ABSTRACT OF APPLIED PROJECT

Gwinetta G. Mitchell, M.S. in Education

Graduate School
Morehead State University
1997
INTEGRATING SCHOOL-TO-CAREER COMPONENTS WITH GAINESVILLE HIGH SCHOOL'S PHILOSOPHY, GOALS AND NEEDS IN A REVISION OF THE FAMILY AND CONSUMER SCIENCE CURRICULUM

ABSTRACT OF APPLIED PROJECT

An applied project submitted in partial fulfillment of the requirements for the degree of Education Specialist at Morehead State University

by

Gwinetta G. Mitchell

Committee Chairman: Dr. Thomas Diamentes
Professor of Education
Morehead, Kentucky
1997
Abstract

Four areas of Family and Consumer Science curriculum were revised to reflect school-to-career components. A new course was developed to integrate the school-to-career components with the philosophy, goals and needs of the school for which it was written, Gainesville High School, Gainesville, Georgia.

The School-to-Careers Act of 1994 was examined and the purposes for the act explored. The Family and Consumer Science (Home Economics) traditional philosophy was examined and an explanation given for incorporating School-to-Career components. The philosophy and goals of Gainesville High School and the economic development information of the region were described to show the need for an emphasis of the School-to-Career components. Lastly, there was an explanation of how the curriculum was revised.
Accepted by:

Thomas Diamanti, Chair

Marguerite Poulton

Harwin Williams
APPLIED PROJECT

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Gwinetta G. Mitchell

Committee Chairman: Dr. Thomas Diamentes

Professor of Education

Morehead, Kentucky

1997
Accepted by the graduate faculty of the College of Education and Behavioral Science, Morehead State University, in partial fulfillment of the requirements for the Education Specialist Degree in Educational Leadership

[Signature]
Project

Director of Applied Project

Applied Project Committee:

[Signature]
Chair

[Signature]
Maggie Daughton

[Signature]
Manros Williams

7-25-97
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Integrating School-to-Career with Gainesville High School's Philosophy, Goals, and Needs in a Revision of the Family and Consumer Science Curriculum

Reform is the by-word of education today. Reform is being promoted for a variety of reasons, one of which is the change needed in education to help students make career decisions and offer them more career options in a global economy. Meeting these goals requires curriculum revision which is best achieved after appropriate research has been done.

The purpose of this project is to revise the Home Economics curriculum for Gainesville City Schools, Gainesville, Georgia which will better reflect a school-to-careers emphasis rather than the "traditional" homemaking curriculum. I will describe the purpose of the School-to-Careers Act, the present Home Economics curriculum, and the philosophy and goals of Gainesville City Schools. With these items researched and fully explained, I will then discuss how I integrated the school-to-careers components with Gainesville City School's philosophy and goals. This formed the basis for the development of a new Home Economics curriculum.
The School-to-Career Act

What are you going to do after graduation? What are you going to do with your life? How are you going to provide for yourself and your future family? Are you going to college? These are some of the questions high school students are often asked when approaching graduation. Yet, many cannot give answers to these questions. Part of the reason for this lack of a definitive answer is a failure in our education system to assist students in preparing for their future careers.

There is a national effort to correct this problem. The vehicle is the School-to-Work Opportunities Act (now called the School-to-Careers Act) which was signed into law in May of 1994. This law was passed to address the nation's serious skills shortage by promoting the development of partnerships between educators and employers. The School-to-Careers Act will allow expansion of existing vocational-technical programs and provide services to a wider audience through the $200 million in new grants available to states and local education agencies (Leftwick, 1994).
The School-to-Careers Act was passed as a result of three major phenomenon. The first was the dramatic changes in the U. S. and world economies over the past 10-15 years which has a direct bearing on the job market and employment. Workers of today must possess technical skills, academic skills and be "technologically literate" (Brustein, and Mahler, p. 15). Robert Reich, Secretary of Labor stated:

"Changes in markets and technologies have dramatically altered the rules for competing in the global workplace. Preparation for tomorrow's jobs and the challenges posed by the new world economy will require an American work force that can adapt to changing workplace requirements." (Occupational Outlook Handbook, 1994-95, pg. iii).

The Bureau of Labor Statistics reports by the year 2000, 15 percent of all jobs will be unskilled; 20 percent will require a degree, and more than 65 percent of all jobs will require specific skills which require specialized education. Jobs of the future will require more than a high school diploma, but less than a four-year college degree. Professional job forecasts will remain the same, while the number of unskilled jobs have dropped dramatically (Brustein, and Mahler, 1994). Total
Integrating School-to-Career

Employment is projected to increase by 22 percent to 147.5 million by the year 2005. This means an addition of 26.4 million new American jobs that will be added by the year 2005 (Occupational Outlook Handbook, 1994-95).

The second reason for the School-to-Careers Act was a change needed in our educational system as numerous reports analyzed the deficiencies of education in the U. S. in preparing our young people for the global economy and employment. One such deficiency was the separation of academic and occupational learning. Students could choose a college preparatory, general education or vocational tract of study. It is now clear that most jobs of today and in the future will require greater levels of both academic and technical skill. The School-to-Careers Act promotes development of programs that are strong academically and vocationally with input from both the education and business communities. Secondary students are given a choice of three education/career alternatives which include attaining a high school diploma or alternative, post-secondary education to continue academic and technical skill
Integrating School-to-Career development, and entering the world of work with the option of pursuing further education later (Brustein, and Mahler, 1994).

The third phenomenon was the separation of education and the world of work. Business people expressed concerns about the poor preparation of newly hired graduates for the world of work. The Business Community needed to have an input into both the academics and technical skills training of students in order to reduce their costs of training new employees. The skills lacking by the new employees also included work habits, work ethic, interpersonal skills, etc. (Brustein, and Mahler, 1994).

Basic Components of the School-to-Career Act.

Although the School-to-Career Act is very flexible and allows for creativity in developing programs, there are three basic components that must be included to qualify for funding. The three components include school-based learning, work-based learning, and connecting activities.
School-Based Learning.

School-based learning refers to instruction in the classroom in both academic and technical skills. It begins with career awareness or career exploration no later than the seventh grade. It progresses to the selection of a career major by at least the eleventh grade. A third requirement of school-based learning is the development of a program of study that meets academic content standards and employment needs for the student's chosen career major. This requires the integration of academic and vocational education. The integrated program of study for the student should provide instruction in "all aspects of an industry" (Brustein, and Mahler, p. 27) which is defined as

"... all characteristics of the industry or industry sector the student is preparing to enter—including planning, management, finances, technical and production skills, and technology, labor, community, health and safety and environmental issues related to that industry" (Brustein, and Mahler, p. 27).

Evaluation is the fifth activity with the school-based learning component. The evaluations assess the student's progress in academics, workplace knowledge, career goals, and other learning opportunities. The
Integrating School-to-Career

last requirement of this component is the establishment of partnerships between educators and business people. Tech Prep programs are an existing model for how these partnerships can be made successful (Brustein, and Mahler, 1994).

Work-Based Learning.

The second component of the School-to-Careers Act is work-based learning which is meant to ensure that the student's program of studies includes a planned program of job training and other employment experiences. Work-based learning consists of five elements. The first is an actual on-the-job experience in a real workplace. These work experiences may be provided by businesses in the community and may be either paid or unpaid, or by school-based enterprises which function much the same as a community business. Job training which includes pre-employment and employment skills is the second element. There must be a close connection between what is being taught in the classroom concerning pre-employment skills and employment skills and the occupational learning taking place at the work site. The third element of
Integrating School-to-Career work-based learning is workplace mentoring. "Workplace mentor is defined as an employee at the workplace, or another individual approved by the employer, who possesses the skills and knowledge to be mastered by a student." (Brustein, and Mahler, p. 30). The mentor's role is to critique the student's performance, challenge the student to work more effectively, and consult with the teachers and educators concerning the student's progress.

The fourth element of work-based learning requires each program to provide instruction in workplace competencies such as positive work attitudes and interpersonal skills. The last element is to provide broad instruction in all aspects of an industry the student has chosen in order to give them a career foundation and the skills to become employed in various jobs of one industry (Brustein, and Mahler, 1994).

Connecting Activities.

The third component of the School-to-Careers Act is generally considered the most important since it pulls together the other two components. The third component is the development of connecting activities which consist
of eight mandatory activities. The first of these eight mandatory activities is matching students with employers for meaningful and productive work experiences in their chosen careers. It is the responsibility of both the coordinating educator and the cooperating business person to develop a partnership that will meet the needs of the student. Educators must understand the needs of the business in order to appropriately schedule a student's work experience while the employer will need to understand the objectives and goals of the program and the student (Brustein, and Mahler, 1994).

This leads to the second of the connecting activities which is education and work liaisons. The ideal is to blur the lines between education and work and have students move easily between school-based and work-based learning. Both the first and second activities are most often achieved with one educator assigned as work coordinator. This person matches the students with an appropriate employer, contacts the employer, establishes the partnership, sets up the contact with the student, makes worksite visits for consultation and evaluation,
and supervises the student's progress through their program of studies (Brustein, and Mahler, 1994).

A third connecting activity is technical assistance for educators and employers so that working with the students does not become burdensome. School-to-Careers funds may be used to train workplace mentors and for professional development for teachers, but cannot be used for salaries. Funds may also be used for counseling high risk students in career education. In this way all students may be served (Brustein, and Mahler, 1994).

Part of the professional development and training offered to educators and employers often includes integration of school-based and work-based learning components. This is the fourth connecting activity. To achieve the integration required, secondary academic and vocational educators, post-secondary academic and vocational educators, and employers must collaborate in designing the activities appropriate for students' overall education and career/education goals. This means curriculum must be revised or modified to meet the goals of the programs established (Brustein, and Mahler, 1994).
Since curriculum is a major focus, the question becomes what will the level of participation by employers be? Thus, the fifth connecting activity is the encouragement of employers to participate in the partnerships required of School-to-Careers programs. This is often considered the biggest challenge so incentives are offered to employers for their continued participation. Incentives may include offering training vouchers to older employees for use at an approved educational institution (Brustein, and Mahler, 1994).

Once a student has developed their academic and technical skills a means of transition assistance must be included. This becomes the sixth connecting activity. Transition assistance means assisting students who have developed their academic and technical skills in finding jobs, continuing their academic education or entering additional training programs. This may mean directing a student to an agency or assisting them with application materials for post-secondary education. The idea is to continue with the education/business partnership so that
the student is not left on their own or wondering what to do next (Brustein, and Mahler, 1994).

The seventh connecting activity is the collection and analysis of participant outcomes. The data required includes socio-economic status, race, gender, ethnicity, culture, disabilities, limited-english proficiency, school drop-outs, disadvantaged students, and academically talented students. Along with data collection, the last connecting activity is the development of youth programs to continue the linkage of employers with education to upgrade the skills of their workers and continue the partnerships. Some examples of the linkage include tech prep, youth apprenticeship, and JTPA programs. These programs show how private industry, secondary schools, post-secondary schools and other agencies can agree on a method of producing the best trained, qualified employees with high level academic and technical skills (Brustein, and Mahler, 1994).

Family and Consumer Science

Traditional Program.

Family and Consumer Science is the new title of Home
Integrating School-to-Career Economics, specifically Consumer and Homemaking Education. According to the Georgia Department of Education Consumer Home Economics curriculum (1988), "The mission of consumer home economics programs in Georgia is to prepare the student for the occupation of homemaker which will enable males and females to balance the roles and responsibilities within the home, family and the workplace." (page 1-1).

The goal of traditional consumer home economics has been primarily geared to prepare students for the occupation of homemaking. Skills and knowledge in the areas of personal and family relationships, child care, food and nutrition, textiles and clothing, and managing financial and other resources have comprised the home economics curriculum. In recent years, the emphasis of consumer home economics in Georgia has been on preparing individuals and family members to balance home, family and work roles in a changing technological society (Georgia Department of Education, 1988).
School-to-Career Emphasis.

The purpose of vocational education in Georgia (including Family and Consumer Sciences) is broadly "to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain, and advance in recognized occupations" (Gainesville City Schools, Home Economics curriculum guide). Through this purpose and the emphasis of the components of the school-to-careers act, Family and Consumer Sciences (Home Economics) can assist students in career preparation in the areas of child care, food and nutrition, textiles and clothing, and managing financial and other resources.

Data obtained from the Georgia Department of Labor's Planning for Tomorrow: Industry and Occupational Outlook book (1994) shows that the professional, paraprofessional and technical occupations which include the financial and resource management and child care areas of family and consumer sciences is expected to grow. Substantial increases are expected by the year 2005 in elementary, secondary and special education teaching positions (child care occupations). Cashier jobs and retail sales are
projected to be in demand also (financial occupations/textiles and clothing occupations). Also the service industry which includes the foods and nutrition and textiles and clothing areas of family and consumer sciences will lead the way in job creation in Georgia, generating more than 535,700 new jobs. Many of the leading growth occupations are managerial jobs such as food service and lodging managers and financial managers. Huge increases are expected in the food service industry, including jobs such as food service workers, waiters and waitresses and fast food cooks--Foods and nutrition occupations (Planning for Tomorrow, 1994, pps. 8-26).

Family and Consumer Science teachers now have an opportunity to do more than cooking and sewing. By developing employer partnerships Family and Consumer Science teachers can teach valuable skills for balancing home, work and family as well as skills that may be used for future careers. Homemaking skills are important, but why not enhance those skills by showing how they can be applied to a job/career? This is the idea behind incorporating School-to-Career into the traditional Family and Consumer Science curriculum.
Hall County, Georgia.

Gainesville is located in Hall County in North Georgia along the Appalachian foothills. It has numerous attractions one of which is Lake Lanier and its convenient location fifty miles from metro Atlanta. Agriculture and business have been the mainstays of Hall County's economy. It is known as the Poultry Capital of the World and generates over $145 million in poultry related products and services annually (Fenton, 1997). It is also home to 34 Fortune 500 firms and 300 manufacturing concerns. Forty foreign companies from 10 different countries have located in Hall County. There are two major hospitals, more than 200 physicians, 200 attorneys, and nine banking institutions in Gainesville. Hall County is ranked 27th nationally among non-metropolitan counties whose residents have a combined personal income of a billion dollars or more. (Hall County Information, 1997). "Existing industry expansions announced during 1995 alone will create 1,475 jobs and generate nearly $52 million in capital investments." (Fenton, 1997, p. 135).
Gainesville City Schools.

Hall County Chamber of Commerce took the initiative and established a Partners in Education Program which included local school systems and forty existing industries. Gainesville City Schools was one of those participating school systems. Gainesville City Schools consists of one alternative school, three elementary schools, one middle school, and one high school. The pupil teacher ratio is 1:16 and per-pupil expenditures is $5,642.00. Gainesville City Schools students score higher on SAT scores than the national average and the state average in both verbal and math (Fenton, C., 1997) and..." ranks significantly above the average in ratio of local financial support, staff qualifications, staff stability, professional training, student achievement, and low teacher-pupil ratio." (Gainesville City Schools brochure).

Gainesville City Schools curriculum guides (1990) all begin with the philosophy of the school system which seeks "...to produce graduates who are self-sufficient and contributing members of the multi-cultural
Integrating School-to-Career  26

community." (Gainesville City Schools Curriculum Guide, 1990). The philosophy further states that each student be given opportunities to develop to the maximum of their ability including basic life-skills. Effective communication skills, critical thinking skills, and lifelong learning skills are emphasized in order to . . . "produce law-abiding, contributing citizens, and to help instill self-respect and respect for the contributions and unique qualities of all individuals and cultures." (Gainesville City Schools Curriculum Guide, 1990). Realistic objectives for each student and continuous-progress instruction are promoted in order for graduates to seek post-secondary opportunities or enter the world of work (Gainesville City Schools Curriculum Guide, 1990).

Gainesville City Schools undertook a curriculum revision project in recent years and all resulting curriculum guides list the six areas that should be addressed as determined by the needs assessment conducted by the Revision Committee. They are as follows:

1. To require the high standards of excellence for which the Gainesville City Schools are known.
2. To provide realistic expectations for students of all ability levels and to provide a coordinated continuous-progress program for all students.

3. To provide learning opportunities, equipment, technology and materials for our teaching staff to work with all levels of student abilities.

4. To develop, in all areas and levels of the curriculum, opportunities for students to be involved in problem solving, and critical and/or creative thinking.

5. To provide close coordination among all schools in the system to ensure a smoother transition and fewer difficulties in moving from one school to the next.

6. To provide within the regular instructional program, strategies to reinforce essential citizenship values; personal and civic responsibilities; self-discipline; respect for self and others; valid decision making; volunteerism; and awareness of current issues, local to global. (Gainesville City Schools Curriculum Guides, 1990).

Gainesville High School has traditionally been a strong academic school with a majority of its graduates
attending post-secondary institutions. In recent years, the expansion and success of the poultry industry in Gainesville has caused an increase in the immigrant population. Gainesville High School now has a segment of students who do not attend four-year post-secondary institutions. These students seek employment upon graduation or attend two-year colleges or trade schools. Thus a need for a greater school-to-career emphasis. Gainesville High School has expanded its Vocational-Technical programs to include Tech Prep and is beginning to incorporate school-to-career components to better meet the needs of its changing population.

Employment Projections

The need to incorporate School-to-Career components into the curriculum of Gainesville High School was exhibited very strongly with Family and Consumer Science since four areas showed strong employment possibilities for students. The four areas of Family and Consumer Science include child development, interior design (which includes financial and resource management), clothing and textiles, and foods and nutrition. The national employment outlook was obtained from the Occupational
Information is presented in the following chart:

<table>
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<tr>
<th>Area</th>
<th>Job Title</th>
<th>Job Outlook through 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foods</strong></td>
<td>Restaurant and Food Service Managers</td>
<td>expected to increase much faster than the average</td>
</tr>
<tr>
<td></td>
<td>Chefs, Cooks, and Other Kitchen Worker</td>
<td>expected to be excellent, much growth</td>
</tr>
<tr>
<td></td>
<td>Food and Beverage Service Workers</td>
<td>expected to be abundant</td>
</tr>
<tr>
<td></td>
<td>Butchers and Meat, Poultry, and Fish Cutters</td>
<td>expected to grow more slowly than the average for all occupations</td>
</tr>
<tr>
<td><strong>Interior Design</strong></td>
<td>Architects</td>
<td>expected to increase as fast as the average for all occupations</td>
</tr>
<tr>
<td></td>
<td>Drafters</td>
<td>expected to grow more slowly than the average for all occupations</td>
</tr>
<tr>
<td><strong>Clothing and Textiles</strong></td>
<td>Designers</td>
<td>expected to grow about as fast as the average for all occupations</td>
</tr>
<tr>
<td></td>
<td>Textile, Apparel and Furnishings Occupations</td>
<td>job openings expected to decline, but replacements still number in thousands</td>
</tr>
<tr>
<td><strong>Child Development</strong></td>
<td>Preschool Workers</td>
<td>projected to increase much faster than the average for all occupations</td>
</tr>
</tbody>
</table>
Graduates of Gainesville High School remaining in the area would be employed in Economic Development Region 2 which includes Hall County or Regions 3 and 4 which both border Hall County. (See Appendix A). Information was obtained from the Georgia Department of Labor (1997) to show the outlook for jobs that are related to the four curriculum areas. Information includes job outlook information in Economic Development Regions 2, 3, and 4 and reflects projected changes in the jobs from 1994 through the year 2005.

<table>
<thead>
<tr>
<th>Region</th>
<th>Occupation Title</th>
<th>Change in Employment</th>
<th>Percent Change</th>
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</thead>
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<tr>
<td>2</td>
<td>Total, All Occupations</td>
<td>33,830</td>
<td>25.41</td>
</tr>
<tr>
<td>3</td>
<td>Total, All Occupations</td>
<td>602,000</td>
<td>34.48</td>
</tr>
<tr>
<td>4</td>
<td>Total, All Occupations</td>
<td>43,210</td>
<td>26.62</td>
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## Integrating School-to-Career

### Projected Year: 2005

**Curriculum Area: Foods and Nutrition**

<table>
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<th>Region</th>
<th>Occupation Title</th>
<th>Change in Employment</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Food Service and Lodging Managers</td>
<td>450</td>
<td>69.23</td>
</tr>
<tr>
<td>3</td>
<td>Same</td>
<td>6,580</td>
<td>69.26</td>
</tr>
<tr>
<td>4</td>
<td>Same</td>
<td>550</td>
<td>69.62</td>
</tr>
<tr>
<td>2</td>
<td>Hosts and Hostesses: Restaurant and Lounge</td>
<td>90</td>
<td>47.37</td>
</tr>
<tr>
<td>3</td>
<td>Same</td>
<td>1,390</td>
<td>48.10</td>
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<td>4</td>
<td>Same</td>
<td>110</td>
<td>47.83</td>
</tr>
<tr>
<td>2</td>
<td>Bartenders</td>
<td>50</td>
<td>19.23</td>
</tr>
<tr>
<td>3</td>
<td>Same</td>
<td>720</td>
<td>17.43</td>
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<td>4</td>
<td>Same</td>
<td>50</td>
<td>16.13</td>
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<tr>
<td>2</td>
<td>Waiters and Waitresses</td>
<td>1,060</td>
<td>61.99</td>
</tr>
<tr>
<td>3</td>
<td>Same</td>
<td>15,670</td>
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<td>4</td>
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<td>1,290</td>
<td>62.93</td>
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<td>2</td>
<td>Food Servers</td>
<td>10</td>
<td>16.67</td>
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<tr>
<td>3</td>
<td>Same</td>
<td>100</td>
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<td>4</td>
<td>Same</td>
<td>10</td>
<td>14.29</td>
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<td>2</td>
<td>Dining Room and Cafeteria Helpers</td>
<td>60</td>
<td>16.22</td>
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<td>3</td>
<td>Same</td>
<td>960</td>
<td>17.55</td>
</tr>
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<td>4</td>
<td>Same</td>
<td>90</td>
<td>19.57</td>
</tr>
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<td>2</td>
<td>Counter Attendants, Lunchroom</td>
<td>70</td>
<td>22.58</td>
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<td>3</td>
<td>Same</td>
<td>920</td>
<td>20.86</td>
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<td>25.00</td>
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</tbody>
</table>
### Integrating School-to-Career

**Projected Year:** 2005  
**Curriculum Area:** Foods and Nutrition

<table>
<thead>
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<th>Occupation Title</th>
<th>Change in Employment</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Bakers, Bread and Pastry</td>
<td>90</td>
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<td>Butchers and Meatcutters</td>
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<td>Cooks, Institution or Cafeteria</td>
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<td>3</td>
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<td>1,240</td>
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<td>100</td>
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<td>Cooks, Fast Food</td>
<td>310</td>
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<td>370</td>
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<td>Cooks, Short Order</td>
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<td>Same</td>
<td>1,960</td>
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<td>Same</td>
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<td>45.95</td>
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<td>2</td>
<td>Food Preparation Worker</td>
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<td>41.51</td>
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<td>5,980</td>
<td>43.05</td>
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<td>Same</td>
<td>590</td>
<td>41.84</td>
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<td>Food Preparation and Service Workers, Fast Food</td>
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<td>4</td>
<td>Same</td>
<td>520</td>
<td>31.90</td>
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<td>All Other Food Service Workers</td>
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Integrating School-to-Career

Projected Year: 2005

Curriculum Area: Interior Design (Including Resource Management)

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<th>Percent Change</th>
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<td>All Other Financial Specialists</td>
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<td>850</td>
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<td>20</td>
<td>15.38</td>
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<td>Same</td>
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<td>Surveying and Mapping Scientists</td>
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<td>4</td>
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<td>Teachers, Preschool Education Services</td>
<td>20</td>
<td>40.00</td>
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<tr>
<td>3</td>
<td>Same</td>
<td>190</td>
<td>36.54</td>
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<td>Same</td>
<td>30</td>
<td>33.33</td>
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<td>Teachers, Kindergarten, Education Services</td>
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<td>Teacher Aides, Paraprofessional</td>
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<td>Child Care Workers</td>
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<td>Change in Employment</td>
<td>Percent Change</td>
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<td>Salespersons, Retail</td>
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<td>Patternmakers and Layout Workers</td>
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Integrating School-to-Career

Projected Year: 2005

Curriculum Area: Clothing and Textiles

<table>
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<td>Same</td>
<td>10</td>
<td>100.00</td>
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<td>Dyers, Precision</td>
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<td>All Other Precision Textile Workers</td>
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<tr>
<td>4</td>
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<td>-1,080</td>
<td>-14.96</td>
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</table>

Also, local employment and placements for the work experience within Gainesville itself is very positive. Appendix B contains a list of 121 possible work experience and permanent placements for students in Gainesville City.
Integrating School-to-Career

Conclusions drawn from the employment projections of jobs related to the four areas of Family and Consumer Science are that jobs will be available. Employment projections for the three Economic Development Regions in Foods and Nutrition is exceptional while Child Development and Interior Design/Financial Management is above average. The employment outlook in the Clothing and Textiles area is above average for sales and marketing but below for manufacturing/clothing production. This information supports the need for a revision of the four areas of Family and Consumer Science to include a greater school-to-career emphasis since job projections do support the idea that there will be jobs in the four curriculum areas.

Curriculum Revision

The School-to-Career Act is defined by the three components as explained previously. The revision of the four areas of Family and Consumer Science meets those requirements. School-based learning, work-based learning and connecting activities are integral parts of the curriculum revision.
Integrating School-to-Career 38

School-Based Learning.

This component is included in the revision of the courses which include Child Development I, Child Development II, Interior Design, Textiles and Apparel, and Foods. Each course is written to correspond with the Georgia State Curriculum. Each lesson plan includes the title of the unit, tasks or competencies being taught, a terminal objective, enabling objectives, resources, learning experiences, and assessments.

The traditional curriculum served as a foundation for determining the technical skills that were needed for employment in each area. For example, it was determined that employment in Clothing and Textiles was greater in the area of sales/marketing rather than production. So greater emphasis was given to marketing and understanding the clothing industry when the Textiles and Apparel course was revised. Garments were produced within the class but only for the understanding of the production process. Throughout each course students were told when a concept or skill they were exploring would be a benefit to employment. Each course also included one or two lessons concerning careers and employment in that area of study.
Integrating School-to-Career

Work-Based Learning.

Gainesville High School will have one vocational teacher who will teach half days and coordinate/supervise the cooperative work experience program. Other vocational teachers will recommend students to the work coordinator for placement. The work coordinator will do the majority of the work supervision and placement of students. The work coordinator will also cover the classes of the other vocational teachers occasionally so that they may visit the work sites to observe students and speak with employers. The work coordinator, recommending teacher, employer, and student will determine the student's progress and determine strategies for improvement or further learning.

Role of the Parents.

Parents will have to give permission for the student to participate in the cooperative work experience including permission for the student to leave school early, to drive or seek appropriate transportation to the placement, and approval of the placement itself. Parents will also have to sign a letter of liability which explains the legal responsibilities of all parties.
Integrating School-to-Career  40

Parents will be encouraged to visit the place of business and speak with the employer about the student's progress the same as they would in school. Parents will receive copies of the employers evaluations of the students. Conferences will be scheduled, whenever possible, with the parents, student, employer, work coordinator and recommending teacher to review the student's progress and career goals, etc.

Role of the School Administration.

The major role of the school administration will be to support the concept of learning outside school. School administrators will stay abreast of the liabilities involved in such a program and the community reaction to the program.

Liability Concerns for Student Cooperative Work Experience.

One of the first items that would be obtained before the students began the work experience program would be permission from the parents to leave school early. The students would sign out through the work experience coordinator at the appropriate time for them to work.
At this point, when the student leaves school, the student will no longer be the responsibility of the school. The school will not be responsible for anything that happens in the student's own vehicle. The school is only responsible if the school provides transportation or makes arrangements for the transportation of the student.

Once the student arrives at their placement, several avenues of liability are in effect. If this is a paid work experience the student may be covered by worker's compensation if an accident occurs. The school is responsible and the student may be covered by school insurance purchased by the student or by the school system insurance which covers field trips and school-sponsored events. This is true no matter when the student is scheduled to work (nights and weekends). When the student is not paid for the work experience, the school system assumes the full responsibility for any accidents or injuries. When the student leaves the work site, the student and his/her parents once again assume the liability.
 Connecting Activities.

The strongest component of the School-to-Career Act is developing connecting activities. This has been achieved in this curriculum revision through the development of a new course called Jobs. If a student expresses an interest in one of the four areas as a possible career, that student may enroll in the work experience as an 11th or 12th grader. Students take the Jobs course at the same time as their cooperative work experience. The students in this course are employed by various local employers. The purpose of the course is to develop both personal and career skills and to connect school-based learning and the work experience in order for the students to succeed after high school. The students receive one credit for the Jobs course and two credits for the work experience.

The Jobs course is divided into five units of study. The first three units which are called job development, job attainment and job survival all deal with choosing a career or job, getting ready for the career, searching for a job, getting a job, keeping a job and advancing in
a career. Students will complete career and education plans as well as conduct a real job search which will enhance their school-to-career transition.

The fourth unit, communication and basic skills emphasizes the importance of good communication and basic skills in the world of work. All activities within this unit focus on the use of these skills toward work concerns such as understanding and budgeting one’s paycheck, paying taxes, banking, etc.

The fifth unit is called self-development. This unit deals with personal issues and how they relate to the world of work.

The last unit deals with team building and leadership skills. Many activities within this unit will be group, team, or partner activities to promote the concepts of working with others. The topics include defining leadership versus being a "boss", leadership qualities, and how to motivate people to succeed.

The value and importance of topics in both units will be explored and related to the world of work. Methods for improvement are included in each lesson.
Integrating School-to-Career

A variable lesson dealing with the cooperative work experience will be included in the course on a regular basis. During this lesson students are encouraged to discuss job concerns and seek solutions from peers. Evaluations from employers will also be thoroughly addressed during these lessons. The purpose of this variable lesson is to meet the jobs needs of the students and to improve their job performance.

Conclusion

Following the description of the components of the School-to-Career Act; employment projections for Hall County and surrounding regions; and the philosophy, goals, and needs of Gainesville High School, the Family and Consumer Science curriculum has been revised. This curriculum will be partially implemented during the 1997-98 school year and fully implemented for the 1998-99 school year. Due to the advanced research which lead to this curriculum revision, it is projected that the new Family and Consumer Science program of Gainesville High School will be successful in meeting student career needs. Enrollment in the courses and their value toward employment for students can only be predicted at this point, but a follow-up study which collects the data on the success of this project will be conducted.
COUNTIES IN ECONOMIC DEVELOPMENT REGION 2

Dawson
Fannin
Gilmer
Habersham
Hall
Lumpkin
Pickens
Rabun
Towns
Union
White
## Counties in Economic Development Region 3

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<td>Cherokee</td>
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<tr>
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<td>Clayton</td>
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<tr>
<td>067</td>
<td>Cobb</td>
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<td>Coweta</td>
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<td>DeKalb</td>
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<td>Douglas</td>
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<td>Rockdale</td>
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<td>297</td>
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Interior Design Job Placement Possibilities:

1. Blinds and Designs  983-9218
2. Decorating Den    983-1668
3. Decorator's Workroom
   1435 Thompson Bridge Road
   534-0019
4. Frame Maker's Gallery
   275 West By-Pass
   532-0929
5. Gainesville Paint and Decorating Center
   528 Bradford Street
   532-3146
6. Hancock Fabrics
   1500 Browns Bridge Road
   534-2861
7. Hulsey Harriett Interiors
   1933 Valley Road
   534-1596
8. Maxine's Interiors
   5823 Meadowview Lane
   Flowery Branch
   967-2761
9. Millie's Drapery and Decorating
   1435 Thompson Bridge Road
   532-3819
10. Roger's Custom Interiors
    1098 Dixon Circle
    536-6463
11. South Hall Paint and Decorating
    4026 Mundy Mill Road
    Oakwood
    532-7929
12. Treasures for Your Home
    305 Bradford Street
    536-5644
13. The Design Difference
    4971 Poplar Springs Circle
    532-4060
14. The Elegant Wrench Interiors
    898 Willis Street
    536-5557
15. Interior Space Consultants
    634 Green Street
    718-0023
16. Spectrum IV Consultants
    5485 Mallard Place
    535-1021
17. Traditions Furniture and Design
    675 East Butler Parkway
    297-0080
Child Care Job Placement Possibilities:

1. ABC Early Learning Center
   Morningside Circle
   536-1970

2. Bright Beginnings Child Development Center
   2000 Candler Road
   535-7220

3. Candler Street Preschool
   516 Candler Street
   534-3606

4. Challenged Child and Friends
   2380 Murphy Boulevard
   535-8372

5. Developing Children
   5273 Cleveland Highway
   Clermont
   983-3900

6. First Baptist Child Development Center
   751 Green Street
   535-2329

7. First Presbyterian Church Child Development Center
   800 South Enota Drive
   532-8188

8. Glaze Kindergarten and Child Development Center
   938 Glenwood Drive
   532-6003

9. God's Little Lambs Preschool
   5212 Spring Street
   Flowery Branch
   967-3441

10. Joyland Child Development Center
    1080 Rainey Street
    534-5267

11. Kids Unique Early Learning Center
    5111 Spring Street
    Flowery Branch
    967-2572

12. Kid's World Early Learning Center
    286 Crescent Drive
    532-4446

13. Kindercare Learning Centers
    Old Flowery Branch Road
    532-4508

14. La Petite Academy
    3575 McEver Road
    536-1348

15. Lanier Daycare and Afterschool
    5760 Wade Whelchel Road
    Murrayville
    532-1925
16. Mae's Day Care  
   3105 Joe Chandler Road  
   534-4945  
17. Magic Years of Learning  
   438 Prior Street  
   536-4681  
18. Molly's Daycare and Preschool  
   1477 Park Hill Drive  
   534-6850  
19. Ninth District Opportunity  
   Cleveland Street  
   536-1816  
20. Oakwood Day Care Center  
   5004 McEver Road  
   Oakwood  
   536-4671  
21. Parent's Helping Hands Day Care  
   4317 Thompson Bridge Road  
   532-4901  
22. Mommy's Helpers Nanny Service  
   Flowery Branch  
   967-8090  

Clothing and Textiles Job Placement Possibilities:  

Fabric Stores:  
1. The Finishing Touch Fabric Shop  
   2017 Old Clarks Bridge Road  
   287-7459  
2. The Great Cover-Up Fabric Shop  
   1411 Browns Bridge Road  
   531-0430  
3. Hancock Fabric Shop  
   1500 Browns Bridge Road  
   534-2861  
4. Kinsey Enterprise Fabrics  
   2117 Old Cornelia Highway  
   532-1979  
5. Northeast Georgia Fabric Center  
   Georgia 365 Alternate  
   706-778-8315  
6. Quilted Hearts  
   2415 Old Cornelia Highway  
   536-3959
7. Rich's Fine Fabrics  
335 Washington Street  
531-9464

8. Fine Designs Clothing and Jewelry (Dressmakers)  
534-1186

9. Amazing Grace Designer Outlet  
3640 Mundy Mill Road  
Oakwood  
718-9996

Apparel for Women:

10. Carol's Closet  
Lake Shore Mall  
534-6660

11. Cathy's Catalog Close Out  
402 Atlanta Highway  
536-7725

12. Cato's  
Lake Shore Mall  
536-6325

13. County Seat  
Lake Shore Mall  
536-9767

14. The Crate  
1015 Washington Street  
535-6601

15. Daddy's Money  
110 Main Street  
534-2119

16. Express  
Lake Shore Mall  
536-6063

17. Fashion Shop  
4347 Mundy Mill Road  
Oakwood  
718-0707

18. J. Richie  
1210 Thompson Bridge Road  
287-1218

19. Jane's Dress Shop  
106 Washington Street  
536-6067

20. Jody's  
1210 Thompson Bridge Road  
536-1608
Apparel for Women:
21. Lane Bryant
   1285 Washington Street
   535-7423
22. Lerner Shop
   Lake Shore Mall
   534-8193
23. Limited
   Lake Shore Mall
   532-0541
24. Lola's of Cleveland
   1062 Thompson Bridge Road
   532-6061
25. Maurices
   1285 Washington Street
   536-0571
26. Millner's
   104 South Main Street
   531-1473
27. One Price Clothing Store
   1435 Thompson Bridge Road
   531-1474
28. Pat's Prissy Porch
   Thompson Bridge Road
   536-6595
29. Saul's
   100 Main Street
   532-4301
30. Shirley's
   195 Pearl Nix Parkway
   536-5969
31. Top of the Line
   203 Atlanta Highway
   532-4402
32. Uniforms Plus
   Highway 129 South Cleveland
   706-219-2622
33. Victoria's Secret
   1285 Washington Street
   534-9890
34. Gillsville Manufacturing Company
   (Apparel Manufacturer)
   869-3084
Apparel for Men:
35. AD Mathis
   625 Green Street
   532-9001
36. Barry MFG Fine Men's Clothing
   2121 Browns Bridge Road
   534-7685
37. Guadalupe Mexican Store
   1236 Myrtle Street
   535-2977
38. Kunzer Art Men's Clothing
   104 Washington Street
   536-4404
39. No Ordinary Threads
   3058 Scenic Drive
   536-0546
40. Zeeman Manufacturing Company
   2121 Browns Bridge Road
   536-4431

Apparel for Children and Infants:
41. The Little Shop
   108 Washington Street
   532-6911
42. Mommy and Me
   1014 Washington Street
   538-0630
43. Next to New Resale Boutique
   2888 Browns Bridge Road
   532-1667
44. Stork and Kids World
   132 Bradford Street
   532-4904
Foods Job Placement Possibilities:

Foodservice Products and Wholesale Companies:
1. Gainesville Poultry Processing
   2360 Monroe Drive
   532-7551
2. McClure Morris Distributing Company
   Patterson Drive
   536-6952
3. Milton's Foodservice
   Old Oakwood Road
   532-7779
4. Deep South Products
   2255 White Sulphur Road
   534-2239
5. ARAMARK Refreshment Services
   1974 Delta Drive
   532-4166

Caterers:
6. Beef Corral Restaurants:
   643 East Butler Parkway
   535-0722
   3785 Mundy Mill Road
   535-7789
7. The Big Bear Cafe
   893 Main Street
   538-2890
8. Bucky's Bar-B-Q
   1402 Browns Bridge Road
   503-9113
9. Cafe Julius
   200 Main Street
   531-0848
10. Candlelight Productions
    5190 Browns Bridge Road
    287-0799
11. Catering by our House
    5190 Browns Bridge Road
    532-0896
12. Chick-Fil-A Catering
    1285 West Washington Street
    536-5511
13. Cookie Shoppe Bakery
    1502 Carter Street
    532-1211
14. Crossroads Deli and Yogurt
    2888 Browns Bridge Road
    532-3354
15. Curt's Cafeteria  
3440 Flowery Branch Road  
536-3053

16. Folks  
1500 Browns Bridge Road  
534-1300

17. Fraser's Country Style Restaurant  
405 Pearl Nix Parkway  
534-3466

18. Golden Pig  
532-8259

19. Hickory Hams  
1237 Thompson Bridge Road  
287-1773

20. Holiday Inn  
726 Jesse Jewell Parkway  
536-4451

21. Johnny's Barbecue  
1710 Park Hill Drive  
536-2100

22. Kentucky Fried Chicken  
1904 Browns Bridge Road  
532-4361

23. Lee's Golden Buddha  
2283 Thompson Bridge Road  
534-0767

24. Mama Ruth's Kitchen  
804 Atlanta Highway  
532-8261

25. Mrs. Rhodes Bakery  
1237 Thompson Bridge Road  
287-3319

26. Mule House Cafe  
4875 Plainview Road  
967-0333

27. Northeast Georgia Vending Company  
Mimosa Street  
534-7616

28. Pasquale's  
1011 Riverside Drive  
534-0606

29. Poor Richard's Restaurant  
1702 Park Hill Drive  
532-0499

30. Rabbitown Cafe  
2415 Old Cornelia Highway  
287-3695
31. The Rotisserie  
3640 Mundy Mill Road  
531-1050

32. Ruby Tuesday Restaurant  
Lake Shore Mall  
503-7160

33. Rudolph's Restaurant  
700 Green Street  
534-2226

34. Schlotzsky's Deli  
302 Broad Street  
534-6400

35. Smokehouse Barbeque and Catering  
3205 Atlanta Highway  
536-7971

36. Top Bananas Catering  
Alpharetta  
475-1878

37. Versatile Lady  
503-1878

38. Worlds of Fantasy  
271-8100
Appendix C
GLOSSARY OF TERMS USED IN CURRICULUM REVISION

**Competency** - a combination of related skills, knowledge and tasks that a worker must perform on a home or work related job.

**Course** - training on a group of related competencies which have a common knowledge base.

**Enabling Objective** - a statement of exactly what the learner must do, indicating behavior that can be observed and evaluated. Each statement of the objective
1. identifies behavior of the learner,
2. starts with a verb that identifies a type of behavior that is specific and can be evaluated,
3. uses the present tense singular of the verb.

**Assessment or Evaluation Techniques** - the procedures and devices used for obtaining evaluative data indicating an objective has been achieved.

**Content** - the topics/concepts that are being explored.

**Learning Experiences** - the planned methods that may be utilized in a teaching-learning situation to facilitate attainment of an objective.

**Program** - a combination of courses available for a given discipline within a curriculum.
Resources - available instructional materials including: textbooks, computer software, audiovisuals, activity booklets, agencies, business and industry personnel, publications, and teacher-prepared materials.

Task - a logically related set of actions, having an identifiable beginning and end.

Terminal Objective - an objective that outlines the conditions under which the student learns specifies the action the student should be able to perform after instruction and prescribes the criteria used to evaluate the performance.
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