.

2. It is uneconomical to operate two parallel systems.

3. The state employment service is where workers go to get a new job, and could be equally available in looking for a first job.

A strong argument can also be made in support of job placement services within the school. Advocates of this position cite the following:

1. The school is responsible for the adjustment of the individual.

   Changing from the classroom to the job is part of the adjustment of the individual.

2. Placement should be made with the consideration of the individual's previous experience and abilities. The school is in the best position to know these.

3. If the school provides vocational education, it should logically include placement as a part of the total process (Isaacson 1986).

The public placement services in the United States are not very effective. Only a small proportion of young people get jobs through the federal-state public employment service. The basic problem is that the public employment service in the United States has never been viewed with much
favor by employers, who tend to use its service relatively little (Carnegie Council 1980).

If the school assumes responsibility for assisting students through transitions in the educational experience, such as moving from junior high to senior high, then it is logical to expect that help will be needed in moving from school to job. A school placement program would provide this assistance. The counselor serves as a liaison between the school and employer (Isaacson 1986).

Job placement by the school has many advocates. Hoppock (1976) recommends seeing counselees through placement, partly to insure that they have done an adequate job of reality testing and partly to evaluate the effectiveness of help. Herr and Cramer (1972) consider placement the end product of the school’s effort to help with career development. Placement is viewed as a transition process, as well as an event for which the pupil is helped to prepare himself or herself psychologically and practically. Isaacson (1977) points out that the question of providing or not providing job placement is academic, since schools are already doing it. Tolbert (1980) reports that the most conclusive argument is the fact that a large number of school districts have opted for placement services, and there are some statewide mandatory programs.

It is not sufficient that vocational guidance strategies be designed only to help students gain awareness that opportunities exist or how these can be related to self characteristics; it is equally necessary that they be helped to plan specifically how to gain access to these opportunities (Herr & Cramer 1972). Effective placement of students in the labor market is the end product
of readiness for vocational planning. Both employers and school systems would have much to gain from cooperative efforts to establish an aggressive and effective job placement program (Hoyt 1975).

Ultimately every client tests his or her occupational choice against the realities of occupational life when trying to make a living. Too often the client cannot get a job in his or her occupation of choice. He or she needs a job and takes what is available. It is at this point of placement that much career counseling breaks down because neither the client nor the counselor did enough reality testing in anticipation, during the process of career counseling. Because the client who fails to get a job seldom returns to the original counselor, the counselor seldom learns of these failures. Tremendous improvements in the quality of career guidance could be made if all counselors were required to follow the client through the process of placement (Hoppock 1976).

If placement is viewed as a transition process for the student, the school counselor can help prepare a person psychologically for placement. This may require role-playing interview situations, assistance in completing or recognizing the importance of employment applications, or the provision of information about jobs available in the local setting. It will also involve support and follow-up while the individual is moving through the placement process. In some cases, the school counselor must lend support to individual students who encounter initial rebuffs until their confidence and self esteem are reinforced (Herr & Cramer 1972).

. Young people encounter worsening difficulty moving from school to jobs, a situation generally attributed to the fact that the two functions seem out of kilter.
More than a third of all reported unemployment in the country has been among sixteen-to-twenty-one-year-olds. No other compatible situation exists in any other developed nation in the world. (Wirtz 1975, 36)

Increasingly, placement is recognized as an important aspect of career education. Placement plays a crucial role in bridging the gap between school and work or further education or training (Moreau 1968; Zunker 1990). Regardless of the setting, counselors should have knowledge about job placement services and the skills necessary to assist clients to seek, acquire, and maintain employment (Tolbert 1980).

While most counselors devote considerable time and attention to the process through which the student arrives at a vocational choice, the task of assisting the student to implement that choice through work placement is often neglected (Moreau 1968):

In the majority of Catholic schools, there is scant attention paid to work placement. Most counselors seem to believe that vocational choice is implemented through selection of a college in which the student can obtain the education and training necessary to enter the occupation of choice. (138)

The school which offers only college preparatory curricula has a responsibility to maintain an internal job placement service, in order to be prepared for the inevitable contingencies which arise (Moreau 1968). Such programs should not be established to discourage future formal academic training but should provide relevance and added motivation for learning (Zunker 1990).

The college-placement function should include parents, who usually are the most significant factor in college choice but know least about requirements, programs, and institutional characteristics. College placement must not be left to the senior year; preparation is a long-term process and should begin
much earlier. However, specialized assistance is needed during the last year or so, when choices are made and applications prepared. Help is needed to locate a suitable institution, submit application, and cope with the school-to-college transition. Sources of financial aid can be identified. All the previous preparation may be wasted if these culminating placement services are not available (Tolbert 1980).

**College Prep Vs. Non-College Bound**

Career development is a series of choices selected sequentially as the most workable alternatives among the choices available to the individual at a particular time. For example, upon graduation from high school when a student chooses a particular college or field of interest, he or she restricts other future possibilities (Isaacson 1986).

Based on the research of Shaycroft (1973), the college preparatory curriculum is the only one that sends a large proportion of its graduates to college.

But which is cause and which is effect? Do the boys and girls in the college preparatory or academic programs go to college because they have a high school diploma which gives them a license to, or do they choose the college preparatory curriculum because they fully intend to go to college? Or are both occurrences largely the result of some other set of circumstances, such as high IQ, or high socioeconomic level? Probably there is no single explanation. Certainly high school curriculum is not the only factor that determines whether someone will go to college. (Shaycroft 1973, 98)

Of the twenty fastest growing occupations in the 1990s--nursing, computer science, law enforcement, office-machine service and repair, engineering technician, and banking and insurance--all will require some form of
post-secondary training, but only two will require baccalaureate degrees for entry (Parnell 1992).

Today the United States has the worst school-to-work transition of any developed nation in the world. More than half our students leave school unprepared for productive employment. What should we do? We must quit demeaning the non-college career path. Our front line workers are our most crucial competition asset. (Brock 1992, Abstract)

The challenge of change in the career aspects of guidance are particularly great in the senior high school setting. This is true for many reasons, notably:

1. The general lack of integration of vocational education with the remainder of the curriculum.
2. The general misconception that senior high school students should choose between going to college and going to work.
3. The mistaken notion that career and vocational education in the senior high school is for students who cannot be admitted to college.
4. The fallacy that those contemplating college need not worry about career decision-making.
5. The mistaken assumption that the prime purpose of the senior high school is preparing students for entry into college. (Hoyt et al. 1977, 364)

While most of the leadership and practitioners proclaim that guidance has the responsibility of serving the entire adolescent group, there is considerable evidence that middle-class students preparing for college predominate among its clients and that far less attention is paid to the educational and vocational problems of the large numbers who are not college bound (Ginzberg 1971). Hoyt (1975) agrees that there is an overemphasis on
college degrees that are in reality, available to relatively few. Eighty-three percent of citizens, both youth and adults, in school and out of school, will never attain a four-year college degree. The argument that career preparation ought to begin in college, ignores this fact. Therefore, postponement of career preparation until after completing high school would short-change three-fourths of the school population (Hoyt et al. 1977).

High school students typically make some tentative occupational choices. By having a chance to work in settings where that occupation exists, they will acquire a more realistic basis for the choices they have made. Students in the general curriculum need work experience even though they are not acquiring specific job skills in vocational education. Vocational education students need work experience even if it is not in the field for which they are being trained. If prospective college students acquire some work experience while in high school, they will be more motivated to think about college as preparation for work. In addition, they will gain more respect and appreciation for persons whose work does not require college attendance (Hoyt 1975).

Numerous studies have revealed the sharp contrast between the occupations in which high school seniors express an interest and the occupations in which follow-up studies show them to be employed a year later (Hoppock 1976). Therefore, it is important that students learn something about the occupations in which they are most likely to find employment. Instead of preparing youth for specific jobs, a more viable training alternative may involve the preparation of youth for careers, and the training could be centered around a cluster of general skills which would have transferability to a variety of related jobs (Garbin et al. 1970).
American schools would do well to develop a standard of performance in a core group of subjects that all students should meet (Hudelson 1992). Counselors can best promote career development when they view vocational and academic programs on complementary strategies, not competing ones. Worker success depends on more than job specific training, and student success depends on more than high SAT scores (Hudelson 1992).

Many counselors recognize that the skills necessary for lifelong learning and successful long-term employment are the same. Debating the merits of vocational education over college prep is useless and irrelevant (Feller & Daly 1992). In short, they recognize that students need both academic and vocational competencies if they are to prepare for careers and adult life.

Bottoms (1992) recommends blending higher-level academic courses with vocational studies. This new approach would enable a high school to replace a system that has expected only some students to master the basic college prep academic courses, with one that expects all students to master that content. An integrated curriculum requires students to become familiar with ways to use academic knowledge to perform tasks and solve problems within a business or technical field.

The outcome goal of this academic-vocational integration is to improve the reading, mathematics, science, technical and problem-solving competencies of vocational students. Its intention is to close dramatically the achievement gap between students pursuing a vocational major and those completing a college preparatory program of study (Bottoms 1992).
Role and Function of the High School Guidance Counselor

At some point in time, students will logically be expected to use the skills and knowledge they have acquired in making career decisions. Whether these decisions are tentative or action oriented, there is a great need for high quality, professional counseling (Hoyt et al. 1977).

Guidance comprises those services offered, formally or informally, within the school which are intended to help individual students satisfy their developmental needs. Guidance is distinguished from instruction insofar as instruction is concerned either primarily or exclusively with the satisfaction of the students' cognitive needs while guidance addresses the broad spectrum of needs and sectors of development. The crucial concern for these services is to individualize and personalize education (Moreau 1968; Herr & Cramer 1972).

Within the formal education setting, a guidance counselor is essential in implementing career education. The counselor should possess a solid understanding and commitment to the career development of the students within the total education program. Some of the issues a counselor must be aware of are sources of data, present employment opportunities, projections of labor requirements and markets, and the demands of employers (Clements 1977; Hoyt 1974).

Counseling and guidance first came to be included in the secondary schools' responsibilities almost entirely for the purpose of providing assistance to those high school students going on to college. When it began to realize that a similar service ought to be provided those students who go directly from high school to work, the easiest thing to do was simply add this to the duties of those
who were already providing the advice and information regarding the move from one level of education to another (Wirtz 1975).

Much of career counseling operates almost exclusively in terms of interests, capabilities, and values, but it is equally important that the counselor be competent in the area of occupational information. The situation is apparent in some schools which give little attention to the realities of the employment market. There are few counselors who have the technical knowledge of occupations and the professional skill to help the client form realistic choices (Hoppock 1976).

Most counselors come out of an academic background: liberal arts college, followed by teaching in a school, followed by an administrative career. They have not worked much in agriculture or in a trade or in an office of a private firm. Counselors are generally unfamiliar with the world of work. (Benson 1982, 29)

As students consider future options, seeking advice in the guidance office often leads only to frustration. Counselors are overloaded and have little time to talk to students about career choices or even stay informed themselves (Boyer 1983). Based on the 1980 Survey of High School and Beyond, Boyer (1983) states that guidance in most high schools is inadequate. On the average, the American high school pupil/counselor ratio is 319 to 1. The counselor helps students select programs, deal with personal problems, fill out forms and questionnaires, and choose colleges or jobs. The number of guidance counselors should be rapidly increased to three times its present level. One study showed in a large high school, the average student received only two hours of guidance counseling per year (Ginzberg 1971).

Boyer (1983) says that guidance services must be significantly expanded; no counselor should have more than one hundred students. He
further suggests that school districts provide a referral service to community agencies to assist students who need more frequent and sustained professional help.

In 1973, the average ratio nationwide, was one counselor to 621 students at the senior high school level (Carnegie Council 1980). If counselors were able to see students more regularly and were kept informed about the attendance records of students on their panels and succeeded in establishing good relationships with them, they could discuss the reasons for absenteeism with students and make efforts to have discussions with the parents.

According to Wirtz (1975), it is almost universal practice to include in the counselors' duties a good many of the high school chores, such as monitoring hallways while teachers are in the classrooms, handling disciplinary problems, pursuing truants, and so forth, to an estimated extent of about sixty percent of their time.

In a study of 30-year olds, three fourths of the men and women felt that secondary schools failed to help students develop long range educational goals or plan for a career. For most participants, especially those who did not attend college, schools could have done a better job of helping them discover their interests and talents and plan for the future. Sixty-five percent said they could have benefited from more individual help (Flanagan et al. 1971).

Student-counselor contact was low, and mostly initiated by the counselor. Most students who used counselors used them as sources of information about college and financial aid. (Chapman 1987, Abstract)

Responses were elicited which bear directly upon the role school personnel play in providing a "link" between school and work. When asked what school personnel assisted them in identifying jobs for which they were
qualified, only the guidance counselor was selected with any regularity as providing this type of occupational information. The results also suggest that the school plays a very limited role in assisting their graduates in locating jobs. Existing structural arrangements and counseling resources could be more effective in facilitating the provision of information relative to job qualifications and placements (Garbin et al. 1970).

The counselor should be involved in all phases of career development (Isaacson 1986). Counselors have a central role in career development. Tolbert (1980), Clements (1977), and Jesser (1976) indicate some of the specific functions the counselor carries out:

1. Help classroom teachers implement career education in the classroom.
2. Serve as liaison between school and business/industry/labor and the professional community to determine entry level requirements for specific jobs and occupations.
3. Help students in the total career development process, including making and implementing career decisions.
4. Organize and operate part-time and full-time educational, occupational, and job placement programs.
5. Conduct follow-up, follow-through, and job adjustment activities for graduates and students who leave before completion of formal schooling.
6. Identify and implement individual career development tasks.
7. Identify, classify and use self-educational and occupational information.
8. Expand the variety and appropriateness of assessment devices and procedures required for sound personal, educational, and occupational decision-making.

9. Explore the feasibility of establishing "classrooms" outside of the school--in plants, offices, and the various social and governmental agencies.

10. Make use of volunteers from industry and from government and social agencies as visiting or adjunct instructors.

11. Participate in curriculum revision.

12. Participate in efforts to involve the home and family in career education.

13. Participate in efforts to monitor and assess operations and communicate the results of these activities to other practitioners and clientele as appropriate.

The business-labor-industry community is seen as contributing to the goals of career education in two major ways. First, it contributes by serving as a setting for observational, work experience, and work study opportunities for students. Second, it contributes by serving as part of the comprehensive efforts of career education to assist students in making a successful transition from school to work. In both of these efforts, the school counselor can and should perform important functions, for the counselor can hardly avoid involvement in student decisions on whether to enroll in programs calling for work experience, work study, or both (Hoyt 1975).

Ginzberg (1971) agrees that guidance personnel in secondary schools should make greater use of the specialized resources available in the
community, concretize the realities of higher education, work, and the Armed Forces.

While the basic challenge rests with the community, not with the guidance profession, counselors have the obligation to stimulate action and help point it in the right direction. We do not have suitable developmental structures for many fourteen-to-eighteen-year-olds. To hold them prisoner in the conventional high school until they are sixteen or seventeen and then force them to fend for themselves is a mockery of everything that education connotes and a denial of our commitment to provide developmental opportunities for all young people, not just those on the academic track. (323)

In many ways, the counselor's greatest contribution in the career development process may occur as a result of the skill used in orchestrating the wide variety of human and material resources available to assist students (Campbell et al. 1973). It is very important that counselors try to keep abreast of changing career patterns in the occupational world. In order to provide adequate and accurate vocational information for youth, the counselor must deal with increasing volumes of written materials that are continually becoming outdated. Moreover, in information processing, the counselor must select, organize, file, keep current and make available these materials to youth. With this in mind, counselors should give consideration to changes and innovations that will assist them in more efficiently meeting the needs of the student (Chick 1970).

One of the problems with traditional career guidance services is that it has been service-oriented rather than student-oriented. More emphasis should be placed on building a program to address student needs and development, rather than service-oriented, to fit the skills and practices of counselors (Campbell et al. 1973). Furthermore, even though guidance by its very nature must remain centered on the individual, those in the profession should also be
concerned about changing the institutions which determine the options available to students (Ginzberg 1971).

Continuity is an important factor in career guidance programs. Conflicting advice, suggestions and recommendations will minimize student benefits. A systematic program should reduce communication problems due to its clarity of goals, methods and responsibilities. The effectiveness of any program is determined by how many and how well various resources are tapped and utilized (Campbell et al. 1973). Resources include financial means, human power, printed materials, other agents or agencies in the community, and innovative ideas and suggestions. It is through this process that the counselor is able to assist the student in synthesizing, integrating, evaluating and personalizing the acquired information into something meaningful (Chick 1970).

Credibility is a characteristic which is related to the acceptance of a guidance counseling program. The image of the program in the eyes of others and the degree to which it is used are important elements in the program's success. Often, students, teachers and others in the school are poorly informed about what is offered and how the guidance program works. When awareness is heightened, support is more available and the program is more effective.

Hoyt (1977) believes counselors must change their emphasis from administrative and disciplinary roles to more counseling for career choice and self understanding. The concept of choice is of central importance in the thinking of guidance personnel. The essential function of the counselor is to help people choose wisely from among the alternatives available to them. This the counselor does by encouraging the counselees to learn, think, consider, and
decide about themselves and their opportunities. It is not nearly so important what people choose as that they choose from the widest range of opportunities. It should not be so important to the counselor what the counselee decides about opportunities as what he or she decides about himself or herself in relation to these opportunities. The counselor does not make people do things; the counselor's role is to let them find ways of doing things. The counselor is not as interested in the something they become as in the someone they become.

**Summary**

In summary, there are differing philosophies regarding career development among the public, Catholic and other private school sectors. Career education can be addressed in a variety of ways including any combination of these programs: vocational education, work study, cooperative education, experience-based career education, mentor programs, computer assisted guidance, simulated work experience, assessment, career days and college days, and college/job placement. Some schools offer separate tracks for college bound and non-college bound students depending on their goals and capabilities. The role and function of the guidance counselor is broad with considerable difficulty depending on the number of students each is responsible for assisting.
CHAPTER III
METHODOLOGY

Introduction

The purpose of this study is to discover and analyze what is occurring in the field of career development in twelve valley high schools. How are public, Catholic and private high schools preparing students for the work force? What are their respective philosophies in career development? What is occurring in the areas of vocational education, work study, cooperative education, experience-based career education, mentor programs, computer assisted guidance, simulated work, student assessment, career/college days, college/job placement, and follow up after leaving high school? What is the role and function of guidance counselors in those schools? What is the counselor/student ratio? Are students utilizing guidance counselors for career information?

Description Of Methodology

The selected research design is descriptive. It is a collection of facts to explain what is occurring. This design was selected because its purpose is to systematically describe the facts and characteristics of a given population or area of interest. Merriam and Simpson (1984) conclude that description may be used to explain existing conditions and practice, and as a means of comparison of experience between groups with similar problems to assist in future planning and decision making. This is a comparative analysis to
evaluate the processes used by these twelve schools to respond to the established and growing needs of high school students.

Design Of The Study

The information in this research was taken from the responses to a written survey/questionnaire (Appendix B) sent to twelve high school guidance counselors. These selected guidance counselors were asked to indicate by circling "yes" or "no" if they provided these services in their schools. The six public schools are exhibited with numerals 1, 2, 3, 4, 5 and 6. The three Catholic schools are indicated with capital letters A, B and C. The other three private schools are indicated with capital letters X, Y and Z.

Within a month after receiving the written responses to the survey, the same guidance counselor at each school was contacted for an interview. They were asked to describe their school's involvement in specific programs (see Appendix C).

Data Collection

The population used in this study consists of twelve Valley high schools: three private, three Catholic, and six public high schools. For the purpose of comparison, the public high schools chosen were the ones nearest in proximity to the private and Catholic high schools.

Initially, each high school was contacted by telephone to determine who on their staff was most responsible for the career development of their students. In each case, that person was identified as a guidance counselor. Each guidance counselor then was informed of the nature of the research being
conducted and assured anonymity. Their role consisted of responding to questions on a written survey, followed by a face-to-face interview that would require approximately one hour. All twelve guidance counselors agreed to participate in this research.

The telephone conversation was followed up by a letter reiterating the purpose of the study (Appendix A) and the written portion of the survey (Appendix B). The written survey was selected as a means of gathering data for the following reasons:

1. Easy to categorize and summarize results.
2. Useful for comparison between groups.

The participants were provided with instructions to complete and return the survey within one week. Upon the return of the written questionnaire, the guidance counselors were contacted again by telephone and scheduled for an interview appointment. The benefits of an interview include the following:

1. Permits the researcher to follow up leads and obtain more data.
2. Clarification, restatement, and explanation are all possible during an interview.
3. Permits response with greater depth.

Instrumentation

The procedures used to collect the data include a written survey/questionnaire consisting of thirty closed, forced-choice questions (Appendix B),
and a structured interview containing an additional twenty questions (Appendix C).

Bernard and Fullmer (1979) have described the multiple roles of providing services to all students, individual students, teachers, administrators, and the school and community. The first five questions on the questionnaire were adapted from their research.

The guidance counselor's responsibility for career education programs varies depending on the size of the school system, its staff, the program design and the expertise of the counselor. Zunker (1990) discusses five separate counselor roles: 1) teacher, 2) monitor, 3) consultant, 4) liaison, and 5) referral source, which include responsibilities for all the programs researched in Chapter II. Questions outlined in A through E of the written survey were adapted from Zunker's material. The final five questions use a five point Likert scale for the same five roles.

The twenty structured interview questions were designed by the researcher to obtain more information and to further define what is occurring at each school.

The surveys were pilot tested with three guidance counselors to ensure the clarity of the directions and the questions.

Data Analysis

The responses from the written survey/questionnaire were gathered, tallied and presented in Chapter IV in narrative and tabular form. The information obtained from the interviews with each guidance counselor was condensed and also expounded upon in Chapter IV.
CHAPTER IV
ANALYSIS OF DATA

Written Survey Responses

Bernard and Fullmer (1979) have described the multiple roles of the guidance counselor, including the roles of providing services to all students, individual students, teachers, administrators, the school and community.

Services of all students. Services of all students includes formal orientation of new students, evaluation of students' potential, evaluation of past performance, evaluation of articulation of students from level to level or school to school, and group guidance for information sharing activities.

Table 1 shows that 83% of the public, and 100% of the Catholic and other private school guidance counselors, provide a formal orientation of new students. Evaluation of students' potential and past performance is done by 67% of public schools, and 100% of Catholic and other private school guidance counselors. Thirty-three percent of public and 100% of Catholic and private high school counselors evaluate articulation of students from level to level. Group guidance for information-sharing activities is done by 83% of public school counselors, 100% of Catholic school counselors and 67% of private school counselors.

Services for individual students. Services for individual students involve one-to-one counseling, small group counseling, interest, attitude, or capability assessment, placement of the individual in groups for instruction, and placement of the individual in job or college.
Table 1. Services Of All Students

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Evaluation of articulation of students from school to school and level to level

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Group guidance for information-sharing activities

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![Services Of All Students](image)
Table 2 depicts each sector's services for individual students. All of the schools provide one-to-one counseling. Half of the public, all of the Catholic, and 67% of the private schools use small group counseling. Interest, attitude or capability assessments are used in 83% of the public schools, 67% of the Catholic schools, and 100% of the private schools. The guidance counselors provide placement of the individual in groups for instruction in 83% of the public, 67% of the Catholic and 33% of the private schools. Placement of the individual in job or college is handled by counselors in 67% of the public schools and 100% of the Catholic and other private schools.

Services for teachers. Dealing with referrals from teachers, participating in the classroom with teachers, and communicating with parents, are some of the ways counselors can contribute to the services for teachers.

Counselors deal with referrals from teachers in 100% of the schools surveyed. In 67% of the public and private schools and 100% of the Catholic schools, they participate in the classroom with teachers. The counselors communicate with parents in all of the schools as illustrated in Table 3.

Services for administrators. Some guidance counselors assist in curriculum development and act as community liaison as a service for administrators.

Table 4 presents services for administrators. In curriculum development, 33% of public, 100% of Catholic and 67% of private school counselors are involved. One hundred percent of public school counselors act as community liaisons by gathering and dispersing information, compared to 67% of both Catholic and other private school counselors.
### Table 2. Services For Individual Students

#### Part 1B

#### One-to-one counseling

<table>
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<tr>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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<td>Private 100.0%</td>
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#### Small group counseling

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<th>Pub 6</th>
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#### Interest, Attitude, or Capability assessment

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<th>Pub 4</th>
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<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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</thead>
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<tr>
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#### Placement of individuals in groups for instruction

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<th>Pub 4</th>
<th>Pub 5</th>
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<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
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<td><strong>Percentage Y/N:</strong></td>
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#### Placement of the individual in job or college

<table>
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<th>Pub 4</th>
<th>Pub 5</th>
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<th>Pri X</th>
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</tbody>
</table>

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### Services For Individual Students

![Graph showing services for individual students across public, Catholic, and private sectors.](image)

- **One/one**
- **Sm group**
- **Assessment**
- **Ind/inst**
- **Ind/job/coll**
### Table 3: Services For Teachers
#### Part IC

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<thead>
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<th></th>
<th>Pub 1</th>
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<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
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<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
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</thead>
<tbody>
<tr>
<td>Deal with referrals from teachers</td>
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<td>Yes</td>
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<tr>
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<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
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<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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<tbody>
<tr>
<td>Participate in classroom with teachers</td>
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<td>Yes</td>
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<td>Private 66.6%</td>
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<thead>
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<th></th>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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</thead>
<tbody>
<tr>
<td>Communicate with parents</td>
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<td>Yes</td>
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<td>Yes</td>
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#### Services For Teachers

- **Deal with referrals**
- **Class participation**
- **Communicate/parents**

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<table>
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<tr>
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<th>PUBLIC</th>
<th>CATHOLIC</th>
<th>PRIVATE</th>
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</table>
Research services for school and community. Counselors collect research for the school and community by surveying the community for occupational placement and initiating a follow-up of students to assess the effectiveness of guidance programs.

None of the public or private school counselors in this study survey the community for occupational placement, whereas 67% of Catholic counselors are responsible for this role. Thirty-three percent of public school, and 67% of Catholic and private school counselors follow-up students to assess the effectiveness of guidance, as shown in Table 5.

Number of students and years in guidance at this school. The number of students each counselor is responsible for and the number of years each has worked in their current schools is represented in Table 6. The average counselor to student ratio in the public high schools is 1 to 347.5; in the Catholic schools, the ratio is 1 to 195, and in the other private schools, 1 to 212.3. The counselors surveyed had a wide range of experience at their schools, from 2 to 27 years. The mean in the public schools was 12 years compared to 8 years in the Catholic and other private schools.

The school views the counselor as a source of information for career guidance and as someone available for help; the teacher may view the counselor as an advocate, consultant, and referral source; the administrator views the counselor as a provider of individual and group counseling, a referral for parents, and a planner and researcher (Zunker 1990).

Counselor as teacher/trainer. As a teacher, the guidance counselor may teach career-related mini-courses to students or serve as an in-service trainer for classroom teachers. Both strategies are aimed at helping individual
### Table 4. Services for Administrators
#### Part ID

<table>
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<tr>
<th>Curriculum development</th>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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<tr>
<td>Percentage Y/N.</td>
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<table>
<thead>
<tr>
<th>Community liaison (gathering and dispersing information)</th>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
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<th>Pri X</th>
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<th>Pri Z</th>
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<td>Yes</td>
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</tbody>
</table>

#### Services for Administrators

- **Public**: Curriculum Development 30%, Community Liaison 80%
- **Catholic**: Curriculum Development 70%, Community Liaison 30%
- **Private**: Curriculum Development 60%, Community Liaison 40%
Table 5. Research Services For School And Community
Part IE

Survey of community for occupational placement

<table>
<thead>
<tr>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
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<th>Cath C</th>
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<th>Pri Y</th>
<th>Pri Z</th>
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Percentage Y/N:
- Public: 0.0%
- Catholic: 66.6%
- Private: 0.0%

Follow-up of student to assess effectiveness of guidance

<table>
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<tr>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
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</table>

Percentage Y/N:
- Public: 33.3%
- Catholic: 66.6%
- Private: 66.6%

Research Services for School and Community

- **Survey of Community**
- **Follow-up to Assess Guidance Results**
Table 6. Number Of Students And Years In Guidance At This School

Part II

<table>
<thead>
<tr>
<th>How many students are you responsible for?</th>
<th></th>
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</thead>
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<tr>
<td>Public 1</td>
<td>290</td>
</tr>
<tr>
<td>Public 2</td>
<td>425</td>
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<td>Public 3</td>
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<td>340</td>
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<tr>
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<td>140</td>
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<td>Private X</td>
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<td>Private Y</td>
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<tr>
<td>Private Z</td>
<td>214</td>
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<table>
<thead>
<tr>
<th>How long have you worked in guidance at this school?</th>
<th></th>
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</thead>
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<tr>
<td>Public 1</td>
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<tr>
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<td>5 years</td>
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<tr>
<td>Private Z</td>
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students broaden their consideration of potential occupations. Courses can be designed to cover a variety of relevant subjects, including decision-making techniques, resume writing, skills development for job interviewing, values clarification, and occupational-resource information. As an in-service trainer of teachers, the guidance counselor is charged with the responsibility of disseminating career-related materials for classroom instruction. Table 7 shows that half of the public, and one-third of the Catholic and private school guidance counselors teach career-related mini-courses. One third of the public and none of the Catholic or private school counselors serve as an in-service trainer for classroom teachers in decision-making techniques and values clarification. One of each of the public and Catholic, and none of the private school guidance counselors taught resume writing. One of the public, and none of either the Catholic or private counselors did interview skills training. Occupational resource information was made available to students by two-thirds of the public, none of the Catholic, and one of the private schools. Career related materials were disseminated by half of the public, and one-third of the Catholic and other private high school guidance counselors.

**Counselor as monitor.** As a monitor of career education programs, the guidance counselor basically has the responsibility of assessing students' needs and evaluating programs. Of major importance is the dissemination of information regarding identified needs and program evaluation to teachers, administrators, and individuals or groups in charge of curriculum development.

Table 8 shows that all of the private schools, and all but one of the public and Catholic schools, do assess students' needs. Two-thirds of the public and one-third of the Catholic and private school guidance counselors evaluate
### Table 7. Counselor As Teacher/Trainer

**Do you teach career related mini-courses to your students?**

<table>
<thead>
<tr>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
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Percentage Y/N:
- Public 50%
- Catholic 33.3%
- Private 33.3%

**In-service trainer in: Decision making techniques?**

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<tr>
<th>Pub 1</th>
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<th>Pub 4</th>
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</table>

Percentage Y/N:
- Public 33.3%
- Catholic 0%
- Private 0%

**Resume writing?**

<table>
<thead>
<tr>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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Percentage Y/N:
- Public 16.6%
- Catholic 33.3%
- Private 0%

**Interview skills?**

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<th>Pub 2</th>
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<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
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Percentage Y/N:
- Public 16.6%
- Catholic 0%
- Private 0%

**Values clarification?**

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<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
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Percentage Y/N:
- Public 33.3%
- Catholic 0%
- Private 0%

**Occupational resource information?**

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<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
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Percentage Y/N:
- Public 67%
- Catholic 0%
- Private 33.3%

**Do you disseminate career related materials for the classroom?**

<table>
<thead>
<tr>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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<tr>
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<td>No</td>
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</table>

Percentage Y/N:
- Public 50%
- Catholic 33.3%
- Private 33.3%
career education programs. Counselors make recommendations for curriculum development in all of the Catholic schools, two-thirds of the public schools, and one-third of the other private schools.

**Counselor as consultant.** The role of consultant implies that the guidance counselor is well-grounded in career development theories and is able to defend and promote the purpose, goals and objectives of career-education programs. The counselor primarily functions as a leader and coordinator of programs and serves as a resource person who provides and integrates relevant career materials into instructional programs, and interprets goals and objectives of programs.

Table 9 indicates that one-third of all the high school guidance counselors in the study are responsible for leading/coordinating career-related programs. Half of the public school, one-third of the Catholic school and none of the private school counselors provide and integrate career materials into instructional programs. Half of the counselors in public schools formulate goals and objectives of career related programs compared to a third of the Catholic and other private school counselors.

**Counselor as liaison.** Career education programs require community participation and cooperation. Therefore, the counselor's responsibilities as a liaison between the school and community are particularly important. Making on-site visits to local business organizations, contacting speakers from the community, and acquiring resource information may all be coordinated through the liaison.

One-third of the public and none of the Catholic or other private school counselors make on-site visits to local industries and business organizations.
### Table 8. Counselor As Monitor

<table>
<thead>
<tr>
<th>Do you assess students' needs?</th>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>Percentage Y/N:</td>
<td>Public 83%</td>
<td>Catholic 67%</td>
<td>Private 100%</td>
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<table>
<thead>
<tr>
<th>Do you evaluate career education programs?</th>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Percentage Y/N:</td>
<td>Public 67%</td>
<td>Catholic 33.3%</td>
<td>Private 33.3%</td>
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<table>
<thead>
<tr>
<th>Do you make recommendations for curriculum development?</th>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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<tbody>
<tr>
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<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Percentage Y/N:</td>
<td>Public 67%</td>
<td>Catholic 100%</td>
<td>Private 33.3%</td>
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### Table 9. Counselor As Consultant

<table>
<thead>
<tr>
<th>Are you responsible for leading/coordinating career related programs?</th>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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<td>No</td>
<td>No</td>
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<tr>
<td>Percentage Y/N:</td>
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<td>Catholic 33.3%</td>
<td>Private 33.3%</td>
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</table>

<table>
<thead>
<tr>
<th>Are you responsible for providing/integrating career materials into instructional programs?</th>
<th>Pub 1</th>
<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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<tbody>
<tr>
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<td>No</td>
<td>No</td>
<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<td>No</td>
</tr>
<tr>
<td>Percentage Y/N:</td>
<td>Public 50%</td>
<td>Catholic 33.3%</td>
<td>Private 0%</td>
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<table>
<thead>
<tr>
<th>Are you responsible for formulating goals and objectives of career related programs?</th>
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<th>Pub 2</th>
<th>Pub 3</th>
<th>Pub 4</th>
<th>Pub 5</th>
<th>Pub 6</th>
<th>Cath A</th>
<th>Cath B</th>
<th>Cath C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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</thead>
<tbody>
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<tr>
<td>Percentage Y/N:</td>
<td>Public 50%</td>
<td>Catholic 33.3%</td>
<td>Private 33.3%</td>
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</tbody>
</table>
Two-thirds of the public and Catholic school counselors invite professionals from the community to speak to students compared to one-third of the private school counselors. Resource information and local community support are obtained by one-third of the public schools, and two-thirds of the Catholic and other private schools. See Table 10.

Counselor as referral resource. Professional guidance counselors will periodically find it necessary to refer students for individual assistance or for special group programs such as educational planning, interpretation of tests and inventories, values clarification, and information on available local jobs.

Table 11 shows that in the public schools and other private schools, two-thirds of the counselors refer students out for educational planning, contrasted with none of the Catholic school guidance counselors. The interpretation of tests and inventories were referred by one-third of the public and Catholic, and two-thirds of the private school counselors. Referral for values clarification was done by half of the public school and a third of the Catholic and other private schools. Two-thirds of the public and Catholic guidance counselors, and one-third of the private guidance counselors provided information on available local jobs.

Scope of responsibility. The counselors' scope of responsibility is depicted in Table 12. Using a Likert-type scale, counselors indicated the extent of their responsibility within each role. The responses from the public school guidance counselors show some-to-frequent responsibility as monitor, consultant, liaison, and referral resource, and rare but occasional responsibility as teacher/trainer. The Catholic school guidance counselors felt frequent responsibilities as monitor, consultant, liaison, and referral resource, with some
### Table 10. Counselor As Liaison

| Do you make on-site visits to local industries and business organizations? |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Pub 1 | Pub 2 | Pub 3 | Pub 4 | Pub 5 | Pub 6 | Cath A | Cath B | Cath C | Pri X | Pri Y | Pri Z |
| No   | No   | No   | Yes  | Yes  | No   | No   | No   | No   | No   | No   | No   |
| Percentage Y/N: | Public 33.3% | Catholic 0% | Private 0% |

| Do you invite professionals from the community to speak to students? |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Pub 1 | Pub 2 | Pub 3 | Pub 4 | Pub 5 | Pub 6 | Cath A | Cath B | Cath C | Pri X | Pri Y | Pri Z |
| Yes  | Yes  | No   | No   | Yes  | Yes  | Yes  | No   | Yes  | No   | Yes  | No   |
| Percentage Y/N: | Public 67% | Catholic 67% | Private 33.3% |

| Do you obtain resource information and local community support? |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Pub 1 | Pub 2 | Pub 3 | Pub 4 | Pub 5 | Pub 6 | Cath A | Cath B | Cath C | Pri X | Pri Y | Pri Z |
| No   | No   | No   | Yes  | Yes  | Yes  | Yes  | Yes  | No   | No   | Yes  | Yes  |
| Percentage Y/N: | Public 33.3% | Catholic 67% | Private 67% |

### Table 11. Counselor As Referral Resource

| Do you refer students our for educational planning? |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Pub 1 | Pub 2 | Pub 3 | Pub 4 | Pub 5 | Pub 6 | Cath A | Cath B | Cath C | Pri X | Pri Y | Pri Z |
| Yes  | Yes  | No   | No   | Yes  | Yes  | No   | No   | No   | Yes  | Yes  | Yes  |
| Percentage Y/N: | Public 67% | Catholic 0% | Private 67% |

| The interpretation of tests and inventories? |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Pub 1 | Pub 2 | Pub 3 | Pub 4 | Pub 5 | Pub 6 | Cath A | Cath B | Cath C | Pri X | Pri Y | Pri Z |
| No   | Yes  | No   | No   | No   | Yes  | No   | Yes  | No   | Yes  | Yes  | Yes  |
| Percentage Y/N: | Public 33.3% | Catholic 33.3% | Private 67% |

| Values clarification? |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Pub 1 | Pub 2 | Pub 3 | Pub 4 | Pub 5 | Pub 6 | Cath A | Cath B | Cath C | Pri X | Pri Y | Pri Z |
| Yes  | Yes  | No   | No   | No   | Yes  | No   | Yes  | No   | No   | No   | Yes  |
| Percentage Y/N: | Public 50% | Catholic 33.3% | Private 33.3% |

| Information on available local jobs? |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Pub 1 | Pub 2 | Pub 3 | Pub 4 | Pub 5 | Pub 6 | Cath A | Cath B | Cath C | Pri X | Pri Y | Pri Z |
| No   | Yes  | No   | Yes  | Yes  | Yes  | No   | Yes  | Yes  | No   | Yes  | No   |
| Percentage Y/N: | Public 67% | Catholic 67% | Private 33.3% |
Table 12. Scope Of Responsibility

<table>
<thead>
<tr>
<th>To what extent does your role as counselor include these?</th>
<th>0= no responsibility in this area</th>
<th>1= rare but occasional responsibility in this area</th>
<th>2= some responsibility in this area</th>
<th>3= frequent responsibility in this area</th>
<th>4= complete responsibility in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor as:</td>
<td>A Teacher/Trainer</td>
<td>B Monitor</td>
<td>C Consultant</td>
<td>D Liaison</td>
<td>E Referral Resource</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th>Pub 4</th>
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<th>Cat C</th>
<th>Pri X</th>
<th>Pri Y</th>
<th>Pri Z</th>
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</table>

Mean for the various school types

<table>
<thead>
<tr>
<th>Counselor categories</th>
<th>Public high schools</th>
<th>Catholic high schools</th>
<th>Other Private high schools</th>
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<td>Mean</td>
<td>Total</td>
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<td>2.8</td>
<td>9.0</td>
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</table>
responsibility as teacher/trainer. In the other private sector, counselors felt some-to-frequent responsibility as monitor, some as referral resource, rare or occasional responsibility as consultant and liaison and almost no responsibility as teacher/trainer.

**Interview Responses**

The interviews provided an opportunity to clarify information from the written surveys as well as compile more detailed information regarding implementation of specific programs at each school. It was determined during the interviews that Tech Prep is a form of vocational education, and 2+2 is a form of cooperative education. None of the twelve schools provided specific opportunities or programs for those two areas. Most of the counselors had not heard of 2+2.

**Vocational education.** The public schools are becoming increasingly aware of the relationship between the school and the neighborhood. Populations are diversifying and many students are not headed toward college. The electives that are offered exemplify students' interests, which include home economic related occupations, shop, business education, advanced spreadsheets, marketing, clerical, etc. In addition, every content teacher is expected to include vocational education within their content area. One faculty member usually in-services the rest of the staff and keeps them abreast of vocational and technical programs. All of the public high schools also offer courses and training at separate technical schools. Their programs are geared almost exclusively to Juniors and Seniors. Students must be sixteen and have earned ten credits to be accepted. Sophomores tour the technical school for a
half day and are encouraged to meet with technical counselors prior to Junior year to discuss interests and requisites for enrollment. During registration, the counselor shows a videotape of technical programs to Sophomores and Juniors. These programs include EMT training, fire science, police science, culinary arts, radio or television broadcasting, nursing and other medical careers. Students can self-nominate or be referred by a guidance counselor. When accepted, students attend a half-day at the home school and half a day at the technical school. Credits are weighted the same as the home school. One public high school offered an industrial arts program for Freshmen. The auto mechanics class designed and raced cars with the assistance of Macintosh computers.

The Catholic high schools in this study do not provide vocational or technical education. In order to be accredited as a college preparatory institution, the curriculum must be narrowly focused on that path. While the public schools require 20 units of credit to graduate, the Catholic schools require 24 credits. Four of those credits are in religious education, one unit required each year. There are two skill-type classes offered as electives: Typing/Word Processing and Introduction to Computers. Between semesters, students spend a week taking enrichment courses. The week is intended to give students exposure to other disciplines not included in the regular curriculum such as calligraphy, tennis, photography, aerobics, and personal money management. For students struggling with the college curriculum, the Educational Opportunities Commission (EOC) in conjunction with ASU provide assistance.
Only one of the private schools included vocational or technical courses in their curriculum. Some of the choices given to students in that school are keyboarding, computer applications, shop, home economics, woodshop I & II, drafting and printshop.

Work study. Work study in the public schools is non-existent. It is useful in the Catholic and other private schools in partial fulfillment of tuition.

In the Catholic and other private schools, as many as 25% of students participate in some kind of work study ranging from clerical, to cafeteria, to janitorial work. There is not necessarily a connection to occupational or vocational training and there is no academic credit associated with the experience. Generally, work study programs are sought out by parents rather than students.

Cooperative education. Seniors in public schools are eligible for cooperative education programs. Normally, the student attends the co-op class for one hour a day and the related job for approximately fifteen hours per week. They receive credit for the class and regular pay for the job. Programs such as COE and HERO are most popular, with some 80 to 100 out of 400 students involved annually. Other programs include Agriculture and Industrial Technology. The cooperative education coordinator seeks organizations in the community who welcome trainees. One school also employs a career specialist who coordinates a program for students which is not affiliated with any class. The specialist works with students more extensively to discover their capabilities and directs them to jobs that match both students' and employers' needs. One hundred and twenty eight hours at an approved job can equal one-half elective credit at school.
One inner city public high school guidance counselor was concerned that some of these cooperative education programs were being dropped. Their school just eliminated HERO because of some personnel changes. The statistics show that most of their graduates will be blue collar workers, yet the school was de-emphasizing the programs that could impact their employability.

None of the Catholic schools provided cooperative education opportunities. One other private school indicated that sometimes credit was given for student jobs, but no specific program was yet in place.

**Experience-based career education.** While the public school guidance counselors believed experience-based career education to be important, they all considered it a weak point in their programs. One counselor felt that all students should be exposed to different fields in the ninth or tenth grade, but in reality, there was a very small percentage of students who became involved in local organizations. Occasionally a student will be compelled to shadow a professional for a day to see if a job appeals to them.

Students in the Catholic schools are encouraged by the guidance counselors to seek volunteer work or part-time employment in their field of interest. All students are required to perform fifty hours of service prior to graduation. At the end of the Sophomore year, they are counseled toward an experiential project. The schools also approve field trips that tie into experience-based career education, related to the needs and interests of students. Several students are involved in Junior Achievement in conjunction with the Free Enterprise class. The program is staffed by professionals in
accounting, sales, and marketing. The students get exposure to those fields and practice writing resumes, etc.

The other private schools also promote experience-based career education through jobs, service clubs, and assisting in local businesses. All of the electives incorporate some element of experience-based career education in drama, band, art, photography, home economics, and journalism. For example, the students in art class visit a graphic design business as part of their study. In this way, career education is infused into existing curricula.

**Mentor programs.** Mentoring is a relatively new concept in high schools. One school had an arrangement with Motorola which allowed certain students to link up with willing employees and learn something about their trade. For the most part, this entailed observing and interviewing the employee to gain insights into their lifestyle, role and job satisfaction.

The YMCA has selected certain high schools for a new mentoring program. Their purpose is to attract minorities to learn about careers, but it is open to everyone. Meetings are held on a regular basis to orient students to careers. Only after attending the meetings, students participate in related activities. All kinds of professionals--doctors, lawyers, engineers, etc.--are invited to share their attitudes and experiences. In addition, the YMCA selects students on the basis of interest, to visit the University of Arizona for a campus tour. The program is free.

Catholic school students apply for mentorship connections which are listed in their educational opportunities newsletter. Counselors pass on the applications to employers who interview students and take over from there. Some science and math track students are currently assisting a group of
doctors conducting research. Once a month, professionals who are sometimes parents and former graduates, come in and speak to students on an individual or group basis. This method was mentioned in the Catholic and other private schools.

**Computer assisted guidance.** Although some of the public school guidance counselors indicated that computer assisted guidance is on the rise, half of the schools did not have the capacity to perform guidance functions via computer, other than for test scoring. All of the schools had access to the GIS, although it was frequently housed in the library, rather than the guidance office or career center. Problems with funding in some districts have eliminated other computer resources that they hope to regain in the future. One school has made extensive use of computer assisted guidance through its ability to retrieve a student's records, progress reports and credits. This guidance counselor spends three sessions each year in the Junior Social Studies class. In groups of thirty, a computerized occupational and career interest search is administered and shared with students.

Students entering Catholic schools must be computer literate. The schools have programs available in several locations from 7:00am to 4:00pm for students to access information. They are responsible for initiating their own search for such information as financial aid, scholarships, and college view (computerized information about colleges across the country). By inputting information regarding size, special programs, cost, and geographic preferences, students can access lists of potential schools. Counselors also use computers for data, forms and college recommendations. One Catholic and one other
private school did not use computers because they were not used enough by students; they were outdated and were not cost effective.

The other private schools utilized computers extensively in the guidance program particularly for college search and financial aid. One such program is C-LECT, a college/career/scholarship search.

**Simulated work.** Simulated work experience is usually interwoven in business and co-op classes in the public high schools. Students use role play, and simulation games to learn about such things as money management, business, and the medical professions. They also simulate mock interviews where students learn how to present themselves and conduct a successful interview.

None of the Catholic schools provided simulated work experiences.

The other private schools had included units of simulation experiences within shop, economics, computer, and business classes. Professionals from outside industries came in to the class and facilitated situational experiences for the students which they would play-out, as if in the workplace.

**Career days.** There were a wide array of opinions from the public schools on the issue of career days. Some do not have a career day and do not believe they are particularly effective. In lieu of career day, some schools do an Arizona college day and an Armed Forces Day for seniors. One school is headed in the direction of incorporating career days. The City of Phoenix holds a science fair that is advertised through guidance departments, and a significant number attend. Others bring in business school representatives who meet with students at least once a year to discuss an Individualized Vocational Educational Plan (IVEP). In another school, the vice-principal has elected to
take responsibility and provide career days twice a year. Still others endorse a major district-wide career fair called OP-Shop, (Opportunity Shop) which high schools host on a rotating basis. Vocational schools, colleges, business and industry are all well represented. The fair attracts thousands of attendees; the vast majority are high school students, but some even come from junior high.

Some Catholic schools have developed a career program that takes place over the course of a few years. The first year, parents are asked to take their son or daughter to work for a day. This year, 840 out of 900 students participated. During the second year, there is a day set aside for professional career speakers. In the third year, students view 30 to 45 minute videos within departments on career clusters.

The private schools are also varied in their approach to career days. One school has hosted a few over the years, but not on a regular basis. Another school has established a network with the local public schools and has been invited to participate in the district's OP-Shop. One other school provides a fairly individualized career day for their Junior students after a survey of interests.

**College placement.** Attending community colleges and three in-state universities are usually emphasized in the public schools, even for straight "A" students. Handbooks and college computer searches are available for all students. Individual guidance is offered, as well as group guidance at orientations. Much of the college placement is handled by college representatives who visit high school campuses on a regular basis. Part of their role includes administering placement tests in English and Math through ASSET, an abbreviated version of the ACT (American College Test). Guidance
counselors write letters of recommendation for many students applying for post-secondary education. The research and evaluation department in the district pursues a follow up study with students after leaving high school.

The Catholic schools unanimously agreed that college placement was their major task. When a student enters high school Freshman year, the goal of the school is to get them to college. Counselors focus on guiding students to take the right courses and maintain a high GPA. Anywhere from 30 to 125 colleges and universities recruit at these schools annually, and confer with students on campus from 5 to 80 times per year. Representatives are available before school, during lunch and after school. Part of the college selection services involve reviewing handbooks and videos. Opportunities are also provided for students to take the SAT prep class.

Many private school students attend Christian colleges, most often out of state. These colleges send recruiters to visit the high schools frequently. The private schools also work closely with the local community colleges and universities. Materials from these schools are always made available. On college nights, over 100 colleges are represented. They also visit the private high schools several times a year to screen Juniors and Seniors.

**Job placement.** Some of the public high schools, in cooperation with the city, assist in job placement, particularly through a summer youth program. Counselors distribute applications and post jobs on an employment bulletin board. They receive new lists everyday through E-mail, which are communicated to students through daily announcements. Normally, job placement is not part of a guidance counselor's job description, but many see it as a need and assist in whatever way they can. The technical schools, on the
other hand, employ a full-time job developer as a liaison to organizations. Some employers hire students directly from technical classes.

The Catholic schools will take telephone calls from organizations and post jobs for students, but counselors generally do not initiate contact. One school proved to be an exception to this rule. It had a retired business person who volunteered 40 hours a week to guide students to jobs. He actively sought out personal business contacts and affiliates to connect individual students with an employment experience that would benefit them in the future. He kept a file of students' skills, experience and desired hours. He placed approximately 25 students a year, mostly in accounting and law firms. Fifty percent of this school's students held after-school jobs.

Like the Catholic schools, the other private high schools normally do not initiate job placement activities other than posting or announcing jobs that are called in. Since most students go on to college, it is not seen as a priority. For those who choose not to go on to college, the counselors discuss vocational and technical schools.

**Role and function of the high school guidance counselor.** Because of the use of assessments in guidance, such as vocational interest tests, and world of work inventory, virtually all students utilize counseling for career assistance. In addition, many families have been affected by lay-offs in organizations which have caused a greater concern for careers of the future. One guidance counselor remarked that 100% of her time was spent on career assistance since career counseling is part of everything. The remainder of the counselors said they spent from 10% to 70% of their time on career assistance.
The public school counselors make an effort to publicize their role by introducing themselves and speaking to parents and students at orientation and open house. They also send out literature in a packet but it is apparently not widely read. One counselor said the majority of his time was spent on getting students through school. He expressed disappointment in his district's management system. While they were in the process of implementing competency based guidance, most of the counselor's time was spent on disciplinary problems and reviewing transcripts. Depending upon the location of the school, the student population can be very diverse. In some cases, the counselors spend a disproportionate amount of time working with attendance and behavior problems. Students are sent to the counseling department by the teachers; counselors were not permitted to call students out of class. Thus, their role is largely reactive, rather than proactive. Overall, they thought more could be done to communicate career development programs.

Catholic school students are made aware of the counseling role through announcements in monthly newsletters and small group sessions. By contrast, a private school counselor said his involvement in career assistance was minimal because the colleges should be doing the career counseling. Based on recent evaluations provided by a private school, students can articulate the purpose of guidance and counseling. Most are aware that the counselors are available for course selection, academic advisement and personal counseling. As students progress to Juniors and Seniors, they were also aware that they could seek help with college/career selection.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study is an investigation of how career development is being implemented in twelve Valley high schools. For the purpose of comparison, data was collected from six public high schools, three Catholic high schools, and three other private high schools. The contact at each school was a guidance counselor. Analysis was based on responses to a thirty question written survey and a twenty question follow-up interview with each counselor.

Conclusions

This research is in no way intended to prove that either the public, Catholic, or private schools are doing a better job in career guidance. Rather, it is intended to show how the schools provide career development for their students.

There are extensive differences between the public and private sectors with regard to technical and vocational courses which are practical in nature, such as auto mechanics, wood or machine shop, driver training, and home economics. In the public sector, students have much greater access to technical and vocational courses than those in private schools. The lowest accessibility to technical or vocational courses is to be found in the Catholic sector. One possible source of these differences is that technical and vocational courses are more costly than others. The low availability of these
courses in Catholic and other private schools, as discussed in Chapter II, may
be due in part to their cost relative to their perceived value by parents.

There is evidence that private schools do not provide the educational
range that public schools do, particularly in vocational and other non-
traditional courses or programs. Schools in both the Catholic and other private
sectors provide primarily academic programs and have few vocational or
technical courses. This is due to the fact that these schools focus on the
courses necessary for students to excel in college.

Just as college plans are less fully implemented among public school
seniors who expect to attend college than among their counterparts in private
schools, job plans are less concrete and less fully implemented among those
private school seniors who do plan to go to work after they finish high school.
This suggests that the Catholic and private schools do less than the public
schools in aiding the job placement of their graduates who are not going to
college.

The private schools, particularly the Catholic college preparatory
schools, deliberately keep their focus narrowed to an academic curriculum.
Their rationale is that no matter what field a student chooses as a career, they
will need a strong foundation in the basics, such as English and math. Studies
show that the majority of graduates do not enter the trade for which they
trained in high school, nor do they tend to enter the trade in later years. Since
college students frequently change majors and adults change careers several
times, it is unnecessary to prepare a high school student for a career.

Implications for career guidance programs in senior high school are
numerous, and they indicate that programs should be designed to meet the
needs of students at various stages of career development. Programs designed to assist senior high students entering the labor market for the first time are of particular importance. Students should understand the relationships between career choices and educational requirements. Decision-making and planning are learned skills that should be part of everyone's educational program. The acquisition of decision-making skills is a vital objective of career counseling. Learning more about the workplace and what is required there can help senior high school students identify effective role models and mentors. Many senior high students need assistance in choosing an institution of higher education.

The most serious program deficiencies involved with students from school to work is the continuing reliance on unilateral efforts within the educational system to do what is a function of both education and work. It is clear that career education will not become a working philosophy in the classrooms of schools without the active support of the business, industrial, and labor communities. These indispensable forces are needed to provide experience-based and cooperative education opportunities for students and teachers. Neither students nor their teachers can learn what they need to know about the world of work only through a textbook. Additionally, any direct involvement with the business-industry-labor community helps students make an easier transition from school to work.

Employers are called upon to provide opportunities for work-study and cooperative education, largely in the name of "corporate social consciousness," but in no sense do they become full partners in the joint enterprise. The high schools have apparently accepted a responsibility for vocational guidance and counseling, that acting alone, they are simply not equipped to provide, yet
virtually every community in the country has an untapped reservoir of personnel and information that could make both vocational guidance and job placement effective for young people, at least within the limits of their training and the supply of work opportunities. What is lacking is the requisite collaborative process.

Recommendations

What is called for now is a synthesizing of these various forms of work experience: the traditional vocational education programs, the school-arranged work-study and cooperative education programs, and the extensive work that students are arranging for on their own. There is a need to make services relevant to career development for all students and the need to make services self-contained, attractive, and clearly useful from the student's standpoint. In both the private and public systems, there is a need to share career guidance practices and programs, as it can lead to improvements, as well as provide feedback regarding experiences of others using newly developed ideas and materials.

New models include a variety of emphasis that will characterize new guidance programs over the next several years. Especially in demand will be curriculum materials and programs that involve students in real-life situations. Favored methods include simulation, self-directed activities, group guidance, use of new media, interdisciplinary cooperation, and multi-method integrated programs. The high priority processes are student-centered: planning, decision-making, and coping. It will be especially required that these student-centered services be directed to all students, individualized to their
level of aspiration and vocational maturity, and designed to serve educational and career functions that students recognize as actually useful and realistic. As stated in the Career Education section of Chapter II, general career skills such as decision-making, good work habits, job-seeking, job-getting, job-holding skills, and basic academic and vocational skills will be important to every secondary school student, those contemplating college attendance and those who are not. Also in Chapter II in the Vocational Education section, it is suggested that every student should have the same opportunities to master English, math, science and a foreign language. These basic skills are transferable to any job.

An alternative approach would be to reconsider the basic questions. Instead of asking, "How can students be shaped to fit the labor market?" ask instead, "How can work be shaped or changed to fit the needs of individuals?" This view implies not just preparing youth to choose jobs which exist, but giving them the life-planning skills to help create jobs which may not only fulfill their personal needs but also contribute to the world's unfinished work: the improvement of society, solving contemporary social problems, and raising the quality of life for all. This is the liberating and humanizing potential of career development.

Recommendations For Further Research

For further study, it would be helpful to investigate if the methods used by high schools are effective in preparing students for the work force. Do students who are prepared for a career through vocational education or cooperative education, for example, find jobs in those fields? If so, do they find
the jobs satisfying? If not, why and how were they directed to other fields? Were the guidance counseling techniques used in high schools perceived effective by the students?

There seems to be a need for further research on the role of the counselor in Catholic and other private schools. No guidelines for the preparation of counselors to work in Catholic or private schools have yet been developed. No major studies have been undertaken to determine the specific differences between the role of the counselor in the Catholic or other private school and their counterparts in the public school.

All of the public schools in this study were large, over 2000 students. Most of the Catholic and other private schools were less than half that size. Some of the differences in guidance between public and private sectors could be due to the size variable rather than a difference in philosophy. Future research could focus on career development in public, Catholic, and private schools with similar enrollments and counselor/student ratios.

Further research could be conducted across the public schools in the Valley to determine if all students are receiving the same opportunities in career development. For Catholic and other private schools, determine why parents choose non-public schools for their children.

Other related issues of interest for further research could be to predict whether academic achievement in high school has any correlation to success in adult life. Or predict whether highly motivated high school students are equally ambitious in organizations.

It is evident that students vary in their post high school plans. What is not clear is whether going to a public school, a Catholic school, or another type
of private school makes a difference in either of these outcomes. What would be the outcomes for the same student in each of the three sectors? This is a central question both for policies that affect the fortunes of public, Catholic, and private schools, and for parental decisions about where to send children to school.

We must decide what manner we wish to be and what calling in life we would follow; and that is the most difficult problem in the world. Cicero

No two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation and another for another... All things will be produced in superior quantity and quality with greater ease, when each works at a single occupation in accordance with their natural gifts. Plato
REFERENCES


Garbin, A.P., Jerome J. Salomone, Dorothy P. Jackson, & John A. Ballweg. 1970. Worker Adjustment Problems Of Youth In Transition From High School To Work. Columbus: Center For Vocational And Technical Education.


APPENDIX A

SAMPLE LETTER
March 21, 1994

Name,
Guidance Counselor
High School
Address
City, State Zip

Dear

Thank you for your willingness to participate in this research. Again, as we discussed over the phone, the purpose is to discover how high schools prepare students for the work force. It will not be necessary to identify you by name or school anywhere in this research. Instead, I will be using number and letter codes to group, analyze, and summarize the data.

Please respond to the questions according to the directions for each part, and return the survey in the stamped envelope by March 30. I will contact you for an interview appointment during the week of April 11 to get your input on an additional fifteen questions. Your time is very precious, so I promise to limit our interview to a one hour maximum.

In appreciation, I would be happy to provide you with a copy of the compiled data if you wish. Thank you again for your assistance.

Sincerely,

Anne Meurer
PART I

Please check all the duties that you are responsible for.

A. Services of all students:
   ____Orientation of new students (formal).
   ____Evaluation of students' potential.
   ____Evaluation of past performance.
   ____Evaluation of articulation of students from school to school and level to level.
   ____Group guidance for information-sharing activities.

B. Services for individual students:
   ____One-to-one counseling.
   ____Small group counseling.
   ____Interest, attitude, or capability assessment.
   ____Placement of the individual in groups for instruction.
   ____Placement of the individual in job or college.

C. Services for teachers:
   ____Deal with referrals from teachers.
   ____Participate in classroom with teachers.
   ____Communicate with parents.

D. Services for administrators:
   ____Curriculum development.
   ____Community liaison (gathering and dispersing information).

E. Research services for school and community:
   ____Survey of the community for occupational placement.
   ____Follow-up of student to assess effectiveness of guidance program.

F. Other: (please describe)
PART II

1. How many students are you responsible for? ______

2. How long have you worked in a guidance capacity at this school? ______

PART III

Please circle YES or NO after each question.

A. Counselor as teacher/trainer.

1. Do you teach career related mini-courses to students? YES NO

2. Do you serve as an inservice trainer for classroom teachers in the following areas:
   a. decision making techniques? YES NO
   b. resume writing? YES NO
   c. interview skills? YES NO
   d. values clarification? YES NO
   e. occupational resource information? YES NO

3. Do you disseminate career related materials for classroom instruction? YES NO

B. Counselor as monitor.

1. Do you assess students' needs? YES NO

2. Do you evaluate career education programs? YES NO

3. Do you make recommendations for curriculum development? YES NO

C. Counselor as consultant.

1. Are you responsible for leading and coordinating career related programs? YES NO

2. Are you responsible for providing and integrating relevant career materials into instructional programs? YES NO

3. Are you responsible for formulating goals and objectives of career related programs? YES NO
D. Counselor as liaison.

1. Do you make on-site visits to local industries and business organizations?  
   YES  NO

2. Do you invite professionals from the community to speak to students regarding careers?  
   YES  NO

3. Do you obtain resource information and local community support for career education programs?  
   YES  NO

E. Counselor as referral resource.

1. Do you refer students out for the following:
   a. educational planning?  
      YES  NO
   b. the interpretation of tests and inventories?  
      YES  NO
   c. values clarification?  
      YES  NO
   d. information on available local jobs?  
      YES  NO

PART IV

Please circle the number that best describes your scope of responsibility.

0 = no responsibility in this area
1 = rare but occasional responsibility in this area
2 = some responsibility in this area
3 = frequent responsibility in this area
4 = complete responsibility in this area

To what extent does your role as counselor include these responsibilities?

A. Counselor as Teacher/Trainer  0  1  2  3  4
B. Counselor as Monitor  0  1  2  3  4
C. Counselor as Consultant  0  1  2  3  4
D. Counselor as Liaison  0  1  2  3  4
E. Counselor as Referral Resource  0  1  2  3  4
APPENDIX C

STRUCTURED INTERVIEW QUESTIONS
PART V  Please describe your school's involvement in these programs:

1. Vocational Education:

2. Tech Prep:

3. Work Study:

4. Cooperative Education:

5. Experience-based Education:

6. Mentor Programs:

7. Computer Assisted Guidance:

8. 2+2:

9. Simulated Work Experience:

10. Career Days:

11. College Placement:

12. Job Placement:

13. What percentage of your students utilize guidance counseling for career assistance? ________

14. What percentage of your time is spent on career assistance? ________

15. In your opinion, do high school students understand the function of a guidance counselor? ________ Explain:
BIOGRAHICAL SKETCH

Anne-Marie Meurer was born in Milwaukee, Wisconsin on February 20, 1960, the second of six children born to Emil and Bobbi Calderone. The family moved to Phoenix when Anne was five. She began elementary school at St. Jerome's Catholic School from Kindergarten through 5th grade, then transferred to Sts. Simon and Jude, where she completed grade school. She graduated from Washington High School early to begin post-secondary school at Glendale Community College. After completing her studies in a year and a half and receiving her Associates of Arts Degree, she continued her education at Arizona State University. With an education major and a triple minor in family studies, religious studies and communication development, Anne acquired her Bachelor of Arts Degree in 1983. Throughout her college education, Anne worked as a tutor and studio photographer. As part of an internship in her final year at ASU, Anne obtained a position as Coordinator of Religious Education at St. Maria Goretti Catholic Church in Scottsdale where she remained and worked for eleven years. During that time, she began graduate work in Pastoral Theology through the University of San Francisco. She enrolled at Ottawa University in the fall of 1993 to complete her Master's Degree in Organizational Development. Anne has traveled extensively throughout the United States and 18 other countries. She resides in Tempe with her husband and 3 children.