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ABSTRACT

This document contains nine papers exploring the school-to-work transition and the role of career education in smoothing that transition. The following papers are included in the first section, which sets the context for the role of career education: "The School-to-Work Opportunities Act and Career Education" (Pat Nellor Wickwire); "Strategies for Collaborative Efforts" (Susan Imel); "The Role of Career Planning in School-to-Work Transition" (Harry N. Drier). Two papers in the second section review general approaches to the transition: "Youth Apprenticeship" (Peter Joyce, Sandra Byrne); and "Career Academies" (Valerie Harris). The final section provides some program examples: "Elementary and Middle School Career Education" (Linda Gadd); "High School Career Education Program" (Pamela Collier); "Career Resource Centers" (Sara Walkenshaw and Jim Crain); and "Career Guidance" (Rebecca Dedmond). An annotated resource section lists 39 resources on school-to-work transitions, and the final section of the document contains 36 references. (KC)

The Role of Career Education

in School to-Work Transition

Information Series No. 359

edited by
Susan Katzman

ERIC
Clearinghouse on Adult, Career, & Vocational Education

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY

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Foreword

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is 1 of 16 clearinghouses in a national information system that is funded by the Office of Educational Research and Improvement, U.S. Department of Education. This publication was developed to fulfill one of the functions of the clearinghouse—interpreting the literature in the ERIC database. It should be of interest to career education practitioners and others involved in school-to-work transition.

This paper was developed by career education practitioners in a variety of settings. ERIC/ACVE would like to thank the following people for their work in preparing this paper:

- Susan Katzman, Unit Director, Career Education, St. Louis Public Schools
- Pat Nellor Wickwire, President, American Association for Career Education
- Susan Imel, Director, ERIC/ACVE
- Harry Drier, President, Career Education & Training Associates
- Peter Joyce, Vice President, School-to-Work Transition, National Alliance of Business
- Sandra Byrne, Senior Project Manager, School-to-Work Transition, National Alliance of Business
- Valerie Harris, Director, Public Relations and Development, Philadelphia High School Academies, Inc.
- Linda Gadd, Career Development Program Director, Butler County (Ohio) Joint Vocational School District
- Pamela Collier, Career Education Program Coordinator, St. Louis Public Schools
- Sara Walkenshaw and Jim Crain, Teachers/Co-Managers, Norman Teacher Service Center, School District of Kansas City
- Rebecca Dedmond, Specialist for Career Development, Virginia Department of Education

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Ray D. Ryan
Executive Director
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for Employment

Introduction

Susan Katzman
St. Louis Public Schools

That career education and school-to-work transition complement each other is evidenced in the variety of implementation methods that incorporate new thoughts into the school-to-work legislation and well-tested career education strategies. If one subscribes to the belief that school-to-work transition is for *all* students since everyone will move through different paths from school to employment during their lives, then a smorgasbord of offerings is the most logical way to meet the diverse needs.

School-to-work transition is for *all* students since everyone will move through different paths from school to employment during their lives.

The school-to-work movement is blessed to have rich career education experiences to draw upon from around the country. This paper is designed to provide an overview of several approaches and program examples for assisting the school-to-work transition of students. The examples in this document only tap the surface of the finely tuned programs available in every state, and a number of programmatic strategies are highlighted in order to illustrate the strong symbiotic relationship between career education and school-to-work.

The paper is divided into three sections. The first, "Setting the Context," contains three chapters that provide a background for the discussion of specific approaches and models in sections two and three. The first chapter discusses the relationship between the School-to-Work Opportunities Act and career education, emphasizing the similarities between the two. Since collaboration is an essential ingredient in successful school-to-work transition programs, the next chapter focuses on strategies for developing effective collaborative efforts. The third chapter examines the role of career planning in school-to-work transition, describing the emerging role of career portfolios in the transition process.

Section two examines two general approaches to school-to-work transition:

- **Youth Apprenticeships.** Youth apprenticeships make the classroom academic environment come alive as students apply their learning to the work world. Apprenticeship programs come packaged in a variety of wrappings. Some are offered for pay, some for high school or college credit, some as volunteer experiences and others as part of a work/study, co-op, or vocational experience. The approach detailed here has as its foundation a strong link between the business and education communities.

- **Career Academies.** Career academies provide a structured school environment that has a vocational/career thrust. They are applauded for helping to give large high schools a more personalized feel and for affording a select group of students an opportunity to combine academic and vocational skills. The example shared here has 25 years of success.

In section three, examples of specific programs are provided to highlight how elements of school-to-work transition are already embedded in career education efforts. Included are the following:

- **Career Education Programs at the Elementary, Middle, and High School.** Most local career education efforts trace their origin to Dr. Kenneth Hoyt and the federal career education efforts. The bulk of these have classroom curriculum guides as their foundation, along with programs that involve business and community persons interacting with students and staff. For the school-to-work efforts to be successful in changing time-encrusted patterns of behavior, efforts must begin at the early grades. Programs described here, along with many others around the country, provide valuable examples.

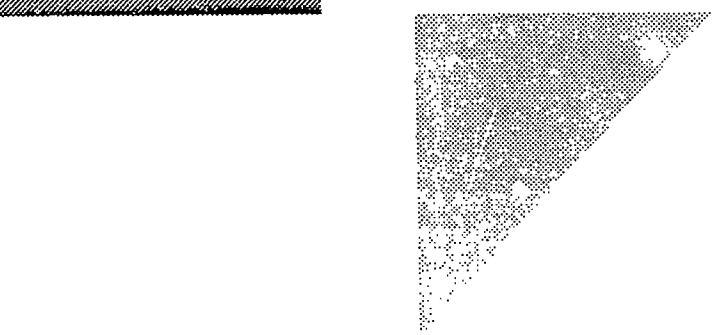
- **Career Resource Centers.** Career centers play a key role in career development and can be found in a host of formats and settings. Many have been used as collection centers for current materials, videos, and other resources; others provide career testing, computer job searches, and job retrieval services; still others provide workshops and hands-on laboratories. The example detailed here combines a career center that has items for check-out with a comprehensive staff development teacher center. Organizationally, it provides an example of how a one-stop career shop operates.

- **Career Guidance.** The role of counselors in school-to-work transition cannot be underestimated. They serve as a crucial link between students and their future directions. Outlined here is an example of one successful program based on a sequential development model that reinforces career guidance starting at the earliest grades.

An annotated bibliography of resources on school-to-work transition concludes the publication.

This document has been designed to serve as a "how-to" directory of successful practices linking career education with school-to-work. The collective wisdom of all of these contributors reflects years of trial and error, successes and failures. All approaches and program examples provide avenues for reaching young people, for helping them stretch and grow and, ultimately, for molding them into successful workers and citizens within the global community. Please contact the contributors for additional information and for names and locations of other model efforts.

Setting the Context



The School-to-Work Opportunities Act and Career Education

Pat Nellor Wickwire
American Association for Career Education

The School-to-Work Opportunities Act is a welcome development in the evolution of Career Education for All throughout the Lifespan and a commendable addition to the efforts of many in making the connections of careers, education, and work meaningful. This mission has many opportunities, challenges, imperatives, and risks.

Adapted from "The School-to-Work Opportunities Act and Career Education" by Pat Nellor Wickwire, *Youth Policy* 15, no. 12/16, no. 1 (1994): 50-51.

The School-to-Work Opportunities Act

The School-to-Work Opportunities Act is federal legislation signed into law in May 1994 with the intent of establishing articulation of grades 11 and 12 with postsecondary education and with work in high-skills, high-income jobs by creating partnerships between education and other parts of society. It is also designed to create systemic change in learning to learn and in learning to work; increased individual satisfaction and growth; and improved national, state, and local economic productivity.

Teamwork, coordination, quality, and service are essential in the planning, development, implementation, and evaluation of local and state efforts. Using federal financial venture capital, voluntary state and local applicants are asked by the Department of Education and the Department of Labor to design and operate partnership programs to improve human capital and to address the linking and matching of human capital with employment needs.

Programs are to provide school-based learning, work-based learning, and activities to connect the two. All students are to

be offered opportunities for career awareness, career exploration, and counseling, beginning no later than grade 7; selection of a career major by grade 11; academic content standards; integrated academic and vocational instruction and learning; regular status and progress evaluations; transition to postsecondary education; job training and work experience; workplace mentoring and paid work experience; instruction in general workplace competencies and in a variety of aspects of an industry; and skills certification.

Programs are to include provisions for technical assistance, training, and other services, among them liaison, collaboration, coordination, consultation, and collection and evaluation of data regarding student outcomes. Specific requirements also apply, such as attention to equity, nontraditional and emerging occupations, supply-demand employment market factors, recognized industry skills standards, and nondisplacement of current workers.

Career Education

Career education offers a longitudinal development program designed to connect careers, education, and work for all throughout the lifespan. Career education is empowering and enabling for individuals, institutions, employers, and community; it supports and advances—

- basic, academic, and employability skills
- career awareness, exploration, and decision making
- career and work emphases in classrooms and throughout education
- private sector-education partnerships
- relationships of education and work, and informed choice
- nonbias, nonstereotyping, and freedom of career choice
- work as a meaningful part of a total lifestyle

Career education is sequential, with gradually widening concentric exposure to careers, education, and work and their effects and interactions with the life of the individual. School is seen as work for which the student and the educator are responsible, and the educator and the student are workers. Efforts begin in kindergarten (better yet, the home), and extend throughout schooling and lifelong learning. Career education is preventive, in directing attention toward positive, constructive, continuous growth, satisfaction, and productivity.

A Comprehensive Model

A comprehensive career education model calls for career awareness in grades K-6, career exploration in grades 7-9, career decision making/planning/preparation in grades 10-12, and career planning/preparation/specialization in postsecondary schooling and adulthood (Wickwire 1993), with recycling and overlapping experiences and opportunities for career development throughout the lifetime as essential and as appropriate.

Career awareness is concentrated on respect for the viability of occupations and work, appreciation of all work and all workers, information about the variety of occupations available, appraisal of self in relation to occupations, and identification of general interests in career clusters. Career exploration includes information about and experience with clusters and occupational classifications, decision-making factors and approaches, interests, and abilities, as well as the identification of tentative and alternative career and occupational choices. Career decision making/planning/preparation provides for linkages of school and work learning experiences with career clusters, general career goals, and work and job attitudes and relationships. Career planning/preparation/specialization offers career-specific, occupation-specific, and job-specific information, skills, attitudes, and relationships in preparatory and "hands-on" settings. The comprehensive career education program is outlined in a logical sequence, although the individual at any age and at any stage may need or choose to reenter, repeat, or extend any or all steps in development.

Support and Strategies

Within the school system, career education involves systemwide commitment and contribution from personnel and programs from all major structural components: instructional, pupil personnel, management, and classified services. Educators are asked to use all avenues to make content and process meaningful.

Conceptually, careers, education, and work are intertwined. Career education is delivered in the cognitive, affective, and psychomotor domains, with experiential learning and personalization. Specific strategies are used, including infusion in classroom instruction, a variety of age- and stage-appropriate activities (Woal 1977), journals and portfolios, exhibits, group guidance, counseling, mentoring, coaching, job shadowing, career academics, industry-education councils, apprenticeships, general and exploratory work experience, career resource centers, and career assessment centers. Classroom and community interact and integrate, and thus offer formal and informal reinforcement for the student.

Creativity and innovation are encouraged, as is attention to local and wider world opportunities. Coalitions, cooperatives, and collaborative and partnership arrangements representing business, education, industry, labor, human services, commerce, professions, students, parents, and community are given. Paid and nonpaid work are central and real.

Results

Direct and measurable interim and end results are expected for students, educational systems, employers, and communities. The aim is maximum broad-based exposure in principle and in practice, with personalization and optimum opportunity available to all for individual development of abilities, skills, attitudes, knowledge, understanding, vision, choice, goals, and objectives with results to include self-sufficiency, goal orientation, focus, and capability. Economic productivity and growth are expected to improve and expand as well.

A nationwide grassroots movement with minimal federal funding during the 1970s, career education continues to operate, with many documented successes, as an intrinsic part of many local, regional, and state systems of education.

Blending the Legislation and Existing Programs

The quest for theoretical and functional connections of careers, education, and work continues. The School-to-Work Opportunities Act is an effort to clarify and to extend these connections, primarily through integrating school-based and work-based learning in grades 11-14, and through partnerships of education, business, and community.

The blending of the provisions of this legislation with career education and other programs that target career development is important. Many facts and factors need to be known, understood, and applied as the legislation is put into effect, among them the following:

- Change management and the change process have certain known characteristics (Joseph 1994).

- Changes have occurred and are expected to continue to occur in the workplace, work force, schools, and the teaching force (Coates, Jarratt, and Mahaffie 1990; Swoboda 1994; Wickwire 1993; Wirth 1992).

- An inescapable cyclical "three-legged stool" for national economic futures exists in the current and the future global economy (Toffler 1990).

- "Doing more with less" may be axiomatic for futures (Yankelovich 1981).

- Current labor market information and predictions for the future vary (Johnston and Packer 1987; Mishel and Teixeira 1991).

- Linkages of education (school, schooling), work (employment), and the economy (net, profit, productivity) have been hypothesized and analyzed (Carnevale and Porro 1994).

- New approaches to management and to organizational design focus on vision, mission, value, quality, service, teamwork, and continuous improvement (Albrecht 1994; Deming 1985; Juran 1990).

- Performance standards for the "new quality" include variety, customization, convenience, timeliness, innovation, social responsibility, consistency, continuous improvement, productivity, and efficiency (Carnevale and Porro 1994).

- Workers are expected to need certain competencies in the 1990s and in the 21st century (EdSource 1994; Marshall and Tucker 1992; Reich 1991; U.S. Departments of Education and Labor 1988; U.S. Department of Labor 1991).

- Combined factors that meet the "new quality standards" include new flexible technologies, new high-performance organizational formats, a more highly skilled and autonomous work force, labor-management collaboration, and total quality management (Carnevale and Porro 1994).

- Career education has documented successful and exemplary programs and practices (Brodinsky 1979; Far West Laboratory 1984; Hoyt and High 1982; Hoyt and Shylo 1987; National Diffusion Network 1993).

- Successful programs, including partnerships, and practices have been implemented in linking school and employment (Center for Workforce Preparation 1994; EdSource 1994; Glover and Weisberg 1994; U.S. Department of Education 1991; U.S. Department of Labor 1992; U.S. General Accounting Office 1991).

Recommendations

Effective schooling-to-employment programs will—

- apply available information about change, management, and leadership, and about the factors that influence them

- monitor, validate, and evaluate employment market and other demographic information
- monitor, validate, and evaluate qualitative information, such as the extent to which total quality management is in place, the employee competencies desired by business, and the characteristics of educational products
- provide ownership opportunities for all stakeholders, recognizing partners and recipients of educational process and product, and recognizing societal ownership
- systematically nurture partnerships, with agreed-upon structure, definitions, roles, functions, expectations, and standards for partnership performance
- set realistic expectations, recognizing high through low potentials and factors that are uncontrollable
- be dynamic, vital, changing, responsive, and reflective
- be based on adequate and accurate current information and future predictions
- be specifically planned, implemented, monitored, evaluated, and recycled, with specific identification and application of what works under which conditions with which resources
- be perceived as an instrument of innovative social change and as an intrinsic operational component
- deliver high quality, service, and growth, and demonstrate teamwork with continuous dialogue
- possess or acquire adequate resources
- be available to all students
- supplement/extend/build upon/be incorporated with existing programs
- demonstrate rewards/results/educational products in a visible manner

- demonstrate appreciation and respect for all forms of work, including school as work and paid and nonpaid work
- serve as a catalyst for lifelong learning, recognizing that education occurs where the individual is, and may occur outside of school boundaries
- be implemented and perceived as part of lasting people and process change and systemic reform
- provide for real and understood, valued, and maintained connections of careers, education, and work
- prepare students through an integrated, sequential content program that begins in kindergarten and that is preventive and developmental
- assist students in helping themselves in both self-sufficiency and interdependence
- be infused throughout and across the content disciplines and be incorporated/reflected in overall curriculum
- work for the development of basic, technical, personal, and interpersonal skills and competencies
- apply what is already known about how learning takes place, specifically in regard to career education
- offer cognitive, affective, and psychomotor learning opportunities, including experiential, hands-on learning-to-learn, learning-to-work, and learning-to-earn situations
- do some things differently, with innovation and creativity, and with new paradigms

The act, as one response to changing conditions and changing needs and as an effort to create effective solutions, is about connections, about making school, work, and careers real and important, and about creating satisfaction, success, and productivity.

Summary

Career Education for All throughout the Lifespan can be well served by the notable addition of the School-to-Work Opportunities Act. The act, as one response to changing conditions and

changing needs and as an effort to create effective solutions, is about connections, about making school, work, and careers real and important, and about creating satisfaction, success, and productivity. The seed ideas and the seed funding will be effectively directed if what is already known about learning, program development, management, and leadership is incorporated into new paradigms

Strategies for Collaborative Efforts

Susan Imel
ERIC Clearinghouse on Adult, Career, and Vocational Education

Effective collaboration among schools, businesses, and other agencies undergirds successful school-to-work transition programs. Collaboration implies a willingness on the part of organizations to change the way they deliver services by—

- jointly developing and agreeing to a set of common goals and directions;
- sharing responsibility for obtaining those goals; and
- working together to achieve those goals, using the expertise of each collaborator (Bruner 1991, p. 6).

Because collaboration involves common goals and objectives, it differs from cooperation. When groups work together cooperatively only to help each other meet their respective organizational goals without making any tangible changes in the way they deliver services or in their operating procedures (Melaville and Blank 1991), they do not achieve the type of results that are characteristic of successful school-to-work transition programs.

A great deal has been written about the development of effective collaborative interagency/organizational partnerships, including those involving schools and businesses. Effective collaborative partnerships share a number of common elements:

- **Involving the Right Players.** Partnerships achieve their maximum potential when the right mix of people from many organizations is involved. Involving employers of all sizes

and types permits the partnership to provide a range of work experience options for students. For example, small businesses can usually provide students with a greater variety of work experiences whereas large companies will likely have more on-the-job training opportunities. On the other hand, a U.S. Department of Labor (1992) report, based on a study of successful school-to-work transition programs recommends developing the partnership around a single school or school system to ease the administrative burden. Because each school's administration operates differently, it is easier for all involved if one educational entity is the point of contact for all partners.

- **Ensuring Commitment.** The partnership must have the endorsement and support of high-level leaders from the collaborating organizations who are willing to assign time, money, and human resources to the partnership effort. Commitment can be fostered by developing a sense of ownership among the various organizations.

- **Developing a Shared Vision.** Developing a shared vision of intended outcomes that is sensitive to all partners' individual objectives will produce a genuine understanding among partners. To develop the vision, all representatives must share their expectations for the partnership, with any differences being resolved through negotiation. A shared vision can provide a solid foundation for the development of a formal plan.

- **Producing a Formal Plan.** A formal plan that establishes joint long- and short-term goals and objectives as well as steps for achieving them is at the heart of a successful collaborative effort. Goals serve as an incentive and as a means for measuring accountability. A process that involves open communication and problem solving can ensure consensus and expand ownership of the project. The best plans include an obvious chain of command, are signed by all top leaders, and are publicized.

- **Emphasizing Performance.** Schools involved in partnerships need to adopt a private industry perspective that emphasizes performance and accountability. Such a perspective may require faster decision making and more flexibility than is typical in most school systems.

- **Focusing on Common Ground.** A climate that ensures a focus on students' needs and expected outcomes needs to be fostered. Multiple perspectives about how to accomplish partnership tasks are not unusual; when these perspectives clash, someone must be responsible for making sure that self-interests of the partners (sometimes referred to as "turf") do not take precedence over student needs and expected outcomes. A climate that fosters negotiation and cooperation is called for.

- **Maintaining the Partnership.** Partnerships need to be cultivated and maintained. Time and effort should be devoted to preparing for the inevitable changes that will result over the life of a partnership. For example, evaluation results may require changes in procedures. Original partners may withdraw and new ones may be recruited to take their place. Even though members may have a shared vision for their work as a group, they may have trouble maintaining the initial energy that mobilized the partnership. Throughout its life, the partnership must be nurtured and sustained to maintain its vitality. Some strategies for sustaining the partnership momentum include rotating the leadership role, sharing success stories, and updating the plan on a regular basis. (Imel 1991, 1992; Lacey and Kingsley 1988; U.S. Department of Labor 1992)

Tips for developing successful collaborative partnerships include the following:

- In building the partnership, focus on the needs of the students and the end results. Such an emphasis stresses cooperation and collaboration, makes good use of existing resources, and helps eliminate "turfism." It may also require changes in procedures.

- Have regular meetings to share information and keep the lines of communication open.

- Get to know the other organizations involved. Such knowledge provides understanding of the ways partner organizations operate differently. Although it is essential that educators make visits to the businesses with which they are

developing partnerships, business people also need to visit schools. Such visits help representatives understand each other's organizational cultures and identify constraints that may hinder the work of the partnership.

- Remember that partnership development takes time, patience, and persistence as well as the active involvement of the persons responsible. One study (U.S. Department of Labor 1992) estimated that a good partnership may take as long as 7 years to develop.

- Establish common goals and purposes, set target dates and make assignments, and establish subcommittees to do the work.

- Once the partnership is in place, get all parties involved in seeking solutions to any barriers that might exist to its implementation. This might include going right to the top, rather than through the chain of command in order to establish linkages. (Adapted from Imel 1992, p. 17)

Some landmines to avoid include—

- Waiting to convene a group until everyone is at the table. The enthusiasm of a wisely selected and enthusiastic core group can cool while others are being brought in. Do not waste time!

- Not taking the time to involve key planners who could easily block what the collaborative hopes to do. Whenever possible, try to make allies out of adversaries.

- Allowing one partner to assume control of the group instead of establishing the expectation of shared leadership. Collaborative power grows when equals share authority and responsibility.

- Allowing outside pressure to direct the collaborative's agenda.

- Neglecting to reflect periodically on milestones and landmines.

- Failing to establish clear ground rules. (Adapted from Melaville and Blank 1993, p. 33)

Like all collaborative efforts, a partnership undertaken as a part of a school-to-work transition program requires staff time, leadership and commitment to make it work, and a willingness to restructure. It will likely mean relinquishing old ways of doing things and may require increased flexibility on the part of collaborating organizations. The benefits of a better prepared work force to individuals and society will far outweigh the costs of developing effective school-to-work transition programs.

The Role of Career Planning in School-to-Work Transition

Harry N. Drier
Career Education & Training Associates

"If I had my life to live over . . ." "If only . . ." "If I knew then what I know now . . ." How easy it is to look back on life and think about what we would have done differently—to speculate how the past would have been different had we known more or planned more. Opportunities for systematic and informed career planning were not available for most adults when they were in school. Occupational choice was left to chance.

If I had my life to live over, I would start barefoot earlier in the spring and stay that way later in the fall. I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.
Nadine Stair (age 85)

Leaving the future of the nation's youth to chance places them at risk in an increasingly competitive job market. The changing global community mandates action that will prepare youth for the competition they will face when they enter the work force. Such action includes the career education components of guidance and planning. Career planning is an important element of any school-to-work transition effort for it ensures that youth and adults have the skills to manage the many career transitions they will experience during their lifetimes.

The current emphasis on school-based individual career planning has evolved as a result of a number of initiatives that may appear unrelated. Actually, they serve to emphasize the interrelatedness of the school community, as well as the school's connection to the community. Some of those initiatives are as follows:

- Local initiatives to plan career events such as Career Day, Shadowing Day, and Career Interviews. Students participate and establish a career goal based on their knowledge of their individual interests and abilities.

- Passage of PL 94-142, Education for all Handicapped Children Act of 1975, and PL 101-476, Individuals with Disabilities Education Act of 1990. These laws emphasized the importance of individual education plans, including plans to facilitate the transition from school to work (career planning) for individuals with disabilities.

- The national movement to conceptualize and define guidance as a comprehensive program equal in importance to other programs in the total school curriculum.

Each initiative has at its core the importance of life after high school, and the latter two emphasize the importance of systematic, sequential, and comprehensive planning for life. Within the school-to-work design, this comprehensive planning includes school-based, work-based, and connecting activities. It uses the school career planning model to help students understand how planning now affects their future. Career planning for all students is a natural and necessary part of any comprehensive guidance program. The career planning process allows students to use all of their guidance experiences to date to plot a successful future. The individual planning component allows students to participate in a series of structured activities that result in applying decision-making and planning skills to building their futures. The student formulates and brings into focus a tentative career goal, plans academic and vocational courses, and identifies the levels of competence, certification, and/or achievement that will be necessary to reach the established goals. This can be accomplished in a number of ways. For example—

- Portfolios can be used as personalized organizers while the individual is in school.

- Preapprenticeship learning could lead to a capstone world-of-work experience.

- Written career plans can help bring direction and structure to future activities.

- Mentoring relationships provide possibilities for ongoing reality testing.

Early, comprehensive, and ongoing career planning keeps career doors open to numerous possibilities and opportunities. One's future is limited only by the imaginations of those involved in the planning.

The Seven Cs of Career Planning

Seven essential elements of career planning are as follows:

1. **Clarity of Purpose:** Shared understanding of the program's purpose by school, family, business, and community.

2. **Commitment:** Ongoing investment of resources from school, family, business, labor, industry, and community.

3. **Comprehensiveness:** The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented.

4. **Collaboration:** The degree to which schools, families, business, and community share program ownership.

5. **Coherence:** The degree to which the program provides a documented plan for all students and furnishes specific assistance and assessment of progress.

6. **Coordination:** The degree to which the program ensures that career planning is developmental and interdisciplinary.

7. **Competency:** Evidence of student competency attainment.

The next seven sections more fully address the Seven Cs and include brief descriptions and ideas for implementation. This information is intended to help schools and agencies focus on the structure and essential elements of complete career planning.

Clarity of Purpose: Shared understanding of the program's purpose by school, family, business, and community

Creating a clarity of purpose, a shared understanding of the purpose of the program, is a first step in coalition building as well

as in developing systematic and sequential career planning processes. A key element of the definition is the concept of a "shared understanding," which implies a shared role in developing the purpose for career planning efforts. Thus, it will be important for representatives of all groups involved in the coalition—school, business, labor, families, and community—to help set the direction, pace, methods, and expectations. If existing efforts are being evaluated, it may be useful to bring together a representative school and community group to review and reaffirm/modify the purpose as currently stated and operating. One way to do this is to provide systematic and sequential opportunities for students to think about and explore future opportunities.

The following eight principles are a foundation for career planning. These principles can provide the impetus for defining the specific purpose of individual and locally relevant programs.

1. An individual's career is reflective of lifelong planning and work preparation. Career is defined as the totality of work, paid or unpaid, one experiences in a lifetime.

2. Freedom of choice is one of the most cherished rights in a democratic society. Freedom to choose education and work options is expanded by knowledge and constricted by ignorance.

3. Every student has the right and the responsibility to learn career planning skills and to gain the knowledge necessary to make informed choices, which can then be tested in a supportive environment.

4. All students deserve career assistance regardless of their program of studies or their educational and career goals.

5. Successful education and career planning is the shared responsibility of schools, students, families, employers, and communities.

6. Career planning is fundamental to the individual delivery of education. It empowers counselors and teachers to stress the relevance and application of coursework to careers.

7. Parental and employer involvement enriches the educational and career planning efforts in schools.

8. Students who use career planning skills and plans as guides to select education and work options are more adaptable to the changing labor market, carry an advantage into the learning process, and are more productive, employable, and satisfied at work.

Commitment: Ongoing investment of resources from school, family, business, labor, industry, and community

An effective, systematic, and sequential career planning process requires the demonstrated commitment of a variety of individuals and groups. Commitment will be evidenced by investments and support over time. All involved must realize that career planning must be ongoing and broad based if it is to forge an effective link between an individual's education and successful career. Broad involvement in Clarity of Purpose sets the stage for securing the required ongoing commitment to action. It will be a part of the role of the leader of the career planning process to seek the continued commitment of the various groups.

The groups whose commitments are central in providing support and direction to career planning include (but may not be limited to) the following:

- School administrators
- School guidance staff
- Teachers and other school staff
- Business, labor, and industry personnel
- Parents/other caregivers
- Students
- Community leaders
- Community agencies

Comprehensiveness: The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented

For the career planning process to be effective, it must be organized within a developmental, systematic, and sequential framework and be available for all individuals within the target population. If career planning is school based, it should encompass all students; if it is part of an employer's career development program, it should address all employees; and if it is a part of a community agency's programming, it should appeal to a broad base of clientele. Career planning must be delivered by counselors, teachers, and human resources development staff, and it should be supported by administrators, parents, managers, union leaders, and community administrators. Comprehensive career planning includes the following nine components:

1. All students or employees participate in a structured career planning process based on a comprehensive set of outcomes or competencies.

2. Career planning activities are conducted at all levels.

3. Equity is a theme throughout; that is, all areas of leisure, work, education, and training are explored without limitations imposed because of gender, race, or physical condition.

4. A variety of assessment data are examined, and new assessments are conducted as needed.

5. Individual abilities, aptitudes, achievements, and interests form the base of goal setting.

6. Extracurricular activities support and assist the career planning process.

7. Career planning is ongoing, and individuals are encouraged to use their plans frequently and systematically.

8. In school-based career planning, parents, teachers, and community employers are provided adequate support information to carry out their respective roles.

9. A written documented plan is developed by and for each participant.

Collaboration: The degree to which schools, families, business, and community share program ownership

It is through collaboration that the first three Cs—clarity, commitment, and comprehensiveness—have been developed, and it is through collaboration that the next three Cs—coherence, coordination, and competency—will be developed. Collaboration means that family members, teachers, counselors, and employers work together to help each student establish and achieve goals through ongoing career planning. Community agencies and organizations representing social service, military, and employee groups assist in building, reality-testing, and modifying individual career plans.

The group of school, home, community, and employer representatives who participated in articulating the program's purpose, have demonstrated commitment, and have contributed to the comprehensive nature of career planning will need to continue their input and participation. The local expertise that helped develop a career planning process to meet unique local needs must be used in the ongoing planning, implementation, and evaluation cycle to ensure that the process continues to meet local needs. Collaboration means ownership. The operating principle is that those who have been involved in the development will have a commitment to continue their work to make the process successful.

Coherence: The degree to which the program provides a documented plan for all students and furnishes specific assistance and assessment of progress

The heart of the career planning process is the individual's life career plan. A coherent plan demonstrates and measures the

effectiveness of the other processes and will be logically connected and integrated over time.

Coherence relies on the developmental and sequential nature of the career planning process. Individuals will systematically develop their plans one step at a time with the assistance of individuals within and outside the school setting. One aspect of the plan may be developed in one grade while another is developed in a subsequent grade. As procedures for formalizing the plan's development are considered, it will be helpful to keep the following in mind:

- Every student must have a plan.
- The plan will be comprehensive, developmental, and sequential.
- Procedures must include provision for regular and systematic review and modification of the plans.
- Plans will include students' transition needs. This will include end-of-year or end-of-experience progress assessments and recommendations for next steps.

On the surface, it may appear that the individual benefits most from having a documented life career plan. In reality, evidence shows that everyone will benefit equally. The use of the life career plan will add to the coherence of the total career planning process. It is through the plan that logical connections among course, work, and life experience will work together to help the individual reach life goals—in the present as well as in the future.

Coordination: The degree to which the program ensures that career planning is developmental and interdisciplinary

In terms of making things happen, the Sixth C—Coordination—is the most important. Coordination has two requirements. The first is that all of the activities be coordinated—that individuals at each grade level know what has occurred at previous levels

and what will occur at the next levels. Not only must there be coordination among the grade levels in the school, but also among school- and community-based programs, such as special education, vocational education, and tech prep.

The second requirement is that someone must be responsible for ensuring that the process is indeed operational and coordinated. This individual will be the "pivot point" for action and will monitor the process at all levels. A school-based developmental and sequential career planning process requires the commitment of school personnel as well as members of the total school community. Each must share in the responsibility and implementation of the program. Although a collaborative team approach is vital to its success, even more vital is someone being appointed the role of providing leadership. Time must be made available for the coordination of activities. The point is that without someone to coordinate the whole process as a part (or the totality) of their work functions (with adequate time provided to make coordination a priority), many great ideas will never be implemented.

Competency: Evidence of student competency attainment

As mentioned earlier, comprehensive guidance programs are based on a set of specific student competencies. These competencies provide the systematic and sequential direction for the program throughout a student's school experience and encompass development in such areas as career planning and exploration, knowledge of self and others, and educational and vocational development. Competencies are defined as those skills, knowledge, and attitudes that are required of individuals as they learn, work, and live. They are acquired through school- and community-based learning opportunities. The individual's career plan is an integral part of competency-based strategies. An effective and ongoing competency-based process has three important dimensions that guide the review of career plans by students in collaboration with teachers, counselors, family, and employers:

1. Competencies currently achieved by students are recorded within the plan along with appropriate documentation.

2. Competencies not yet achieved are documented with a plan of action to guarantee achievement on a planned basis.

3. A review of the career planning process ensures that an individual's planning is based upon known interests, goals, and competency requirements.

There are a number of sources for career planning competencies. Within the comprehensive guidance program, there will be a set of specific competencies relating to the career-planning component. A number of states and national organizations have developed specific comprehensive guidance and/or career development competencies.

Competency evaluation will be an integral part of the career planning process. In order to evaluate individual competency achievement, counselors, teachers, and others need to be involved in the evaluation process. The results will assist in the monitoring process and will facilitate the development of strategies for increasing individual achievement where deficiencies exist. By including individual goals and outcomes, a competency-based career planning process provides an effective vehicle for keeping parents involved in and informed about their children's progress. An effective comprehensive career planning process will include systematic and regular means for parents, employers, and others to work with their children, employees, or students to review and evaluate their career plans.

Sharing the group evaluation results will assist the school or agency with communicating the strengths, benefits, and value of career planning to the total community. This can result in attaining additional human, time, and financial resources for the career planning process. Evaluation results will also provide a basis for measuring growth and enhancing the program.

Career Portfolios

A major trend over the past few years in career education has been the use of student career portfolios. Career portfolios

represent an important movement for they allow students to build over time an authentic representation of their experiences, achievements, interests, and employability features. Ideally, students who begin building their career/employment portfolio in junior high school have a comprehensive, detailed, and positive picture of who they are and what they are interested in and capable of becoming.

Another way of looking at the value and use of a personal portfolio is to hypothesize that an employer does not have time to interview a person and requests the best representative set of information to study before making a decision to interview. In this case, one needs to project what would be important to a personnel manager, what evidence they would be looking for, and then, to package all the answers in a logical, readable, and believable fashion: logical, in that one's credentials flow in the order of importance for the reader; readable, in its being typed, clear, and complete enough to understand; and believable in that it has sufficient objective data (test, letters of support, certification documents) that back up any credentials statements. A suggested format and content for employment credentials packet (portfolio) follows this chapter.

Resources

Career Orientation and Planning Profile—A system of planning, deciding, and preparing about future careers based on previous experiences of work and satisfaction. Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 ($2.75 per student, every 3 years) (800) 848-4815.

Planning for Life Recognition Program—A national program that identifies effective career planning programs, recognizes many, and then provides those involved with effective practice information. PFL-H. Drier, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815.

My Career Portfolio—Three versions (grades 7-9, 9-12, and adult). Field-tested credential for employment-type portfolio that is designed to start in the seventh grade and developmentally improved and completed by the time students leave formal schooling and make transitions to work. PFL-H. Drier, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815.

Parent (Portfolio-File)—These three Parent Career Planning Portfolios are designed to run parallel with ***My Career Portfolio***. This comprehensive folder is for parents who want to work closely with their children. It is available for senior high, junior high, and elementary grades. PFL-H. Drier, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815.

CAREER PORTFOLIO

Front Cover of Folder

- Name
- Address
- Driver's License
- Telephone Number-Home
- Telephone Number-Work
- Social Security Number
- Birthdate
- Military Number
- Certifications/Licenses and dates when acquired

Check List of Contents

This lower section of the portfolio might have a check list to remind you and show the employer you've got it all together:

- ☐ Resume
- ☐ Sample Completed Job and/or College Application
- ☐ Transcript of Grades
- ☐ Financial Aid Forms for Postsecondary Training or College
- ☐ References
- ☐ Diplomas/Degrees
- ☐ My Career Planner
- ☐ COPP Materials
- ☐ Work-related Licenses
- ☐ Career Interest Searches
- ☐ Standardized Test Scores
- ☐ Previous Employment Credentials
- ☐ Certificates Earned
- ☐ Letters of Recommendation
- ☐ Competency Exam Results
- ☐ Special Awards
- ☐ Union Documentation
- ☐ Military papers
- ☐ Other _____

Ideal Education and Training Plan This Year	Work, Job Career Plan This Year (Job/Work)
1. Competency Area _____ Purpose _____ Location/Institution _____ When Projected to Start and End _____ _____ 2. Competency Area _____ Purpose _____ Location/Institution _____ When Projected to Start and End _____ _____	1. Employer _____ Position _____ Reason _____ 2. Employer _____ Position _____ Reason _____
Long-term	**Long-term (Career)**
3. Competency Area _____ Purpose _____ Location/Institution _____ When Projected to Start and End _____ _____ 4. Competency Area _____ Purpose _____ Location/Institution _____ When Projected to Start and End _____ _____	3. Employer _____ Position _____ Reason _____ 4. Employer _____ Position _____ Reason _____

COMMUNITY ACTIVITIES/ORGANIZATIONS AND CLUBS		
Activity	**Responsibility**	**Office Held (if any)**

HONORS AND AWARDS

OCCUPATIONAL PREFERENCES

Specific Job Interest

Apprenticeship Experience

TEST SCORES (Interest, Aptitude, Achievement, ACT, SAT, Personality) (Note: Provide actual documentation in portfolio.)

Test	Score

EDUCATIONAL EXPERIENCE

School

Years attended
Diploma/Degree
Year completed
Major

School

Years attended
Diploma/Degree
Year completed
Major

Military Training

Specialty
Years attended
Diploma/Degree
Year completed
Major

LEISURE ACTIVITIES

WORK EXPERIENCE (most recent first)

Company Name

Supervisor's name
Dates employed
Duties

Company Name

Supervisor's name
Dates employed
Duties

Company Name

Supervisor's name
Dates employed
Duties

Company Name

Supervisor's name
Dates employed
Duties

Company Name

Supervisor's name
Dates employed
Duties

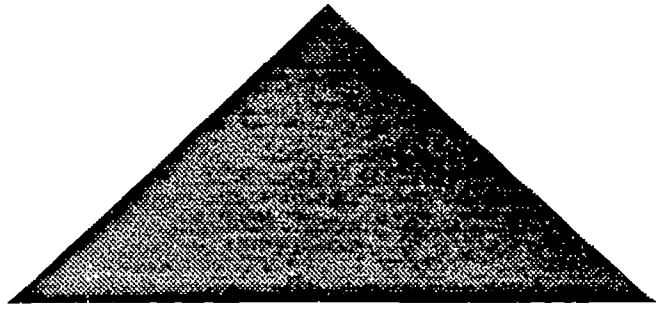
Company Name

Supervisor's name
Dates employed
Duties

Outside Back Cover

WORKPLACE BASICS The Skills Employers Want		
(Listed below are the skills and abilities employers want their employees to have. Identify the skill you have acquired in each area, or identify the skill you need.)		
	Skill I Have	**Skill I Need**
Reading Skills - Skills involving use of print resource material for obtaining and applying information.		
Writing Skills - Skills involving written communication of processes, information, or ideas.		
Mathematics Skills - Skills involving computation, calculation, interpretation of numerical data.		
Science Skills - Skills involving mastery and application of scientific information or theory.		
Oral Communication Skills - Skills involving speaking and listening.		
Interpersonal or Relating Skills - Skills involving working and getting along with others, working in teams, leadership, and negotiation.		
Creative Thinking and Problem-solving Skills - Skills involving comprehending, applying, analyzing, and developing complex ideas and situations.		
Employability Skills - Skills involving choosing, obtaining, and succeeding in a career.		
Social Studies Skills - Skills involving investigation and application of social concepts.		

General Approaches



Youth Apprenticeship

Peter Joyce and Sandra Byrne
National Alliance of Business

The concept of Youth Apprenticeship has developed in the United States as the employer community has called for more and deeper skills from its inchoate employee base. More and more educators, business people, and policy makers have come to realize that, in order to prepare young people for the world of work, there must be an active connection between school and workplace learning. Schools are intended to provide students with a foundation of basic skills. However, many students do not take the courses required for performing in today's work setting because they are unable to appreciate the future usefulness of these courses. Moreover, students do not have an opportunity to apply these skills in actual work settings. As a result, they often are unable to transfer this knowledge once they enter the business environment. Schools are unable to capture the culture of the work setting, and therefore, students do not develop the employability skills needed to operate within business.

Youth apprenticeship raises the performance expectations for students and provides support for their skill development by establishing a direct connection between school and work. There are four fundamental components that form the core of the youth apprenticeship model: applied academics, work-based learning experience, formal linkage with postsecondary learning, and the use of standards and credentials.

Applied Academics

- Coursework reflects high standards.
- Subject matter is taught in an applied context of concrete, real-world examples.
- Employers assist in the development of the curriculum.

- Vocational and academic subject matter is integrated.
- Students have an opportunity to apply theories to technical training.

On-the-Job Training

- Students are provided with part-time paid jobs.
- On-site training is carefully structured to ensure that students master all the skills required for the challenges of high performance workplaces.
- Experienced workers are trained and provided time to serve as mentors or "meisters" to oversee and facilitate students' work and learning.

Links with Postsecondary Learning Opportunities

- High school curricula and technical training are coordinated with postsecondary training.
- College credit is received for selected high school coursework.
- Work-based learning experiences in high school and postsecondary training are linked.
- Employers assist with the coordination of secondary and postsecondary training within particular technical areas.

Standards/Credentials

- School- and work-based components are guided by a set of industry-recognized skill standards.
- Program graduates receive certification of mastery of occupational skills.
- Certification guidelines are designed with and recognized by business.

Career Education Focus

Young people must recognize that, in order to enter the work force, they will need a higher level of skills than required in the past. The adults in their lives who are counseling them about their education and employment futures must recognize the same thing.

Major transformations have taken place and will continue to do so in ways and at a pace that most people cannot fathom. For example, in the service sector workers use individualized computer stations to track transactions. Workers must have the skills and ability to handle more information and solve customer problems directly. Within the manufacturing sector, robotics have recast the jobs of many workers. Front-line workers who used to do assembly work are now performing sophisticated tasks on computerized control panels. A variety of industries have also adopted high performance work systems, using such total quality management strategies as worker empowered teams and data-driven decision making. Many workers are now responsible for performing a wider range of tasks and managing their own production schedules.

In addition, there is a recognition that the skills that one applies today may be obsolete tomorrow. Hence, future workers must also be prepared to upgrade their skills to keep up with the changes—expected, yet currently unidentifiable—in the decades to come. None of this makes for an easy time for the career educator. However, it is imperative that learning to learn and flexibility be stressed early and often to young people if they are to be the productive workers, consumers, and citizens that will keep the nation in the competitive picture.

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Role in School-to-Work Transition

The National Alliance of Business believes that youth apprenticeship is the cornerstone of a national school-to-work system, representing a much deeper cut into the concept of school-business partnerships—including a shared responsibility to ensure that students become lifelong learners. Business people have

learned that giving advice is not enough; they must work with educators to assume responsibility for youths' education. The economic and technological challenges the nation faces require more effective connections between classroom and worksite activities.

Early efforts on the part of business to address the needs of the country's educational system were based upon the assumption that if the business community simply provided sound advice and financial support, schools would have all they needed to ensure that young people achieved the skill levels necessary to meet the demands of the workplace. Experience has demonstrated that this simple prescription is not enough to cure the skills deficit created by a workplace that is becoming more technical and is undergoing constant change.

A number of pioneering businesses have developed a new model for training entry-level workers that is becoming known as U.S. youth apprenticeship. Youth apprenticeship formally links learning in school—both secondary and postsecondary—with structured on-the-job training and work experience. It raises the performance expectations for students, providing them with the support they need. Although still new, youth apprenticeship models appear to be a successful mechanism for preparing entry-level workers for high-skilled, high-wage jobs and for providing a structure that enables students to refine their skills and meet the demands of new and more sophisticated technologies.

Target Audience

Youth apprenticeship requires a real partnership between educators—secondary and postsecondary—and business people who are willing to provide jobs and worksite learning experiences for young people. Without businesses and the work and learning experiences they offer for the students, it's school-to-"the same old thing" for many youth.

Although schools can teach young people fundamental academic skills, schools alone cannot ensure that students are able to transfer classroom knowledge to applicable work scenarios.

This is particularly true within work settings that are experiencing rapid changes in technology. Student learning cannot be confined to the four walls of a classroom; it must be extended into the community at large. To do this, schools must have stronger connections with business. As a result, the target audience for the youth apprenticeship system must include educators and business people.

Student learning cannot be confined to the four walls of a classroom; it must be extended into the community at large.

Program Description

In the past 2 years, youth apprenticeship has rapidly found its way into a variety of industries, including health care, aerospace, electronics, and specialty machining. Businesses are beginning to realize that this new recruitment and training strategy has clear benefits for their firms, communities, and young people. Nevertheless, many employers know very little about the use of the model because it is still relatively new.

There are variations on the theme of program implementation, depending on the industry and the local circumstances. With those caveats in mind, there are certain activities that are common in successful youth apprenticeship programs. Academic teachers work collaboratively with teachers in the vocational and technical areas. Industry experts team with classroom teachers to redesign course content and create new teaching strategies. As a result, students take more advanced courses in science and math and they are able to apply these subject areas.

The workplace becomes an extended classroom for both students and workers. By receiving experience at a job site, students have a chance to apply the skills and knowledge they are attaining in the classroom. Students are being taught by workers in the fields of manufacturing, financial services, and health care.

Simultaneously, the worksite mentors or "meisters" provide one-on-one support and guidance to students. The mentors gain a better understanding of their jobs through their teaching roles and students are able to develop a personal sense of direction and better understanding of the demands of the adult world.

Businesses move beyond the advisory role that restricts employers involved in traditional business/education partnerships; instead, their involvement yields real impact. They share direct responsibility for course content, and they are involved with the actual teaching of students. They help to set standards that relate to the needs of their industry. In many cases, the involvement of business in these school programs has resulted in lengthening of the school day, flexible scheduling for students and teachers, and the establishment of standards and competencies. Businesses know the levels of skills that young people bring to their workplace.

One specific example of a youth apprenticeship program is the Sears/National Alliance of Business Appliance Repair Technology Project. Sears Roebuck & Company, the nation's leader in home appliance sales and repair services, and NAB initiated a project to develop a higher level of technical knowledge in high school students who might then work within the appliance repair, electronics, and heating/ventilation/air conditioning (HVAC) industries. Sears training staff and vocational educators from the DuPage Area Occupational Education System in suburban Chicago worked together to develop a curriculum that was grounded in the basic scientific principles involved with new appliance technology. Students work at Sears Product Service Centers during the school day, applying the technical knowledge gained to real work in the field. NAB has now formed a consortium of businesses within the industry that includes Sears, Whirlpool, and Maycor. Plans have been made to distribute the project model to other sites around the country.

Program Assessment/Evaluation

Youth apprenticeship programs are still relatively new in this country. The good news is that interest is growing. In 1993, in response to this growing interest, the National Alliance of Business established a Business Center for Youth Apprenticeship. The center promotes and builds capacity within the private sector to adopt youth apprenticeship models. To date, NAB has identified more than 200 employers that are actually developing youth apprenticeship programs. Both large and small companies are represented in this group, with well over half of the

businesses having fewer than 100 workers. All are using youth apprenticeship strategies that involve some level of organized learning on the job, coordinated with some classroom training.

Responses from network members indicate that, although youth apprenticeship is a promising model for improving the way businesses recruit, hire, and train workers, it is not necessarily a simple solution. It requires reengineering the workplace and reforming the schools. Adopting such changes requires taking risks, refining experimental approaches, and building upon lessons learned.

The employers who are blazing the trail make four recommendations:

1. Balance the need to plan with the desire to implement.

2. Allow enough time to introduce youth apprenticeship.

3. Use an intermediary in getting programs started.

4. Establish a set of competencies and skill standards.

Another Program Example

Project Pro-Tech, part of the Boston Private Industry Council, is working with health care and finance employers and the Boston Public Schools to respond to the growing demand for skilled workers in their respective industries.

Contact:

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Director, Project Pro-Tech
Boston Private Industry Council
2 Oliver Street
Boston, MA 02109
(617) 423-3755

Career Academies

Valerie Harris
Philadelphia Public Schools

Career academies are among the most effective, and increasingly popular, strategies for easing the transition of young people from school to work. Commonly referred to as "schools-within-schools," career academies provide a smaller learning environment within the larger high schools, a core teaching team, and an occupational, or career-focused, curriculum. Forerunners in this approach are the Philadelphia High School Academies, established in 1969 as a single program at one high school. Today, the Philadelphia High School Academies, Inc., a not-for-profit corporate entity, operates 17 academies at 22 neighborhood public high schools (some of these schools host academies in more than one career area). Education and training is provided in nine career areas, with more programs in new career areas scheduled. Currently, nearly 4,000 students are enrolled. The Philadelphia High School Academies are unique not only in their longevity and number of students served, but in that they are operated by an independent organization that works *in partnership* with the School District of Philadelphia and the area's private sector.

More than 20 years ago, the Philadelphia Urban Coalition, a resource agency for community organizations, began the movement to bring business and schools together. At that time, three major companies—Philadelphia Electric Company, Sun Refining and Marketing Company, and Bell of Pennsylvania—came to the forefront to take an active role in combating the high school dropout problem and unemployment among the city's youth. The efforts of these entities, in concert with the school district, led to the formation of the Philadelphia High School Academies in 1969. Since then the program has ushered hundreds of young people into the mainstream through career orientation, skills training, and access to employment.

Career Education Focus

In Philadelphia, the academies remain an important link between the public schools and the business community. Each career academy receives input and direction from a board of governors, a group of industry leaders who meet regularly to ensure the flow of private sector resources into the program. The governors work closely with educators and school administrators to help maintain the relevance of the academy's academic and vocational curriculum to the practical needs of industry. They are also responsible for providing exposure to occupations within the field and access to jobs. Indeed, the ability to bring together an active board of governors is a primary consideration in whether an academy is established in a particular occupational field. To date, the Philadelphia High School Academies, Inc. has been successful in building upon the experience and resources of a broad range of professionals in the public and private sectors. It operates programs in 11 career areas: business, health care, environmental technology, electrical science, automotive science, fitness and health promotion, horticulture, law and public administration, the hospitality industry, aviation and aerospace technology, and communications technology.

Role in School-to-Work Transition

"Better linkages between what is happening in business and what occurs in our educational systems are critical to assuring that young people get a good start in the workplace. One of the best investments we can make in the economic development of our region is to support programs, such as the academies, that provide students with a strong base of academic, interpersonal and work-related skills."

In stating why area corporations support the academies, J. Lawrence Wilson, Chairman and CEO of Rohm and Haas Company and Chairman of the Board of the Philadelphia High School Academies, Inc., provides a good description of the program's role in the transition from school to work. The Philadelphia Academies were founded on the premise that young

people should graduate from high school fully prepared to be productive, contributing members of society. To that end, the ability of each academy graduate to achieve gainful employment, to get a good start in the workplace through mastery of work-related skills, has always been among the program's primary goals.

Academies students receive instruction in appropriate work habits, values, and attitudes, as well as in resume preparation, job interviewing, and completing job applications. Placement in jobs related to the students' course of study, after school and during the summer, provides skills enhancement and practical job experience, as well as the opportunity to earn while they learn. Many students who begin working part time during their junior year and continue through their senior year are, upon graduation, successfully retained by the companies as permanent, full-time employees.

The Philadelphia High School Academies, Inc. employs six full-time employment staff to coordinate placement with more than 65 companies that offer part-time and full-time employment to job-ready students and graduates. Among these participating employers are some of the largest corporations in the area: Rohm and Haas Company, CIGNA Corporation, CoreStates Financial Corporation, Independence Blue Cross, Philadelphia Electric Company, and SmithKline Beecham, as well as numerous small and midsize businesses. The employment staff, academy lead teachers, and the employers work together to ensure that the work experience is a productive one for the student as well as the participating business. Poor attendance or negative attitudes on the job result in feedback to employment staff and teachers who work to resolve the problem. If school work suffers, the number of hours worked may be decreased or eliminated. Only students with good school attendance and grades at average or above are considered "eligible" for employment, which is, in any case, elective. At present, 72 percent of the 303 eligible seniors are employed part time.

Target Audience

Students are actively recruited into the academies while in the eighth grade at the middle schools located within the hosting high schools' "feeder" district. In addition, the academies enjoy "magnet" school status, meaning students wishing to enroll in a particular program may apply regardless of their area of residence. No tests are required. Grades and attendance are considered, but students may be accepted upon the recommendation of a school counselor or teacher. Academy students have typically ranged between the 35th and 60th percentiles on reading and math achievement tests.

Seventy-seven percent of all academy students are minorities; 43 percent are male and 57 percent are female. Approximately 68 percent of student participants could be considered economically disadvantaged; 3 percent are pregnant or parenting teens, and other factors contribute to the possibility of many more academy students being at risk of dropping out of school. However, the academies continue to achieve remarkable results with the population served, in terms of attendance, graduation, and beyond that, employment or postsecondary training. At least two programs have established links with students designated as in need of "special education."

Although the academies program retains its focus on preparing at-risk students for the workplace, most of the academies, particularly the Health, Environmental Technology, Business, Electrical, Fitness, and Law programs, are just as effective in attracting and graduating students who are college bound.

Program Description

The academies function primarily as "mini-schools" within the host schools. Ideally, academy students are rostered together from 9th grade through 12th, and each academy has its own core group of teachers. Academy teachers are generally scheduled to have classes and preparation periods at the same time, which makes it easier to implement team teaching.

In addition, classes are held in adjoining space specifically designated to "house" the program. These arrangements serve to foster an academy "identity" and boost self-esteem among students who might otherwise feel insignificant among the large neighborhood high school population. One teacher who has taught business math and English, office practice, and job search in the Business Academy since 1981 said, in comparing the academy model to a standard business education department, "the main difference is being able to work with the same group of students from 9th grade through 12th. They grow tremendously, academically and personally, from working with the same team of teachers for 4 years. I think this is extremely beneficial for the students because the better you know them, the more you can help them achieve."

The main difference is being able to work with the same group of students from 9th grade through 12th. They grow tremendously, academically and personally, from working with the same team of teachers for 4 years.

Students are regularly treated to guest speakers, field trips to various business and cultural facilities, awards ceremonies, special scholarships, and other incentives. An academies-wide essay and speech competition is held each year to encourage written and verbal communication skills among 9th- and 10th-grade students. Also, students are routinely invited to participate as academies spokespersons at functions designed to extend program support among the corporate community.

The sense of teamwork extends to the business community in terms of well-paying jobs and guest speakers for students and the staff development sessions held each summer for academies teachers. The sessions are generally held at a business site and attended by representatives of business. Vital information is exchanged between business people and educators, and among educators of different schools hosting academies. Teachers use the sessions to exchange ideas and resolve any problems they may have in implementing a particular aspect of the academy model at their individual schools. Business people and educators have the opportunity to discuss curriculum and the relevance of the program in terms of the current and future needs of business.

Finally, a major resource of the academies are the parents of the students. Indeed, parental involvement is as important to the program model as block-rostering, team teaching, staff development, and industry participation. Each program has its share of

"parents' nights," in which program activities and expectations for students are discussed. In addition to a prep period, core academy teachers get a free coordinating period, during which they may call parents for consultations on student attendance, progress, needs, or performance, in the classroom or on the job. The fact that most academy teachers have the same students from ninth grade through senior year helps to establish a rapport with parents that is next to impossible outside of the program.

Program Assessment/Evaluation

As the Philadelphia Academies continue to grow, in terms of programs and numbers of students served, their overall goal is to maintain program quality and positive student outcomes: *increased attendance, academic performance, graduation rates and postgraduate employment in jobs with high career potential.*

The Philadelphia High School Academies, Inc. works closely with the teachers at the host schools to determine the performance statistics of in-school students. The program coordinator, or lead teacher, submits monthly reports on each student's attendance and academic performance. Employers regularly submit evaluations of working students, which help assess the quality of employability and skills training received by students in the classroom. In addition, the Philadelphia High School Academies, Inc. conducts 6-month and 18-month follow-up surveys to determine the employment/postsecondary education status of academy graduates.

Most recent statistics show that academy students maintain an average daily attendance rate of 86 percent. The dropout rate for academy students is less than 4 percent annually. More than 85 percent of academy students are employed or pursuing postsecondary education (the majority do both) within their first year after graduation. The graduation rate for the Class of 1993, for all academies, was 96 percent.

The consistently high attendance graduation rates, the low dropout rate, and the significant number of academy alumni gainfully

employed after graduation is indicative of the program's success. Few programs match the academies in providing direct in-school training, employment opportunities, and appropriate job placement for high school-aged youth.

Other Programs

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Director of Curriculum Services
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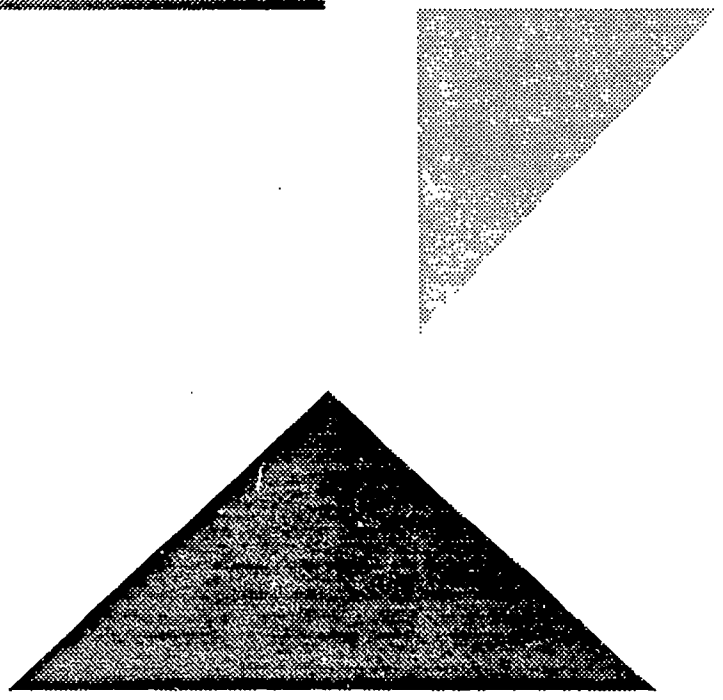
Program Examples



Elementary and Middle School Career Education

Linda Gadd
Butler County (Ohio) Joint Vocational School

Title of Program

Ohio's Butler County Career Development Program

Career Education Focus

The mission of the Career Development Program is to promote lifelong learning through career awareness, exploration, and preparation and to provide students with the skills needed to enter, compete, and advance successfully in a changing work force. The most common question asked of children, "What are you going to *be* when you grow up?" indicates the importance society places on career choice. It is as if a person's whole identity is defined by career choice. Whether this emphasis is right or wrong, career choice is a critical decision for everyone. In fact, with the changing work force, children should now be asked, "What *three* things are you going to be when you grow up?"

With the changing work force, children should now be asked, "What *three* things are you going to be when you grow up?"

Career education can affect the work force crisis in the United States, and it can affect the cyclical family instability, unemployment, crime, and welfare patterns echoing throughout the country. Ohio's 12-point definition of career development encompasses both the specifics of career decision making and job seeking and broad-based societal concerns:

- Self-awareness/self-concept
- Academic planning
- Employability skills and attitudes
- Self-assessment
- Vocational orientation
- Economics and personal finance
- Career information
- Reduction of bias
- Community involvement
- Career exploration
- Future trends
- Goal setting/decision making

Role in School-to-Work Transition

The preparation of young people for the work force is a process that begins with the formation of attitudes in toddlers. Educators' opportunities to influence children frequently begin only when they reach the schools. The formation of positive work values is essential. Positive work values can help break the multigenerational welfare cycle; positive work values can give meaningful purpose to a youth's hopelessness; positive work values can create societal contributors from idle teen hours, idle teen energy. Dr. Kenneth B. Hoyt defines work values as a set of reasons why individuals choose to work. An overriding task is to help young people develop a positive vision for their future; this positive vision includes identifying compelling reasons why individuals choose to work, giving them a reason to stay in school, hope for the future, and a desire to be positive contributors to their family, their school, their community, their world. Positive work values pay high returns for individuals and society.

Target Audience

The program has K-12 components although this description discusses only the K-8 component.

Program Description

The Career Development Program's mission is to promote career-focused education for all students, linking subject areas and career awareness in addition to providing special career exploration activities outside the classroom. Its philosophy is that every educator and every community member is a stakeholder in this mission. To clarify the role of each of these stakeholders, guidelines for implementation (Figure A) were charted for broad-based district support and specific building support. A third segment of support, from the community, is also included to emphasize the vital link with both parents and business and industry for a strong school-to-work transition program.

BUTLER COUNTY CAREER DEVELOPMENT PROGRAM
GUIDELINES FOR IMPLEMENTATION

Figure A

3603 Hamilton-Middletown Road
Hamilton, Ohio 45011 (513) 868-6300

Mission Statement: To promote career focused education for all students, linking subject areas and career preparation in addition to providing special career awareness activities outside the classroom.

DISTRICT SUPPORT

Superintendent

- Understand the K-12 Career Development Program, the Individual Career Plan (ICP) process and document, and the role of the career specialist
- Communicate support of the Career Development Program to principals, central administration, and others as appropriate
- Determine how furniture, telephone, and supplies will be provided for a career specialist

Assistant Superintendent

- Understand the K-12 Career Development Program, the ICP process and document, and the role of the career specialist
- Communicate support of the Career Development Program to principals, central administration, and others as appropriate
- Assist in identifying appropriate channels of communication

Curriculum Director

- Understand the K-12 Career Development Program, the ICP process and document, and the role of the career specialist
- Communicate support of the Career Development Program to curriculum committees
- Assist in identifying appropriate channels of communication
- Work toward grade-level consistency for career activities
- Support the district comprehensive career development plan
- Explore avenues for implementation of the ICP process

Personnel Director/ Vocational Director

- Understand the K-12 Career Development Program, the ICP process and document, and the role of the career specialist
- Communicate support of the Career Development Program to all personnel
- Assist in identifying appropriate channels of communication

Career Specialist

- Promote and plan career development activities K-12
- Oversee implementation of the ICP process
- Initiate/maintain Career Planning Teams by building
- Oversee appropriate follow-up for 9-12 ICPs
- Conduct ICP information sessions for parents
- Conduct parent and faculty inservice training to promote career education
- Conduct individual and group career planning sessions
- Build a network of community members as career resources

BUILDING SUPPORT

Principals

- Understand the K-12 Career Development Program, the Individual Career Plan (ICP) process and document, and the role of the career specialist
- Communicate support of the Career Development Program to building personnel
- Support the district comprehensive career development plan
- Provide appropriate work space and supplies
- Include career development on agendas for teachers' meetings
- View the career planning team as a building committee
- Assist the career specialist in identifying channels of communication, i.e., newsletter, department meetings, PTC, daily bulletin, announcements, open house, committee meetings, Business Advisory Council
- Provide calendar of events and include career specialist where appropriate
- Identify secretarial support
- Explore avenues for implementation of the ICP process

Teachers

- Understand the K-12 Career Development Program, the ICP process and document, and the role of the career specialist
- Communicate support of the Career Development Program to students and parents
- Infuse career development through classroom activities
- Provide representation on the career planning team
- Explore avenues for implementation of the ICP process

Career Representatives

- Understand the K-12 Career Development Program, the ICP process and document, and the role of the career specialist
- Communicate support of the Career Development Program to all audiences
- Serve as liaison to the Career Development Program
- Be instrumental in developing, implementing, and maintaining a district career development plan
- Serve on the career planning team

Counselors

- Understand the K-12 Career Development Program, the ICP process and document, and the role of the career specialist
- Communicate support of the Career Development Program to teachers, students, and parents
- Establish the counselors' role in the ICP process
- Provide representation on the career planning team
- Explore avenues for implementation of the ICP process

Career Planning Team

- Understand the K-12 Career Development Program, the ICP process and document, and the role of the career specialist
- Communicate support of the Career Development Program to all audiences
- Explore avenues for implementation of the ICP process
- Serve as liaison to staff
- Represent teacher input (existing activities, priorities)
- Recommend building direction

Media Specialists

- Understand the K-12 Career Development Program, the ICP process and document, and the role of the career specialist
- Communicate support of the Career Development Program to students and staff
- Organize and promote career resources according to the building plan

Students

- Invest time and energy in personal ICP process
- Communicate personal ICP process to parents
- Serve on the career planning team as invited

Community Support

Parents, Agencies, Business Advisory Councils, Volunteers, Businesses/ Industries

- Serve as a network of career resources that can be used as awareness and exploration opportunities for students and inservice opportunities for educators

Ohio career development's 12 key topics define the parameters of the program. All topics are addressed at each grade level with activity scope and sequence determined by each school district. This provides a smooth developmental process for all students.

In the middle/junior school the Individual Career Plan (ICP) process becomes the centerpiece that other activities enhance. In keeping with a philosophy of lifelong learning, the career development process is ongoing throughout a student's schooling; but key activities occur at specific grade levels. A career planning team in each building with representative membership from teachers, counselors, administrators, business people, parents, and students is empowered to chart a career development plan for that building.

The formal Individual Career Plan process begins in the eighth grade when students initiate an Individual Career Planner, a special file folder that travels with them through high school. The file includes a Career Planner, an Educational Planner, a record of career-focused assessments, and a Career Skills Checklist that is part of the 9th- through 12th-grade process. The Career Planner includes questions to provoke thinking about the future. Leading statements to encourage tentative planning appropriate to this time in an eighth-grade student's life include the following:

My best subjects in school are . . .

My other strengths are (hobbies, talents, things I like to do, etc.) . . .

After high school I plan to . . .

Activities that will help me learn skills needed for my career goals are (school clubs, teams, organizations, and volunteer or work experience, etc.) . . .

Classes that might help me reach my career goal are . . .

Circumstances of my own behavior that might make attending school or getting a job difficult for me are (attitude, attendance, money, etc.) . . .

I can overcome these circumstances or my behavior by . . .

To meet my career goals I need . . . [type of education]

At this time I plan to select high school courses that will prepare me for . . . (a college path, vocational path, or combination path).

The companion piece to the Career Planner is an Educational Planner that provides a framework for students to record course-work for each year of high school appropriate to the students' tentative career goals. This planning activity is an enlightening exercise for many students as they discover the requirements for their chosen career and the relevance of school subjects to the world of work.

Each year, all students complete new Career and Educational Planners and accumulate the old ones in the ICP folder. This folder becomes an interesting record of the students' thinking processes as they mature.

The other piece of the structured eighth-grade ICP process is a career-focused assessment instrument that students take prior to the completion of the Career Planner. The career planning team in each building chooses the instrument for its students. This immediately involves teachers in a significant role in the ICP process. The assessment results become part of each student's ICP folder.

If employability skills such as task completion and teamwork are not integrated into early learning experiences, the challenges multiply for students, educators, and the work force.

Eighth grade is an opportune time to be exploring career ideas, investigating career options, and assessing personal strength and personal goals. *This is a broadening process, not a narrowing one*. Typically, eighth-grade students are unaware of the opportunities available to them and are even less aware of a procedure to process such information for personal use.

Elementary students also participate in school-to-work transition activities. The 12 key topics are infused into K-6 curricula in age-appropriate activities. If employability skills such as task completion and teamwork are not integrated into early learning experiences, the challenges multiply for students, educators, and the work force.

Elementary career planning teams set career goals for their buildings and ensure transition within a district career development plan. They also determine appropriate experiences for the 12 key topics by grade level and encourage interdisciplinary teaching. Elementary Individual Career Planners serve as a portfolio of documentation from every grade for exploration of self, the world of work, positive work attitudes, family and community workers, and the 12 key topics.

This system of collecting student work in a Career Planner highlights the validity of the elementary school experience as part of school-to-work transition. In districts with poor elementary attendance patterns and high dropout rates, specific ICP activities include goal-setting for reaching the ninth grade. Goal development is accomplished by tying work relevance to academic basics.

Specific examples of elementary experiences include the following:

- **Kindergarten.** Read a Big Book with an animal character such as ***I Like Me*** and provide students with cutouts of the animal (a pig in ***I Like Me***) on a popsicle stick. Students color the animal to personalize their puppet and discuss characteristics that make them unique. The formation of a healthy self-image is the cornerstone of sound career development.

- **First Grade.** Take the class on a safari! Raise awareness of workers and teach economics while students are also involved in interdisciplinary geography, art, science, and math units. Teachers issue passports and students learn more about themselves. Students buy visors—could be made in art class—sunglasses, or safari tee shirts from an in-class store with money kit bills and coins. A culminating activity might be a trip to the local zoo. Students begin to see themselves as world citizens.

- **Second Grade.** Students work through a children's literature series such as that provided by Advocacy Press that focuses on themes about the importance and inevitability of growth and change, recognizing self-worth, resisting peer pressure, discovering happiness where you are, doing for others, being the best you can be, and learning to be a

leader. Such stories provide ideal opportunities for follow-up activities on problem solving, risk taking, and teamwork in all disciplines. These are examples of worker traits employers are seeking and the activities promote school-to-work transition.

- **Third Grade.** ***Econ and Me*** from the Joint Council on Economic Education is an introduction to basic economic concepts that teaches students to make sound decisions. Students realize that the economic concept of scarcity permeates all aspects of their lives and that solid decision-making strategies are a lifelong asset.

- **Fourth Grade.** With a comprehensive career development program, students in fourth grade are already aware of workers and are ready for a self-assessment such as ***E-WOW*** (Explore the World of Work) from CFKR Career Materials, a career awareness and exploration learning activity with a gamelike format. It increases student awareness of job activities, the job cluster concept, job titles, and the process of exploring, researching, and comparing jobs. ***Job Jungle*** (also from CFKR) consists of a storybook with a cast of working animals. Each story demonstrates positive work values and the transition of learning from school to work.

- **Fifth Grade.** Make a career quilt with each student contributing a square. Students might focus on a career of interest to them or a career related to some school assignment. Their representation of the career could extend their creative skills in addition to providing opportunities for interdisciplinary activity and career exploration.

- **Sixth Grade.** Develop a partnership with a local bank and encourage students to open savings accounts. Fifth/Third Bank in Oxford, Ohio, provides passbooks for students and the bank office manager monitors the banking activities once each week as students not only patronize their in-school branch office but also serve as workers in all banking positions. With prior approval of parents and knowledge of the students, a portion of each student's savings is earmarked for camp expenses.

The K-8 experience is vital in the school-to-work transition process. Without early targeted activities, youth enter high school and the work force without a sound foundation on which to build a successful work force experience.

Program Assessment/Evaluation

The Butler County Career Development Program provides evidence of student evaluation in a number of formal and informal ways. At the conclusion of the structured ICP process, a scientific random sampling of students is interviewed and asked core standard questions that include "What is your career goal and what are your educational plans to achieve that goal?" Career planning teams also evaluate the success of career activities and student progress throughout the year. Part of every students' annual ICP process includes a review of the Career Skills Checklist each year following the eighth grade, serving as an evaluation checkpoint for students on an individual basis.

An advisory council made up of all segments of the district's audience also serves as an evaluative board. The role of the council is to review goals and procedures and make recommendations to the program coordinator. Members of the council are actively involved in program activities.

The program is also evaluated on a cycle by the Ohio Department of Education in a process called MaPP (Measuring and Planning Progress). A team of state department personnel and career development coordinators from other parts of the state holds an onsite review of the program including interviewing stakeholders in the process and evaluating activities and resources.

Another Program Example

The Penta County Career Development Program serves K-12 students and has an exemplary elementary component that includes the Individual Career Plan and strong teacher involvement.

Contact:

Penta County Career Development Program
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High School Career Education Program

Pamela Collier
St. Louis Public Schools

Title of Program

Career Education Office, St. Louis Public Schools

Career Education Focus

The Career Education Office, part of the Curriculum Division of the St. Louis Public Schools, in St. Louis, Missouri, provides a comprehensive preschool to grade 12 program based upon a model *"designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society."* Curricula, specific to grade levels, introduce and reinforce a variety of career education concepts including career awareness, orientation, and preparation. Self-awareness is a significant curriculum concept at all grade levels. Curricular programs are supplemented with experiential learning components that provide reinforcement and enrichment through collaboration with the business community.

The St. Louis program, operational since the early 1970s, has received national recognition: it was declared a model program in 1980 by the Council of Great City Schools and honored with a guidance award from the American Vocational Association in 1991. The program's high school curriculum components have been used by numerous school districts and agencies involved in dropout prevention and student work programs.

Role in School-to-Work Transition

Every culture, throughout civilized history, has developed mechanisms to prepare the young to assume occupational roles

as adults. Historically, economic changes have affected changes in educational patterns and emphases. The urbanization of this country stimulated the change from children learning future careers by working alongside parents in rural settings and alongside neighbors in formal and informal apprenticeships to the departmentalized structure of today's secondary schools. Industrialization led to a system that stressed following directions without question, competitiveness, and individuality.

The current shift to a global, information-based economy has created an urgency to alter the structure of secondary education to meet new needs. The 1991 U.S. Department of Labor's report ***What Work Requires of Schools*** stresses the need to emphasize critical thinking skills, cooperative learning, team building, collaborations, and academic excellence for this country's business survival. In ***Powershift***, a 1990 evaluation of economic trends, Alvin Toffler states that control of knowledge and communication will be the most important factor in determining which people, businesses, and countries will be the most powerful in the 21st century.

The mission of the St. Louis Career Education Office is to assist educators in helping students to make the successful transition from school to work by providing educators and students with avenues to acquire the most up-to-date information and skills necessary to adapt and adjust to changes in the economy and world employment.

Target Audience

A variety of funding sources have facilitated the availability of services to public school students and educators in the city of St. Louis and several suburban districts throughout the St. Louis Metropolitan Area. In 1993-94, 300 area educators were involved in the delivery of services to over 7,000 high school students and experiential components involved collaboration with over 1,000 community and business persons.

Program Description

At the high school level, the program is based upon a three-pronged approach. First, **curriculum programs** tailored by

grade level provide students with information and activities that address specific topics based on student needs and levels of readiness. Materials are continually updated to reflect changes in student and educator needs and to maintain relevance with the work environment. Second, **enriching experiential activities for students** give a realistic picture of the business community and reinforce concepts learned in the classroom. Third, **experiential activities and staff development workshops for educators** help teachers keep current with changes and requirements in the business community and facilitate relevant lesson planning.

Curriculum Programs (Grades 9-12)

- **Career Orientation.** A series of 16 lessons designed primarily for ninth-grade students, career orientation topics covered include values, decision making, study skills, career exploration, goal setting, postsecondary training, and the largest employers in the St. Louis area.

- **Career Pathfinders.** A six-lesson seminar designed primarily for ninth-grade students, career pathfinders consist of lessons taught by a teacher and business person working together to teach lessons alternately over a 6-week period. Topics covered include identifying personal values, identifying personal decision-making styles, group decision making, risk taking, and personal goal setting. A variety of educators volunteer for the program and business participants are identified who have careers that relate to the academic area of the class. For example, this year a social studies class had an attorney from Union Electric Company as the business "team leader," and a physical science class had the director of environmental affairs from Mallinckrodt Specialty Chemical Company.

- **Career Preparation.** A series of 16 lessons designed for 11th- and 12th-grade students, career preparation lessons are taught by a teacher and business person working together. Classes meet for one class period twice each week for 8 weeks with teachers teaching one period during the week and business persons teaching the other. Topics covered include

self-awareness, job seeking (applications, resumes, interviews), job keeping (attitudes, work responsibilities, job advancement), and postsecondary educational planning. Many of the business people recruited for this program have careers in human resources and are encouraged to bring sample application forms from their companies. Example of companies who have provided team leaders include Brown Shoe Company, Farmers Home Administration, Monsanto, Lord & Taylor, and National Supermarkets.

- **100+ Ways to Start the Day**. This component consists of 10- to 15-minute lesson activities designed for use in advisory periods with students in grades 9-12. Topics include self/career awareness, career exploration, career preparation and study/survival skills. This popular activity booklet serves a dual purpose in providing information for both students and staff.

Experiential Activities

- **Student Shadowing**. Students in grades 10-12 spend part or all of a day in the business community observing and interviewing workers on the job in career areas that are of special interest to them. Shadowing is arranged as a group or individual activity. In 1993-94, 50 students interested in careers in electrical engineering spent the day at McDonnell Douglas. After an opening overview and seminar, students toured the complex, participated in flight simulations, and spent the afternoon in personalized one-on-one interactions with electrical engineers. Individual students have shadowed physicians at Barnes Hospital, police officers with the St. Louis Police Department, animators with Propeller Animation, and construction workers with the Associated General Contractors.

- **Career-related Field Trips**. Most often provided at the 9th- and 10th-grade level, field trips give students an opportunity to tour a business site and get an overview of careers and the educational/personal skill requirements for employment in particular fields. Some field trips serve as follow-up activities for students participating in Career Pathfinders or Career

Preparation. Ninth-grade Pathfinder students visit the workplaces of the business persons who team taught lessons, with the dual purpose of learning about careers and relating decision making discussed in the lessons to decision making at the worksite. Team building and the need for cooperative work attitudes are also stressed during these sessions. The more mature Career Preparation students tour the worksites of their business "team leaders" with an emphasis on identifying careers that may be of interest to them and learning employment requirements specific to those worksites. Students are encouraged to evaluate the work environment in relationship to their personal abilities and needs.

- **Career Focus of the Month.** Four subject areas are identified each year and businesspersons who use those subjects on the job are brought into classrooms to help students see the relationship of specific subject areas to job skills.

- **College Major Career Planning Conferences.** Designed primarily for 10th- and 11th-grade students, conferences provide an opportunity for students to spend the day on a college or trade/technical school campus learning about a specific major and the coursework necessary to prepare for that major. High schools are encouraged to identify students who have expressed an interest or who have displayed a talent in the area of the major. Students tour the college department, interacting with college students and with professors/instructors who discuss how their courses are structured and what is required for success in specific classes. Last year, interested students visited the School of Business at the University of Missouri-Columbia and the School of Fine Arts at Washington University.

- **Men/Women of Tomorrow.** This component consists of 1-day seminars for high school juniors who are paired with adult role models from the business community to discuss a variety of topics including self-esteem, goal-setting, and communication skills. Male students are paired with male role models and female students with female role models. Participants are divided into small discussion groups so students not only learn from their personal role models,

but from other adults in their groups. During follow-up sessions, participants assess progress in goal setting and continue exploration of qualities of success and leadership in the business community and society. Adult role models are encouraged to invite their student partners to shadow them at the worksite.

- **Student Work Programs.** Work programs target a variety of grade levels, depending on the program structure. Three types of programs have been implemented by the St. Louis staff:

  1. **After-school work experiences** designed to help juniors and seniors learn more about themselves, develop self-confidence and responsibility, and reinforce positive work habits. Students worked 10 hours per week at private sector sites, with afterschool job seeking and keeping classes scheduled for one afternoon biweekly.

  2. A unique **summer program work program** combined a college class for credit along with the work experience. Students worked 5 hours per day, 4 days per week. On the 5th day, 10th-12th-grade students attended a college course especially designed for them, *The Student Consumer in the Marketplace.* The fact that they already had a college credit waiting for them upon graduation, encouraged at least one-third of the students to pursue postsecondary training.

  3. **Unpaid senior internships** begin with an intensive interviewing process and require students to keep a journal of their progress and what they have learned about employment. Internships are related to specific school subjects with the student receiving high school credit for the internship time.

  Each work program provides pre, during, and post seminars and activities to emphasize the development of skills and attitudes necessary for success in the work world.

- **Special Conferences in the Business Community.** Participants in business community conferences gain a new perspective away from the school environment. Topics include

career opportunities at the business site, ethical decision making, conflict resolution, team building, and total quality management. Business team leaders from the Internal Revenue Service have conducted seminars for their Career Preparation students to help them prepare for Civil Service tests. The seminars were followed by scheduled test administration and subsequent employment. The Bi-State Development Agency, which operates mass transit in the area, conducts a special yearly program for 300 students to learn about changing technologies and the related careers for the 21st century. Students select seminars based on their career interests and spend time with employees in those related fields. Bi-State views the program as an investment in its own future; by stimulating students to consider careers and get training now, there will be a ready pool of workers, when needed.

Activities for Educators Who Teach High School Students

- **Educator Shadowing.** Educators spend time in the business community observing a worker employed in a career field that relates directly to the educator's background, preparation, and current teaching assignment. Educators are able to bring back information to the school that documents the value of the subjects they are teaching or their roles as administrators. Industrial technology teachers can shadow robotics repairpersons at Chrysler, home economics teachers can spend the day in the test kitchens at Pet, Inc., or a principal can learn from a department manager at Ralston-Purina.

- **Educator Internships.** Through internships, educators participate in the daily functioning of a business while, in turn, acquiring information that can be transferred to the classroom. Educators work for a salary for 5 weeks during the summer. Businesses are asked to identify real projects—not "make work" positions. Internship positions are advertised in the spring and teachers send applications and resumes to the Career Education Office. Businesses interview and select interns and provide work experiences. Internship sites this summer include such places as the St. Louis Science Center, IBM, Anheuser-Busch, the U.S. Olympic Festival, and the Regal Riverfront Hotel.

- **Occupational Awareness Seminars.** Conducted in the summer for superintendents and principals, occupational awareness seminars provide information about educational needs and requirements in the business community, employment projections for the region, and what characteristics employers seek in graduates. Administrators shadow people in management positions and are able to compare management strategies and techniques. The latest trends in leadership development are emphasized.

Assessment and Evaluation

Each curriculum program has related questionnaires distributed to participating educators and businesspersons. Students complete evaluations of each experiential activity with an emphasis on determining if the activity met their needs, the need for more information, and suggestions for improving future activities. Periodically, follow-up questionnaires are distributed to participants in more indepth activities such as work or internship programs. Staff also make regular visits to schools as part of their job responsibilities. Several formal evaluations have been conducted on components of the program.

Another Program Example

The Business Youth Exchange in Portland, Oregon, has as its mission "to assist at-risk youth in the achievement of high school completion, prepared for the world of work and post-secondary education, through involvement of the business community."

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Career Resource Centers

Sara Walkenshaw and Jim Crain
Kansas City, Missouri, Public Schools

Title of Program

Norman Teacher Service Center

Career Education Focus

Norman Center, located in Kansas City, Missouri opened during Fall 1978 to encourage the *"career education"* way of teaching and learning. Education directed toward preparing students for all of life, including the world of work, was the primary focus of the center. Now, 15 years later, the methods and content of career education remain a priority as the center provides support for all instructional needs. Norman Center's annual clientele now approaches 20,000 customers; it includes teachers, students, parents, and community workers who are involved in the education of students. Each week, the center is accessible on a "walk-in" basis during certain hours. Use during other hours is prearranged to include student and adult workshops and seminars.

Customers are routinely assisted in the selection, development, and use of career education materials. Adults come for resources to support their classroom instruction or enhance their own professional development. Students come to complete their school projects or to research the world of work and postsecondary education. The center library continually adds new resources to keep materials accurate and appealing. Equipment, supplies, and center staff are always available to assist customers who wish to prepare customized materials.

Role in School-to-Work Transition

The center offers support and assistance for all career education efforts within the school district and community. An abundance of resources are available on loan from the center's multimedia library. Materials are catalogued by such subject headings as Career Preparation, Job Seeking Skills, Community-Based Learning, and Life Planning. Customers choose from videotapes, filmstrips, poster sets, books, workbooks, kits, transparencies, or games. Professional references include an assortment of periodicals and publications by various authorities and agencies. Several school-to-work curriculum guides are available, including one prepared by center staff.

The center provides an ideal environment for producing instructional materials and aids directed at specific instructional objectives. Examples of materials made recently at the Norman Center include—

- annual Career Awareness bookmark series celebrating Black History Month
- poster-size employment applications to be used with a group of homeless unemployed adults
- "Guide to Job Interview Success" booklets, completely bound with laminated covers, designed to catch the interest and meet the needs of a group of high school students
- Urban League's Career Clinic identification badges for 35 participating business representatives
- display and advertising materials (flyers, posters, badges, bulletin boards) for one high school's Distributive Education Club of America projects

Teachers are invited to bring students to the center in large groups during the school day or in small groups after school and on Saturdays. While at Norman Center, students learn how to locate and use the various career/life exploration and planning materials and how to use the facility to assist them in their roles as students.

Target Audience

The primary target audience for the Norman Center is employees, students, and volunteers within the Kansas City School District. Vocational funding from the Missouri Department of Education allows the center to offer limited services to other school districts in the state. Resource materials are circulated to other districts by mail, and individuals from other districts are welcome to use the center on a cost reimbursement basis for consumable supplies. Consistent with career education philosophy, those people from the community who share the concern and responsibility for educating students are also welcomed at Norman Center. Individuals of all ages regularly visit the Norman Center, bringing with them a wide variety of needs and a wide variety of contributions for the overall success of the center.

Program Description

Norman Center is administered by the School District of Kansas City, Missouri, and is currently funded by the school district and the Missouri Department of Elementary and Secondary Education (Chapter 2 and Vocational and Adult Education). The center staff consists of 4 certified, 1 technical, and 2.5 paraprofessional positions. One part-time volunteer helps with the processing of library resources. Classroom teachers and students assist with customer service during peak periods.

Major components of the center include the following:

- **A lending/reference library that houses over 20,000 instructional and professional items.** A certified librarian manages the selection, processing, and circulation of materials. Resources are cataloged using the Dewey Decimal system and then entered into an automated catalog. Circulation is managed by a commercial software program. Telecommunications systems (Sharenet, Internet, and DIALOG) are being added, and a funding request has been submitted for next year to complete the acquisition of hardware and software required for these systems to be fully operational

and available for customers. As other libraries in the district become similarly equipped, a union catalog will allow them to share their holdings via computer. During the 1992-93 school year, the center library circulated 11,272 items and registered 468 new patrons.

- **Facilities and assistance for the production of instructional materials.** Technical and graphic assistance are provided to customers who use the network of personal computers, printers, scanners, and a postermaker, all of which are equipped with various software packages. Students, of course, feel very comfortable using the computers for work assigned at their individual schools. Teachers find the computers extremely helpful for developing and enriching instructional materials. The computers are also used by center staff for budget tracking, ordering, and inventorying supplies/equipment/furniture, desktop publishing, word processing, etc. The perennial problem is to upgrade the computer network in order to serve a constantly increasing number of users adequately.

- **The most important component of the center operation is the human element.** The center staff is encouraged and reminded to provide courteous service. The decor emphasizes comfort, and the atmosphere is friendly and relaxing. The intent is to provide a nonthreatening and service-oriented environment that is conducive to interaction among center clientele. A majority of the customers are repeat visitors. Individuals are frequently accompanied by family members or friends. During service hours, center visitors may range from infants to the elderly. For some the center represents a social gathering place as well as a service facility. Two teachers even had their wedding reception at the center. The point is that customers tend to become friendly, cooperative, and trusting toward one another. It is interesting and rewarding to observe the transition from an ultraprotective attitude to one of reckless abandon that occurs with some people regarding idea sharing. Individuals see new possibilities, and education becomes the beneficiary.

Program Assessment/Evaluation

On their first visit to Norman Center, patrons are asked to complete a registration form. Information from the form is entered

into a computerized customer databank, which then allows each person to record a future visit simply by entering an appropriate number (employee, student, or social security) into the computer. The information is then easily retrievable for assessment purposes. The center operation is assessed annually according to usage data that are compiled into a report. A portion of the report contains data that identify the total number of individuals served according to the following categories: grand total, district customers (pre-Kindergarten, elementary schools, middle schools, high schools, alternative schools, postsecondary programs), and customers from other districts or the community.

Another portion of the report indicates the composite results of evaluative data compiled from Report Cards circulated among customers soliciting their ratings (grades F-A) for the following: overall satisfaction with center, value of services provided, atmosphere, attitude of staff, quality of resource materials, maintenance of equipment, maintenance of supplies, and hours of operation. The Report Card also includes a section for comments and suggestions.

Another Program Example

The Career Education Office in the St. Louis Public Schools offers staff development, student seminars, resource materials, and grade level curricula, plus an annual Eighth-Grade Career Fair.

Contact:

Susan Katzman
St. Louis Public Schools
Career Education Office
901 Locust Street
St. Louis, MO 63101
(314) 231-3720, Ext. 727

ORIENTATION
NORMAN TEACHER AND CAREER EDUCATION CENTER
1993 - 94 SCHOOL YEAR

Mailing Address: Norman Center, Room 209
3514 Jefferson
Kansas City, MO 64111

Telephone: (816) 871-6100

Provided by: The School District of Kansas City, Missouri and the Missouri Department of Elementary and Secondary Educatlon (Chapter II and the Division of Vocational and Adult Education).

Schedule: The Center is open to customers on a "walk-in" basis as folllows:

Tuesday	3:30 p.m. - 7:00 p.m.
Wednesday	2:00 p.m. - 5:30 p.m.
Thursday	2:00 p.m. - 5:30 p.m.
Saturday	9:00 a.m. - 1:00 p.m.

Utilization of the Center beyond the hours indicated above must be pre-arranged. The Center is usually closed during holidays, vacations and other days schools do not operate. If a school holiday falls on a Monday, the Center is usually closed on the preceeding Saturday.

Staff:

Jim Crain
Carolyn Humphries
Angela Nabors
Jacqueline Perkins
Arleen Gilbert, Volunteer
Sara Walkenshaw
Louis Hurt
David Boley
Gary Frazier

Clientele Served: Staff, students and patrons from the Kansas City, Missouri School District. Individuals from other schools & agencies may use Center services, but must pay for consumable supplies used.

Charges: There is no charge for supplies within stated limits used for producing/reproducing instructional materials to be used in the KCMO Shool District. Payment is required for supplies used for any other purpose.

Please observe the following policies.

1. Register in Room 209.
2. Use supplies you need to accomplish your work while at the Center. ***"Raw" materials (such as paper, transparencies, masters, etc.) may NOT be taken from the Center.***
4. Observe any posted limits on supplies. Limits are imposed in order to provide supplies for as many people as possible.
5. Pay for supplies used for personal work or for work that is not to be used for instruction in the KCMO School District.
6. Observe time limits when others are waiting to use equipment.

Limits as of May 1994
(per individual Center visit)

500 spirit duplicator copies
10 spirit masters
10 thermal masters
a total of 250 photocopies
(including copies made on small copiers
and a maximum of 30 copies on color paper)
PosterPrinter copies - school related (5¢ an inch)

20 feet of 25" lamination
(2 ft. of 9" = 1 ft. of 25")
5 thermal transparencies
or 10 write-on transparencies
badge sets (10¢ a piece)
30 book binders
PosterPrinter copies - personal (10¢ an inch)

Norman Center belongs to those individuals who use it. Hours and operating procedures have been established based upon budget and staff capabilities. The staff at Norman is responsible for monitoring the use of resources in order to ensure fair & equitable service.

NORMAN'S MENU

OFFERING QUALITY SELECTIONS IN A COMFORTABLE SETTING

Since 1978

3514 Jefferson
Kansas City, MO 64111
(816) 871-6100

SERVING SCHEDULE:

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2:00 p.m. - 5:30 p.m. WEDNESDAY

2:00 p.m. - 5:30 p.m. THURSDAY

9:00 a.m. - 1:00 p.m. SATURDAY

CLOSED:

FRIDAY (staff on duty)
SUNDAY & MONDAY
(no staff on duty)
DAYS WHEN SCHOOLS
ARE NOT IN SESSION.
(Usually closed on Saturdays before school holidays falling on Mondays.)

ORDER SPLITTING IS NOT PERMITTED:

UNUSED PORTIONS OF DAILY LIMITS MAY NOT BE PASSED TO A SECOND PARTY.

NO CARRY-OUT AVAILABLE:

ALL CONSUMABLES MUST BE USED ON PREMISES.

—— MEETING SPACE AVAILABLE - RESERVATION REQUIRED ——

ADMINISTERED BY
THE SCHOOL DISTRICT OF KANSAS CITY, MO

(Bill of fare on reverse side)

APPETIZERS

FELLOWSHIP

IDEA SHARING

PROFESSIONAL INTERACTION

DISPLAYS

LIGHTSIDE

LIGHTTABLES FOR TRACING

OPAQUE PROJECTORS FOR ENLARGED TRACING

A SCANNER FOR TRANSFERING DRAWINGS, PHOTOGRAPHS OR TEXT TO THE COMPUTER SCREEN

DAILY SPECIALS

COLOR PAPER
30 sheets for photocopying or duplicating

60 sheets for book covers

DESKTOP PUBLISHING
"BigMac" with Laserwriter II

TOOLS AND SUPPLIES
can be checked out in Room 207

ENTREES

LENDING & REFERENCE LIBRARY
approximately 20,000 items
pre-school through adult

CAREER EDUCATIION CONSULTATION
Infusion/community-based learning/curriculum

PHOTOCOPIES
self-serve copies of an original
(daily limit of 20/person-overages are 10¢ each)
multiple copies served upon request
(daily limit of 250/person)

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die letter cutters with 1-1/4", 2", 3", 4" & 5" letter dies and a variety of pattern dies
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letter patterns & stencils for tracing in various sizes & styles

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BADGEMAKING
(10¢/each)

BOOKBINDING
plastic spiral & strip
(daily limit of30/person)

DRYMOUNTING

LAMINATING
(daily limit of 20ft./person)

SPIRITS

DUPLICATIING
a daily limit of
5 thermal transparencies
or
10 write-on transparencies
5 mounts (frames)
500 sheets of paper/person
10 thermal masters/person
10 spirit masters/person

REFRESHMENTS, ETC.

COFFEE & TEA - 10¢/CUP
(third level corridor)

CRACKER BARREL

TOAST WITH JAM

MICROWAVE AVAILABLE

SNACK MACHINE
(second level cooridor)

SOFT DRINKS - 50¢/CAN
(second level corridor)

PRICING INFORMATION: There is no charge for supplies (within stated limits) used for producing/reproducing instructional materials to be used in the KCMO School District. Payment is required for any other purpose.

Career Guidance

Rebecca Dedmond
Virginia Department of Education

Title of Program

Career Pathways

Career Education Focus

Many problems face today's high school graduates as they prepare to enter the work force. Over half are prepared neither for work nor to continue their education. It has become obvious that students need to be aware of the full range of career choices and the necessary preparation for each, as well as the rewards to be expected if successful.

The findings of a January 1994 Gallup Poll clearly indicate that both adult and youth respondents believe schools are not doing enough to help students with their career planning (National Career Development Association 1994). Those who had consulted a professional counselor for services place this form of help "high on the list" reports Dr. Kenneth Hoyt, who presented the report. The need for more and better career counselors to serve all youth is very clear. They need help in learning career planning skills in order to learn to cope and to compete effectively in the changing workplace.

The need for more and better career counselors to serve all youth is very clear. They need help in learning career planning skills in order to learn to cope and to compete effectively in the changing workplace.

Earlier and more intensive career education is necessary to help all students better navigate their career options. Sound exploration and analysis of past experiences, both in and out of school, assist students in focusing on areas in which they have had no exploratory opportunities. Analysis of experiences in which students have participated and wish to have more activities or courses are important considerations. Self-exploration and analysis of the way students see themselves and the way others see them are both necessary parts of the foundation for exploring careers. A program of carefully planned career guidance for

each developmental level, K-12, is becoming mandatory before making informed career decisions and learning job coping skills.

Providing a comprehensive developmental program of career guidance assists students in developing a firm foundation, which can lead to a plan of action that results in students becoming productive, contributing citizens in society. Career counseling should begin in the early years and continue through middle grades as students discover diverse ways they can experience the world of work. The information gleaned from the school population concerning their interests and abilities can be used by school administrators to make long-range plans for developing the mission for their schools, planning programs of study, and preparing master schedules that might accommodate increased time for exploratory classes and extracurricular activities.

Such a program is Career Pathways, which is designed to prepare students for the work force of the 21th century. Career Pathways is a school-to-work transition program that prepares all students to take full advantage of the economic opportunities in a rapidly changing global economy. Its mission is to provide an integrated, collaborative system of career preparation, school-based learning, and work-based learning.

In order to accomplish this mission, Career Pathways uses a framework with three distinct elements—each providing a foundation for the next. The three elements are as follows:

- A strong foundation of career assessment, career exploration, and career awareness, interpreted through individual and group career guidance
- Personal work-site experiences for students that are integrated with classroom instruction, including job shadowing, mentoring, and internships
- Paid work experiences for students that are integrated with classroom instruction, including cooperative education and registered student apprenticeships

Role in School-to-Work Transition

Career Pathways is being piloted in the greater Richmond, Virginia, area. It links school-based learning with work-based

learning through collaborations and connecting activities that involve schools (secondary and postsecondary), parents, businesses, local, state and federal government agencies, and community organizations.

Career Pathways is a response to changes in the labor market that increasingly require and reward flexible employees with higher-level, transferable skills. It directly addresses the problem of youth being unable to obtain jobs in the adult labor market, being forced instead into a series of low-skill jobs where the threat of unemployment always exists.

By linking schools with businesses, the school experience is made more purposeful, more meaningful, and more relevant. By integrating academic and occupational learning, schools are better equipped to provide students with higher-level, transferable skills required for success. And by linking secondary and postsecondary education, students are better prepared for both work and further learning.

Target Audience

Career Pathways is for all students, regardless of whether they are pursuing higher education or are immediately work bound. The program encourages further learning beyond high school and is linked with higher education, tech prep programs, and other local initiatives. A challenging academic program is required and includes those courses that serve as gateways to technical fields and postsecondary education. The initial four career fields of the program are Public and Private Business and Management, Manufacturing and Technical, Communications and the Arts, and Health and Human Services.

Career Pathways attempts to smooth the transition to work and further learning with a program that meets the individual, diverse needs of all students, including those who are disadvantaged, have disabilities, or are at risk of not completing school.

Program Description

The program framework includes (1) a strong foundation of career exploration and career awareness, (2) work exposure

integrated with classroom instruction, and (3) co-op work experience providing skill training combined with related classroom instruction. The program begins in the ninth grade with classroom instruction using a career education and career cluster approach. Students learn about what is expected of an employee in a work environment and about the pathways to the various available careers. Classroom instruction is supplemented by field trips and workshops. The goal is that students gain a broad understanding of the multitude of careers available and the various pathways to those careers, and they are then able to begin to make informed decisions about their futures. In the third semester, students submit job applications and undergo interviews for job-site experiences as they become Career Investigators. They observe working conditions, working relationships, production and problem-solving situations, company policies and regulations, and professional behavior.

Supplemental exposure to the workplace is integrated with classroom instruction in the 10th grade. While career exploration and career guidance continue, mentorships, job shadowing, and internships introduce students to the work environment. During this time students may quality for "promotion" from Career Investigator to Career Analyst, a position requiring application of higher-order thinking skills to solve work-related problems. Throughout the program, students develop a portfolio of items identifying their skills, talents, interests, and accomplishments. The Career Investigator works with the work site sponsor to investigate many aspects of the workplace, including—

- kinds of problems that occur on the job
- how problems are solved on the job
- working conditions
- the working relationship between and among workers
- the overall company organizational structure
- opportunities for job promotion and advancement
- procedures for maintaining standards of quality

The Career Investigator must meet stringent job qualifications. Among these are the ability to cooperate with supervisors and co-workers, willingness and ability to follow directions, be dependability, self-initiative at work, demonstrated enthusiasm on the job, ability to accept and learn from criticism, and acceptance of responsibility for one's own actions. Orientation and training for the job is necessary.

In the 11th and 12th grades, classroom instruction is related to specific career choices. Part-time co-op employment is introduced, focusing on registered youth apprenticeships that can be extended into postsecondary training and certification. The program is evolving through cooperative efforts of business and industry sponsors, teachers, administrators, students, parents, counselors, and several area schools who are piloting the program.

Future plans to expand the program are important to recognize. The planning team strongly believes that, to be a comprehensive, developmental program, Career Pathways should begin earlier than ninth grade. The plan is to expand the curriculum concepts and activities into the middle school, beginning in the sixth grade while continuing implementation in the high school. Other important expansions include a career academy, which addresses the needs of exceptional and at-risk students; development of a model for integration of academic and occupational education within the schools that is linked to an area tech prep project; and development of Career Pathways One-Stop Shop Career Resource Centers for students, teachers, counselors, and community members. In the third stage of development, the team envisions implementing a program of paid work experiences for all model schools and developing a program of certification of skills standards.

The outline of the Career Pathways curriculum for the first semester is included here since it relates most closely to career guidance.

I. Your Role in Society
   - A. Importance of a broad general education, career education, and continuing education
   - B. Importance of work
   - C. Effects of change related to the workplace

II. Your Role as a Worker
   A. Responsibilities as a worker
   B. Rights as a worker

III. Discovering More about Yourself
   A. Skills, interests, values
   B. Needs and wants
   C. Short-range and long-range goals

IV. Matching Yourself with Career Opportunities
   A. Importance of making a thoughtful career choice
   B. Jobs within each career cluster
   C. Local career opportunities

V. Applying for a Work Site Experience as a Career Investigator
   A. Importance of Carer Investigator experience
   B. Job portfolio
   C. Job application
   D. Job interview
   E. Job offer evaluation and acceptance
   F. Preparation for Career Investigator job

Program Assessment/Evaluation

The expected student outcomes are as follows:

- Exposure to extensive career development planning, enhancing transition from school to work and/or further education
- Understanding and integrating the relationship of classroom instruction to job requirements and performance
- Training from a skilled professional in an actual work setting
- Opportunity for part-time employment while in school
- Gaining knowledge and skills that will improve chances for success in future employment

- Increased opportunity for full-time employment following school

- Unique opportunity to gain self-confidence and self-sufficiency

Businesses contribute in the following ways:

- Participating in shaping the understanding and attitudes of youth about work

- Communicating job skill and knowledge requirements to educators and helping develop the programs to meet those needs

- Improving access to qualified youth, facilitating the ability to meet long-term work force needs

- Being actively involved in the training of the future work force as well as the ability to meet long-term employee needs

Educators can expect—

- more interested and motivated students;

- students who see the relevance of curriculum to future work; and

- improved dialogue and support from business partners.

Another Program Example

Dr. Dorothy Blum, Guidance Supervisor
Hotel/Motel and Restaurant Management Program
Fairfax County Public Schools
Fairfax, VA 22030

Resources on School-to-Work Transition

Compiled by Susan Imel

Items with ED numbers may be ordered from the ERIC Document Reproduction Service, CBIS Federal, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (800) 443-3742, (703) 440-1400.

Ascher, C. "Cooperative Education as a Strategy for School-to-Work Transition." ***Centerfocus*** no. 3 (January 1994): 5. (ERIC Document Reproduction Service No. ED 365 798)

Identifies barriers that must be overcome before cooperative education can be used as a model for enlarged school-to-work transition efforts and describes insights of successful cooperative education programs gleaned from research.

Bailey, T., and Merritt, D. "Youth Apprenticeship: Lessons from the U.S. Experience." ***Centerfocus*** no. 1 (July 1993): 5. (ERIC Document Reproduction Service No. ED 361 526)

Compares components of youth apprenticeship programs with school-to-work program models: agriculture education, cooperative education, career academies, and tech prep. Assesses how the four components of youth apprenticeship work in these four program models.

Black, S. "Real Life 101." ***Executive Educator*** 15, no. 12 (December 1993): 24-27.

Makes the case for the United States following other industrialized countries to ease job market access through apprenticeships and school-based enterprises.

Blasik, K. A. et al. "Enterprise Ambassador Program: A Link between Business and the Schools." ***Clearing House*** 67, no. 1 (September-October 1993): 35-36.

Describes the "Enterprise Ambassador Program" in Broward County, Florida, a business and educational partnership that familiarizes high students with business concepts and practices; argues for the merit of such programs.

Brustein, M., and Mahler, M. ***AVA Guide to the School-To-Work Opportunities Act.*** Alexandria, VA: American Vocational Association, 1994.

Following a discussion of the need for the School-to-Work Opportunities Act, this publication presents a detailed discussion and analysis of the act. Its purpose is to assist states, educators, employers, and parents in understanding the act and its requirements.

Congress of the United States. ***School-to-Work Opportunities Act of 1993. Report Together with Minority Views to Accompany S.1361. Senate 103rd Congress, 1st Session.*** Washington, DC: Senate Committee on Labor and Human Resources, Congress of the U.S., November 1993. (ERIC Document Reproduction Service No. ED 363 773)

Reports on and recommends for passage the School-to-Work Opportunities Act of 1993, providing a summary and history of the proposed legislation, a rationale for it, a summary of the committee views on the bill, a cost estimate for its implementation, a regulatory impact statement, a section-by-section analysis, and minority views concerning the bill.

Council of Chief State School Officers and American Youth Policy Forum. ***Building a System to Connect School and Employment.*** Washington, DC: Authors, 1994. (ERIC Document Reproduction Service No. ED 368 938)

This report reflects the concerns and the counsel of educators, practitioners, researchers, policy makers, labor officials,business organizations and federal and state government about the issues related to building a coherent and effective system of youth development and career preparation for young people in the United States.

Elford, G. "Global Competition and High School Reform—What Will It Take"?" *NASSP Bulletin* 77, no. 557 (December 1993): 77-84.

Describes the Technical Education Consortium as a reasonable alternative to the college prep program.

Favero, P. ***School to Work Transitions: Lessons about Education and Local Economic Development from the Hagerstown, Maryland Rural Labor Market Area.*** College Park: Institute for Governmental Service, University of Maryland, Winter 1992. (ERIC Document Reproduction Service No. ED 362 354)

Reports on the results of interviews with 101 employers in 6 rural counties surrounding Hagerstown, Maryland, that examined employers' attitudes, opinions and behaviors related to their employees, job applicants, hiring and training practices, and relations with schools. Includes policy suggestions derived from the results.

Filipczak, B. "Bridging the Gap between School and Work." *Training* 30, no. 12 (December 1993): 44-47.

Reports on and identifies success factors in Boston's Project Pro-Tech, a private industry council youth apprenticeship program that places high school students in hospitals to explore and train for health care occupations.

Florida Department of Education. ***Investing in Florida's Economy. Florida's School-to-Work Continuum, Second Edition.*** Tallahassee: Division of Vocational, Adult, and Community Education, FL DOE, 1992. (ERIC Document Reproduction Service No. ED 361 509)

Describes programs designed to offer a comprehensive system to improve Florida's work force. Through these programs, students and workers in Florida are prepared to enter the labor force, attend technical training programs, enroll in other postsecondary programs, or upgrade their skills on the job.

Greenberg, M. "Shaping the Curriculum to Fit the Need." *Journal of Career Planning and Employment* 54, no. 1 (November 1993): 58-61.

Describes DeVry Institute of Technology, discussing its multifaceted, evolving, curriculum development process that relies on a decentralized approach and continual involvement and interaction of employers, alumni, faculty, students, and placement directors.

Hamilton, S. F., and Hamilton, M. A. ***Opening Career Paths for Youth: What Can Be Done? Who Can Do It?*** Ithaca, NY: Cornell Youth and Work Program, Cornell University; Washington, DC: American Youth Policy Forum; Cambridge, MA: Jobs for the Future, 1994.

This paper, which is based on the authors' experiences in two New York counties, describes an approach for developing a career opportunity system. It includes recommendations for components of a system and for institutional arrangements and responsibilities.

Jobs for the Future. ***Learning that Works: A School-to-Work Briefing Book.*** Cambridge, MA: JFF, 1994.

This set of briefing materials is designed to provide a quick overview of school-to-work in the United States: what it is; where it can be found; design and implementation issues at the program, state, and national levels; and policy innovations that can make it easier for school-to-work to become a significant mainstream educational option.

Journal of Texas Public Education 1, no. 4 (Summer 1994).

The nine articles in this issue define school-to-work transition in the education and business contexts; discuss many of the school-to-work transition programs currently in place in Texas, other states, and other countries; evaluate the practical and philosophical implications of these programs; and address the future of the U.S. work force in light of the success of these programs.

Kazis, R., with P. E. Barton. ***Improving the Transition from School to Work in the United States.*** West Somerville, MA: Jobs for the Future; Washington, DC: American Youth Policy Forum, 1993. (ERIC Document Reproduction Service No. ED 353 454)

Clarifies and describes aspects of the school-to-work transition problems that need "fixing," discusses trends in program and policy innovation at the local, state, and national levels that might respond to the challenges identified, and proposes policies. Includes a memorandumon youth transition that summarizes the complexity of the situation and examines the content of worksite-based approaches.

Kowalski, T. J. et al. "Developing a World Class Work Force: Business and Industry, Government, and Schools Respond to School Reform." ***Contemporary Education*** 64, no. 2 (Winter 1993): 94-98.

Describes characteristics of good school-to-work transition programs and notes key issues surrounding the education of a workforce needed to keep U.S. business and industry competitive.

McKay, E. G. ***The Forgotten Half: Two-Thirds: An Hispanic Perspective on Apprenticeship, European Style. Report of the National Council of La Raza Consultation on Apprenticeship***. Washington, DC: 1993. (ERIC Document Reproduction Service No. ED 361 431)

Reports on a Hispanic-based consultation on European-style apprenticeships undertaken to add a Hispanic perspective to the current policy debate about apprenticeships as a school-to-work transition option. Includes a set of 10 basic principles on which applications in the United States be based.

"Meeting the Requirements of the New Workplace: Reviewing Existing National Employment and Training Strategies." ***21st Century Policy Review*** 1, no. 1 (Winter 1992): 49-57.

Reports on an interview with Carolyn Golding, Deputy Assistant Secretary for Employment and Training at the U.S. Department of Labor in which new requirements for the American workplace are discussed and training for participation in the global economy is explored, with emphasis on school-to-work transition.

Mendel, R. ***The American School-to-Career Movement: A Background Paper for Policymakers and Foundation Officers***. Washington, DC: American Youth Policy Forum, 1994.

Presents a critical analysis of the school-to-career movement. Includes a rationale, history, and lessons from overseas as well as a discussion of the issues surrounding the school-to-work movement in the United States.

Michigan Occupational Information Coordinating Committee. ***How Do I Get from Here to There? A Guide to Work-Based Learning***. Lansing: MOICC, Michigan Department of Labor, September 1992. (ERIC Document Reproduction Service No. ED 361 621)

Describes work-based learning, including some of the work-based learning programs that are currently available in Michigan schools. Some of the programs covered are career and technical education, cooperative education, apprenticeships, and Tech-Prep.

National Governors Association. ***Developing Systems of School-to-Work Transition: A Report on State Progress. Issue Brief***. Washington, DC: NGA, July 1994.

Reports on state progress in implementing school-to-work transition. Points out issues, problems, and challenges and includes tables illustrating state school-to-work system elements and school-to-work programs by state.

North Carolina Department of Public Instruction. ***School-to-Work Transition Programs: A Status Report***. Raleigh: Division of Vocational and Technical Education Services, NCDPI, July 1993. (ERIC Document Reproduction Service No. ED 364 703)

Report outlines the types of school-to-work transition programs available in North Carolina, including cooperative education, internships, youth apprenticeships, career academies, tech prep, school-based enterprises, supervised occupational experiences, and vocational student organizations.

North Carolina Department of Public Instruction. ***Youth Apprenticeships. What? Why? How?.*** Raleigh: Division of Vocational and Technical Education Services, NCDPI, July 1993. (ERIC Document Reproduction Service No. ED 364 702)

Describes youth apprenticeships, one of the types of school-to-work transition programs in place in North Carolina. In addition to general information, the report also includes evaluation methods and nine steps to establish a youth apprenticeship program.

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Highlights principles that should be followed in designing youth apprenticeship programs and outlines desired characteristics of a youth employment policy.

Pauly, E.; Kopp, H.; and Haimson, J. ***Home-Grown Lessons: Innovative Programs Linking Work and High School.*** New York, NY: Manpower Demonstration Research Corporation, January 1994. (ERIC Document Reproduction Service No. ED 369 939)

Presents findings and lessons from 16 innovative school-to-work programs in United States' communities on critical concerns of policy makers, educators, and employers. Findings underscore the diversity of the school-to-work movement and provide strong evidence that a broad range of students are able to participate in them.

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Contains 24 chapters discussing the transition to employment for noncollege-bound youth in the United States that are organized around four major themes: background; reviews of research on students' transition

experiences, employers' needs, and government efforts; analysis of programs, including successful ones in western Europe and Canada; and suggestions for improving the transition process.

Polite, V. C. "If Only We Knew Then What We Know Now: The School-to-Work and School-to-College Transitions of African American Males in Suburbia." Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, Georgia, April 1993. (ERIC Document Reproduction Service No. ED 362 601)

Reports on research that is a follow-up study of a cohort of 115 African American males who attended a predominately African American suburban school between 1986 and 1989. Liberal use is made of quotations from the interview to provide samples of the voices of African American males. Notes similarities between outcomes described by this group of African American males with their counterparts who attend urban inner-city schools.

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The Secretary of Education reflects on the federal legislative action of 1993 and 1994 concerning educational reform, including the School-to-Work Opportunities Act.

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Stern, D.; Finkelstein, N.; Stone, J. R., III; Latting, J; and Dornsife, C. ***Research on School-to-Work Transition Programs in the United States***. Berkeley, CA: National Center for Research in Vocational Education, March 1994. (ERIC Document Reproduction Service No. ED 369 923).

Reviews existing research on school-to-work programs classified in two main categories: school-and-work arrangements that allow students to work and attend school and school-for-work programs that provide instruction with the express purpose of preparing students for work. Concludes that, although there have been numerous studies, the research is still limited. Includes implications for localities and states designing new school-to-work systems.

U.S. Department of Education. ***School-to-Work: What Does the Research Say about It?*** Washington, DC: Office of Research, Office of Educational Research and Improvement, USDE, June 1994. (ERIC Document Reproduction Service No. ED 371 206)

The series of commissioned papers that make up this volume addressed several questions related to school-to-work transition, including what do we know about the German system, what do we know about noncollege-bound youth, what relevant governance issues need to be examined, and given what we know, where do we go to create a system.

U.S. General Accounting Office. ***Transition from School to Work. States Are Developing New Strategies to Prepare Students for Jobs. Report to Congressional Requesters.*** Washington, DC: Division of Human Resources, GAO, September 1993. (ERIC Document Reproduction Service No. ED 361 601)

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U.S. Department of Labor. ***Leaders of Change! Successful Workforce Development Projects.*** Washington, DC: Employment and Training Administration, USDOL, November 1993. (ERIC Document Reproduction Service No. ED 368 904)

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Vocational Education Journal 69, no. 3 (March 1994).

Eight articles in this issue on the theme of school-to-work transition include information about work-based education, youth apprenticeship, cooperative education, tech prep, and innovative programs.

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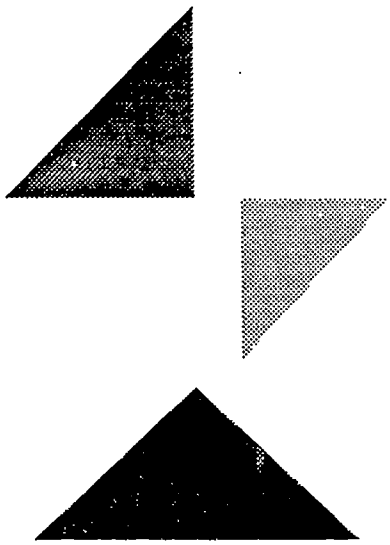

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