

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

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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 Diamantes

Professor of Education

Morehead, Kentucky

1997

Integrating School-to-Career 3

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.

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Educational Leadership

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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

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

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

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

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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

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 work place." (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.

Background of Hall County and Gainesville City Schools
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

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 life-long 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.

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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

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Outlook Handbook (1994-95). Information is presented in the following chart:

Area	Job Title	Job Outlook through 2005
Foods	Restaurant and Food Service Managers	expected to increase much faster than the average
Foods	Chefs, Cooks, and Other Kitchen Worker	expected to be excellent, much growth
Foods	Food and Beverage Service Workers	expected to be abundant
Foods	Butchers and Meat, Poultry, and Fish Cutters	expected to grow more slowly than the average for all occupations
Interior Design	Architects	expected to increase as fast as the average for all occupations
Interior Design	Drafters	expected to grow more slowly than the average for all occupations
Clothing and Textiles	Designers	expected to grow about as fast as the average for all occupations
Clothing and Textiles	Textile, Apparel and Furnishings Occupations	job openings expected to decline, but replacements still number in thousands
Child Development	Preschool Workers	projected to increase much faster than the average for all occupations

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		Projected Year: 2005	
Curriculum Area: Foods and Nutrition			
Region	Occupation Title	Change in Employment	Percent Change
2	Food Service and Lodging Managers	450	69.23
3	Same	6,580	69.26
4	Same	550	69.62
2	Hosts and Hostesses: Restaurant and Lounge	90	47.37
3	Same	1,390	48.10
4	Same	110	47.83
2	Bartenders	50	19.23
3	Same	720	17.43
4	Same	50	16.13
2	Waiters and Waitresses	1,060	61.99
3	Same	15,670	60.76
4	Same	1,290	62.93
2	Food Servers	10	16.67
3	Same	100	10.31
4	Same	10	14.29
2	Dining Room and Cafeteria Helpers	60	16.22
3	Same	960	17.55
4	Same	90	19.57
2	Counter Attendants, Lunchroom	70	22.58
3	Same	920	20.86
4	Same	100	25.00

Curriculum Area: Foods and Nutrition Projected Year: 2005

Region	Occupation Title	Change in Employment	Percent Change
2	Bakers, Bread and Pastry	90	56.25
3	Same	1,330	58.85
4	Same	140	63.64
2	Butchers and Meatcutters	10	5.88
3	Same	100	5.41
4	Same	10	4.17
2	Cooks, Restaurant	320	50.79
3	Same	4,730	50.00
4	Same	380	50.00
2	Cooks, Institution or Cafeteria	90	16.98
3	Same	1,240	21.72
4	Same	100	13.70
2	Cooks, Fast Food	310	45.59
3	Same	4,520	46.26
4	Same	370	45.68
2	Cooks, Short Order	130	43.33
3	Same	1,960	47.23
4	Same	170	45.95
2	Food Preparation Worker	440	41.51
3	Same	5,980	43.05
4	Same	590	41.84
2	Food Preparation and Service Workers, Fast Food	400	30.08
3	Same	5,870	29.96
4	Same	520	31.90
2	All Other Food Service Workers	80	72.73
3	Same	1,630	75.46
4	Same	60	50.00

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Projected Year: 2005

Curriculum Area: Interior Design (Including Resource Management)

Region	Occupation Title	Change in Employment	Percent Change
2	All Other Financial Specialists	20	15.38
3	Same	850	30.58
4	Same	20	15.38
2	Architects, Landscape and Marine	10	25.00
3	Same	680	33.83
4	Same	10	16.67
2	Landscape Architects	0	0.00
3	Same	70	41.18
4	Same	0	0.00
2	Surveying and Mapping Scientists	10	50.00
3	Same	510	78.46
4	Same	10	50.00
2	Drafters	30	15.79
3	Same	880	22.06
4	Same	20	8.70

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Curriculum Area: Child Development Projected Year: 2005

Region	Occupation Title	Change in Employment	Percent Change
2	Teachers, Preschool and Kindergarten	150	53.57
3	Same	2,980	68.51
4	Same	250	60.98
2	Teachers, Preschool Education Services	20	40.00
3	Same	190	36.54
4	Same	30	33.33
2	Teachers, Kindergarten, Education Services	80	34.78
3	Same	800	35.09
4	Same	110	33.33
2	Teacher Aides, Paraprofessional	460	50.00
3	Same	26,630	42.26
4	Same	680	50.75
2	Teacher Aides and Education Assistants	100	55.56
3	Same	1,430	65.60
4	Same	190	57.58
2	Child Care Workers	340	43.59
3	Same	6,780	63.66
4	Same	550	51.40

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Projected Year: 2005

Curriculum Area: Clothing and Textiles

Region	Occupation Title	Change in Employment	Percent Change
2	Salespersons, Retail	820	27.15
3	Same	15,130	30.39
4	Same	1,200	29.78
2	Cashiers	1,330	37.78
3	Same	18,830	40.72
4	Same	1,820	38.81
2	Machinery Mechanics, Textile	220	66.67
3	Same	110	52.38
4	Same	170	51.52
2	Machinery Mechanics, Sewing	10	12.50
3	Same	20	16.67
4	Same	10	10.00
2	Patternmakers and Layout Workers	20	40.00
3	Same	40	57.14
4	Same	20	40.00
2	Custom Tailors and Sewers	0	0.00
3	Same	-250	-22.73
4	Same	-30	-27.27
2	Upholsterers	10	16.67
3	Same	50	11.90
4	Same	0	0.00
2	Shoe and Leather Workers	0	0.00
3	Same	40	26.67
4	Same	10	11.11

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Projected Year: 2005

Curriculum Area: Clothing and Textiles

Region	Occupation Title	Change in Employment	Percent Change
2	Spotters, Dry Cleaning	0	0.00
3	Same	40	26.67
4	Same	10	100.00
2	Pressers, Delicate Fabric	0	0.00
3	Same	120	25.53
4	Same	10	20.00
2	Dyers, Precision	0	0.00
3	Same	0	0.00
4	Same	0	0.00
2	All Other Precision Textile Workers	0	0.00
3	Same	10	11.11
4	Same	0	0.00
2	Textile and Related Setters/Operators	-670	-10.84
3	Same	820	8.70
4	Same	-1,080	-14.96

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.

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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.

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.

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.

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.

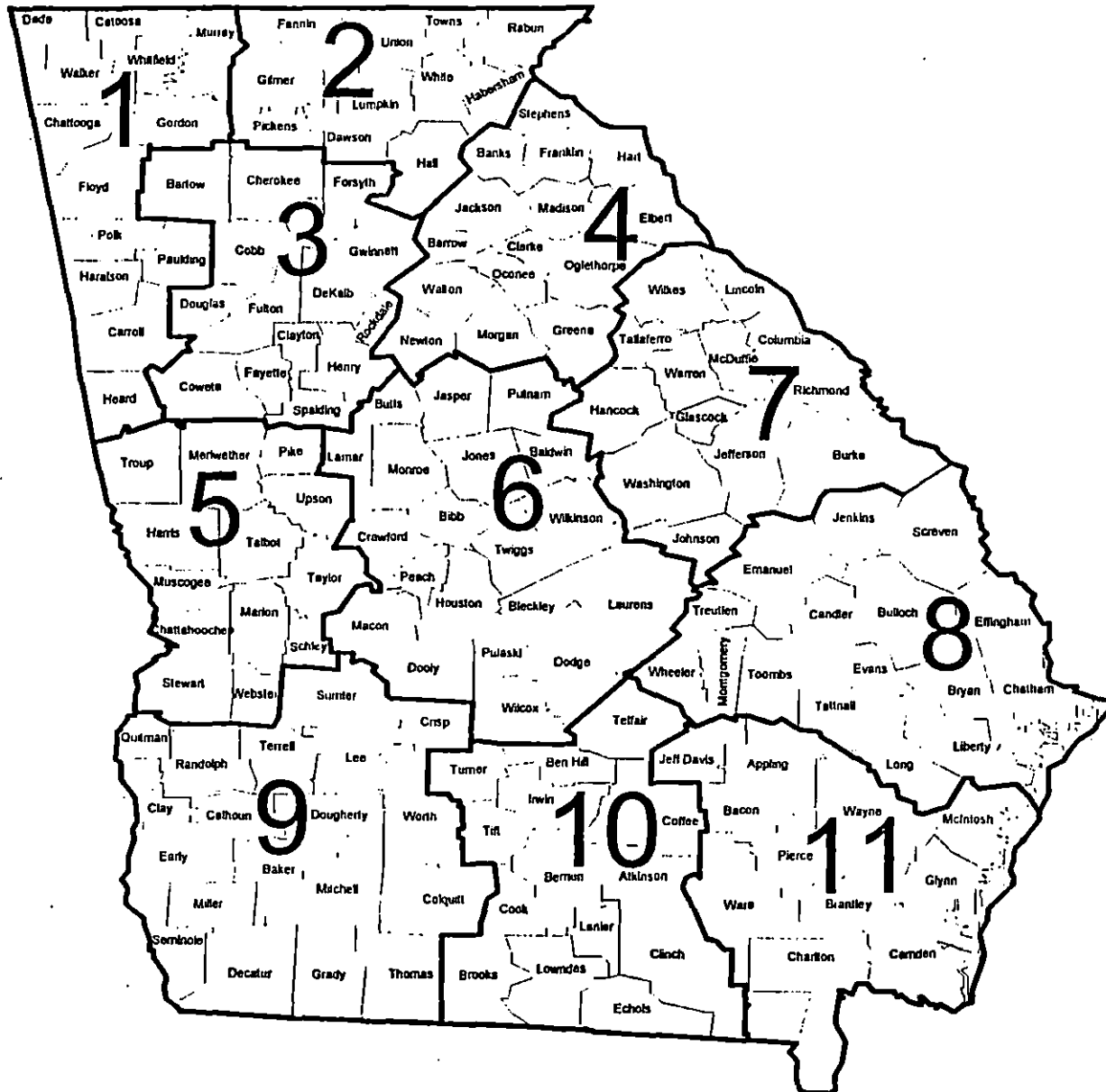
Integrating School-to-Career 44

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.

Appendix A



COUNTIES IN ECONOMIC DEVELOPMENT REGION 2

Dawson

Fannin

Gilmer

Habersham

Hall

Lumpkin

Pickens

Rabun

Towns

Union

White

Counties in Economic Development Region 3

Fips No.	County Name
015	Bartow
057	Cherokee
063	Clayton
067	Cobb
077	Coweta
089	DeKalb
097	Douglas
113	Fayette
117	Forsyth
121	Fulton
135	Gwinnett
151	Henry
247	Rockdale
255	Spalding

Counties in Economic Development Region 4

Fips No.	County Name
011	Banks
013	Barrow
059	Clarke
105	Elbert
119	Franklin
133	Greene
147	Hart
157	Jackson
195	Madison
211	Morgan
217	Newton
219	Oconee
221	Oglethorpe
257	Stephens
297	Walton

Appendix B

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 Wills 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. Rabbittown 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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