

DOCUMENT RESUME

ED 402 431

CE 073 060

TITLE An Evaluation Plan for the Saginaw Valley School-to-Work Partnership Serving the Counties of Arenac, Bay, Midland, and Saginaw, Michigan.

INSTITUTION Saginaw Public Schools, MI. Dept. of Evaluation, Testing, and Research.

SPONS AGENCY Michigan State Jobs Commission, Lansing.

PUB DATE Nov 96

NOTE 154p.

PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS \*Data Analysis; Database Management Systems; \*Databases; \*Data Collection; Data Processing; \*Education Work Relationship; Evaluation Methods; \*Management Information Systems; Measurement Techniques; Planning; Postsecondary Education; \*Program Evaluation; Secondary Education

IDENTIFIERS \*Michigan

ABSTRACT

This publication describes an evaluation design developed to assess school-to-work (STW) efforts throughout the Saginaw Valley STW Partnership area in Michigan. An introduction is followed by an overview of the aim of evaluation. Section 3 describes how the variables pertinent to the evaluation of the STW program initiative were identified, defined, and classified. It discusses sources for a matrix used to specify the variables for which data were to be gathered. The final form of the matrix is included. Variables in the evaluation plan are then listed. Section 4 details the methods, procedures, and instruments developed to collect information on the variables pertinent to the evaluation. Three lists are provided: STW data collection instruments, data from existing sources, and methods of STW data collection. Section 5 addresses two additional considerations for implementing the evaluation plan: agents and funding. Section 6 presents how the variables pertinent to the evaluation plan might best be stored, amalgamated, and reported through a management information system (MIS) database and data analyses. Section 7, on reporting, covers reporting formats and timelines. The report contains 19 references and 63 supplemental STW references. The bulk of the document consists of appendixes that contain the following: lists of evaluation elements; data collection instruments; directory of contact persons; brief discussion of sampling methodology; sample employment education development plans; outline of an STW MIS; outlines of actual evaluation reports; and STW glossary. (YLB)

\*\*\*\*\*

\* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*

\*\*\*\*\*

**An Evaluation Plan  
for the  
Saginaw Valley  
School-To-Work Partnership  
serving the counties of  
Arenac,  
Bay,  
Midland,  
and  
Saginaw, Michigan**

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

*RN Claus*

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CF 673060

**AN EVALUATION PLAN FOR THE  
SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP  
serving the counties of  
ARENAC, BAY, MIDLAND, AND SAGINAW, MICHIGAN**

**PREPARED BY:  
THE DEPARTMENT OF EVALUATION, TESTING, AND RESEARCH,  
SCHOOL DISTRICT OF THE CITY OF SAGINAW MICHIGAN  
IN COLLABORATION WITH THE SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP**

**In partial fulfillment of the contract with Saginaw Valley School-To- Work Partnership  
as funded through a grant from the Office of School-To-Work,  
U.S. Department of Education and the Michigan Jobs Commission**

**MEMBERS OF THE  
SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP\***

**REPRESENTING THE COUNTIES OF ARENAC AND BAY, MICHIGAN**

**Dan Rattel**  
Employer  
Human Resource &  
Training Manager

**Kathy Leikert**  
Community Group

**Meade Gougeon**  
Gougeon Brothers

**Mandi Cole**  
Student  
Bay-Arenac Skills Center and  
Bay City Central High School

**Valerie Roof\*\***  
Director, Alliance  
For Bay County

**Paul Zadonia**  
Employer  
Forward Corporation

**Pat Vance**  
Employer  
Ameritech

**REPRESENTING THE COUNTY OF MIDLAND, MICHIGAN**

**Bill Egerer**  
Employer  
Pyramid Control, Inc.

**Bob Henson**  
Employer  
Dow Chemical Company

**Nina Paquette\*\***  
Vice President,  
Midland Education  
and Community Development

**Thomas Evans\*\***  
Post-Secondary Education  
Delta College

**Bruce Winter**  
Employer  
Dow Corning Corporation

**Pat Graves\*\***  
Post-Secondary Education  
Delta College

**Rose Marie McQuaid**  
County Government  
Commissioner's Office

**REPRESENTING THE COUNTY OF SAGINAW, MICHIGAN**

**Bill Avery**  
Employer  
WNEM TV-5

**Van Collins**  
Michigan Education Association

**John Sangster**  
Labor  
UAW International

**Jim Bockelman**  
Employer  
At-Large Representative  
Saginaw County Chamber of  
Commerce

**Kathy Conklin\*\***  
Executive Director, Saginaw  
County Business/Education  
Coordinating Council

**Linda Sims**  
Employer  
Consumer Power Company

**Dennis Brieske**  
Service Delivery Area,  
Job Training Administration

**Larry Engel**  
Superintendent,  
Saginaw Intermediate School  
District

**Julie Walker\*\***  
Principal,  
Saginaw Career Complex

**J. Daniel Cameron**  
Employer  
Delphi, Saginaw Steering Systems  
General Motors Corporation

**Connie Kostrzewa**  
Employer  
Wright K Technology

**Betty Jones**  
Post-Secondary Education  
Delta College

**Ron Coleman**  
Parent

**John Nagy**  
Employer  
Saginaw Products Corporation

**REPRESENTING THE COUNTY OF TUSCOLA, MICHIGAN**

**Carol Socha\*\***  
Tuscola Area Intermediate  
School District

**BEST COPY AVAILABLE**

\*As of 1995.

\*\*Reported as Ex-Officio member.

## **Statement Of Duplication Permission**

The Saginaw Valley School-To-Work Partnership recognizes that school and district staff may have the need to duplicate parts of this document to implement STW activities. Therefore, with this statement, it grants permission to any and all parties to make copies of any portion of this document.

# TABLE OF CONTENTS

	Page
MEMBERS OF THE SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP .....	i
STATEMENT OF DUPLICATION PERMISSION .....	ii
INTRODUCTION .....	1
EVALUATION OVERVIEW .....	3
VARIABLES .....	6
Identification .....	6
ORGANIZATION .....	6
Request For Proposals (RFP) .....	6
STW Literature .....	6
STW Conference .....	7
Data Matrix Sample .....	8
List Of Key Variables .....	10
DATA COLLECTION PROCEDURES AND INSTRUMENTS (Actual Instrument In Appendix B) .....	12
Methodology For Gathering Data .....	12
Identification of the collection agents (who) .....	12
Identification of data collection instruments (how) .....	12
Identification of appropriate methods and timelines (when) .....	18
CONSIDERATIONS FOR PLAN IMPLEMENTATION .....	20
Agents .....	20
Funding The Evaluation .....	20
MANAGEMENT INFORMATION SYSTEM DATABASE AND DATA ANALYSIS .....	22
Overview .....	22
Defining The STW MIS Database .....	22
Data Analyses .....	23
Basic analyses .....	23
Potential analyses .....	23
Limitations .....	23
Future efforts .....	23
REPORTING: AUDIENCES, FORMATS, AND TIMELINES .....	25
Audiences .....	25
Examples (Exhibits In Appendix G) .....	26
REFERENCES .....	27
SUPPLEMENTAL SCHOOL-TO-WORK REFERENCES .....	29
SCHOOL-TO-WORK EVALUATION PLAN PROJECT STAFF .....	34

## TABLE OF CONTENTS (Continued)

	Page
APPENDICES .....	34
Appendices Table of Contents .....	35
Appendix A: Evaluation Elements For Inclusion In The Evaluation Plan .....	36
Section One: Elements Specified In The SV Partnership's Request For Proposals For Research/Evaluation Services .....	37
Section Two: Other Elements Identified For Inclusion In The Evaluation Plan .....	39
Appendix B: Data Collection Instruments .....	41
School-To-Work (S-T-W) Student Data Collection Form .....	42
Education-Business Partnership Summary Report .....	46
Parent Satisfaction Survey: Recent Graduates .....	48
Employer Survey: Recent Hires Of High School Graduates .....	49
Post-Secondary Educational Institution Survey: Students From Arenac, Bay, Midland, And Saginaw Counties Attaining Post-Secondary Degrees Or Skill Certificates .....	50
School-To-Work Process Milestones Checklist .....	52
Two-Year College Report .....	53
Michigan Department Of Education Headcount Data Collection Form .....	56
Form Letter To Superintendent To Obtain Four-Year College/Unversity Reports .....	57
Appendix C: Directory Of Contact Persons .....	58
Secondary Schools By County And District .....	59
District Offices By County .....	68
Colleges And Universities .....	73
Appendix D: Simple Random Sampling .....	77
Sample Size Chart .....	80
Table Of Random Numbers .....	81
Appendix E: Samples Of Employment Education Development Plan (EEDP) .....	83
High School Course Selection .....	84
Employability/Educational Development Plan .....	85
Career Development Plan .....	86
Career And Employment Benchmarks .....	88
Appendix F: School-To-Work Management Information System Database File Structures .....	89
Student Summary Form File Structure .....	92
Education-Business Partnership Summary Form File Structure .....	105
Milestones Checklist For Grades PK - 12 File Structure .....	107
Rates From Head Count Report File Structure .....	110
Parent Satisfaction Survey File Structure .....	111
Two-Year College Enrollment Report File Structure .....	113
Post-Secondary Educational Survey File Structure .....	115
Employer Survey: Recent Hires Of High School Graduates File Structure .....	120
High School Graduates Survey File Structure .....	121

## TABLE OF CONTENTS (Continued)

	Page
Appendix G: Outlines Of Actual Evaluation Reports .....	122
Adult Basic Education Program Process/Product Evaluation Report, 1995/96 .....	123
An Examination Of Fall, 1994 Program Activities, Executive Summary .....	125
Follow-Up Study Of 1994 Graduates .....	126
An Examination Of Fall, 1994 Pre-Testing Activities .....	127
Cohort Dropout Study, 1989 .....	128
SCHOOL-TO-WORK GLOSSARY .....	129



# LIST OF TABLES

Table		Page
D.1	Table Of Random Numbers .....	81

## Introduction

In 1994, the Federal School-To-Work (STW) Act was passed by Congress and signed into law. Phase I of the legislation provided for grants to district-level programs for the initiation and development of STW programs. Phase II of the legislation provided for grants to individual states which they could then apportion to regional agents for the development of STW initiatives in state-defined Statistical Demographic Areas (SDAs) - chosen to reflect recognized labor market areas.

In 1995, the board members of Tech Prep, now known as Transition II, applied for and received a funding grant from the State of Michigan Jobs Commission for the development of STW activities in the SDA around Saginaw, Michigan<sup>1</sup>. One of the requirements of this grant was that the board overseeing grant activities must be composed of at least 51% business people, so a consortium board was created. Members of the local STW initiatives served on this board, known as the Saginaw Valley STW Partnership (membership per county was determined in proportion to the respective county's population).

This Saginaw Valley STW Partnership (hereafter SV Partnership) became the regional agent for the administration of the Jobs Commission STW grant, allocating 15% of the grant monies for projects and activities that would benefit all four counties. The grant expires on September 30, 1996.

In order to most efficiently meet these needs, bids were sought to contract both marketing services<sup>2</sup> and the development of a plan for the evaluation of STW activities in the four county region.

In March, 1996, the Department of Evaluation, Testing, and Research (ETR) of the School District of the City of Saginaw, Michigan was awarded the contract to develop an evaluation design for STW efforts throughout the region. The remainder of this paper describes this design.

---

<sup>1</sup> Initially, this included Arenac, Bay, Midland, Saginaw, and Tuscola Counties. In 1995, Tuscola County became aligned with the SDA around Flint, MI and in October, 1996, Arenac County will align with Region 7B (around and including Standish, MI).

<sup>2</sup> Awarded to the Barckholtz Group® of Saginaw, MI.

The two main tasks in developing this plan were:

- A. To design a plan to evaluate the STW system and outcomes across the four county area in light of national, state, and local guidelines and standards; and
- B. To design a plan to evaluate the STW activities within each of the four counties, again in light of national, state, and local guidelines and standards.

Crucial to these tasks was the realization that the goals, activities, performance measures, and record keeping of local and intermediate school districts within the region may vary greatly and therefore need to be standardized. This will provide meaningful and comparable data which then could be combined into a four-county summary. Such a uniform plan will also facilitate efforts to collect and archive data and allow subsequent evaluation of STW progress across the region.

At the beginning of the evaluation process, it is possible that staff from local schools and businesses may wish to use their own instruments to collect some of these data. They may not recognize the benefits of collecting the data uniformly, including 1) that some of these data may be useful for Federal/state reporting requirements for other projects or local reporting/planning purposes, and 2) participation in STW activities provides grant monies to local districts. **We recommend ISD staff already in contact with local district staff should stress to them these benefits.**

This paper presents the evaluation design developed by ETR. Funding for this evaluation plan was made possible through the STW grant from the Michigan Jobs Commission. Included are: descriptions of the activities which led to SV Partnership and ETR members collaboratively identifying and defining pertinent data to be collected for use in the evaluation; recommended instruments and methods through which these data can be collected and analyzed; and discussions concerning how the findings are useful. In addition, the limitations that need to be placed on interpretation of the findings are presented.

**A convention adopted for use throughout this paper is that statements which are intended to provide specific direction or assistance to evaluation plan implementers appear in bold-face type.**

Funding for this evaluation plan was made possible through the STW grant from the Michigan Jobs Commission.

## Evaluation Overview

The aim of any evaluation should be providing useful information to those people (stakeholders) who are in a position to have an impact on the program being evaluated, whether this impacts 1) the decision to continue/discontinue the program (usually through its funding) or 2) the ways in which the program is implemented. In the case of these STW programs, the primary stakeholders are the Federal and state funding agencies and the SV Partnership assigned to oversee the program implementation. Additional stakeholders include the county Intermediate School Districts (ISDs) the local districts/schools, the regional/local businesses, and - obviously - the students and their parents.

Traditionally, evaluations are conducted in at least two forms: formative (process) and summative (product). Each form has different purposes and seeks to gather and interpret different information.

Kniefel (1973) noted formative evaluation provides "*information at intervals in the project's progress so that additions, deletions, or modifications can be made to maximize project success*" (p.6; original emphases).

Conversely, summative (product) evaluations provide "*information concerning project outcomes so that decisions can be made regarding the continuation, rejection, or modification of a project*" (Kniefel, 1973 p.6; original emphases). The program's outcomes are usually measured against established levels of program or participant performance which were specified at the outset of the program and attainment of which would be considered program success. Stufflebeam (1971) noted that this evaluation form can come "at the end of the project cycle and as often as necessary during the project term" (p. 354).

The aim of this evaluation plan, then, is to provide ways to gather and present both the formative and summative information the stakeholders need to make reasoned decisions about the STW programs. Much of the work in developing this plan occurred during or resulted from a series of project staff meetings. Between May 6, 1996 and September 10, 1996, representatives from the SV Partnership met with the ETR staff on 15 occasions. There was one representative each from Bay (also representing Arenac), Midland, and Saginaw County (see the STW Project Evaluation Staff list at the end of this document). Each meeting was attended by at least one SV Partnership representative (usually there were at least two attending), and by all ETR administrative and specialist staff members.

The purposes of these meetings were to: determine any additional variables about which data needed to be collected; identify variables about which data would be informative but not required (or likely to be required) by the funding sources; determine the sources from which to obtain the information; specify at what levels data are to be gathered; establish what standards should be set to determine success by programs/students; and set up data gathering timelines. To organize this information, a matrix was developed.

Where consensus on a matrix element or a data collection instrument element could not be reached, ETR, drawing recent research findings and Federal/state guidelines, made the ultimate decision. To the extent possible, standards and objectives for the variables were determined by a review of the literature and the input of the SV Partnership members. Readers should also recall from above that the meetings occurred through September, 1996. This allowed for, and frequently resulted in, last minute revisions in data collection instruments.

Beginning on the next page is a description of the methods used to determine the variables to be included in this plan by the STW evaluation project staff, which included both members of the SV Partnership and their consultants ETR.

## **Variables**

This portion describes how the variables pertinent to the evaluation of the Saginaw Valley STW Program initiative were identified, defined, and classified.

### **Identification**

Clearly, the first step in providing the stakeholder with useful information is determining what information is important. Specifically, this involves determining which variables are of interest, which are accessible, and in what form the data related to these variables exists.

### **Organization**

As a schematic tool, a matrix was used to specify the variables for which data were to be gathered in relation to their definitions, respective attainment standards, and methods of compilation. Below, the sources for the matrix are discussed further.

### **Request For Proposals (RFP)**

A first step in identifying variables was to examine the evaluation elements specified in the SV Partnership's RFP for research/evaluation services. A series of twenty data elements were identified (see the first section Appendix A) - although at the time of the response to the RFP, it was recognized that some of these elements may need to be adapted or eliminated upon further consideration of the SV Partnership's needs and capabilities. These elements were the first variables entered into the matrix.

### **STW Literature**

SV Partnership members and ETR staff contacted Federal and state agencies to obtain the most recent information regarding STW reporting requirements. The intent of this information search was to ensure that all of the variables on which the funding agents would require data would be included in (or at least addressed by) the evaluation plan (Jacobs, L., 1985; Levesque, K. and Giambattista, J., December, 1995; Medrich, E., Giambattista, J., and Moskovitz, R., May, 1996; and Michigan Jobs Commission, 1996). Other materials were also examined to insure that any other pertinent variables or considerations would be included in the design

(Kniefel, T. M., June, 1973; Mathematica Policy Research, Inc., 1996a; Mathematica Policy Research, Inc., 1996b; Smith, C., 1996; and Stufflebeam, D. L., et al ,1971).

Also learned from the literature was that because the aim of the STW effort is to provide these opportunities to all students (not just those traditionally considered to be bound for vocational curricula), it became important to verify that all group(s)/segment(s) of students had equal opportunity to participate (Medrich, Giambattista, and Moskovitz, May, 1996).

This was translated into a need to present student involvement and performance data both in the aggregate and by totals within subgroups, e.g., racial/ethnic, academic talent, gender, etc. In essence, this meant collecting some data on the level of the individual student so that data within these subgroups could be accurately totaled.

### **STW Conference**

On June 19 and 20, 1996 the Michigan Jobs Commission and Michigan Department of Education held the 1996 Governor's School-To-Work Conference in Lansing, Michigan. The intent of the state-wide conference was to provide participants information on the nature, regulations, and successes of STW activities in Michigan. Members of the SV Partnership and ETR attended.

At the conference, a perspective on the national STW evaluation effort was provided. In this perspective, the initial evaluation efforts would be mostly formative in nature; seeking to determine levels of implementation and how well programs met local needs, with the intention of adapting or refining programs as appropriate. Over time (approximately five years), the emphasis would shift toward summative evaluation, whereby programs would be assessed on how well students succeeded in both academic areas and in the transition for school to high-wage, high-skill careers (Hollenbeck, June 20, 1996).

This perspective meant that this evaluation plan needed to address both formative and summative evaluations simultaneously; to provide methods to obtain data on implementation levels and student success indicators (whereby student involvement and performance in the initial year could serve as a baseline by which program growth could be gauged).

### **Data Matrix Sample**

The variables identified through the three sources described above and from initial input by SV Partnership representatives were placed into a matrix (the final form of the matrix, illustrated for one variable, is in Figure 1, below).



**Figure 1**  
**Exhibit From The Data Matrix: A Variable And Its Matrix Elements**

<u>Data Needed</u>	<u>Degree of Data Needed</u>	<u>Level of Data</u>	<u>Who Collects Data</u>	<u>Who Compiles Data</u>	<u>Timing</u>	<u>Method/Instrument</u>	<u>Objective/Standard</u>	<u>Operational Definition</u>	<u>Additional District-Level Uses For The Data</u>
Students With [Updated] EEDP #	R*	Student	District	ISD	Each July/Aug	School-To-Work (STW) Student Data Summary Form	100% will have updated EEDP	<b>Description:</b> A plan completed by each student in cooperation with his/her counselor, teacher, or parent; and updated or validated annually. The plan should include career goals and establish a pathway to achieve those goals. <b>Target Group:</b> 8th grade through graduating students.	
By Grade (8-12) %									
a. Who have EEDPs.									
b. Who have updated it within the last school year.									

\*Required

Again, in the rare cases where consensus among SV Partnership members on a matrix element could not be reached, ETR, drawing on recent research findings and Federal/state guidelines, made the ultimate decision.

From this matrix, a list was made of variables which are key to this evaluation plan.

### List Of Key Variables

Listed below are the variables for this evaluation plan.

#### **Elements Of The Evaluation Plan**

- A. Elements specified in the SV Partnership's RFP for research/evaluation services.
1. High school graduates employment one year after graduation.
  2. High school graduates employment five years after graduation.
  3. High school graduates enrollment in education/training.
  4. High school graduates enrollment in apprenticeships.
  5. High school graduates with state endorsed diplomas.
  6. High school graduates in structured work-based learning experiences.
  7. High school graduates earning skill certificates.
  8. High school graduation/completion rates.
  9. High school graduates completing job shadowing experiences.
  10. High school graduates with EEDP's.
  11. High school graduates completing career majors.
  12. High school graduates satisfaction with learning/skills.
  13. High school graduates employment in related area one year after graduation.
  14. High school graduates employment in related area five years after graduation.
  15. Employer satisfaction with recent hiring of regional graduate for entry-level positions.
  16. Parent satisfaction with student placement and preparation.
  17. Higher education institutions' satisfaction with recent entries.
  18. Intermediate milestones/evaluation of students meeting objectives.
  19. Community college students earning skill certificates.
  20. Community college students graduation/completion rate.
- B. Other elements identified for inclusion in the evaluation plan
1. STW student participation data (grades 8-12).
    - a. Enrollment in education/training.
    - b. Enrollment in apprenticeships.
    - c. State endorsed diplomas.
    - d. Structured work-based learning experiences.
    - e. Skill certificates programs.
    - f. Job shadowing experiences.
    - g. Updated or completed EEDPs.
    - h. Chosen career majors
    - i. Employment in area related to career major.
  2. Levels of education/business partnerships.
  3. Demographic data on students so that variables can be assessed by totals and by subgroup totals.
    - Sex
    - Racial/ethnic
    - Disability
    - Limited English proficiency
    - Academically talented
    - Socio-economic status (eligible for free or reduced price lunch program)

For each variable, instruments and procedures were developed to gather the data. In addition, the SV Partnership representatives assessed whether - for reporting purposes - data concerning the variable was required, likely to be required, or optional. A listing of the variables, instruments and assessments appears in Appendix A. The focus of the listing in Appendix A is the variable with its attendant instruments, procedures, etc. Even if no regional evaluation is conducted, this list of variables would be helpful to school, district, and business staff involved in developing or programming STW activities.

Once the variables were identified, the next step was to determine how to collect data on them. This is addressed in the next section. The next section also contains lists which are similar to the one found in Appendix A; however, the foci of these lists are the procedures and instruments to be used.

## **Data Collection Procedures And Instruments**

This section details the methods, procedures and instruments developed to effectively collect information on the variables pertinent to the evaluation.

### **Methodology For Gathering Data**

In the previous section, the variables which are to be measured were described. Here are recommendations for addressing: 1) who will collect the data; 2) how the data should be collected; and 3) when data should be collected.

**Identification of the collection agents (who).** It is recommended that the collection agents for the project be each school district and the Intermediate School District of each county. District staff would collect the data, send it to their respective ISD, and use it to conduct any district level analyses. Personnel at the ISDs would assemble the data, conduct county-wide analyses, and make both their analyses and the data available to SV Partnership (or its designee) for appropriate regional level analyses. This recommendation is based on the following:

- District level staff are in the best position to collect most of the needed data.
- District level staff are accustomed to sending reports/data to ISDs.
- ISD staff are accustomed to being in the role of receiving and analyzing district level data and reporting them to a central source (typically the Michigan Department of Education, but in this case the SV Partnership or its designee).
- It may be that the SV Partnership will not continue to exist as a long-term organization. If the mechanism is in place for the districts to send data to their respective ISDs, then those ISDs will remain in a position to generate district and county level STW reports, even if the needs for regional reports cease.

**Identification of data collection instruments (how).** Initial drafts of the following data collection instruments were developed: STW Individual Student Data Summary Form, Survey Of Higher Education Officials, Survey of Employers, Survey Of Parents, and Education-Business Partnership Summaries. It was determined that, since each district conducts its own follow-up survey of recent graduates (and would be unlikely to abandon their form for a STW product), no one student follow-up survey would be drafted.

However, the variables which would need to be assessed through a follow-up survey were specified in the matrix as the design would be incomplete without such a description.

It should be reiterated that this is intended to be a uniform evaluation plan for the four county region. For it to be effective, data collection processes need to be uniform. The less variation in data collection instruments, the more uniform the processes will be. Recall from above that initial evaluation efforts were to be formative, i.e., measuring the extent of STW involvement in the districts and whether that extent increases over time. A uniform plan would allow for uniform baseline measures which would then allow for uniform measures of growth in STW involvement.

In a partial restatement of the list of key variables discussed earlier, the chart below specifies **the instruments identified for collecting data in this evaluation plan. For each instrument there is a listing of which variables are measured and the SV Partnership's assessment of whether data on the variables were required, anticipated to be required, or optional.** Copies of each instrument (or developed procedures) appear in Appendix B. Again, the foci of these lists are the procedures and instruments to be used in the evaluation.

## STW Data Collection Instruments

<u>Instrument</u>	<u>Variables On Instrument</u>	<u>Need</u>	
School-To-Work Student Data Summary Form	Student Demographics		
	a. Sex	Required	
	b. Racial/ethnic	Required	
	c. Disability (if any)	Required	
	d. Limited English proficiency	Required	
	e. Academically talented	Required	
	f. Socio-economic status (eligible for free/reduced price lunch program)	Required	
	g. School attended grades 8-12 (type, district, internal ID #)	Required	
	h. Endorsement on diploma (per subject area)	Required	
	Student STW Participation, Grade 8-12		
	a. Updated EEDP*	Required	
	b. Updated portfolio	Required	
	c. Job shadowing	Required	
	d. Work site visits	Required	
	e. Structured work experience	Required	
	f. Skill certificate program	Required	
	g. Work study program (special education)	Required	
	h. Community service/volunteer work	Required	
	i. Other work (work permit)	Required	
	j. Middle/high school vocational program	Required	
	k. Skill center vocational program	Required	
	l. Transition II/Tech Prep	Required	
	m. Internship	Required	
	n. Apprenticeship	Required	
	o. Assigned a work-place mentor	Required	
	p. Selection of career major	Required	
	For Seniors Only (to facilitate follow-up survey)		
	a. Post-high school graduation plan	Required	
	b. Contact persons/addresses	Required	
	c. Graduation	Required	
	Education/Business Partnership Summary Report	Listing of Partners By Partnership Level	Optional
	Employer Survey of Recent Graduates	Employer Satisfaction With Recently Hired Graduates, By County, Using SCANS Competencies**	
	a. Workplace Competencies	Optional	
	b. Foundation Skills	Optional	

\*Please see Appendix E.

\*\*Education USA. (May 20, 1996)

**STW Data Collection Instruments (Continued)**

<u>Instrument</u>	<u>Variables On Instrument</u>	<u>Need</u>
Higher Education Institution Completer Count	Higher Education Institution Report Of Students by Demographics ... a. Attained a skill certificate b. Attained an Associates Degree c. Attained a Bachelors Degree	Anticipated
Parent Satisfaction Survey	Parent Satisfaction With STW Services for Recent Graduates a. Their preparation for the world of work b. The placement opportunities	Optional Optional
Graduate Follow-Up Survey*	Should Include the Following: a. One/Two Years Post Graduation: 1. Number and percent entering employment 2. Number and percent entering military 3. Number and percent enrolled in post-secondary education/training 4. Number and percent in related employment 5. Number and percent in related education/training 6. Number and percent enrolled in apprenticeship 7. Number and percent attaining post-secondary degree 8. Number and percent attaining skill certificate 9. Number and percent satisfied with educational/STW experiences b. Five/Six Years Post Graduation: 1. Number and percent entering employment 2. Number and percent entering military 3. Number and percent enrolled in post-secondary education/training 4. Number and percent in related employment 5. Number and percent in related education/training 6. Number and percent enrolled in apprenticeship 7. Number and percent attaining post-secondary degree 8. Number and percent attaining skills certificate 9. Number and percent satisfied with educational/STW experiences	Anticipated Anticipated Anticipated Optional Optional Required Anticipated Required Optional Anticipated Anticipated Anticipated Optional Optional Required Anticipated Required Optional
Milestone Activity Checklist	For each grade PK-12: On an implementation continuum: 1. Start-up meetings 2. Draft copy of curriculum 3. Final copy of curriculum 4. Piloting 5. Full implementation 6. Evaluation of results 7. Refinement of curriculum The Following Variables: 1. Goals and objectives 2. Strategies/practices 3. Material acquisition 4. Staff inservice 5. Classroom monitoring 6. Repeat of the development cycle	Optional

\*All of the variables listed on the graduate follow-up survey are summary statistics. The actual instruments provide individual level data.

From time to time, in the processes of gathering collected data from these sources, the SV Partnership (or its designee) may need to be in contact with people representing specific schools, districts, ISDs, two-year and/or four year colleges. To facilitate these contacts, a directory of all public schools, district offices, ISDs and colleges (likely to receive Saginaw Valley students) with addresses, telephone numbers, fax-machine numbers, and contacts can be found in Appendix C.

Readers should recall that copies of all of the instruments - except graduate follow-up surveys - are in Appendix B. Readers should also recall that, with the exception of the follow-up surveys, it is recommended that the instruments not be changed. Uniform data collection is crucial to any meaningful regional analyses.

In addition, the data for some variables is best gathered from reports already being generated by other sources for non-STW purposes. The Chart below shows what reports one can find to obtain data in lieu of using an instrument and as assessment of whether this data will be required for reporting purposes.

#### Data From Existing Sources

<u>Source</u>	<u>Variables</u>	<u>Need</u>
Michigan Department Of Education Graduation/Dropout Report	For Each District a. Graduation/completion rate b. Dropout rate	Required Required
Two-Year College Report	Number and Percent of Students From Each Region: a. Gender b. Racial/ethnic c. Eligible for Pell Grant d. First semester enrolled e. Last semester enrolled, as of reporting date f. GPA, as of reporting date g. Credit hours earned, as of reporting date h. ASSET* Reading Score 1. Recommended for college level courses 2. Recommended for developmental courses 3. Recommended for other assistance courses i. ASSET* Writing Score 1. Recommended for college level courses 2. Recommended for developmental courses 3. Recommended for college level or developmental courses 4. Recommended for other assistance courses j. ASSET* Numerical Skills Score 1. Recommended for college level courses 2. Recommended for developmental courses 3. Recommended for college level or developmental courses 4. Recommended for other assistance courses	Required Required Required Optional Optional Required Required Required Required  Required  Required  Required

---

\*ASSET is a test colleges use to assess a student's ability in reading, writing, and numerical skills prior to that student's entry into college. It is a way to determine whether remediation is necessary and, if so, in what subject area(s).



**Data From Existing Sources (Continued)**

<u>Source</u>	<u>Variables</u>	<u>Need</u>
Four-Year College/University Report to Sending High Schools**	Number and Percent of Students from Each Sending High School:	
	a. Gender	Required
	b. Racial/ethnic	Required
	c. Eligible For Pell Grant	Required
	Average GPA, as of reporting date	Required
	Average credit hours earned, as of reporting date	Required
(Note: each report may not contain all of these elements)		

With regard to the *two-year* college reports, a copy of a report from Delta College can be found in Appendix B; it reflects the efforts of Dr. Packwood, Director of Research and Development at Delta College and his office in developing a system by which test data can be reported back from a two-year college to the SV Partnership. **It is hoped the report format can be shared by the SV Partnership to other two-year institutions such that the data can be consistent from institution to institution in terms of format. A directory of addresses of the two-year colleges and the four-year colleges/universities most likely to receive students from the four-county area can be found in Appendix C.**

With regard to *four-year* higher educational institutions, it was learned that they will not provide reports to the SV Partnership. However, they do provide reports to the high schools from which their current first year students recently graduated. In order to obtain this information, a form letter was drafted to be sent to the Superintendent for each district in the region. This letter informs them of the need to have each high school's contact person locate the Four-Year College/University Report for each of the specified four-year colleges and universities, i.e., those most likely to receive students from the four county region and have copies of those reports forwarded, each year, to the SV Partnership (or designee). **A draft copy of the letter is in Appendix B (last page) and a directory of four-year colleges/universities likely to receive students from the four county region is in Appendix C for the implementers' convenience.**

---

\*\*Data from these reports could not be placed into the Management Information System Database (described later in this paper). A variety of reporting formats are possible and no exhibits were available for sufficient review by ETR.

**Identification of appropriate methods and time lines (when).** Above we described the instruments to use and the methods by which to use them. The other key procedural element is when the activities should be conducted. The chart below identifies for each data collection instrument or obtained report, a recommended method, people who will likely be contacted by the implementer, and a timeline.

### Methods of STW Data Collection

<b><u>Instrument/Report</u></b>	<b><u>Method</u></b>	<b><u>Contact Person</u></b>	<b><u>Timeline</u></b>
Graduate Follow-Up Survey	Mail out and/or telephone	District Superintendent or designee	Conducted in February-July of each year
Parent Satisfaction Survey	Mail out (possibly sampling)*	District Superintendent or designee	Conducted in April or May (alternate years)
Employer Survey of Recent Graduates	Mail out (possibly sampling)*	SV Partnership Data Analysis designee	Conducted each May or June
School-To-Work Student Data Summary Form	Updated/completed by middle/high school counselor for each student, send paper or electronic copies to SV Partnership data analysis designee	Middle/High School Principal or designee	Submitted by July or August of each year
Education/Business Partnership Summary Report	Completed by middle/high school principal or designee	Middle/High School Principal or designee	Submitted by July or August of each year
Milestone Activity Checklist	Completed by middle/high school principal or designee	Middle/High School Principal or designee	Submitted by July or August of each year
Michigan DOE Graduation/Dropout Report	Obtained by request to Michigan Department of Education	Supervisor, Information Management Program, Office of Data Center Services or successor	July-August of each year
Four-Year College/ University Report to Sending High Schools	Completed by the college; submitted to a high school contact person. Contact person to send copies to SV Partnership data analysis designee	Middle/High School Principal or designee list of Colleges/Universities in Appendix C	Submitted by July or August of each year
Two-Year College Report	Completed by the college; submitted to the SV Partnership data analysis designee, using provided diskette form	Director of Office of Research and Development list of colleges in Appendix C	Each July of each year following graduation
Higher Education Institution Completer Count	Completed by the college; submitted to the SV Partnership Data analysis designee	List of colleges and contacts in Appendix C	Each July of year following graduation

\*Appendix D contains a brief discussion of sampling methodology and a chart of random numbers to facilitate surveying a sample. This is useful for those who do not have the resources to survey the entire population of interest.

In the next section, some additional considerations for implementing this evaluation plan will be addressed.

## Considerations For Plan Implementation

### Agents

Earlier, it was recommended that the data collection agents should be the school districts and their respective Intermediate School Districts.

Therefore, the following is recommended:

1. The buildings and the district submit their data to the ISDs ...
  - a. On or before dates consistent with the timeline in the Method Chart, above.
  - b. In either a paper copy or an electronic form.
  - c. Data from both instruments and reports.
2. ISDs would assemble these data, and then on the specified dates send them to the SV Partnership data analysis designee.
3. Delta College Office of Research and Development offered facilities for data entry and analyses if data entry personnel can be provided by the SV Partnership or the ISDs.
4. The SV Partnership (or its designee) would then write reports, to the appropriate audiences (see below), detailing the findings of the analyses.

**If, however, the SV Partnership would cease to exist, and no multi-county organization arose to replace it, a sensible recommendation is to have the ISDs take over as the designees for data analyses and conduct the activities listed in items 2 through 4 above.**

### Funding The Evaluation

There is a need to know the approximate costs which would be incurred in conducting this evaluation, assuming every data element from each district is delivered to the data analysis designee. Some of the costs cannot currently be realistically estimated, e.g., if the ISDs serve as a collection agent and the districts and schools collect the data, it would mitigate much of the evaluation costs. However, the costs to the designee for the data entry phase of the plan can be estimated. The Chart, below, presents this estimate. Readers should be aware that this cost estimate is not exhaustive. Given the unknown nature of some variables and the unknown level of cooperation to be found from the schools and districts, the estimate may need to be revised.

**Estimated Time and Cost\* for Data Entry and Coding for the First Year For All Four Counties**

<u>Data Source</u>	<u>Estimated Hours</u>	<u>Cost Extension**</u>
STW Student Data Summary Form (assumes completed forms from students, grades 8-12)	1,100.00	\$ 18,359.00
Education-Business Partnership Summary Report	25.50	426.00
Employer Survey: Recent Hires of High School Graduates	20.00	334.00
Parent Satisfaction: Recent Graduates (200 sample parents per school)	180.00	3,005.00
Graduate Follow-up Study (assumes summary results for each district)	4.20	71.00
Graduation/Completion Rates	1.25	21.00
Two-year Junior College Reports	6.25	105.00
Four-year College Reports (assumes consolidated report from each high school)	7.50	126.00
Post-Secondary Completers Reports	6.00	101.00
STW Process Milestone Checklist	10.40	174.00
<b>Totals</b>	<u>1,361.10</u>	<u>\$ 22,722.00</u>

With cooperation from schools and ISDs, the additional cost of conducting evaluation for the SV Partnership will be minimal - mostly for 1) inservices/materials to the ISDs and district staffs, and 2) writing reports.

In the next section, the database will be addressed.

---

\*Assumes an hourly rate, with fringe benefits, for data entry clerk of \$16.69 as per an estimate by a potential service provider.

\*\*Rounded to the next highest whole dollar.

# Management Information System Database And Data Analyses

This section presents how the variables pertinent to the evaluation might best be stored, amalgamated, and reported.

## Overview

Once the data collection instruments were developed, a Management Information System (MIS) was designed which addresses data entry, analyses, and reporting.

With regard to the data being submitted to the data analysis designee, large districts may elect to collect their data electronically and submit summaries or diskettes to their ISD. Small districts may choose to submit their data via paper to their ISDs or the partnership level where data can be entered centrally. This database is able to handle both options.

## Defining the STW MIS Database

The STW MIS database is basic in design. The variables as reflected in the data collection instruments and the other sources of data in this project are formed from the basis of this database. The instruments and summary sources were first organized according to data source. Then, the data elements were translated into tables of variables. A precise data file structure was created for each variable table and is outlined in Appendix F. For easy reference, the relevant data collection forms are in Appendix B.

These file structures can readily be created in any database software package. For this project, however, **MS Visual FoxPro™/Professional Edition** was chosen. Transfer to other software packages is possible giving local building and districts as well as ISDs the freedom to choose the software package they need to handle data entry, analyses, and reporting as necessary. Versions of FoxPro™ are in widespread use for this purpose. Further, the Michigan Department of Education had already started to develop STW partnership applications in FoxPro™. For data entry purposes a 3.5" diskette containing all data files of the MIS Database<sup>3</sup> is contained in the pocket on the inside back cover of this document.

---

<sup>3</sup> A stand-alone module with special features for error-free data entry and quick summary reports of the STW data is currently under development and is available. ETR plans to complete its development on a time-available basis.

Finally, it should be noted that the MIS Database as presented here is not exhaustive or complete, but rather a basis from which to start. If other data collection instruments need to be developed, this database may be modified as needed. Also, it is possible that some amount of data recoding and/or management of the data at the partnership level may be needed to facilitate data analyses.

### **Data Analyses**

A myriad of data analyses/report types are possible to the data analysis designee. Those mentioned below fall into two categories: basic and potential.

**Basic analyses.** Basic analyses include those which are “required” to address the essential aims of the evaluation. Here, these analyses would include calculating summary statistics, e.g., the number and percent of students who have an updated EEDP across the region or for each district, and by specific sub-groups (gender, racial/ethnic, SES, etc.).

**In order to determine the meaningfulness of these analyses, findings would be compared to the standards specified in the grant. Where no specific standards exist, the findings can form: 1) a baseline by which future growth can be measured; and 2) a basis for inter-district and inter-regional comparisons.**

**Potential analyses.** Potential analyses would be those beyond which are necessary to meet the reporting requirements. Here, these analyses could include simple statistical tests such as the  $\chi^2$ , e.g., gender by updated EEDP, more complex designs such as factor analysis, or systems approaches. The following texts provide good guidance: Cook and Campbell, 1979; Glass and Stanley, 1970; Henkel, 1976; Joreskog and Sorbom, 1979; Keppel, 1973; Pedhazur 1982; Pedhazur and Schmelkin 1991; and Stevens, 1986.

**Limitations.** It must be noted that the levels of participation and the completeness/accuracy of the data limits these analyses and the findings from them. However, even if only partial amounts of the data can be obtained, if it is obtained consistently over time, important information about STW implementation can be obtained.

**Future efforts.** After a few years of the STW effort, SV Partnership members and those implementing the programs should be able to determine the needs of the project, i.e., its problems, its barriers, and areas which must be developed. At that time, using a knowledgeable staff, evaluation efforts should include going into the

field to document the nature and extent of STW activities. Such tasks would include examinations of records, checklists, surveys, and interviews, using forms which would be developed specifically to obtain the intended information.



## Reporting: Audiences, Formats, And Timelines

This section reports information of how the evaluation findings might be reported.

### Audiences

There are at least three different types of audiences which the SV Partnership should consider in developing evaluation reports. Each of these audiences have different needs and different report forms should be provided to meet those respective needs. Crucial decisions here are what information to provide to whom in what format, and in what time intervals.

The Chart, below, lists audiences, recommended reporting formats to best meet their needs, and suggested timelines.

### Recommended Reporting Formats/Timelines For Respective Audiences

<u>Audience</u>	<u>Format</u>	<u>Timeline</u>
Federal/state funding agents	a. Reports on the forms/format which they will supply b. Full process/product evaluations with a cover letter which explains this is additional material, beyond expectations	Funding agent determines filing deadline; typically 30 days after end of program fiscal year.
Local districts and ISDs	Full process/product evaluations	Within 30 days of the filing of the report to the funding agents.
Business and public groups	Executive summaries	Within 30 days of the filing of the report to the funding agents.

It is recommended that the SV Partnership members and the evaluation plan implementer receive copies of all of the reports as soon as possible after they are written.

## Examples

Report formats can be designed in many ways depending on the needs of the audience (as described above). However, most report formats include an introductory section, one or more sections detailing data collection procedures, and a section which presents the results of the data analyses.

In Appendix G, Exhibits G.1-G.5 depict sample outlines from reports on themes likely to be parallel to those addressed in this evaluation plan. A limited number of copies of actual reports are available upon request through the ETR office.

## References

- Cook, T.D., and Campbell, D.T. (1970). Quasi-experimentation: Design and analysis issues for field settings. Chicago: Rand McNally College Publishing Company.
- Education USA. (May 20, 1996). SCANS catching on despite federal delays. Alexandria, VA: Capital Publications, Inc.
- Glass, G.V., and Stanley, J.C. (1970). Statistical methods in education and psychology. Englewood Cliff, NJ: Prentice-Hall, Inc.
- Henkel, R.E. (1976). Tests of significance. Beverly Hills: Sage Publications.
- Hollenbeck, K. (June 20, 1996). Evaluation of school-to-work programs: where we're at and where we should be at as we build systems. Paper presented at the 1996 Governor's School-To-Work Conference, Lansing, MI.
- Jacobs, L. (1985). The school-to-work opportunities act of 1994: A guide to the law and how to use it. Washington, D.C.: Center for Law and Education.
- Joreskog, K.G., and Sorbom, D. (1979). Advances in factorial analysis and structural equation models. Cambridge, MA: Abt Books.
- Keppel, G. (1973). Design and analysis: A researcher's handbook. Englewood Cliff, NJ: Prentice-Hall, Inc.
- Kniefel, T.M. (June, 1973). A formative-summative evaluation design for a state-sponsored program of educational experimentation. Paper presented at the American Education Research Association Meeting, New Orleans, LA.
- Levesque, K. and Giambattista, J. (December, 1995). School-to-work baseline performance measures. System building in eight implementation states, 1994-95. A report to the U.S. Department of Education, Planning and Evaluation Services. Berkeley, CA; MPR Associates, Inc.
- Medrich, E., Giambattista, J., and Moskovitz, R. (May, 1996). School-to-work baseline performance measures - state and local partnership report for the quarter ending December, 1995. Summary prepared for the National School-To-Work Office. Berkeley, CA; MPR Associates, Inc.
- Mathematica Policy Research, Inc. (1996a). Student questionnaire. Princeton, NJ: author.
- Mathematica Policy Research, Inc. (1996b). National evaluation of school-to-work implementation. Local partnership survey. (ninth working draft). Princeton, NJ: author.
- Michigan Jobs Commission. (1996). School-to-work progress measures chart. Lansing, MI: author.
- Pedhazur, E. J. (1982). Multiple regression in behavioral research: Explanation and prediction (2nd edition). New York: Holt, Rinehart, and Winston.
- Pedhazur, E.J. and Schmelkin, L.P. (1991). Measurement, design and analysis: An integrated approach (student edition). Hillside, NJ: Lawrence Erlbaum Associates, Publishers.

BEST COPY AVAILABLE

## References

(Continued)

- Stevens, J. (1986). Applied multivariate statistics for the social sciences. Hillside, NJ: Lawrence Erlbaum Associates, Publishers.
- Smith, C. (1996). "Evaluation: Your School-To-Work System." IN: Thiers, N. (Ed.) Successful strategies: Building a school-to-careers system. Alexandria, VA: American Vocational Association.
- Stufflebeam, D.L., Foley, W.J., Gephart, W.J., Guba, E.G., Hammond, R.I., Merriman, H.O., and Provus, M. (1971). Educational evaluation and decision making. Bloomington, IN: Phi Delta Kappa, Inc.

## SUPPLEMENTAL STW REFERENCES

In April, 1996, in order to help guide the STW Evaluation Plan development, the Department of Evaluation, Testing, and Research provided a set of readings on STW models and programs. The readings resulted from an information search conducted by Educational Research Services. This represents the best and most recent literature on the topic at the time.

While space and copyright considerations preclude these articles being reprinted here, below are the citations which could allow interested readers a means to obtain more information on School-To-Work.

Anderson, South Carolina, School District Five. (1994). Job shadowing ... building the foundation for school-to-work transition. Guide for school coordinators and teachers. Pendleton, SC: Partnership for Academic and Career Education.

Ascher, C. (January, 1994). Cooperative education as a strategy for school-to-work transition. Centerfocus. 3, 5 pages.

Barton, P.E. (December, 1994). Indicators of success: Why is school-to-work important and how do we know if it's working? The High School Magazine. 13-17.

Beyer, D. (April, 1995). Understanding and applying child labor laws to today's school-to-work transition program? Centerfocus. 8, 9 pages.

Bhaerman, B. (1995). AACE Bonus Brief: Service learning and school-to-work linkages. Hermosa Beach, CA: American Association for Career Education.

Brown, P. (Ed.). (1995). Promoting a dialogue on school-to-work transition. Washington, D.C.: Center for Policy Research, National Governors' Association.

Brustein, M. and Mahler, M. (October, 1994). Doling the dollars: School-to-work grant requirements are lengthy and demanding. Vocational Education Journal. 19-21, 67.

Congress of the United States (1994). School-to-work opportunities act. Conference report to accompany H.R. 2884. House of Representatives, 103rd Congress, 2nd session. Washington, D.C.: author.

Congress of the United States (1994). Hearing on school-to-work transition. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives. 103rd Congress, 1st session. Held on July 15, 1994. Washington, D.C.: author.

Diech, S. and Masten, C. (1994). "Work Experience Programs". In: D. Boesel (Dir.) National Assessment of Vocational Education: Interim Report To Congress. Washington, D.C.: U.S. Department of Education, Office of Education Research and Improvement, Office of Research, pp. 371-378.

Dykman, A. (April, 1995). What school-to-work means for tech prep. Vocational Education Journal, 24-25, 44.

Dykman, A. (October, 1994). Let the reforms begin: Eight states prepare to expand school-to-work systems with implementation grants. Vocational Education Journal. 24-16, 66.

## SUPPLEMENTAL STW REFERENCES

(Continued)

- Elrod, G.F. *et al* (1994). "Infusing rural school-community partnerships into transition components of individualized education plans: Process and outcomes" In: D. Montgomery, (Ed.) Rural partnerships: Working together. Proceedings of the 14th Annual National Conference of the American Council on Rural Special Education. Conference held on March 23-16, 1994 in Austin, TX.
- Florida State Council on Vocational Education. (1994). The potential implementation of youth apprenticeship programs in Florida. Tallahassee, FL: author.
- Freedman, M. and Baker, R. (1995). Education reform and school-to-work transition series: Workplace mentoring for youth: context, issues, strategies. Washington, D.C.: Office of Education Research and Improvement.
- Glover, R.W. and Marshall, R. (Spring, 1993). Improving the school-to-work transition of American adolescents. Teachers College Record, 94 (3), 588-610.
- Goldberger, S. and Kazis, R. (April, 1996). Revitalizing high schools: What the school-to-career movement can contribute. Phi Delta Kappan, 77 (8), 547-554.
- Goldberger, S. *et al*. (1994). Learning through work: Designing and implementing quality worksite learning for high school students. School-to-work transition project. New York, NY: Manpower Demonstration Research Corporation.
- Halloran, W. (1995). Multi-district outreach projects -- School-to-work transition initiatives. OSER project activities. Champaign, IL: Illinois University, Transition Research Institute.
- Halperin, S. (1994). School-to-work: A larger vision. Washington, D.C.: American Youth Policy Forum.
- Hamilton, S.F. and Hamilton, M.A. (Fall, 1994). Schools and workplaces: Partners in the transition. Theory Into Practice, 33(4), 242-248.
- Hartoonian, M. and Van Scotter, R. (April, 1996). School-to-work: A model for learning a living. Phi Delta Kappan, 77(8), 555-560.
- Hegenauer, J. (Spring, 1995). State-wide planning for transition to postsecondary choices: The California model. Journal For Vocational Special Needs Education, 17(3), 120-122.
- Hickey, R.J. (1995). Transition: School-to-work. Updating School Board Policies, 25(3), 8 pages.
- Holdsworth, T. and Schriber, A. (1995). School-to-work transition: Local programs. A series of case studies. Leesburg, VA: Vocational Industrial clubs of America.
- Imel, S. (1995). School-to-work transition. Trends and issues alert. Washington, D.C.: Office of Educational Research and Improvement.
- Ingham, Michigan Intermediate School District. (1995). A guide to work-based learning programs: Part III - connecting activities (first edition). Lansing, MI: Michigan State Department of Education, Office of Career and Technical Education.

## SUPPLEMENTAL STW REFERENCES

(Continued)

- Katzman, S. (Ed.) (1995). The role of career education in school-to-work in the United States. Washington, D.C.: American Youth Policy Forum, Competitiveness Policy Council, Jobs for the Future.
- Kleine, K.K. (March, 1991). Transition to independence: A Texas program takes special needs students out of the classroom and into the community. Vocational Education Journal, 24-25, 44.
- Koch, C.A. (Spring, 1995). School-to-work reform: Integrating transition policies for all students. Journal For Vocational Special Needs Education, 17(3), 116-119.
- Kohler, P.D. and Rusch, F.R. (1994). Employment of youths with disabilities: Outcomes, activities and indicators. Champaign, IL: Illinois University, Transition Research Institute.
- Kyle, R.M.J. (1995). Education reform and school-to-work transition series: School-to-work transition and its role in the systematic reform of education: The experiences of Jefferson County, Kentucky and the Kentucky education reform act. Washington, D.C.: Office of Educational Research and Improvement.
- Levitan, S. and Magnum, G.L. (1994). Federal human resource policy: From Kennedy to Clinton. Washington, D.C.: George Washington University, Center for Social Policy Studies.
- Lester, J.N. (December, 1994). School-to-work transition: Essential elements of programs. The High School Magazine, 7-9.
- McCarthy, K. (1994). School-to-work: A guide for state policy makers. Issue paper number three. Investing in people. Cambridge, MA: Jobs for the Future, Inc. and Denver, CO: National Conference of State Legislatures.
- McNeil, P.W. and Kulick, C.D. (1995). Education reform and school-to-work transition series: Employers' role in school-to-work opportunities. Washington, D.C.: Office of Educational research and Improvement.
- Mithaug, D.E. (August, 1994). Equity and excellence in school-to-work transitions of special populations. Centerfocus, 6, 5 pages.
- Montgomery, D. (Ed.) (March, 1995). Reaching into the future: Boldly facing challenges in rural communities. 15th Annual Conference proceedings of the American Council on Rural Special Education. Conference held on March 15-18, 1995 in Las Vegas, NV.
- National Governors' Association. (1994). Developing systems of school-to-work transitions: A report on state progress. Issue brief. Washington, D.C.: author.
- National Transition Network. (Summer, 1994). Youth with disabilities and the school-to-work opportunities act. Policy Update, 11 pages.
- Noll, A.A. (1994). Guide to improving interagency collaboration in the transition of students with disabilities. Tallahassee, FL: Florida State Department of Education, Bureau of Education for Exceptional Students and Division of Applied Technology and Adult Education.
- North Carolina University, Greensboro, School of Education and Southeastern Regional Vision for Education. (1995). A school-to-work transition program: Hot topic. Washington, D.C.: Office of Educational Research and Improvement.

## SUPPLEMENTAL STW REFERENCES

(Continued)

- Office of Educational Research and Improvement. (1995). School-to-work: What does research say about it?. Washington, D.C.: author.
- Orr, M.T. (1995). Education reform and school-to-work transition series: Evaluating school-to-work transition. Washington, D.C.: Office of Educational Research and Improvement.
- Pauly, E. (October, 1994). Home-grown lessons: There's much to learn from existing school-to-work programs. Vocational Education Journal, 16-18, 69.
- Pauly, E., Kopp, Hillary, and Haimson, J. (January, 1994). Home-grown lessons: Innovative programs linking work and high school. Washington, D.C.: Manpower Demonstration Research Corporation.
- Pauly, E., et al. (1994). Home-grown lessons: Innovative programs linking work and high school. School-to-work transition project. New York, NY: Manpower Demonstration Research Corporation.
- Pennington, H. (Spring, 1994). Critical Paths. America's Agenda, 46-47.
- Rebhun, E. (Spring, 1994). High schools that work. America's Agenda, 26-29, 45.
- Rochester, New York City School District. (1994). The Rochester school-to-work transition initiative. Rochester, NY: National Center on Education and the Economy.
- Schriner, K.F. and Bellini, J.L. (Spring, 1994). Analyzing transition policy implementation: A conceptual approach. Career Development for Exceptional Individuals, 17(1), 17-27.
- Stern, D. et al. (1994). Research on school-to-work transition program in the United States. Berkeley, CA: National Center for Research in Vocational Education.
- Stone III, J.R. (December, 1994). Improving the U.S. system of school-to-work transition for youth and young adults: A consideration of the Federal STWOA. Paper presented at the Annual Convention of the American Vocation Association, Dallas, TX, December 9-13, 1994.
- Tobias, R. and Schoener, J. (1990). Project S.T.A.R.S. (student training at retail stores) 1989-90. Brooklyn, NY: New York City Public Schools.
- Turlington, E.B. (1991). Evaluation of project A.L.E.R.T., (Atlantans learning employment responsibilities together) summer youth employment 1991. Atlanta, GA: Atlanta Public Schools.
- Turlington, E.B. (1991). Evaluation of project survival, a special innovative project of the job training partnership act 1991. Atlanta, GA: Atlanta Public Schools.
- Vandegrift, J.A. et al. (1995). Arizona's jobs: An introduction to school-to-work transitions in Arizona. Tempe, AZ: Arizona State University, Morrison Institute for Public Policy.
- Virginia State Department of Education. (1994). School-to-work transition programs. Report of the Department of Education to the Governor and the General Assembly of Virginia. Senate Document 7. Richmond, VA: Virginia State General Assembly.



## SUPPLEMENTAL STW REFERENCES

(Continued)

Warner, C. (December, 1994). School-to-work transition: Essential elements of programs. The High School Magazine, 5-6.

Wenrich, R.C. (April, 1996). Still the 'forgotten half' after all these years. Phi Delta Kapan, 77(8), 561-562.

Weinbaum, A. and Rogers, A.M. (1995). Education reform and school-to-work transition series: Context learning: A critical aspect of school-to-work transition programs. Washington, D.C.: Office of Educational Research and Improvement.

Wikfors, E.L. et al. (1994). Transition resources: A guide for everyone. Monograph number 1994-L1. Transition: The idea way. Tallahassee, FL: Florida State Department of Education, Bureau of Education for Exceptional Students.

Wilcox, J. (March, 1991). Tough Choices: A landmark report warns that international competition will make America's school-to-work system obsolete. Vocational Education Journal, 16-19.

# SCHOOL-TO-WORK EVALUATION PLAN PROJECT STAFF

## REPRESENTING THE SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP

### COUNTIES OF ARENAC & BAY, MICHIGAN

**Valerie Roof**  
Director, Alliance For Bay County Schools

### COUNTY OF MIDLAND, MICHIGAN

**Nina Paquette**  
Vice President, Education and Community Development

### COUNTY OF SAGINAW, MICHIGAN

**Kathy Conklin**  
Executive Director, Saginaw County Business/Education Coordinating Council

### SCHOOL DISTRICT OF THE CITY OF SAGINAW, MICHIGAN

### DEPARTMENT OF TESTING, EVALUATION AND RESEARCH

**Barry E. Quimper**  
Director

**Richard N. Claus**  
Manager of Program Evaluation

**Gwen A. Laszlo**  
Secretary

**Charmaine J. Girrback**  
Research/Evaluation Specialist

**Mary E. Szymkowiak**  
Secretary

**Paul Kůrěčka**  
Research/Evaluation Specialist

**Robert L. Oldenburg**  
Data Processing Aide

**Edith Letzel**  
Research/Evaluation Specialist

**Marianne Woods**  
Data Management Aide

### SAGINAW CAREER COMPLEX

**Thomas Benton**  
School-To-Work Specialist

---

For The School District Of The City of Saginaw, Michigan: **Foster B. Gibbs**, Superintendent

Members of the Board of Education: **Fredrick D. Ford**, President; **Ronald S. Spess**, Vice-President; **Thomas S. Tilot**, Secretary;  
**James W. Woolfolk**, Treasurer; **Minerva Rosales**, Trustee; **Willie E. Thompson**, Trustee; **Beverly J. Yanca**, Trustee

**APPENDICES**

# APPENDICES TABLE OF CONTENTS

	Page
Appendix A: Evaluation Elements For Inclusion In The Evaluation Plan .....	36
Section One: Elements Specified In The SV Partnership's Request For Proposals For Research/Evaluation Services .....	37
Section Two: Other Elements Identified For Inclusion In The Evaluation Plan .....	39
Appendix B: Data Collection Instruments .....	41
School-To-Work (S-T-W) Student Data Collection Form .....	42
Education-Business Partnership Summary Report .....	46
Parent Satisfaction Survey: Recent Graduates .....	48
Employer Survey: Recent Hires Of High School Graduates .....	49
Post-Secondary Educational Institution Survey: Students From Arenac, Bay, Midland, And Saginaw Counties Attaining Post-Secondary Degrees Or Skill Certificates .....	50
School-To-Work Process Milestones Checklist .....	52
Two-Year College Report .....	53
Michigan Department Of Education Headcount Data Collection Form .....	56
Form Letter To Superintendent To Obtain Four-Year College/Unversity Reports .....	57
Appendix C: Directory Of Contact Persons .....	58
Secondary Schools By County And District .....	59
District Offices By County .....	68
Colleges And Universities .....	73
Appendix D: Simple Random Sampling .....	77
Sample Size Chart .....	80
Table Of Random Numbers .....	81
Appendix E: Samples Of Employment Education Development Plan (EEDP) .....	83
High School Course Selection .....	84
Employability/Educational Development Plan .....	85
Career Development Plan .....	86
Career And Employment Benchmarks .....	88
Appendix F: School-To-Work Management Information System Database File Structures .....	89
Student Summary Form File Structure .....	92
Education-Business Partnership Summary Form File Structure .....	105
Milestones Checklist For Grades PK - 12 File Structure .....	107
Rates From Head Count Report File Structure .....	110
Parent Satisfaction Survey File Structure .....	111
Two-Year College Enrollment Report File Structure .....	113
Post-Secondary Educational Survey File Structure .....	115
Employer Survey: Recent Hires Of High School Graduates File Structure .....	120
High School Graduates Survey File Structure .....	121
Appendix G: Outlines Of Actual Evaluation Reports .....	122
Adult Basic Education Program Process/Product Evaluation Report, 1995/96 .....	123
An Examination Of Fall, 1994 Program Activities, Executive Summary .....	125
Follow-Up Study Of 1994 Graduates .....	126
An Examination Of Fall, 1994 Pre-Testing Activities .....	127
Cohort Dropout Study, 1989 .....	128

## APPENDIX A

Presented here is a list of the evaluation elements identified for inclusion in the evaluation plan. The list is annotated to include the recommended instrumentation by which to gather data and the SV Partnership representatives' assessments of whether the elements are required, anticipated to be required or optional for their reporting purposes.

This list reiterates everything in the Chart of STW Data Collection Instruments and the Chart of Data From Other Sources, but it includes alternate instruments by which data on the variables can be gathered.

## APPENDIX A

Evaluation elements, recommended instruments by which to gather the data, and SV Partnership Representatives' assessment of the element need level.

### SECTION ONE: Elements specified in the SV Partnership's Request For Proposals for research/evaluation services

High school graduates employment one year after graduation

Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)\*

Degree Of Need For Data: Required for reporting purposes.

High school graduates employment five years after graduation

Instrument: Graduate Follow-Up Survey (5 or 6 years out)\*

Degree Of Need For Data: Optional; not required for reporting purposes.

High school graduates enrollment in education/training

Instrument: Graduate Follow-Up Survey (5 or 6 years out)\*

Alternate Instrument: Post-Secondary Educational Institution Survey

Degree Of Need For Data: Anticipated to be required for reporting purposes.

High school graduates enrollment in apprenticeships

Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)\*

Alternate Instrument: School-To Work (STW) Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

High school graduates with state endorsed diplomas

Source: Michigan Department of Education, MEAP office

Alternate Instrument: School-To Work (STW) Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

High school graduates in structured work-based learning experiences

Instrument: School-To Work (STW) Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

High school graduates earning skill certificates

Instrument: Post-Secondary Educational Institution Survey

Alternate Instrument: School-To Work (STW) Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

High school graduation/completion rates

Source: Michigan Department of Education, Student Accounting office

Alternate Instrument: (at each district) Michigan Department of Education - Form IM4203, or its electronic equivalent

Degree Of Need For Data: Anticipated to be required for reporting purposes.

## APPENDIX A

High school graduates completing job shadowing experiences

Instrument: School-To Work (STW) Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

High school graduates with EEDP's

Instrument: School-To Work (STW) Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

High school graduates completing career majors

Instrument: School-To Work (STW) Data Summary Form

(note: it asks for selected, not completed career majors)

Degree Of Need For Data: Required for reporting purposes.

High school graduates satisfaction with learning/skills

Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)\*

Degree Of Need For Data: Optional, not required for reporting purposes.

High school graduates employment in related area one year after graduation

Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)\*

Degree Of Need For Data: Optional, not required for reporting purposes.

High school graduates employment in related area five years after graduation

Instrument: Graduate Follow-Up Survey (1 or 2 year[s] out)\*

(note: "related" is vaguely defined)

Degree Of Need For Data: Optional, not required for reporting purposes.

Employer satisfaction with recent hiring of regional graduates for entry-level positions

Instrument: Employer Survey Of Recent Hires

(note: uses SCANS skills)

Degree Of Need For Data: Optional, not required for reporting purposes.

Parent satisfaction with student placement and preparation

Instrument: Parent Survey

Alternate Instrument: (if available) Veds Survey.

Degree Of Need For Data: Optional, not required for reporting purposes.

Higher education institutions' satisfaction with recent entries

Instrument: Community College - 4-year College/University report

Alternate Instrument: Post-Secondary Educational Institution Survey

(note: uses inverse of percent needing remediation)

Degree Of Need For Data: Optional, not required for reporting purposes.

## APPENDIX A

Intermediate milestones/evaluation of students meeting objectives

Instrument: Milestone Activity Checklist

Degree Of Need For Data: Optional, not required for reporting purposes.

Community college students earning skill certificates

Instrument: Community College - 4-year College/University report

Alternate Instrument: (recommended to add to) Graduate Follow-Up Survey  
(5 or 6 years out)\*

Degree Of Need For Data: Required for reporting purposes.

Community college students graduation/completion rate

Instrument: Community College - 4-year College/University report

Alternate Instrument: (recommended to add to) Graduate Follow-Up Survey  
(5 or 6 years out)\*

Degree Of Need For Data: Anticipated to be required for reporting purposes.

### SECTION TWO: Other Elements Identified For Inclusion In The Evaluation Plan

Student STW Participation, Grades 8-12

- Updated EEDP
- Updated portfolio
- Job shadowing
- Work site visits
- Structured work experience
- Skill certificate program
- Work study program (special education)
- Community service/volunteer work
- Other work (work permit)
- Middle/high school vocational program
- Skill center vocational program
- Transition II/Tech Prep
- Internship
- Apprenticeship
- Assigned a work-place mentor
- Selection of career major

Instrument: School-To-Work (STW) Student Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

---

\*Graduate Follow Up Survey instruments vary in format and question by county and within county. Further there is among county variation as to when the follow-up surveys are conducted. As a result, parallel, but not equivalent, data are gathered. This precludes cross-county amalgamation of data, but still permits a baseline and growth measures to be established within a county (or a district) using the same instrument and timeline.



Levels of education/business partnerships

Instrument: Education-Business Partnership Summary Report

Degree Of Need For Data: Optional, not required for reporting purposes.

Demographic data on students so that variables can be assessed by totals and by subgroup totals

- Sex
- Racial/ethnic
- Disability
- Limited English proficiency
- Academically talented
- Socio-economic status (eligible for free or reduced price lunch program)

Instrument: School-To Work (STW) Student Data Summary Form

Degree Of Need For Data: Required for reporting purposes.

## APPENDIX B

Contained in this appendix are copies of each of the instruments described in the text and samples of some of the data available from outside sources.

Specifically, they are:

### Instruments

- School-To-Work Student Data Summary Form
- Education/Business Partnership Summary Form
- Employer Survey Of Recent Graduates
- Parent Satisfaction Survey: Recent Graduates
- Higher Education Institution Completer Count
- Milestone Activity Checklist

### Data From Other Sources

- Two-Year College Enrollment Data Form
- Michigan Department Of Education Headcount Data Collection Form
- Form Letter to Superintendent to Obtain Four-Year College/University Reports

Readers may recall from the statement of permission on page i that any of the instruments in this appendix may be copied at the copier's expense.

APPENDIX B

SCHOOL-TO-WORK (S-T-W) STUDENT DATA SUMMARY FORM

Office Use Only

Grid of 10 empty boxes for office use only.

This is to be treated as confidential material

DIRECTIONS: On or before June 1 of each year, make a copy of the entire updated form and submit to the main office of your school. Make one copy of the second page of the updated form and place it in the student's portfolio EEDP, or equivalent. Return the original to the student's CA-60, or its equivalent. Please refer to the glossary for definitions of terms.

STUDENT'S FULL NAME: \_\_\_\_\_ (LAST, FIRST, MIDDLE)

STUDENT'S BIRTHDATE: (Month) \_\_\_\_\_ (Day) \_\_\_\_\_ (Year) \_\_\_\_\_

(For each category below, circle the best descriptor )

SEX: (M) Male (F) Female

RACIAL/ETHNIC: (N) American Indian/Alaskan Native, (W) White, (H) Hispanic, (B) Black, (A) Asian/Pacific Islander, (O) Other \_\_\_\_\_

DISABILITY (Special Education or Section 504): Yes No

LIMITED ENGLISH PROFICIENCY: Yes No

ACADEMICALLY TALENTED: Yes No

ELIGIBLE FOR FREE/REDUCED PRICE LUNCH: Yes No

(Grade 8): School \_\_\_\_\_ District: \_\_\_\_\_ District #: \_\_\_\_\_

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other \_\_\_\_\_

STUDENT'S ID # \_\_\_\_\_

(Grade 9): School \_\_\_\_\_ District: \_\_\_\_\_ District #: \_\_\_\_\_

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other \_\_\_\_\_

STUDENT'S ID # \_\_\_\_\_

(Grade 10): School \_\_\_\_\_ District: \_\_\_\_\_ District #: \_\_\_\_\_

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other \_\_\_\_\_

STUDENT'S ID # \_\_\_\_\_

(Grade 11): School \_\_\_\_\_ District: \_\_\_\_\_ District #: \_\_\_\_\_

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other \_\_\_\_\_

STUDENT'S ID # \_\_\_\_\_

(Grade 12): School \_\_\_\_\_ District: \_\_\_\_\_ District #: \_\_\_\_\_

Type if Public School: (Circle the best descriptor) Charter Academy Neighborhood

Type if Private School: (Circle the best descriptor) Parochial Military Other \_\_\_\_\_

STUDENT'S ID # \_\_\_\_\_

NOTE: The next page of the form includes student participation data which students may wish to have a copy for their portfolio, EEDP, or equivalent. The above page should not be copied for any portfolio, EEDP, or other non-confidential file.



**APPENDIX B**

**SCHOOL-TO-WORK (S-T-W) STUDENT DATA SUMMARY FORM**

Office Use Only

--	--	--	--	--	--	--	--	--	--

STUDENT'S FULL NAME: \_\_\_\_\_  
 (LAST, FIRST, MIDDLE)

	Grade Level					Program Completed (If Appropriate)
	8	9	10	11	12	
<b>S-T-W PARTICIPATION</b> (For each item below: √ if yes, see glossary for definitions of terms)						
Updated EEDP	_____	_____	_____	_____	_____	N/A
Updated Portfolio	_____	_____	_____	_____	_____	N/A
Job Shadowing	_____	_____	_____	_____	_____	N/A
Work Site Visit Experience(s)	_____	_____	_____	_____	_____	N/A
Skill Certificate (National/State) Program	_____	_____	_____	_____	_____	_____
Work Study (Special Education) Program	_____	_____	_____	_____	_____	_____
School Year:						
Structured Work Experience (paid)	_____	_____	_____	_____	_____	N/A
Structured Work Experience (unpaid)	_____	_____	_____	_____	_____	N/A
Internship (paid)	N/A	_____	_____	_____	_____	_____
Internship (unpaid)	N/A	_____	_____	_____	_____	_____
Summer:						
Structured Work Experience (paid)	_____	_____	_____	_____	_____	N/A
Structured Work Experience (unpaid)	_____	_____	_____	_____	_____	N/A
Internship (paid)	N/A	_____	_____	_____	_____	_____
Internship (unpaid)	N/A	_____	_____	_____	_____	_____
Community Service						
Learning /Volunteer Work	_____	_____	_____	_____	_____	N/A
Any Other Workplace Experiences (work permit) (Specify) _____	_____	_____	_____	_____	_____	N/A
Middle/High School Vocational Program	_____	_____	_____	_____	_____	_____
Skill Center Vocational Program	_____	_____	_____	_____	_____	_____
Skill Certificate Vocational Program	_____	_____	_____	_____	_____	_____
Transition II/Tech Prep	_____	_____	_____	_____	_____	_____
Apprenticeship	N/A	_____	_____	_____	_____	_____
Assigned To A Career-Related Workplace Mentor	N/A	N/A	N/A	_____	_____	_____

**STUDENT'S SELECTED CAREER MAJOR**

(Fill in student's selected career major)

Grade 8 \_\_\_\_\_ Grade 10 \_\_\_\_\_ Grade 12 \_\_\_\_\_  
 Grade 9 \_\_\_\_\_ Grade 11 \_\_\_\_\_ Grade \_\_\_\_\_ \_\_\_\_\_

**UPDATED BY:** (Please put Current Date, Your Name, and Position)

(Grade 8) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 (Grade 9) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 (Grade 10) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 (Grade 11) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 (Grade 12) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 (Grade \_\_) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**FOR SENIORS ONLY:**

1. Endorsed diploma attainment: Diploma Yes \_\_\_\_\_ No \_\_\_\_\_ (Check one)  
 (Circle subject areas in which endorsement were earned)    Communications Arts    Mathematics    Science    Social Studies

2. What are your plans for work or education after high school graduation? (Circle the best choice)  
 College: 2 Year, 4 Year, Other \_\_\_\_\_ (Where: \_\_\_\_\_)  
 Apprenticeship (Yes) (Where: \_\_\_\_\_)  
 Military (Yes) (Where: \_\_\_\_\_)  
 Caring for my family full time Yes  
 Undecided/Other: \_\_\_\_\_

3. So we may be able to contact you for our graduate follow-up surveys. Please list the names and addresses of two close relatives with whom you expect to remain in contact (someone other than your parents).

CONTACT 1

CONTACT 2

NAME: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_  
 CITY, STATE, ZIP: \_\_\_\_\_



**SCHOOL-TO-WORK (S-T-W) STUDENT DATA SUMMARY FORM GLOSSARY**

**Academically Talented:** At the secondary level, students who score at or above the 85th percentile on a standardized, norm-referenced test (e.g., CAT-5, IOWA, etc.) or who are in the top 10% of their class are considered to be academically talented. At the post secondary level, students whose GPA's are 3.5 or higher are considered to be academically talented.

**Apprenticeship:** A relationship between an employer and an employee during which the worker or apprentice, learns a trade. The training lasts a specific length of time. An apprenticeship covers all aspects of the trade and includes both on the job training and related instruction.

**Charter Schools:** A public school academy authorized or chartered by the board of a school district, an intermediate school board, the board of a community college or the government board of a state public university. The charter school is organized and administered under the direction of a board of directors. Each charter school is required to submit a copy of the curriculum. Most charter schools are organized around a theme, educational philosophy, or career major e.g., manufacturing, finance, home schooling.

**Community Service:** Voluntary service projects undertaken by groups of students and individual volunteers which give students worker roles at a degree of complexity and level of responsibility that they could not ordinarily find in paid employment. Volunteers/students are not limited to the restrictions imposed by child labor law provisions.

**Disability:** (Special Education or Section 504)  
A person who is under 26 years of age and who is determined by an individualized educational planning committee or a hearing officer to have a characteristic or a set of characteristics that necessitates special education or ancillary and other related services, or both. Determination of an impairment shall be based solely on behaviors relating to environmental, cultural, or economic differences.

The 1990 American with Disabilities Act defines individuals with disabilities as including any individual who (1) has a physical or mental impairment and substantially limits one or more of the major life activities of the individual; (2) has a record of an impairment described in (1); or (3) is regarded as having an impairment described in (1). This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services, and any individual who is considered disabled under Section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP).

**E/EDP Plan Portfolio:** A goal setting document created by learners with assistance from career guidance professionals which provides direction for achieving life roles. These goals are based upon information regarding themselves, knowledge of educational and occupational options, labor market information, and decision making skills.

**Eligible For Free/Reduced Priced Lunch:** This is a measure used to represent socio-economic status. Eligibility for a free or reduced lunch is the salient descriptor, not whether the student participates in the program. At the secondary level, this may be ascertained by whether a younger sibling from the same address participates in the program.

**Endorsed Diploma Attainment:** Student has successfully met the criteria established by the state (usually performed on the High School Proficiency Tests) to have earned endorsement on his/her diploma.

**Field Trips:** Short, school-supervised to a work-site, which are designed to supplement in-school instruction with relevant, real-world situations.

**Internship:** A period of time spent in the business, industry, or other agency for the purpose of providing a student with opportunity to gain insight and direct experience related to one or more functions of the organization. Internship gives the student paid or unpaid work experience in a career field of study. Unpaid internships usually give school credit.

**Job Shadowing:** A student is matched with, observes, and interacts with an adult in the workplace to learn about the education, skill requirements, and characteristics of a job.

**Limited English Proficiency:** The 1988 Bilingual Education Act describes a limited English proficient students as one who (1) meets one or more of the following conditions: the student was born outside of the United States or whose native language is not English; the student comes from an environment where a language other than English is dominant; or the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and (2) has sufficient difficulty speaking, reading, writing or understanding the English language to deny his/her the opportunity to learn successfully English-only classrooms.

**Racial/Ethnic:**

1. American Indian/Alaskan Native - A person having origins in any of the original peoples of the North American and maintaining cultural identification through tribal affiliation or community recognition.
2. White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origins.
3. Hispanic - A person of Mexican, Puerto Rican, Central or South American, or other Spanish culture of origin, regardless of race.
4. Black - A person having origins in any of the black racial groups of Africa. Normally excludes person of Hispanic origin.
5. Asian/Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Island.
6. Other - A persons who is not properly described by any of the above racial/ethnic groups.

**Service Learning:** The integration of service experiences with academic learning by incorporating lessons from work into the classroom curriculum, i.e. cleaning up a local stream while studying ecology and pollution. Service learning can provide exposure to private and public sector career opportunities, real world experiences, and allow students to be actively involved prior to reaching "employment age".

**Structured Work Experience:** A student participates in a structured work-based learning experience in a field related to their study, where he/she can apply concepts learned at school.

APPENDIX B

ALPHABETIC CODE FOR DISTRICTS IN THE ARENAC, BAY, MIDLAND,  
AND SAGINAW COUNTIES

<u>DISTRICT NAME</u>	<u>District Number</u>	<u>CODE</u>
ARENAC (TWINING) EASTERN SCHOOLS DISTRICT	(06010)	A
AUGRES-SIMS DISTRICT	(06020)	R
BANGOR TOWNSHIP PUBLIC SCHOOLS DISTRICT	(09030)	G
BAY CITY PUBLIC SCHOOLS DISTRICT	(09010)	B
BIRCH RUN AREA SCHOOLS DISTRICT	(73170)	Y
BRIDGEPORT-SPAULDING COMMUNITY SCHOOLS DISTRICT	(73180)	X
BUENA VISTA SCHOOL DISTRICT	(73080)	N
BULLOCK CREEK PUBLIC SCHOOLS DISTRICT	(56020)	Q
CARROLLTON PUBLIC SCHOOLS DISTRICT	(73030)	C
CHESANING UNION SCHOOL DISTRICT	(73110)	U
COLEMAN COMMUNITY SCHOOL DISTRICT	(56030)	O
ESSEXVILLE-HAMPTON TOWNSHIP SCHOOL DISTRICT	(09050)	E
FRANKENMUTH SCHOOL DISTRICT	(73190)	Z
FREELAND SCHOOL DISTRICT	(73200)	F
HEMLOCK PUBLIC SCHOOLS DISTRICT	(73210)	H
MERRILL PUBLIC SCHOOLS DISTRICT	(73230)	L
MIDLAND PUBLIC SCHOOLS DISTRICT	(56010)	M
PINCONNING AREA SCHOOL DISTRICT	(09090)	P
SAGINAW CITY SCHOOL DISTRICT	(73010)	S
SAGINAW TOWNSHIP COMMUNITY SCHOOLS DISTRICT	(73040)	T
ST. CHARLES COMMUNITY SCHOOLS DISTRICT	(73240)	V
SANFORD-MERIDIAN PUBLIC SCHOOLS DISTRICT	(56050)	I
STANDISH-STERLING COMMUNITY SCHOOLS DISTRICT	(06050)	D
SWAN VALLEY SCHOOL DISTRICT	(73255)	W

**EDUCATION-BUSINESS PARTNERSHIP SUMMARY REPORT**

School: \_\_\_\_\_ As Of: \_\_\_\_\_ (reporting date) District: \_\_\_\_\_ School Year: \_\_\_\_\_ of \_\_\_\_\_ Form: \_\_\_\_\_ of \_\_\_\_\_ (use multiple forms if there are more than 10 partners)

**Dear Principal:** The District is encouraging buildings to establish and maintain partnerships with businesses, industry, higher education, and other agencies (see partnership in the glossary on the back). These partnerships have been used, for example, to facilitate activities which will serve to benefit students, schools, and the partners. We need to know the names of each partner involved with your building and the activities in which the partner participated. This form is being used to collect that information.

**DIRECTIONS:** List the partners along the left column, one per line. For each item below:  the most appropriate partnership level.

**PARTNERSHIP LEVEL**  
(see glossary on back for definitions)

POLICY	SYSTEMATIC EDUCATIONAL IMPROVEMENT	MANAGEMENT	TRAINING AND PROFESSIONAL DEVELOPMENT	CLASSROOM	SPECIAL SERVICES
PARTNERS					



## APPENDIX B

### GLOSSARY

#### PARTNERSHIP

A local entity that is responsible for local School-to-Work Opportunities programs and that: A) consists of employers, representatives of local educational agencies and local postsecondary educational institutions (including representatives of area vocational education schools where applicable), local educators (such as teachers, counselors, or administrators, representatives of labor organizations or non-managerial employee representatives, and students, and B) may include other entities, such as:

- (i) employer organizations;
- (ii) community-based organizations;
- (iii) national trade associations working at the local levels
- (iv) industrial extension centers;
- (v) rehabilitation agencies and organizations;
- (vi) registered apprenticeship agencies;
- (vii) local vocational education entities;
- (viii) proprietary institutions of higher education (as defined in section 481 (b) of the Higher Education Act of 1965 (20 U.S.C. 1088 (b)) that continue to meet the eligibility and certification requirements under Title IV of such Act (20 U.S.C. 1070 et seq.);
- (ix) local government agencies;
- (x) parent organizations;
- (xi) teacher organizations;
- (xii) vocational student organizations;
- (xiii) private industry councils established under section 102 of the Job Training Partnership Act (29 U.S.C. 1512);
- (xiv) federally recognized Indian tribes, Indian organizations, and Alaska Native villages within the meaning of the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.); and
- (xv) Native Hawaiian entities

#### Partnership Level

##### 1. Policy

Shape the public and political debate, bring about substantive changes in state or federal legislation or local school governance and affect the overall direction of the educational system.

##### 2. Systemic Educational Improvement

Use an organizational assessment to connect various improvement initiatives in the educational system, and then work over the long term to measure and align functions, processes, and results.

##### 3. Management

Provide school officials with management support and business expertise in a broad range of areas.

##### 4. Training and Professional Development

Provide opportunities for school personnel to update, upgrade, or maintain their skills, or learn more about the labor market, industries and businesses in the community, workplace needs, and career opportunities.

##### 5. Classroom

Improve the learning environment by bringing business or occupational expertise directly into the classroom for students and teachers, or bringing the classroom to the business.

##### 6. Special Services

Provide short-term or project- or student-specific activities or resources to help with a specific problem or need.



APPENDIX B

District Code: \_\_\_\_\_

Identification Number: \_\_\_\_\_

Office Use Only

District Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Date: \_\_\_\_\_

Form Completed

PARENT SATISFACTION SURVEY: RECENT GRADUATES

1. Were you satisfied with the career guidance experience(s) your son / daughter who graduated received while in the public schools? (Check one)

\_\_\_ Yes

\_\_\_ No ... If no, why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_ Unsure

2. Did the high school counselor assist your son / daughter in finding a job and/or in attending college after high school graduation? (Check one)

\_\_\_ Yes

\_\_\_ No ... If no, why didn't this happen? \_\_\_\_\_

\_\_\_\_\_

\_\_\_ Unsure

3. What could the schools have done, if anything, to get him / her more interested in the world of work?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

--	--	--	--	--	--

**EMPLOYER SURVEY: RECENT HIRES OF HIGH SCHOOL GRADUATES**

Graduation Year: \_\_\_\_\_ County: \_\_\_\_\_

1. How many high school graduates with the above stated graduation year have you employed during the past calendar year?

\_\_\_\_\_ # of Graduates If NONE, thank you for your time.

If MORE than 0, please proceed.

2. Overall, how have the high school graduates of the year stated above performed on the job compared to graduates of the previous year? - Please circle the appropriate number.

<u>Skill Area</u>	<u>Not Applicable</u>	<u>Improved</u>	<u>Remained The Same</u>	<u>Declined</u>
A. Social etiquette on the job ...	NA	3	2	1
B. Communication skills (listening, writing, and speaking) on the job ...	NA	3	2	1
C. Mathematics skills on the job ...	NA	3	2	1
D. Attendance on the job ...	NA	3	2	1
E. Knowledge about your business ...	NA	3	2	1
F. Ability to show a "customer first attitude ..."	NA	3	2	1
G. Technical skills related to the job ...	NA	3	2	1

3. Did you check with the high school regarding school attendance record prior to hiring the graduate(s)?

\_\_\_\_ Yes

\_\_\_\_ No

4. Did you ask to see the high school diploma / endorsements and/or portfolio prior to hiring the graduate(s)?

\_\_\_\_ Yes

\_\_\_\_ No

5. Did you ask the school for any other information prior to hiring the graduate(s)?

\_\_\_\_ Yes ... If yes, what information generally was requested? \_\_\_\_\_

\_\_\_\_ No

**APPENDIX B**

<b>For Internal Use Only</b>			
I.D. No.			

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**POST-SECONDARY EDUCATIONAL INSTITUTION SURVEY: STUDENTS FROM  
ARENAC, BAY, MIDLAND, AND SAGINAW COUNTIES ATTAINING  
POST-SECONDARY DEGREES OR SKILL CERTIFICATES**

**Directions:** Read each question, check the appropriate response, and when appropriate fill in the counts per box. See Attachment for definitions of demographic categories asked for in the student count breakdown boxes.

County: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

How many students in your county who graduated in the year stated above have to this date completed a degree and/or skill certificate?

Number of Students: \_\_\_\_\_

If more than 0, please complete the following table:

POST-SECONDARY COMPLETERS														
Completed the Following:	Student Count	STUDENT COUNT BREAKDOWN												
		Sex		Race-ethnicity						Pell Grant?		Eng	Abil	Acad
		M	F	W	B	H	A	NAM	OTHR	Eligible	Not Eligible	LEP	DISB	Tal
Skill Certificate														
Associate Degree														
Bachelor Degree														
Other _____ (please specify)														
Other _____ (please specify)														

Would you like to receive a summary of the results to this survey? (Check one)

\_\_\_\_ No  
\_\_\_\_ Yes

Thank you for your time! Please return the completed survey in the enclosed stamped, self-addressed envelope by \_\_\_\_\_.

## APPENDIX B

### ATTACHMENT

#### DEMOGRAPHICS DEFINITIONS FOR POST SECONDARY EDUCATIONAL INSTITUTE SURVEY

Racial/ethnic groups are defined in accord with government classifications:

White (W): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin.

Black (B): A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin.

Hispanic (H): A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of origin, regardless of race.

Asian or Pacific Islander (A): A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.

American Indian or Alaskan Native (NAM): A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

**Limited English proficiency (LEP):** The 1988 Bilingual Education Act describes a limited English proficient student as one who (1) meets one or more of the following conditions: the student was born outside of the United States or whose native language is not English; the student comes from an environment where a language other than English is dominant; or the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and (2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

**Disability:** The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who (1) has a physical or mental impairment and substantially limits one or more of the major life activities of the individual; (2) has a record of an impairment described in (1); or (3) is regarded as having an impairment described in (1). This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP).

**Socio-economic status:** At the post-secondary level, Pell Grant eligibility is used as a proxy for SES; at the prekindergarten to 12 grade level, eligibility for free/reduced price lunch is a proxy for SES.

**Academically talented students:** Not defined in any legislation at the federal level, use state or local definition as appropriate.

APPENDIX B

SCHOOL-TO-WORK PROCESS MILESTONES CHECKLIST

School District: \_\_\_\_\_ Contact Person Completing: \_\_\_\_\_

Date: \_\_\_\_\_

OVERVIEW/DIRECTIONS: The School-To-Work (STW) initiative to be effective calls for systemic change in the public schools starting at pre-kindergarten and proceeding through the twelfth grade. The modification of the curriculum and teaching practices in PK-12 calls for the involvement of almost all the school staff. The process milestones this will focus upon the grade span from PK through 12. The process of change in a school or a school district involves the specification of grade-level goals and objectives, identifying strategies and practices to accomplish the goals, purchasing/producing materials needed to support the curriculum, providing inservice training to teachers and administrators about the new curriculum thrust, implementing the strategies/practices in the classroom, evaluating effectiveness of the STW curriculum thrust, and ultimately the process repeats itself with further refinements, if any, resulting from the evaluation of the effectiveness of the curriculum.

The following instrument should be completed every year to gauge which processes are underway and which ones are completed as milestones in the process of change. Please attach any supporting documents (agendas, memos, concept papers, evaluation findings, etc.) to this instrument to support and provide further details to STW curriculum thrust. Please check all that apply at a particular grade level in terms of the elements currently working on and its stage of implementation currently:

GRADE: \_\_\_\_\_ (check all that apply)

- \_\_\_\_\_ Goals and Objectives
- \_\_\_\_\_ Strategies/practices
- \_\_\_\_\_ Material acquisition
- \_\_\_\_\_ Inservice of staff
- \_\_\_\_\_ Monitoring in classroom
- \_\_\_\_\_ Repeat of development cycle

	Start-Up Meetings	Draft Copy	Final Copy	Piloting	Full Implementation	Evaluation of Results	Refinement of Curriculum	Comments About Back-Up Document

Short description of curriculum thrust at this level: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX B

For Office Use Only

--	--	--	--

Two-Year College Report

Name of Institution \_\_\_\_\_ Date of Report \_\_\_\_\_ Year of High School Graduation \_\_\_\_\_

**DELTA COLLEGE ENROLLMENT DATA**  
Students with 1994 High School Graduation Date .

		Tri-County Total	
		#	%
Gender	F	1131	54.2%
	M	955	45.8%
Ethnicity	Caucasian	1756	85.5%
	African American	166	8.1%
	Hispanic	89	4.3%
	Asian	20	1.0%
	Foreign	3	.1%
	Native American	19	.9%
Pell grant eligible	N	1977	94.8%
	Y	109	5.2%
First semester enrolled at Delta College	89/SP	3	.1%
	89/WI	1	.0%
	90/FA	3	.1%
	90/SP	3	.1%
	91/FA	1	.0%
	91/SP	3	.1%
	91/WI	2	.1%
	92/FA	3	.1%
	92/SP	15	.7%
	92/WI	3	.1%
	93/FA	44	2.1%
	93/SP	28	1.3%
	93/WI	2	.1%
	94/FA	1083	51.9%
	94/SP	137	6.6%
	94/WI	32	1.5%
	95/FA	119	5.7%
	95/SP	222	10.6%
	95/WI	172	8.2%
	96/FA	55	2.6%
96/SP	78	3.7%	
96/WI	77	3.7%	
Last semester enrolled at Delta College	94/FA	113	5.4%
	94/SP	22	1.1%
	95/FA	124	5.9%
	95/SP	235	11.3%
	95/WI	261	12.5%
	96/FA	706	33.8%
	96/SP	288	13.8%
96/WI	337	16.2%	
GPA at Delta College	3.0 or higher	674	35.8%
	2.0 - 2.9	626	33.3%
	1.0 thru 1.9	318	16.9%
	Less than 1.0	264	14.0%
Credit hours earned at Delta College	15 or less	995	59.5%
	16-31	33	2.0%
	32-47	305	18.2%

APPENDIX B

DELTA COLLEGE ENROLLMENT DATA  
Students with 1994 High School Graduation Date

		Tri-County Total	
		#	%
Credit hours earned at Delta College	48-62	247	14.8%
	More than 62	93	5.6%
ASSET Reading score	Recommended for college-level courses	992	58.5%
	Recommended for developmental courses	634	40.4%
	Recommended for other assistance	19	1.1%
Total with ASSET Reading scores		1695	100.0%
ASSET Writing score	Recommended for college-level courses	900	53.1%
	Decision zone for college-level or developmental courses	178	10.5%
	Recommended for developmental courses	609	35.9%
	Recommended for other assistance	8	.5%
Total with ASSET Writing scores		1695	100.0%
ASSET Numerical Skills score	Recommended for Alg I or coll-level as indic by Alg test	633	37.3%
	Decision zone for Pre-Algebra or Algebra I	365	21.5%
	Decision zone for Basic Math or Pre-Algebra	442	26.0%
	Recommended for Basic Math	258	15.2%
Total with ASSET Numerical scores		1698	100.0%
ASSET Elementary Algebra Skills score	Recommended for Applied Alg or Intermed Alg	134	18.7%
	Referred to Numerical skills score recommendations	581	81.3%

BEST COPY AVAILABLE

APPENDIX B

DELTA COLLEGE ENROLLMENT DATA  
Students with 1994 High School Graduation Date

		Tri-County Total	
		#	%
Total with ASSET Elem Alg scores		715	100.0%
ASSET Intermediate Algebra Skills score	Recommended for Applied Trig, Finite Math, Plane Trig. or Pr	42	7.9%
	Decision zone for Applied Alg/Intermed Alg and Applied Trig/	65	12.3%
	Recommended for Applied Alg or Intermed Alg	247	46.6%
	Referred to Numerical skills score recommendations	176	33.2%
Total with ASSET Intermed Alg scores		330	100.0%
ASSET College Algebra Skills score	Recommended for Anal Geom & Calc, Calc for Soc and Mgrl Sci.	36	12.1%
	Decision zone for Trig/Finite Math and Calc	48	16.1%
	Recommended for Applied Trig, Finite Math, Plane Trig. or Pr	112	37.6%
	Recommended for Applied Alg or Intermed Alg	65	21.8%
	Recommended for retest	37	12.4%
Total with ASSET College Alg scores		298	100.0%

Note: Dual-enrolled students included only if they also enrolled during Spring 1994 or later semester.

Research and Development  
08 Oct 96



MICHIGAN DEPARTMENT OF EDUCATION  
Information Management

\*\*\* UNAUDITED \*\*\*

\*\*\* UNAUDITED \*\*\*

Various Rates Calculated From  
The Headcount Data Collection  
1993-94 and 1994-95

--District-- Code Name	1993-94 Rates					1994-95 Rates				
	Graduation/ Completion	Dropout	Retained In Class	Growth	Alter- native	Graduation/ Completion	Dropout	Retained In Class	Growth	Alter- native
31020 ADAMS TWP SCHOOL DISTRICT	96.43	0.71	0.00	0.14	0.00	97.36	0.63	1.24	0.63	0.00
46020 ADDISON COMMUNITY SCHOOLS	79.19	5.93	0.55	0.57	2.96	81.12	4.94	0.83	-0.58	2.96
46010 ADRIAN CITY SCHOOL DISTRICT	81.36	5.55	7.75	-0.17	0.82	81.29	5.75	7.44	-0.16	0.82
58020 AIRPORT COMMUNITY SCHOOL DISTR	81.40	5.91	4.39	-0.34	1.07	113.14	-3.39	9.23	4.52	1.07
79010 AKRON FAIRGROVE SCHOOLS	83.42	4.17	1.56	0.00	0.00	71.78	9.04	0.00	-0.56	0.00
05010 ALBA PUBLIC SCHOOLS	85.56	4.08	0.00	-0.41	0.00	92.86	2.04	0.00	-8.16	0.00
13010 ALBION PUBLIC SCHOOLS	68.52	8.55	2.21	0.00	0.00	58.04	13.15	0.00	-0.90	0.00
COMMUNITY SCHOOLS	58.63	12.34	10.06	0.32	0.00	94.77	1.73	10.53	-2.42	0.00
CITY SCHOOL DISTR	87.18	3.51	12.77	0.02	7.79	93.76	3.43	7.39	0.75	7.79
SCHOOLS	87.58	3.30	0.00	-0.09	3.87	78.48	6.01	9.85	2.37	3.87
	97.31	0.77	5.49	-0.32	0.65	96.41	1.14	9.73	-1.65	0.65
		5.19	0.00	0.05	0.00	96.69	0.92	0.00	1.23	0.00
			67	-0.20	0.42	65.90	10.65	5.51	-2.13	0.42
				0.12	4.48	84.57	4.00	2.18	-3.43	4.48
					2.36	78.41	6.33	7.76	3.25	2.36
						88.57	4.88	14.10	1.93	3.68
						85.33	4.15	2.93	0.33	0.54
							5.70	1.89	-2.53	0.00
							46	0.00	-4.71	1.93
								0.00	0.00	0.00
										0.71

**SAMPLE**

BEST COPY AVAILABLE

## APPENDIX B

### This Is Just A Draft And May Be Adapted As Needed

(Letterhead)

(DATE)

(NAME), Superintendent  
(SCHOOL DISTRICT)  
(ADDRESS)  
(CITY, STATE ZIP)

Dear (NAME):

As Superintendent of schools for your district, you may know that each of your high school sites receives a report from Michigan four-year colleges and universities concerning their respective graduates: how well they are doing and what program of study they are taking. These reports are received by a contact person, usually the respective high school principal or a counselor designee.

On behalf of the Saginaw Valley School-To-Work Partnership, I am requesting that you have the contact person for each of your high schools forward to us a copy of the reports sent to them by the following colleges/universities:

- Michigan State University
- Saginaw Valley State University
- University of Michigan - Ann Arbor
- Central Michigan University
- Ferris State University
- Eastern Michigan University
- Western Michigan University
- Michigan Technical University
- Grand Valley State University
- Northern Michigan University
- Northwood University - Midland
- Alma College
- Hope College
- Albion College

Copies of these reports will allow us at the SV Partnership to be informed about the progress being made by the most recent graduates in our region; this is information which we will need to include, in aggregate not individual form, in our reports to the funding agencies regarding the successes of the regional School-To-Work programs.

We hope we can count on your support and thank you in advance for forwarding this request to the appropriate contact person. In the future, we will be annually requesting these reports directly from the contact person from whom we receive the reports.

If you have any questions or concerns, please contact me at (phone number).

Sincerely,

(NAME)

## APPENDIX C

Contained in this appendix are **directories of the addresses, telephone and fax numbers, and contact persons which would facilitate data collection activities.**

Specifically, these directories include:

- Secondary schools by county and district (includes high schools and middle schools, and state district [five-digit] and building [four digit] code numbers);
- District offices by county (includes ISDs); and
- Colleges and universities (identified as those most likely to receive students from the Saginaw Valley region).

Entries in these directories were compiled from the Michigan Education Directory, 1996.

APPENDIX C

SECONDARY SCHOOLS BY COUNTY AND DISTRICT, WITH ADDRESSES,  
TELEPHONE NUMBERS, AND STATE CODES<sup>1</sup>

PUBLIC SCHOOLS

**ARENAC COUNTY**

**AUGRES-SIMS DISTRICT (06020)**

AuGres-Sims Middle/High School	517-876-7157
P.O. Box 648	Principal: Dennis Wilson
AuGres, MI 48703	State Building Code: 0147

**STANDISH-STERLING COMMUNITY SCHOOLS DISTRICT (06050)**

Standish-Sterling High School	517-846-4526
3789 Wyatt	Principal: Dennis Haut
Standish, MI 48658	State Building Code: 4050

Standish-Sterling Middle School	517-846-4526
3789 Wyatt	Principal: J. Sommerfield
Standish, MI 48658	State Building Code: 4050

**TWINING-ARENAC EASTERN SCHOOLS DISTRICT (06010)**

Arenac Eastern	517-867-4231
200 Smalley	Principal: John Thomas
Twining, MI 48766	State Building Code: 6950

**BAY COUNTY**

**BANGOR TOWNSHIP SCHOOL DISTRICT (09030)**

John Glenn High School	517-684-7510
3201 E. Kiesel	Principal: Richard Green
Bay City, MI 48706	State Building Code: 1951

Bangor Junior High	517-686-7640
3281 E. Kiesel	Principal: Thomas Pacynski
Bay City, MI 48706	State Building Code: 0190

**BAY CITY PUBLIC SCHOOLS DISTRICT (09010)**

Bay City Central High School	517-893-9541
1624 Columbus	Principal: George Charles
Bay City, MI 48708	State Building Code: 0227

Bay City Western High School	517-662-4481
500 W. Midland	Principal: Alan Bryant
Auburn, MI 48611	State Building Code: 6257

<sup>1</sup> Source: Michigan Education Directory, 1996. Lansing, MI: Michigan Education Directory, Inc.

**SECONDARY SCHOOLS BY  
COUNTY AND DISTRICT, WITH ADDRESSES,  
TELEPHONE NUMBERS, AND STATE CODES**

PAGE 2

**BAY COUNTY (cont.)****BAY CITY PUBLIC SCHOOLS DISTRICT (09010) (cont.)**

Bay City Handy Middle School 601 Blend Bay City, MI 48706	517-684-1723 Principal: Patrick O'Toole State Building Code: 4123
Bay City McKinley Middle School 407 W. Ohio Bay City, MI 48706	517-667-0831 Principal: Vern Julian State Building Code: 2485
Bay City Western Middle School 500 W. Midland Auburn, MI 48611	517-662-4480 Principal: Dale Dunham State Building Code: 2467

**ESSEXVILLE-HAMPTON TOWNSHIP SCHOOL DISTRICT (09050)**

Garber High School 213 Pine Bay City, MI 48732	517-894-9710 Principal: Robert Mohr State Building Code: 1358
Cramer Middle School 313 Pine Bay City, MI 48732	517-894-9740 Principal: Brian Malcho State Building Code: 5966

**PINCONNING AREA SCHOOL DISTRICT (09090)**

Pinconning High School 605 W. 5 <sup>th</sup> Street Pinconning, MI 48650	517-879-2311 Principal: Kenneth Fegan State Building Code: 6656
Pinconning Middle School 605 W. 5 <sup>th</sup> Street Pinconning, MI 48650	517-879-8410 Principal: Thomas Mason State Building Code: 3040

**MIDLAND COUNTY****BULLOCK CREEK PUBLIC SCHOOLS DISTRICT (56020)**

Bullock Creek High School 1420 S. Badour Midland, MI 48640	517-631-2340 Principal: Charles Schwedler State Building Code: 0443
Bullock Creek Middle School 644 S. Badour Midland, MI 48640	517-631-9260 Principal: Ronald Main State Building Code: 6295

SECONDARY SCHOOLS BY  
 COUNTY AND DISTRICT, WITH ADDRESSES,  
 TELEPHONE NUMBERS, AND STATE CODES  
 PAGE 3

**MIDLAND COUNTY (cont.)**

**COLEMAN COMMUNITY SCHOOLS DISTRICT (56030)**

Coleman High School P.O. Box W Coleman, MI 48618	517-465-6171 Principal: Cheryl S. Thomas State Building Code: 0746
Coleman Middle School P.O. Box W Coleman, MI 48618	517-631-9260 Principal: Richard L. Bradford State Building Code: 0747

**MIDLAND PUBLIC SCHOOLS DISTRICT (56010)**

Dow High School 3901 N. Saginaw Road Midland, MI 48640	517-839-2482 Principal: Janice Goodall State Building Code: 5157
Midland High School 1301 Eastlawn Drive Midland, MI 48642	517-839-2481 Principal: Michael Frazee State Building Code: 2555
Central Middle School 305 E. Reardon Midland, MI 48640	517-839-2471 Principal: Gary Verlinde State Building Code: 0603
Jefferson Middle School 800 W. Chapel Lane Midland, MI 48640	517-839-2473 Principal: Leonard Lawry State Building Code: 1902
North East Middle School 1305 E. Sugnet Midland, MI 48642	517-839-2472 Principal: Carol Staples State Building Code: 2750

**SANFORD-MERIDIAN PUBLIC SCHOOLS DISTRICT (56050)**

Meridian High School 3303 N. M-30 Sanford, MI 48657	517-687-3225 Principal: Wayne E. King State Building Code: 5814
Meridian Middle School 3475 N. M-30 Sanford, MI 48657	517-687-3208 Principal: Michael Rickey State Building Code: 2516

APPENDIX C

SECONDARY SCHOOLS BY  
COUNTY AND DISTRICT, WITH ADDRESSES,  
TELEPHONE NUMBERS, AND STATE CODES

PAGE 4

**SAGINAW COUNTY**

**BIRCH RUN AREA SCHOOLS DISTRICT (73170)**

Birch Run High School 12450 Church Street Birch Run, MI 48415	517-624-9392 Principal: Stephen Howell State Building Code: 0327
---	--

Marshall Greene Middle School 8225 Main Street Birch Run, MI 48415	517-624-5821 Principal: Doug Rowley State Building Code: 6942
--	---

**BRIDGEPORT-SPAULDING COMMUNITY SCHOOLS DISTRICT (73180)**

Bridgeport High School 4691 Brown Street Bridgeport, MI 48722	517-777-3100 Principal: Randolph Danner State Building Code: 0398
---	---

Bridgeport-Spauldning Middle School 3675 Southfield Saginaw, MI 48601	517-777-9440 Principal: Gloria Novak State Building Code: 6585
---	--

**BUENA VISTA SCHOOL DISTRICT (73080)**

Buena Vista High School 3945 Holland Saginaw, MI 48601	517-754-1493 Principal: Richard Crosby State Building Code: 0440
--	--

Ricker Middle School 1925 S. Outer Drive Saginaw, MI 48601	517-753-6438 Principal: Imo Taylor State Building Code: 3196
--	--

**CARROLLTON PUBLIC SCHOOLS DISTRICT (73030)**

Carrollton High School 1235 Mapleridge Street Carrollton, MI 48724	517-753-3433 Principal: Terrance Urquhart State Building Code: 0536
--	---

Carrollton Middle School 3211 Carla Carrollton, MI 48724	517-753-9704 Principal: David TerBurgh State Building Code: 5141
--	--

APPENDIX C

SECONDARY SCHOOLS BY  
COUNTY AND DISTRICT, WITH ADDRESSES,  
TELEPHONE NUMBERS, AND STATE CODES

PAGE 5

**SAGINAW COUNTY (cont.)**

**CHESANING UNION SCHOOL DISTRICT (73110)**

Chesaning High School 517-845-2040  
850 N. Fourth Street Principal: Cheryl Hahnenberg  
Chesaning, MI 48616 State Building Code: 0666

Chesaning Middle School 517-845-7040  
431 N. Fourth Street Principal: Tom Schlachter  
Chesaning, MI 48616 State Building Code: 6774

**FRANKENMUTH SCHOOL DISTRICT (73190)**

Frankenmuth High School 517-652-9955  
525 E. Genesee Principal: Dan Gibson  
Frankenmuth, MI 48734 State Building Code: 1297

E.F. Rittmueller Middle School 517-652-6119  
965 E. Genesee Principal: D.M. Wescott  
Frankenmuth, MI 48734 State Building Code: 5252

**FREELAND SCHOOL DISTRICT (73200)**

Freeland Middle/High School 517-695-2586  
8250 Webster Road Principal: Bernard P. Maxwell, Jr.  
Freeland, MI 48623 State Building Code: 1319

**HEMLOCK PUBLIC SCHOOLS DISTRICT (73210)**

Hemlock High School 517-642-5287  
733 N. Hemlock Road Principal: P. Bedford  
Hemlock, MI 48626 State Building Code: 1625

Hemlock Middle School 517-642-5253  
525 N. Maple Street Principal: J. Turner  
Hemlock, MI 48626 State Building Code: 5152

**MERRILL PUBLIC SCHOOLS DISTRICT (73230)**

Merrill High School 517-643-7231  
555 W. Alice Street Principal: Douglas Fillmore  
Merrill, MI 48637 State Building Code: 2519

Merrill Middle School 517-643-7247  
755 W. Alice Street Principal: Keith Clark  
Merrill, MI 48637 State Building Code: 6222



**APPENDIX C**

**SECONDARY SCHOOLS BY  
COUNTY AND DISTRICT, WITH ADDRESSES,  
TELEPHONE NUMBERS, AND STATE CODES  
PAGE 6**

**SAGINAW COUNTY (cont.)**

**SAGINAW CITY SCHOOL DISTRICT (73010)**

Arthur Hill High School 3115 Mackinaw Saginaw, MI 48602	517-797-4815 Principal: Thomas Sharpe State Building Code: 0125
Saginaw High School 3100 Webber Saginaw, MI 48601	517-759-3577 Principal: Wilson Smith State Building Code: 3336
Ruben Daniels Life Long Learning Center Alternative/Over 20 High School 115 West Genesee Avenue Saginaw, MI 48601	517-759-3577 Supervisor : Louise R. Kring State Building Code: 4891
Saginaw Career Complex see Regional Career And Technical Centers	
Central Middle School 1010 Hoyt Saginaw, MI 48706	517-759-3538 Principal: John Norwood State Building Code: 0606
Handley School 3021 Court Saginaw, MI 48602	517-797-4757 Principal: Irene Hensing State Building Code: 1558
North Middle School 1101 N. Bond Saginaw, MI 48602	517-759-3552 Principal: Ostrander Lane State Building Code: 2735
South Middle School 224 N. Elm Saginaw, MI 48602	517-797-4803 Principal: Thomas Barris State Building Code: 3532
Webber Middle School 2600 Prescott Saginaw, MI 48601	517-759-3563 Principal: Cliff Davis State Building Code: 4415

**SAGINAW TOWNSHIP COMMUNITY SCHOOLS DISTRICT (73040)**

Heritage High School 3465 N. Center Saginaw, MI 48603	517-799-5790 Principal: J. Allen Larsen State Building Code: 5158
White Pine Middle School 505 N. Center Saginaw, MI 48603	517-797-1814 Principal: David Nizinski State Building Code: 0942

## APPENDIX C

### SECONDARY SCHOOLS BY COUNTY AND DISTRICT, WITH ADDRESSES, TELEPHONE NUMBERS, AND STATE CODES

PAGE 7

#### **SAGINAW COUNTY (cont.)**

##### ST. CHARLES COMMUNITY SCHOOLS DISTRICT (73240)

St. Charles High School 517-865-9991  
881 W. Walnut Principal: Michael P. Olsen  
St. Charles, MI 48655 State Building Code: 3659

Thurston Middle School 517-865-9927  
893. W. Walnut Principal: Terrance Fuller  
St. Charles, MI 48655 State Building Code: 5693

##### SWAN VALLEY SCHOOL DISTRICT (73255)

Swan Valley High School 517-781-2740  
8400 O'Hern Principal: Jim Rutledge  
Saginaw, MI 48609 State Building Code: 6233

Swan Valley Middle School 517-781-2270  
8400 O'Hern Principal: Richard Decker  
Saginaw, MI 48609 State Building Code: 5856

#### REGIONAL CAREER AND TECHNICAL CENTERS

##### **BAY COUNTY**

Bay-Arenac Skill Center Program 517-686-4770  
4155 Monitor Director: Michael Rivard  
Bay City, MI 48732 State Building Code: none listed

##### **SAGINAW COUNTY**

Saginaw Career Complex 517-797-4836  
2102 Weiss 517-7974843 (fax)  
Bay City, MI 48732 Principal: Julie Walker  
State Building Code: none listed

#### PUBLIC SCHOOL ACADEMIES

##### **BAY COUNTY**

Bay-Arenac Community High School 517-893-8811  
1608 Hudson Principal: Shelley Kennedy  
Essexville, MI 48732 State Building Code: none listed

##### **MIDLAND COUNTY**

Windover High School 517-832-0852  
32 S. Homer Principal: Cindy Weber  
Midland, MI 48640 State Building Code: none listed

Northlane Math and Science Academy 517-695-9909  
8045 N. River Road Principal: Tim Flint  
Freeland, MI 48623 State Building Code: none listed

##### **SAGINAW COUNTY**

Saginaw Academy For Technology 517-797-4836  
And Enterprise Principal: Julie Walker  
2102 Weiss State Building Code: none listed  
Saginaw, MI 48602

**SECONDARY SCHOOLS BY  
COUNTY AND DISTRICT, WITH ADDRESSES,  
TELEPHONE NUMBERS, AND STATE CODES  
PAGE 8**

**ACADEMIES;  
SAGINAW COUNTY (cont.)**

Benito Juarez Academy 620 Thompson* Saginaw, MI 48601	517-777-5830 Principal: Lois Schaffer State Building Code: none listed
Saginaw County Transitional Academy 919 Veteran's Memorial Parkway Saginaw, MI 48601	517-752-6176 Principal: Tom Holmes State Building Code: none listed

**NON-PUBLIC SCHOOLS**

**BAY COUNTY**

All Saints Central Catholic High School 217 S. Monroe Bay City, MI 48708	517-892-2533 Principal: Thomas Grange State Building Code: none listed
First Baptist Academy 1145 W. Center Av. Essexville, MI 48732	517-893-3530 Principal: Albert Tassell State Building Code: none listed

**MIDLAND COUNTY**

Midland Christian School 4417 W. Wackerly Road Route #8 Midland, MI 48640	517-835-9881 Principal: Don Lape State Building Code: none listed
---	---

**SAGINAW COUNTY**

Bridgeport Baptist Academy P.O. Box 274 Bridgeport, MI 48722	517-777-6811 Principal: William Swain State Building Code: none listed
Community Baptist Christian School 8331 Gratiot Saginaw, MI 48603	517-781-2340 Principal: D. R. Jackson State Building Code: none listed
Grace Baptist Church School 4619 Mackinaw Road Saginaw, MI 48603	517-793-2120 Principal: John S. Watson State Building Code: none listed

---

\*As of the publication date of this document, the Benito Juarez Academy was anticipating a change in location, but had not confirmed a forwarding address.

SECONDARY SCHOOLS BY  
COUNTY AND DISTRICT, WITH ADDRESSES,  
TELEPHONE NUMBERS, AND STATE CODES

PAGE 9

**NON-PUBLIC SCHOOLS (cont.)**

**SAGINAW COUNTY (cont.)**

Nouvel Central Catholic High School 2555 Wieneke Saginaw, MI 48603	517-791-4330 Principal: Stanley DeVoir State Building Code: none listed
--	---

Valley Lutheran High School 3560 McCarty Road Saginaw, MI 48603	517-790-1676 Principal: John M. Brandt State Building Code: none listed
---	---

**BOARDING SCHOOLS**

**SAGINAW COUNTY**

Michigan Lutheran Seminary 2777 Hardin Street Saginaw, MI 48602	517-793-1041 Principal: Paul Prange State Building Code: none listed
---	--

DISTRICT OFFICES, BY COUNTY, WITH ADDRESSES, AND TELEPHONE NUMBERS,  
**PUBLIC SCHOOLS**

**ARENAC COUNTY**

**AUGRES-SIMS DISTRICT (06020)**

David J. Schiebel, Superintendent                      517-876-7150  
P.O. Box 648  
AuGres, MI 48703

**STANDISH-STERLING COMMUNITY SCHOOLS DISTRICT (06050)**

Claude L. Inch, Superintendent                      517-846-4526  
3789 Wyat Road    517-846-7890 (fax)  
Standish, MI 48658

**TWINING-ARENAC EASTERN SCHOOLS DISTRICT (06010)**

Loren L. Wycoff, Superintendent                      517-867-4234  
200 Smalley    517-867-4241 (fax)  
Twining, MI 48766

**BAY COUNTY**

**BAY-ARENAC INTERMEDIATE SCHOOL DISTRICT**

Jon M. Whan, Superintendent                      517-686-4410  
4228 Two Mile Road                                      517-667-3286 (fax)  
Bay City, MI 48706

**BANGOR TOWNSHIP PUBLIC SCHOOLS DISTRICT (09030)**

Carl C. Hartman, Superintendent                      517-684-8121  
3520 Old Kawkawlin Road                              517-684-6000 (fax)  
Bay City, MI 48706

**BAY CITY PUBLIC SCHOOLS DISTRICT (09010)**

Joe E. Gonzales, Superintendent                      517-686-9700  
910 N. Walnut    517-686-9861 (fax)  
Bay City, MI 48706

**ESSEXVILLE-HAMPTON TOWNSHIP SCHOOL DISTRICT (09050)**

Robert J. Winters, Superintendent                      517-894-9700  
303 Pine    517-894-9705 (fax)  
Bay City, MI 48732

**APPENDIX C**

**DISTRICT OFFICES, BY COUNTY,  
WITH ADDRESSES, AND  
TELEPHONE NUMBERS,**

**PAGE 2**

**PINCONNING AREA SCHOOL DISTRICT (09090)**

Charles E. Bibbee, Superintendent	517-879-4556
605 W. 5 <sup>th</sup> Street	517-879-4705 (fax)
Pinconning, MI 48650	

**MIDLAND COUNTY**

**MIDLAND INTERMEDIATE SCHOOL DISTRICT**

James A. McKimmy, Superintendent	517-631-5890
3917 Jefferson Avenue	517-631-4361 (fax)
Midland, MI 48640	

**BULLOCK CREEK PUBLIC SCHOOLS DISTRICT (56020)**

Thomas Gilstad, Superintendent	517-631-9022
1420 S. Badour	517-631-2882 (fax)
Midland, MI 48640	

**COLEMAN COMMUNITY SCHOOL DISTRICT (56030)**

Michael C. Smith, Superintendent	517-465-6060
P.O. Box W	517-465-9853 (fax)
Coleman, MI 48618	

**MIDLAND PUBLIC SCHOOLS DISTRICT (56010)**

Arthur C. Frock, Superintendent	517-839-2401
600 E. Carpenter	517-839-2400 (fax)
Midland, MI 48640	

**SANFORD-MERIDIAN PUBLIC SCHOOLS DISTRICT (56050)**

Michael J. Manor, Superintendent	517-687-3200
3361 N. M-30	517-687-3222 (fax)
Sanford, MI 48657	

**SAGINAW COUNTY**

**SAGINAW INTERMEDIATE SCHOOL DISTRICT**

Larry Engel, Superintendent	517-799-4733
6235 Gratiot	517-793-1571 (fax)
Saginaw, MI 48603	

DISTRICT OFFICES, BY COUNTY,  
WITH ADDRESSES, AND  
TELEPHONE NUMBERS,

PAGE 3

**SAGINAW COUNTY (cont.)**

**BIRCH RUN AREA SCHOOLS DISTRICT (73170)**

Peter J. Dion, Superintendent	517-624-9307
12400 Church Street	517-624-5081 (fax)
Birch Run, MI 48415	

**BRIDGEPORT-SPAULDING COMMUNITY SCHOOLS DISTRICT (73180)**

Larry J. Spencer, Superintendent	517-777-1770
3878 Sherman Street	517-777-4720 (fax)
P.O. Box 613	
Bridgeport, MI 48722-0613	

**BUENA VISTA SCHOOL DISTRICT (73080)**

Vivian Keyes Brown, Superintendent	517-755-2184
705 N. Towerline	517-755-0286 (fax)
P.O. Box 14829	
Saginaw, MI 48601	

**CARROLLTON PUBLIC SCHOOLS DISTRICT (73030)**

Craig Douglas, Superintendent	517-754-1475
P.O. Box 517	517-754-1470 (fax)
Carrollton, MI 48724	

**CHESANING UNION SCHOOL DISTRICT (73110)**

Michael R. Dewey, Superintendent	517-845-7020
820 S. Line Street	517-845-3722 (fax)
Chesaning, MI 48616	

**FRANKENMUTH SCHOOL DISTRICT (73190)**

Eric Swanson, Superintendent	517-652-9958
941 E. Genesee	517-652-9780 (fax)
Frankenmuth, MI 48734	

**FREELAND SCHOOL DISTRICT (73200)**

Thomas P. Orr, Superintendent	517-695-5527
710 Powley Drive	517-695-5789 (fax).
Freeland, MI 48623	

APPENDIX C

DISTRICT OFFICES, BY COUNTY,  
WITH ADDRESSES, AND  
TELEPHONE NUMBERS,

PAGE 4

**SAGINAW COUNTY (cont.)**

**HEMLOCK PUBLIC SCHOOLS DISTRICT (73210)**

Reginald D. Rye, Superintendent                      517-642-5282  
1095 N. Hemlock Road                                      517-642-2773 (fax)  
Hemlock, MI 48626

**MERRILL PUBLIC SCHOOLS DISTRICT (73230)**

Ken Tesauro, Superintendent                              517-643-7261  
431 W. Alice Street    517-643-5570 (fax)  
Merrill, MI 48637

**SAGINAW CITY SCHOOL DISTRICT (73010)**

Foster B. Gibbs, Superintendent                          517-759-2200  
550 Millard Street    517-759-2315 (fax)  
Saginaw, MI 48607-1193

**SAGINAW TOWNSHIP COMMUNITY SCHOOLS DISTRICT (73040)**

Phil Hartman, Superintendent                              517-797-1800  
P.O. Box 6278    517-797-1801 (fax)  
Saginaw, MI 48608

**ST. CHARLES COMMUNITY SCHOOLS DISTRICT (73240)**

James W. Slick, Superintendent                          517-865-9961  
891 W. Walnut    517-865-6185 (fax)  
St. Charles, MI 48655

**SWAN VALLEY SCHOOL DISTRICT (73255)**

Richard Syrek, Superintendent                              517-781-3100  
8380 O'Hern Road    517-781-3220 (fax)  
Saginaw, MI 48609



DISTRICT OFFICES WITH ADDRESSES, AND TELEPHONE NUMBERS,

NON-PUBLIC SCHOOLS

**DIOCESE OF SAGINAW**

Marian Mikoliazuk, Superintendent	517-799-7910
5800 Weiss	517-797-6670 (fax)
Saginaw, MI 48603	

**MISSOURI SYNOD**

George M. Locke, Acting Superintendent	313-665-3791
3773 Geddes	313-665-0255 (fax)
Ann Arbor, MI 48105-3098	

APPENDIX C

COLLEGES AND UNIVERSITIES, WITH CONTACT PERSONS ADDRESSES, AND  
TELEPHONE NUMBERS

**TWO YEAR COLLEGES**

(those most likely to receive students from Arenac, Bay, Midland, or Saginaw counties)

**BAKER COLLEGE OF FLINT**

Judith R. Mansor-Dimmer, Director 810-767-7600  
Career Services 810-766-4049 (fax)  
1050 West Bristol Road  
Flint, MI 48507-5508

**BAKER COLLEGE OF PORT HURON**

Grant Dieterle, Director 810-985-7000  
Admissions 810-985-7066 (fax)  
3403 Lapeer Road  
Port Huron, MI 48060-2597

**DELTA COLLEGE**

Gene Packwood, Director 517-686-9000  
Research and Development 517-686-8736 (fax)  
University Center, MI 48710

**GREAT LAKES JUNIOR COLLEGE**

Donald L. Knight, Dean 517-755-3457  
Enrollment Services (no main fax number)  
320 South Washington Avenue  
Saginaw, MI 48607  
and

Bay City Campus 517-686-1572  
3930 Traxler Court (no main fax number)  
Bay City, MI 48706

Bad Axe Campus 517-269-9288  
150 Nugent Road (no main fax number)  
Bad Axe, MI 48413

Caro Campus 517-673-5857  
1231 Cleaver Road (no main fax number)  
Caro, MI 48723

Midland Campus 517-835-5588  
3555 East Patrick Road (no main fax number)  
Midland, MI 48642

**KIRTLAND COMMUNITY COLLEGE**

Katherine A. Grosser, Vice President 517-275-5121  
Operations 517-275- 8510 (fax)  
10775 North St.e Helen Road  
Roscommon, MI 48653

COLLEGES AND UNIVERSITIES  
 WITH CONTACT PERSONS,  
 ADDRESSES AND  
 TELEPHONE NUMBERS,  
 PAGE 2

**TWO YEAR COLLEGES (cont.)**

**LANSING COMMUNITY COLLEGE**

Thomas Franke, Dean	517-483-1957
Information and Planning	517-483-1854(fax)
419 North Capital Avenue	
P.O. Box 40010	
Lansing, MI 48901	

**MID-MICHIGAN COMMUNITY COLLEGE**

Bryan T. McKinney, Executive Director	517-386-6622
Communications and Computer Services	517-386-9088 (fax)
1375 South Clare Avenue	
Harrison, MI 48652-9477	
and	
5805 East Pickard	517-773-6622
Mount Pleasant, MI 48858	(no main fax number)

**MOTT COMMUNITY COLLEGE**

Anglea Reeves, Executive Director	810-762-0200
Admissions and Records	810-762-0257 (fax)
1401 East Court Street	
Flint, MI 48503	

**ST. CLAIR COMMUNITY COLLEGE**

Elizabeth Hancock, Director	810-984-3881
Data Processing	810-984-4730 (fax)
323 Erie Street	
P.O. Box 5015	
Port Huron, MI 48061	

**COLLEGES AND UNIVERSITIES  
WITH CONTACT PERSONS,  
ADDRESSES AND  
TELEPHONE NUMBERS,  
PAGE 3**

**FOUR YEAR COLLEGES/UNIVERSITIES**

(those most likely to receive students from Arenac, Bay, Midland, or Saginaw counties)

**ALBION COLLEGE**

Donald J. Ohmahan, Dean and	517-629-1000
Vice President	517-629-0509 (fax)
Student Affairs	
611 East Porter Street	
Albion, MI 49224	

**ALMA COLLEGE**

John W. Seveland, Vice President	517-423-7111
Enrollment and Student Affairs	517-423-7277 (fax)
614 West Superior Street	
Alma, MI 48801	

**CENTRAL MICHIGAN UNIVERSITY**

Betty J. Wagner, Director	517-774-4000
Admissions	517-774-3537 (fax)
Mount Pleasant, MI 48859	

**EASTERN MICHIGAN UNIVERSITY**

Ronald W. Collins, Provost and	313-487-1849
Vice President	313-481-1095 (fax)
Academic Affairs	
Ypsilanti, MI 48197	

**FERRIS STATE UNIVERSITY**

Teshome Abebe, Vice President	616-592-2000
Academic Affairs	616-592-2990 (fax)
Big Rapids, MI 49307	

**GRAND VALLEY STATE UNIVERSITY**

Glenn A. Niemeyer, Provost and	616-895-6611
Vice President	616-895-3503 (fax)
Academic Affairs	
Allendale, MI 49401	

**COLLEGES AND UNIVERSITIES  
WITH CONTACT PERSONS,  
ADDRESSES AND  
TELEPHONE NUMBERS,  
PAGE 4**

**HOPE COLLEGE**

James R. Bekkering, Vice President	616-395-7000
Admissions	616-395-7922 (fax)
P.O. Box 9000	
Holland, MI 49422-9000	

**MICHIGAN STATE UNIVERSITY**

Lee June, Acting Vice President	517-355-1855
Student Affairs and Services	(no main fax number)
East Lansing, MI 48824	

**MICHIGAN TECHNICAL UNIVERSITY**

Joseph A. Galetto, Director	906-487-1885
Enrollment Management	906-487-2935 (fax)
1400 Townsend Drive	
Houghton, MI 49931	

**NORTHERN MICHIGAN UNIVERSITY**

Karen M. Reese, Vice President,	906-227-1000
Student Affairs	906-227-2204 (fax)
Marquette, MI 49855	

**NORTHWOOD UNIVERSITY - MIDLAND**

David D. Long, Dean	517-837-4200
Admissions	(no main fax number)
3225 Cook Road	
Midland, MI 48640	

**SAGINAW VALLEY STATE UNIVERSITY**

Robert S. P. Yien, Vice President,	517-790-4000
Academic Affairs	(no main fax number)
University Center, MI 48710	

**UNIVERSITY OF MICHIGAN - ANN ARBOR**

Homer A. Neal, Vice President,	313-764-1817
Research	(no main fax number)
Ann Arbor, MI 48109	

**WESTERN MICHIGAN UNIVERSITY**

Theresa A. Powell, Vice President,	616-387-1000
Student Affairs	616-387-0958 (fax)
University Center, MI 48710	

## APPENDIX D

The following is a brief discussion about simple random sampling. It is accompanied by a sample size chart and a table of random numbers.

**The discussion, chart and table may be of particular use to implementers conducting large scale surveys and/or who do not have the resources to survey an entire population.**

## SIMPLE RANDOM SAMPLING

The best known of the probability sampling procedures is simple random sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the sample. That is, for every pair of elements  $X$  and  $Y$ ,  $X$ 's chance of being selected equals  $Y$ 's chance, and the selection of  $X$  in no way affects  $Y$ 's probability of selection. The steps in simple random sampling are:

1. Define the population.
2. List all members of the population.
3. Select the sample by employing a procedure where sheer chance determines which members on the list are drawn for the sample.

The most systematic procedure for drawing a random sample is to refer to a *table of random numbers*, which is a table containing columns of digits that have been mechanically generated, usually by a computer, to assure a random order. Table D.1., attached, is an example. The first step in drawing a random sample from a population is to assign each member of the population a distinct identification number. Then the table of random numbers is used to select the identification numbers of the subjects to be included in the sample.

Let us illustrate the use of this table to obtain a sample of 1995 graduates from the graduating class of Washington High School.\* First it is necessary to enumerate all of the individuals included in the population. The principal's office could supply a list of all students from the graduating class. One would then assign a number to each individual in the population for identification purposes. Assuming there were 800 students in the school, one might use the numbers 000, 001, 002, 003, ..., 799 for this purpose. Then one would enter a table of random number to obtain numbers of three digits each, using only those numbers that are less than or equal to 799. For each number chosen, the corresponding element in the population falls in the sample. One continues the process until the desired number for the sample has been chosen. Do not be concerned at this point if you have not determined the number to be chosen; that process will be explained in the last part of the paper. It is customary in using a table of random numbers to determine by chance the point at which the table is entered. One way is to touch the page blindly and begin wherever the page is touched.

---

\*Fictitious name.

## APPENDIX D

The generally understood meaning of the word *random* is “without purpose or by accident.” However, random sampling is purposeful and methodical. It is apparent that a sample selected randomly is not subject to the biases of the researcher. When researchers employ this method, they are committing themselves to selecting a sample in such a way that their biases are not permitted to operate. They are pledging themselves to avoid a deliberate selection of subjects who will confirm the hypothesis. They are allowing chance alone to determine which elements in the population will be in the sample.

One would expect a random sample to be representative to the parent population sampled. However, a random selection, especially with small samples, does not absolutely guarantee a sample that will represent the population well. Random selection does guarantee that any differences between the sample and the parent population are only a function of chance and not a result of the researcher’s bias. The differences between random samples and their parent population are not systematic. For example, the mean reading achievement of a random sample of sixth-graders may be higher than the mean reading achievement of the parent population, but it is equally likely that the mean for the sample will be lower than the mean for the parent population. In other words, with random sampling the sampling errors are just as likely to be negative as they are to be positive.

Furthermore, statistical theorists have shown, through deductive reasoning, how much one can expect the observations derived from random samples to differ from what would be observed in the population. Remember that characteristics observed in a small sample are more likely to differ from population characteristics than are characteristics observed in a large sample. The chart on the next page shows suggested sample sized needed for 90% confidence with 5% sampling error and 90% confidence with 10% sampling error for various population sizes. It is suggested that the 90%/10% sample size for your population be used unless you have a very heterogeneous population then the 90%/5% sample size for your diverse population are recommended.



**APPENDIX D**

**Sample Size Chart**

<u>Population</u>	<u>Sample Size</u>		<u>Population</u>	<u>Sample Size</u>	
	90/5	90/10		90/5	90/10
10	10	9	220	122	52
15	14	12	230	125	52
20	19	16	240	127	53
25	23	18	250	130	53
30	27	21	260	133	54
35	31	23	270	135	54
40	35	25	280	138	55
45	39	27	290	140	55
50	42	29	300	143	55
55	46	31	320	147	56
60	49	32	340	151	57
65	53	33	360	155	57
70	56	35	380	158	58
75	59	36	400	162	58
80	62	37	420	165	58
85	65	38	440	168	59
90	68	39	460	171	59
95	71	40	480	173	59
100	73	41	500	176	60
110	78	42	559	182	60
120	83	43	600	187	61
130	88	45	650	191	61
140	92	46	700	195	62
150	97	47	750	199	62
160	101	48	800	202	62
170	105	49	900	208	63
180	108	49	1000	213	63
190	112	50	1100	217	64
200	115	51	1200	221	64
210	118	51	1300	224	64

Table D.1. Table of Random Numbers

Row	Column Number									
	00000	00000	11111	11111	22222	22222	22222	33333	33333	33333
00	01234	56789	01234	56789	01234	56789	01234	56789	01234	56789
	<i>1st Thousand</i>									
01	23157	54859	01837	25993	76249	70886	95230	36744	21343	80834
02	05545	55043	10537	43508	90611	83744	10962	21343	80834	71695
03	14871	60350	32404	36223	50051	00322	11543	80834	71695	10513
04	38976	74951	94051	75853	78805	90194	32428	71695	10513	06850
05	97312	61718	99755	30870	94251	25841	54882	10513	06850	74036
06	11742	69381	44339	30872	32797	33118	22647	06850	74036	52571
07	43361	28859	11016	45623	93009	00499	43640	74036	52571	09527
08	93806	20478	38268	04491	55751	18932	58475	52571	09527	83880
09	49540	13181	08429	84187	69538	29661	77738	09527	83880	45320
10	36768	72633	37948	21569	41959	68670	45274	83880	45320	94647
11	07092	52392	24627	12067	06558	45344	67338	45320	94647	46993
12	43310	01081	44863	80307	52555	16148	89742	46993	46993	86919
13	61570	06360	06173	63775	63148	95123	35017	46993	46993	32254
14	31352	83799	10779	18941	31579	76448	62584	32254	32254	27650
15	57048	86526	27795	93692	90529	56546	35065	27650	27650	61587
16	09243	44200	68721	07137	30729	75756	09298	61587	61587	44569
17	97957	35018	40894	88329	52230	82521	22532	44569	44569	58167
18	93732	59570	43781	98885	56671	66826	95996	58167	58167	19378
19	72621	11225	00922	68264	35666	59434	71687	19378	19378	23000
20	61020	74418	45371	20794	95917	37866	99536	23000	23000	16361
21	97839	85474	33055	91718	45473	54144	22034	16361	16361	54883
22	89160	97192	22232	90637	35055	45489	88438	54883	54883	16543
23	25966	88220	62871	79265	02823	52862	84919	16543	16543	23245
24	81443	31719	05049	54806	74690	07567	65017	23245	23245	
	11322	54931	42362	34386	08624	97687	46245			

Table D.1. Table of Random Numbers (cont.)

Row	Column Number									
	00000	00000	11111	11111	11111	22222	22222	22222	33333	33333
00	01234	56789	01234	01234	56789	01234	01234	56789	01234	56789
01	64755	83885	84122	84122	25920	17696	17696	15655	95045	95947
02	10302	52289	77436	77436	34430	38112	38112	49067	07348	23328
03	71017	98495	51308	51308	50374	66591	66591	02887	53765	69149
04	60012	55605	88410	88410	34879	79655	79655	90169	78800	03666
05	37330	94656	49161	49161	42802	48274	48274	54755	44553	65090
06	47869	87001	31591	31591	12273	60626	60626	12822	34691	61212
07	38040	42737	64167	64167	89578	39323	39323	49324	88434	38706
08	73508	30908	83054	83054	80078	86669	86669	30295	56460	45336
09	32623	46474	84061	84061	04324	20628	20628	37319	32356	43969
10	97591	99549	36630	36630	35106	62069	62069	92975	95320	57734
11	74012	31955	59790	59790	96982	66224	66224	24015	96749	07589
12	56754	26457	13351	13351	05014	90966	90966	33674	69096	33488
13	49800	49908	54831	54831	21998	08528	08528	26372	92923	65026
14	43584	89647	24878	24878	56670	00221	00221	50193	99591	62377
15	16653	79664	60325	60325	71301	35742	35742	83636	73058	87229
16	48502	69055	65322	65322	58748	31446	31446	80237	31252	96367
17	96765	54692	36316	36316	86230	48296	48296	38352	23816	64094
18	38923	61550	80357	80357	81784	23444	23444	12463	33992	28128
19	77958	81694	25225	25225	05587	51073	51073	01070	60218	61961
20	17928	28065	25586	25586	08771	02641	02641	85064	65796	48170
21	94036	85978	02318	02318	04499	41054	41054	10531	87431	21596
22	47460	60479	56230	56230	48417	14372	14372	85167	27558	00368
23	47856	56088	51992	51992	82439	40644	40644	17170	13463	18288
24	57616	34653	92298	92298	62018	10375	10375	76515	62986	90756
24	08300	92704	66752	66752	66610	57188	57188	79107	54222	22013

## APPENDIX E

Exhibited here are copies of two different Employment Education Development Plans (EEDPs).

Readers may recall that an updated/completed EEDP for each student was an STW required activity. These examples can be adapted to best suit their own needs by districts without EEDPs in place.

**High School Course Selection**

Grade 9 Date \_\_\_/\_\_\_/\_\_\_ Grade 10 Date \_\_\_/\_\_\_/\_\_\_ Grade 11 Date \_\_\_/\_\_\_/\_\_\_ Grade 12 Date \_\_\_/\_\_\_/\_\_\_

Career Cluster Career Cluster Career Major Career Major

Appropriate Courses to Achieve Career Goals Appropriate Courses to Achieve Career Goals Appropriate Courses to Achieve Career Goals Appropriate Courses to Achieve Career Goals

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

Work/Volunteer Experience Work/Volunteer Experience Work/Volunteer Experience Work/Volunteer Experience

Post High School Plans Post High School Plans Post High School Plans Post High School Plans

(Work) \_\_\_\_\_ (Work) \_\_\_\_\_ (Work) \_\_\_\_\_ (Work) \_\_\_\_\_  
 (Education) \_\_\_\_\_ (Education) \_\_\_\_\_ (Education) \_\_\_\_\_ (Education) \_\_\_\_\_  
 (Military) \_\_\_\_\_ (Military) \_\_\_\_\_ (Military) \_\_\_\_\_ (Military) \_\_\_\_\_

Student Signature/Date Student Signature/Date Student Signature/Date Student Signature/Date

Counselor Signature/Date Counselor Signature/Date Counselor Signature/Date Counselor Signature/Date

Parent Signature/Date Parent Signature/Date Parent Signature/Date Parent Signature/Date

**EXAMPLE**

**High School Proficiency Test**

Diploma Endorsement:

- \_\_\_\_\_ Math
- \_\_\_\_\_ Science
- \_\_\_\_\_ Communications
- \_\_\_\_\_ Social Studies

BEST COPY AVAILABLE

# EMPLOYABILITY/EDUCATIONAL DEVELOPMENT PLAN

The purpose of the E/EDP is career goal setting and planning. This is a record of your career interests and preference as discovered through career exploration activities every year while in high school and revisited through postsecondary education. Each year, following counseling, you will choose classes coinciding with career choices. This career plan will help you develop self and career awareness, enable you to identify alternatives, and implement a plan of action.

## M.O.I.S. Career Interest & Exploration

Grade	M.O.I.S. Profile	Career Choice	Recommended Skills																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td> </tr> <tr> <td style="text-align: center;">I</td><td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">C</td><td style="text-align: center;">W</td><td style="text-align: center;">E</td><td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">Interests</td><td style="text-align: center;">Areas of Work</td><td style="text-align: center;">Physical Strengths</td><td style="text-align: center;">Physical Capabilities</td><td style="text-align: center;">Working Conditions</td><td style="text-align: center;">Education</td><td style="text-align: center;">Temperament</td> </tr> </table>	1	2	3	4	5	6	7	I	A	S	C	W	E	T	Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperament	_____	_____
1	2	3	4	5	6	7																		
I	A	S	C	W	E	T																		
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperament																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td> </tr> <tr> <td style="text-align: center;">I</td><td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">C</td><td style="text-align: center;">W</td><td style="text-align: center;">E</td><td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">Interests</td><td style="text-align: center;">Areas of Work</td><td style="text-align: center;">Physical Strengths</td><td style="text-align: center;">Physical Capabilities</td><td style="text-align: center;">Working Conditions</td><td style="text-align: center;">Education</td><td style="text-align: center;">Temperament</td> </tr> </table>	1	2	3	4	5	6	7	I	A	S	C	W	E	T	Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperament	_____	_____
1	2	3	4	5	6	7																		
I	A	S	C	W	E	T																		
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperament																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td> </tr> <tr> <td style="text-align: center;">I</td><td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">C</td><td style="text-align: center;">W</td><td style="text-align: center;">E</td><td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">Interests</td><td style="text-align: center;">Areas of Work</td><td style="text-align: center;">Physical Strengths</td><td style="text-align: center;">Physical Capabilities</td><td style="text-align: center;">Working Conditions</td><td style="text-align: center;">Education</td><td style="text-align: center;">Temperament</td> </tr> </table>	1	2	3	4	5	6	7	I	A	S	C	W	E	T	Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperament	_____	_____
1	2	3	4	5	6	7																		
I	A	S	C	W	E	T																		
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperament																		

EXAMPLE

## Aptitude Test Results

Grades 9 and 10:

Career Cluster Options:

- |   |   |
|---|---|
| <p>_____ Arts &amp; Communication</p> <p>_____ Education &amp; Human Services</p> <p>_____ Health Services</p> <p>_____ Other _____</p> | <p>_____ Business Services Technology</p> <p>_____ Environmental Services</p> <p>_____ Technical &amp; Engineering Systems</p> <p>_____ Other _____</p> |
|---|---|

Career Major:

Grade 11 \_\_\_\_\_ Grade 12 \_\_\_\_\_

EXAMPLE

# CAREER DEVELOPMENT PLAN

Student Name \_\_\_\_\_

SOPHOMORE

JUNIOR

SENIOR

My Interests Are...

My Best Abilities Are...

\_\_\_\_\_

\_\_\_\_\_

Areas In Which I Would Like To Improve Are:

\_\_\_\_\_

My Current Career Goals:

\_\_\_\_\_

## EXAMPLE

**Classes Needed To Reach Goals**

**Education/Training or Skills I Need To Develop To Reach Goals**

**Work Experiences/Dates**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Achievements**

**Activities**

**Volunteerism**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Counselor Checklist

Testing

- \_\_\_\_\_ PLAN
- \_\_\_\_\_ ASVAB
- \_\_\_\_\_ PSAT
- \_\_\_\_\_ SAT
- \_\_\_\_\_ ACT
- \_\_\_\_\_ SAT II
- \_\_\_\_\_ Other

- Career Cluster Sheet \_\_\_\_\_
- Career Center Visit \_\_\_\_\_
- Job Shadow Experience \_\_\_\_\_
- Four Year Plan Review \_\_\_\_\_
- Post-Graduate Plan Review \_\_\_\_\_
- Media Center Visit \_\_\_\_\_
- Study Skills Assessment \_\_\_\_\_
- Co-op/Mentorship/Vocational Ed. \_\_\_\_\_
- Current Employment Status \_\_\_\_\_

NOTES:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EXAMPLE**



# Career And Employment Benchmarks

Student Name \_\_\_\_\_

## EMPLOYABILITY SKILLS

## INTERPERSONAL SKILLS

**Processing Information**                      Date                      Verifier

- 1. Select and evaluate information.                      \_\_\_\_\_
- 2. Select ways to organize information.                      \_\_\_\_\_
- 3. Interpret and communicate information.                      \_\_\_\_\_

**Computer Usage**                      \_\_\_\_\_

- 1. Use word processing communication.                      \_\_\_\_\_
- 2. Use graphics program multimedia.                      \_\_\_\_\_
- 3. Use a spreadsheet program database.                      \_\_\_\_\_

**Technology Application**                      \_\_\_\_\_

- 1. Set up appropriate machines/equipment.                      \_\_\_\_\_
- 2. Produce a product using technology.                      \_\_\_\_\_
- 3. Maintain and troubleshoot technology.                      \_\_\_\_\_

**Organizing & Resourcing**                      \_\_\_\_\_

- 1. Schedule time to meet task/project deadlines.                      \_\_\_\_\_
- 2. Select appropriate human/material resources.                      \_\_\_\_\_
- 3. Allocate human and material resources to complete a task/project.                      \_\_\_\_\_

**Oral Communication**                      \_\_\_\_\_

- 1. Deliver messages with clarity.                      \_\_\_\_\_
- 2. Follow oral directions.                      \_\_\_\_\_
- 3. Participate in group discussions.                      \_\_\_\_\_

**Written Communication**                      \_\_\_\_\_

- 1. Organize thoughts into expressive written form.                      \_\_\_\_\_
- 2. Proofread, edit, and revise written documents.                      \_\_\_\_\_
- 3. Use correct grammar and spelling in writing.                      \_\_\_\_\_

**Reading Application**                      \_\_\_\_\_

- 1. Investigate the meaning of unknown words.                      \_\_\_\_\_
- 2. Extract the main ideas of messages.                      \_\_\_\_\_
- 3. Identify relevant details, facts, and specifications from reading.                      \_\_\_\_\_

**Mathematical Processing**                      \_\_\_\_\_

- 1. Using measuring tools and systems.                      \_\_\_\_\_
- 2. Use basic computational skills.                      \_\_\_\_\_
- 3. Use graphic formats to display and obtain information.                      \_\_\_\_\_

**Systems Usage**                      \_\_\_\_\_

- 1. Identify the system and its purpose.                      \_\_\_\_\_
- 2. Monitor and improve performance.                      \_\_\_\_\_
- 3. Adapt to situational changes.                      \_\_\_\_\_

**Science**                      \_\_\_\_\_

- 1. Use scientific processes, hypothesis testing, data collection and analysis to solve problems.                      \_\_\_\_\_
- 2. Follow safety procedures.                      \_\_\_\_\_
- 3. Apply knowledge of earth, life and physical sciences in work settings. Choose appropriate tools to complete tasks.                      \_\_\_\_\_

**Membership**                      Date                      Verifier

- 1. Organize group work.                      \_\_\_\_\_
- 2. Involve all group members.                      \_\_\_\_\_
- 3. Set positive examples for others.                      \_\_\_\_\_

**Teamwork**                      \_\_\_\_\_

- 1. Contribute ideas, suggestions, and efforts for completion of group tasks.                      \_\_\_\_\_
- 2. Solve conflict in positive ways.                      \_\_\_\_\_
- 3. Cooperate as a member of a multiethnic, mixed gender team.                      \_\_\_\_\_

**Problem Solving**                      \_\_\_\_\_

- 1. Identify and solve problems/issues.                      \_\_\_\_\_
- 2. Generate and select from alternative strategies to solve problems.                      \_\_\_\_\_
- 3. Consider the consequences of actions.                      \_\_\_\_\_
- 4. Make informed decisions.                      \_\_\_\_\_

**Responsibility**                      \_\_\_\_\_

- 1. Display punctuality and regular attendance.                      \_\_\_\_\_
- 2. Complete tasks on time and meet deadlines.                      \_\_\_\_\_
- 3. Take care of materials and equipment; respect the property of others.                      \_\_\_\_\_

**Self Confidence**                      \_\_\_\_\_

- 1. Display confidence in self and work.                      \_\_\_\_\_
- 2. Demonstrate initiative.                      \_\_\_\_\_
- 3. Assess/evaluate criticism.                      \_\_\_\_\_

**Self Management**                      \_\_\_\_\_

- 1. Exhibit self control.                      \_\_\_\_\_
- 2. Work without close supervision.                      \_\_\_\_\_
- 3. Evaluate and monitor personal performance.                      \_\_\_\_\_

**Responsiveness**                      \_\_\_\_\_

- 1. Exhibit trustworthy behavior.                      \_\_\_\_\_
- 2. Respect rights, property, and differences of others.                      \_\_\_\_\_
- 3. Seek out understanding of people different than your own background.                      \_\_\_\_\_
- 4. Exhibit sensitivity to the attitudes, values, and feelings of others.                      \_\_\_\_\_

**Personal Identification**                      \_\_\_\_\_

- 1. Complete a formal portfolio.                      \_\_\_\_\_
- 2. Produce a resume.                      \_\_\_\_\_
- 3. Produce a cover letter.                      \_\_\_\_\_

**EXAMPLE**

## APPENDIX F

Presented here is an outline of the School-To-Work Mangement Information System Database with the data file structures created for the instruments and data sources contained in Appendix B.

It must be noted that the variable set of this database should not be considered complete, since it is uncertain at this time what data will be reported from the various post-secondary institutions and how they will report their data. Furthermore, only specified data elements have been selected from the three different versions of the High School Graduates Survey used by three counties in this region.

APPENDIX F

SCHOOL TO WORK  
MANAGEMENT INFORMATION SYSTEM DATABASE

<b>Project 1:</b>	<b>Student Level Data</b> . . . . .	<b>Page 2</b>
	<b>Form #1: STW Student Data Summary Form</b>	
	Table 1 of 6 - Demographics	File Name: g_demos.dbf
	Table 2 of 6 - Grade 8 Data	grade08.dbf
	Table 3 of 6 - Grade 9 Data	grade09.dbf
	Table 4 of 6 - Grade 10 Data	grade10.dbf
	Table 5 of 6 - Grade 11 Data	grade11.dbf
	Table 6 of 6 - Grade 12 Data	grade12.dbf
<b>Project 2:</b>	<b>School Level Data</b> . . . . .	<b>Page 15</b>
	<b>Form #2: Education-Business Partnership Summary Form</b>	
	Table 1 of 1	File Name: ed_bus.dbf
<b>Project 3:</b>	<b>District Level Data</b> . . . . .	<b>Page 17</b>
	<b>Form #3: STW Process Milestones Checklist for Grades PK - 12</b>	
	Table 1 of 1	File Name: miles.dbf
	<b>Form #4: Rates from Head Count Report</b>	
	Table 1 of 1	File Name: rates.dbf
	<b>Form #5: Parent Satisfaction Survey</b>	
	Table 1 of 1	File Name: parent.dbf
<b>Project 4:</b>	<b>Region Level Data</b> . . . . .	<b>Page 23</b>
	<b>Form #6: Two Year College Enrollment Report</b>	
	Table 1 of 1	File Name: college2.dbf
	<b>Form #7: Post_Secondary Educational Institution Survey</b>	
	Table 1 of 1	File Name: post_sec.dbf
	<b>Form #8: Employer Survey: Recent Hires of High School Graduates</b>	
	Table 1 of 1	File Name: rec_hire.dbf
	<b>Form #9: High School Graduates Survey *</b>	
	Table 1 of 1	File Name: hs_grads.dbf

\* Survey form not included in Appendix B, please refer to form adopted by individual county.

**APPENDIX F**

**STW Database  
Page 2 of 32**

**Project 1: Student Level Data**

**Form #1: SCHOOL TO WORK  
Student Data Summary Form**

A copy of this form can be found in **Appendix B**.

**APPENDIX F**

**Form # 1 :** School To Work Student Summary Form  
**Table 1 of 6 :** Student Demographics

**STW Database**  
**Page 3 of 32**

**File Name:** g\_demos.dbf

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
1	STW Identification	STW_ID	Character	10	
2	Last name	SNAME_LAST	Character	15	
3	First name	SNAME_FIRST	Character	15	
4	Middle initial	SNAME_MINI	Character	1	
5	Birth date	SB_DATE	Date	8	
6	Sex	SSEX	Character	1	F, M
7	Ethnicity	SETHNICITY	Character	1	A = Asian, B = Black H = Hispanic N = Am. Native O = Other, W = White
8	Disability (Special Education or Section 504)	SDISABILITY	Logical	1	Y, N
9	Limited English proficiency	SLEP	Logical	1	Y, N
10	Academically talented	SAC_TALENT	Logical	1	Y, N
11	Eligible for free/reduced price lunch	SFREE_RED	Logical	1	Y, N
				<b>Total</b>	<b>56</b>

**APPENDIX F**

**Form # 1 : School To Work Student Data Summary Form**  
**Table 2 of 6 : 8th Grade Data**

**STW Database**  
**Page 4 of 32**

**File Name: grade08.dbf**

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	A_GRADE	Character	2	
6	District	A_DIST	Character	15	
7	District Code	A_DIST_ID	Character	5	
8	School	A_SCHOOL	Character	15	
9	Type if Public School	A_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	A_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	A_PRIV_O	Character	20	
12	Student Identification	A_STD_ID	Character	10	
13	Updated EEDP	A_EEDP	Logical	1	Y, N
14	Updated Portfolio	A_PORTOF	Logical	1	Y, N
15	Job Shadowing	A_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	A_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	A_SKILLCERT	Logical	1	Y, N
18	Work Study (Special Education) Program	A_WORKSTUD	Logical	1	Y, N
19	School Year Structured Work Experience (paid)	A_YWORK_P	Logical	1	Y, N
20	School Year Structured Work Experience (unpaid)	A_YWORK_U	Logical	1	Y, N
21	Summer Structured Work Experience (paid)	A_SWORK_P	Logical	1	Y, N
22	Summer Structured Work Experience (unpaid)	A_SWORK_U	Logical	1	Y, N
23	Community Service Learning/Volunteer Work	A_VOLUNTEE	Logical	1	Y, N
24	Other Workplace Experiences (work permit)	A_WPERMIT	Logical	1	Y, N

**APPENDIX F**

**File Name: grade08.dbf - continued**

**STW Database  
Page 5 of 32**

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
25	Specify	A_WPERM_O	Character	15	
26	Middle/High School Vocational Program	A_VOC_MH	Logical	1	Y, N
27	Skill Center Vocational Program	A_VOC_SKIL	Logical	1	Y, N
28	Skill Certificate Vocational Program	A_VOC_CERT	Logical	1	Y, N
29	Transition II/Tech Prep	A_TRANS2	Logical	1	Y, N
30	Student's Selected Career Major	A_CMAJOR	Character	15	
31	Current Date of Update	A_UPDATE	Date	8	
32	Name of Person Updating Form	A_NAME	Character	20	
33	Position of Person Updating Form	A_POSITION	Character	10	
			Total	193	

## APPENDIX F

**Form # 1 : School To Work Student Data Summary Form**  
**Table 3 of 6 : 9th Grade Data**

**STW Database**  
**Page 6 of 32**

**File Name: grade09.dbf**

### FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	B_GRADE	Character	2	
6	District	B_DISTRICT	Character	15	
7	District Code	B_DIST_ID	Character	5	
8	School	B_SCHOOL	Character	15	
9	Type if Public School	B_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	B_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	B_PRIV_O	Character	20	
12	Student Identification	B_STD_ID	Character	10	
13	Updated EEDP	B_EEDP	Logical	1	Y, N
14	Updated Portfolio	B_PORTOFOLIO	Logical	1	Y, N
15	Job Shadowing	B_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	B_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	B_SKILLCERT	Logical	1	Y, N
18	Work Study (Special Education) Program	B_WORKSTUD	Logical	1	Y, N
19	School Year Structured Work Experience (paid)	B_YWORK_P	Logical	1	Y, N
20	School Year Structured Work Experience (unpaid)	B_YWORK_U	Logical	1	Y, N
21	Internship (paid)	B_YINTERN_P	Logical	1	Y, N
22	Internship (unpaid)	B_YINTERN_U	Logical	1	Y, N
23	Summer Structured Work Experience (paid)	B_SWORK_P	Logical	1	Y, N
24	Summer Structured Work Experience (unpaid)	B_SWORK_U	Logical	1	Y, N



**APPENDIX F**

File Name: grade09.dbf - continued

STW Database  
Page 7 of 32

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
25	Summer Internship (paid)	B_SINTERN_P	Logical	1	Y, N
26	Summer Internship (unpaid)	B_SINTERN_U	Logical	1	Y, N
27	Community Service Learning/Volunteer Work	B_VOLUNTEER	Logical	1	Y, N
28	Other Workplace Experiences (work permit)	B_WPERMIT	Logical	1	Y, N
29	Specify	B_WPERM_O	Character	15	
30	Middle/High School Vocational Program	B_VOC_MH	Logical	1	Y, N
31	Skill Center Vocational Program	B_VOC_SKIL	Logical	1	Y, N
32	Skill Certificate Vocational Program	B_VOC_CERT	Logical	1	Y, N
33	Transition II/Tech Prep	B_TRANS2	Logical	1	Y, N
34	Apprenticeship	B_APPRENTICE	Logical	1	Y, N
35	Student's Selected Career Major	B_CMAJOR	Character	15	
36	Current Date of Update	B_UPDATE	Date	8	
37	Name of Person Updating Form	B_NAME	Character	20	
38	Position of Person Updating Form	B_POSITION	Character	10	
				Total	198

**APPENDIX F**

**Form # 1 : School To Work Student Data Summary Form**  
**Table 4 of 6 : 10th grade data**

**STW Database**  
**Page 8 of 32**

**File Name: grade10.dbf**

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	C_GRADE	Character	2	
6	District	C_DIST	Character	15	
7	District Code	C_DIST_ID	Character	5	
8	School	C_SCHOOL	Character	15	
9	Type if Public School	C_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	C_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	C_PRIV_O	Character	20	
12	Student Identification	C_STD_ID	Character	10	
13	Updated EEDP	C_EEDP	Logical	1	Y, N
14	Updated Portfolio	C_PORTOFOLIO	Logical	1	Y, N
15	Job Shadowing	C_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	C_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	C_SKILLCERT	Logical	1	Y, N
18	Work Study (Special Education) Program	C_WORKSTUD	Logical	1	Y, N
19	School Year Structured Work Experience (paid)	C_YWORK_P	Logical	1	Y, N
20	School Year Structured Work Experience (unpaid)	C_YWORK_U	Logical	1	Y, N
21	Internship (paid)	C_YINTERN_P	Logical	1	Y, N
22	Internship (unpaid)	C_YINTERN_U	Logical	1	Y, N
23	Summer Structured Work Experience (paid)	C_SWORK_P	Logical	1	Y, N
24	Summer Structured Work Experience (unpaid)	C_SWORK_U	Logical	1	Y, N

## APPENDIX F

File Name: grade10.dbf - continued

STW Database  
Page 9 of 32

### FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
25	Summer Internship (paid)	C_SINTERN_P	Logical	1	Y, N
26	Summer Internship (unpaid)	C_SINTERN_U	Logical	1	Y, N
27	Community Service Learning/Volunteer Work	C_VOLUNTEE	Logical	1	Y, N
28	Other Workplace Experiences (work permit)	C_WPERMIT	Logical	1	Y, N
29	Specify	C_WPERM_O	Character	15	
30	Middle/High School Vocational Program	C_VOC_MH	Logical	1	Y, N
31	Skill Center Vocational Program	C_VOC_SKILL	Logical	1	Y, N
32	Skill Certificate Vocational Program	C_VOC_CERT	Logical	1	Y, N
33	Transition II/Tech Prep	C_TRANS2	Logical	1	Y, N
34	Apprenticeship	C_APPRENTICE	Logical	1	Y, N
35	Student's Selected Career Major	C_CMAJOR	Character	15	
36	Current Date of Update	C_UPDATE	Date	8	
37	Name of Person Updating Form	C_NAME	Character	20	
38	Position of Person Updating Form	C_POSITION	Character	10	
Total				198	

## APPENDIX F

**Form # 1: School To Work Student Data Summary Form**  
**Table 5 of 6 : 11th Grade Data**

**STW Database**  
**Page 10 of 32**

**File Name: grade11.dbf**

### FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	D_GRADE	Character	2	
6	District	D_DISTRICT	Character	15	
7	District Code	D_DIST_ID	Character	5	
8	School	D_SCHOOL	Character	15	
9	Type if Public School	D_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	D_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	D_PRIV_O	Character	20	
12	Student Identification	D_STD_ID	Character	10	
13	Updated EEDP	D_EEDP	Logical	1	Y, N
14	Updated Portfolio	D_PORTOFOLIO	Logical	1	Y, N
15	Job Shadowing	D_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	D_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	D_SKILLCERT	Logical	1	Y, N
18	Work Study (Special Education) Program	D_WORKSTUD	Logical	1	Y, N
19	School Year Structured Work Experience (paid)	D_YWORK_P	Logical	1	Y, N
20	School Year Structured Work Experience (unpaid)	D_YWORK_U	Logical	1	Y, N
21	Internship (paid)	D_YINTERN_P	Logical	1	Y, N
22	Internship (unpaid)	D_YINTERN_U	Logical	1	Y, N
23	Summer Structured Work Experience (paid)	D_SWORK_P	Logical	1	Y, N
24	Summer Structured Work Experience (unpaid)	D_SWORK_U	Logical	1	Y, N

## APPENDIX F

File Name: grade11.dbf - continued

STW Database  
Page 11 of 32

### FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
25	Summer Internship (paid)	D_SINTERN_P	Logical	1	Y, N
26	Summer Internship (unpaid)	D_SINTERN_U	Logical	1	Y, N
27	Community Service Learning/Volunteer Work	D_VOLUNTEER	Logical	1	Y, N
28	Other Workplace Experiences (work permit)	D_WPERMIT	Logical	1	Y, N
29	Specify	D_WPERM_O	Character	15	
30	Middle/High School Vocational Program	D_VOC_MH	Logical	1	Y, N
31	Skill Center Vocational Program	D_VOC_SKILL	Logical	1	Y, N
32	Skill Certificate Vocational Program	D_VOC_CERT	Logical	1	Y, N
33	Transition II/Tech Prep	D_TRANS2	Logical	1	Y, N
34	Apprenticeship	D_APPRENTICE	Logical	1	Y, N
35	Assigned to a Career-Related Workplace Mentor	D_MENTOR	Logical	1	Y, N
36	Student's Selected Career Major	D_CMAJOR	Character	15	
37	Current Date of Update	D_UPDATE	Date	8	
38	Name of Person Updating Form	D_NAME	Character	20	
39	Position of Person Updating Form	D_POSITION	Character	10	
Total				199	

## APPENDIX F

**Form # 1 : School To Work Student Data Summary Form**  
**Table 6 of 6 : 12th Grade Data**

**STW Database**  
**Page 12 of 32**

**File Name: grade12.dbf**

### FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	Last name	SNAME_LAST	Character	15	
2	First name	SNAME_FIRST	Character	15	
3	Middle initial	SNAME_INI	Character	1	
4	Date	SB_DATE	Date	8	
5	Grade level	E_GRADE	Character	2	
6	District	E_DISTRICT	Character	15	
7	District Code	E_DIST_ID	Character	5	
8	School	E_SCHOOL	Character	15	
9	Type if Public School	E_PUBLIC	Character	1	C = Charter, A = Academy N = Neighborhood
10	Type if Private School	E_PRIVATE	Character	1	P = Parochial, M = Military O = Other
11	Specify	E_PRIV_O	Character	20	
12	Student Identification	E_STD_ID	Character	10	
13	Updated EEDP	E_EEDP	Logical	1	Y, N
14	Updated Portfolio	E_PORTOFOLIO	Logical	1	Y, N
15	Job Shadowing	E_JOBSHAD	Logical	1	Y, N
16	Work Site Visit Experience(s)	E_WSVISIT	Logical	1	Y, N
17	Skill Certificate (National/State) Program	E_SKILLCERT	Logical	1	Y, N
18	Skill Cert. Program Completed	E_SKILLC_C	Logical	1	Y, N
19	Work Study (Special Education) Program	E_WORKSTUD	Logical	1	Y, N
20	Work Study (Special Education) Program Completed	E_WORKS_C	Logical	1	Y, N
21	School Year Structured Work Experience (paid)	E_YWORK_P	Logical	1	Y, N
22	School Year Structured Work Experience (unpaid)	E_YWORK_U	Logical	1	Y, N
23	Internship (paid)	E_YINTERN_P	Logical	1	Y, N
24	Paid Internship completed	E_YINTP_C	Logical	1	Y, N
25	Internship (unpaid)	E_YINTERN_U	Logical	1	Y, N

**APPENDIX F**

**File Name: grade12.dbf - continued**

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
26	Unpaid Internship completed	E_YINTU_C	Logical	1	Y, N
27	Summer Structured Work Experience (paid)	E_SWORK_P	Logical	1	Y, N
28	Summer Structured Work Experience (unpaid)	E_SWORK_U	Logical	1	Y, N
29	Summer Internship (paid)	E_SINTERN_P	Logical	1	Y, N
30	Summer Paid Internship Completed	E_SINTP_C	Logical	1	Y, N
31	Summer Internship (unpaid)	E_SINTERN_U	Logical	1	Y, N
32	Summer Unpaid Internship Completed	E_SINTU_C	Logical	1	Y, N
33	Community Service Learning/Volunteer Work	E_VOLUNTEER	Logical	1	Y, N
34	Other Workplace Experiences (work permit)	E_WPERMIT	Logical	1	Y, N
35	Specify	E_WPERM_O	Character	15	
36	Middle/High School Vocational Program	E_VOC_MH	Logical	1	Y, N
37	Middle/High School Vocational Program Completed	E_VOVMH_C	Logical	1	Y, N
38	Skill Center Vocational Program	E_VOC_SKILL	Logical	1	Y, N
39	Skill Center Vocational Program Completed	E_VOCSK_C	Logical	1	Y, N
40	Skill Certificate Vocational Program	E_VOC_CERT	Logical	1	Y, N
41	Skill Certificate Vocational Program Completed	E_VOCCERT_C	Logical	1	Y, N
42	Transition II/Tech Prep	E_TRANS2	Logical	1	Y, N
43	Transition II/Tech Prep Completed	E_TRANS2_C	Logical	1	Y, N
44	Apprenticeship	E_APPRENTICE	Logical	1	Y, N
45	Apprenticeship Completed	E_APPR_C	Logical	1	Y, N
46	Assigned to a Career-Related Workplace Mentor	E_MENTOR	Logical	1	Y, N
47	Career-Related Workplace Mentor Completed	E_MENT_C	Logical	1	Y, N
48	Student's Selected Career Major	E_CMAJOR	Character	15	
49	Current Date of Update	E_UPDATE	Date	8	
	Name of Person Updating Form	E_NAME	Character	20	

## APPENDIX F

File Name: grade12.dbf - continued

STW Database  
Page 14 of 32

### FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
51	Position of Person Updating Form	E_POSITION	Character	10	
52	Five blank spaces	BLANK	Character	5	
53	Graduated	DIPLOMA	Logical	1	Y, N
54	Endorsed diploma attainment Communication Arts	END_CA	Logical	1	Y, N
55	Endorsed diploma attainment Mathematics	END_MA	Logical	1	Y, N
56	Endorsed diploma attainment Science	END_SC	Logical	1	Y, N
57	Endorsed diploma attainment Social Studies	END_SS	Logical	1	Y, N
58	Plans for work or education after high school graduation	COLLEGE	Character	1	2 = 2 Year, 4 = 4 Year 0 = Other
59	College -where	COLL_WHERE	Character	20	
60	Apprenticeship	APPRENT	Logical	1	Y, N
61	Apprenticeship - where	APP_WHERE	Character	20	
62	Military	MILITARY	Logical	1	Y, N
63	Military - where	MILI_WHERE	Character	20	Y, N
64	Caring for family full time	FAMILY	Logical	1	Y, N
65	Undecided / Other	OTHER	Character	20	
66	Five blank spaces	BLANK2	Character	5	
67	First contact Name	CONTACT1	Character	15	
68	First contact Address	ADDRESS1	Character	15	
69	First contact City	CITY1	Character	15	
70	Second contact Name	CONTACT2	Character	15	
71	Second contact Address	ADDRESS2	Character	15	
72	Second contact City	CITY2	Character	15	
Total				400	



**APPENDIX F**

**STW Database  
Page 15 of 32**

**Project 2: School Level Data**

**Form #2: Education-Business Partnership Summary Form**

A copy of this form can be found in Appendix B.

**APPENDIX F**

**Form # 2: Education-Business Partnership Summary Form  
Table 1 of 1**

**STW Database  
Page 16 of 32**

**File Name: ed\_bus.dbf**

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
1	School Name	SCHOOL	Character	15	
2	Reporting Date	REP_DATE	Date	8	
3	School Year	SCHOOL_YR	Character	5	
4	District Code	DIST_ID	Character	5	
5	Page Number	PAGE	Character	2	
6	No. of Total Pages	PAGE_OF	Character	2	
7	Partners	PARTNERS	Character	15	
8	Policy	LEVEL1	Logical	1	Y, N
9	Systematic Educational Improvement	LEVEL2	Logical	1	Y, N
10	Management	LEVEL3	Logical	1	Y, N
11	Training and Professional Development	LEVEL4	Logical	1	Y, N
12	Classroom	LEVEL5	Logical	1	Y, N
13	Special Services	LEVEL6	Logical	1	Y, N
				<b>Total</b>	<b>59</b>

**APPENDIX F**

**STW Database  
Page 17 of 32**

**Project 3: District Level Data**

**Form #3: SCHOOL TO WORK  
Process Milestones Checklist  
for Grades PK - 12**

**Form #4: Rates from Head Count Report**

**Form #5: Parent Satisfaction Survey**

A copy of each form/summary report can be found in **Appendix B.**

## APPENDIX F

**Form # 3: School To Work Process Milestones Checklist for Grades PK - 12**  
**Table 1 of 1**

**STW Database**  
**Page 18 of 32**

**File Name: miles.dbf**

### FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
1	District Code	DIST_CODE	Character	5	
2	District Name	DIST_NAME	Character	15	
3	Contact Person Completing	CONTACT	Character	15	
4	Current Date	DATE	Date	8	
5	School Year	SCHOOL_YR	Character	5	
6	Grade of Student	GRADE	Character	2	
7	Goals and Objectives Start-up Meetings	G_START	Logical	1	Y, N
8	Goals and Objectives Draft Copy	G_DRAFT	Logical	1	Y, N
9	Goals and Objectives Final Copy	G_FINAL	Logical	1	Y, N
10	Goals and Objectives Piloting	G_PILOT	Logical	1	Y, N
11	Goals and Objectives Full Implementation	G_FULL	Logical	1	Y, N
12	Goals and Objectives Evaluation of Results	G_EVAL	Logical	1	Y, N
13	Goals and Objectives Refinement of Curriculum	G_REFINE	Logical	1	Y, N
14	Goals and Objectives Comments on Back-up Document	G_BACKUP	Character	30	
15	Strategies / Practices Start-up Meetings	S_START	Logical	1	Y, N
16	Strategies / Practices Draft Copy	S_DRAFT	Logical	1	Y, N
17	Strategies / Practices Final Copy	S_FINAL	Logical	1	Y, N
18	Strategies / Practices Piloting	S_PILOT	Logical	1	Y, N
19	Strategies / Practices Full Implementation	S_FULL	Logical	1	Y, N
20	Strategies / Practices Evaluation of Results	S_EVAL	Logical	1	Y, N
21	Strategies / Practices Refinement of Curriculum	S_REFINE	Logical	1	Y, N

## APPENDIX F

File Name: miles.dbf - continued

STW Database  
Page 19 of 32

### FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
22	Strategies / Practices Comments on Back-up Document	S_BACKUP	Character	30	
23	Material acquisition Start-up Meetings	MA_START	Logical	1	Y, N
24	Material acquisition Draft Copy	MA_DRAFT	Logical	1	Y, N
25	Material acquisition Final Copy	MA_FINAL	Logical	1	Y, N
26	Material acquisition Piloting	MA_PILOT	Logical	1	Y, N
27	Material acquisition Full Implementation	MA_FULL	Logical	1	Y, N
28	Material acquisition Evaluation of Results	MA_EVAL	Logical	1	Y, N
29	Material acquisition Refinement of Curriculum	MA_REFINE	Logical	1	Y, N
30	Material acquisition Comments on Back-up Document	MA_BACKUP	Character	30	
31	Inservice of Staff Start-up Meetings	I_START	Logical	1	Y, N
32	Inservice of Staff Draft Copy	I_DRAFT	Logical	1	Y, N
33	Inservice of Staff Final Copy	I_FINAL	Logical	1	Y, N
34	Inservice of Staff Piloting	I_PILOT	Logical	1	Y, N
35	Inservice of Staff Full Implementation	I_FULL	Logical	1	Y, N
36	Inservice of Staff Evaluation of Results	I_EVAL	Logical	1	Y, N
37	Inservice of Staff Refinement of Curriculum	I_REFINE	Logical	1	Y, N
38	Inservice of Staff Comments on Back-up Document	I_BACKUP	Character	30	
39	Monitoring of Classroom Start-up Meetings	MO_START	Logical	1	Y, N
40	Monitoring of Classroom Draft Copy	MO_DRAFT	Logical	1	Y, N
41	Monitoring of Classroom Final Copy	MO_FINAL	Logical	1	Y, N

## APPENDIX F

File Name: miles.dbf - continued

STW Database  
Page 20 of 32

FILE STRUCTURE					
No.	Variable	Field Name	Type	Field Width	Code
42	Monitoring of Classroom Piloting	MO_PILOT	Logical	1	Y, N
43	Monitoring of Classroom Full Implementation	MO_FULL	Logical	1	Y, N
44	Monitoring of Classroom Evaluation of Results	MO_EVAL	Logical	1	Y, N
45	Monitoring of Classroom Refinement of Curriculum	MO_REFINE	Logical	1	Y, N
46	Monitoring of Classroom Comments on Back-up Document	MO_BACKUP	Character	30	
47	Repeat of Development Cycle Start-up Meetings	R_START	Logical	1	Y, N
48	Repeat of Development Cycle Draft Copy	R_DRAFT	Logical	1	Y, N
49	Repeat of Development Cycle Final Copy	R_FINAL	Logical	1	Y, N
50	Repeat of Development Cycle Piloting	R_PILOT	Logical	1	Y, N
51	Repeat of Development Cycle Full Implementation	R_FULL	Logical	1	Y, N
52	Repeat of Development Cycle Evaluation of Results	R_EVAL	Logical	1	Y, N
53	Repeat of Development Cycle Refinement of Curriculum	R_REFINE	Logical	1	Y, N
54	Repeat of Development Cycle Comments on Back-up Document	R_BACKUP	Character	30	
55	Description of Curriculum Thrust at this Level	CURRICULUM	Character	40	
Total				313	

**APPENDIX F**

**Form # 4: Rates from Head Count Report - Michigan Department of Education**  
**Table 1 of 1**

**STW Database**  
**Page 21 of 32**

**File Name: rates.dbf**

**STRUCTURE**

<b>Number</b>	<b>Variable</b>	<b>Field Name</b>	<b>Type</b>	<b>Field Width</b>	<b>Decimal</b>	<b>Code</b>
1	Graduation Year	GRAD_YEAR	Character	5		
2	District Code	DIST_CODE	Character	5		
3	District Name	DIST_NAME	Character	15		
4	Graduation Completion Rate	GRAD_COMPL	Numeric	6	2	
5	Dropout Rate	DROPOUT	Numeric	5	2	
			<b>Total</b>	<b>37</b>		

**APPENDIX F**

**Form # 5: Parent Satisfaction Survey - Recent Graduates**  
**Table 1 of 1**

**STW Database**  
**Page 22 of 32**

**File Name: parent.dbf**

**FILE STRUCTURE**

<b>Number</b>	<b>Variable</b>	<b>Field Name</b>	<b>Type</b>	<b>Field Width</b>	<b>Code</b>
1	District Code	DIST_CODE	Character	5	
2	District Name	DIST_NAME	Character	15	
3	Record Identification	REC_ID	Character	5	
4	Graduation Year	GRAD_YEAR	Character	5	
5	Date	DATE	Date	8	
6	Question 1	QUEST_1	Character	1	0 = No, 1 = Yes, 2 = Unsure
7	Specify	QUEST_1I	Character	20	
8	Question 2	QUEST_2	Character	1	0 = No, 1 = Yes, 2 = Unsure
9	Specify	QUEST_2I	Character	20	
10	Suggestions	SUGGEST	Character	40	
			<b>Total</b>	<b>121</b>	



**Project 4: Region Level Data**

**Form #6: Two Year College Enrollment Report**

**Form #7: Post-Secondary Educational Survey**

**Form #8: Employer Survey:  
Recent Hires of High School Graduates**

A copy of each form/summary report can be found in Appendix B.

**Form #9: High School Graduates Survey**

Please contact county for a copy of this survey form.

**APPENDIX F**

**Form # 6: Two Year College Enrollment Report  
Table 1 of 1**

**STW Database  
Page 24 of 32**

**File Name: college2.dbf**

**FILE STRUCTURE**

<b>No.</b>	<b>Variable</b>	<b>Field Name</b>	<b>Type</b>	<b>Field Width</b>	<b>Code</b>
1	Record Identification	REC_ID	Character	5	
2	Reporting College	COLL_2	Character	15	
3	Graduation Year	GRAD_YEAR	Character	5	
4	Reporting Year	SCHOOL_YR	Character	5	
5	Region	REGION	Character	15	
6	Enrolled Total	ENR_TOTAL	Numeric	3	
7	Enrolled Female Total	FEMALE	Numeric	3	
8	Enrolled Male Total	MALE	Numeric	3	
9	Enrolled White Total	WHITE	Numeric	3	
10	Enrolled Black Total	BLACK	Numeric	3	
11	Enrolled Hispanic Total	HISPANIC	Numeric	3	
12	Enrolled Asian Total	ASIAN	Numeric	3	
13	Enrolled Native Total	NATIVE	Numeric	3	
14	Pell Grant Total Eligible	PELL_YES	Numeric	3	
15	Pell Grant Total Not Eligible	PELL_NO	Numeric	3	
16	Total students with GPA 3.0 or higher	GPA_3	Numeric	3	
17	Total students with GPA 2.0 thru 2.9	GPA_2	Numeric	3	

APPENDIX F

File Name: college2.dbf - continued

STW Database  
Page 25 of 32

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
18	Total students with GPA 1.0 thru 1.9	GPA_I	Numeric	3	
19	Total students with GPA 1.0 thru 1.9	GPA_O	Numeric	3	
			Total	88	

**APPENDIX F**

**Form # 7: Post Secondary Educational Institution Survey**  
**Table 1 of 1**  
**File Name: post\_sec.dbf**

**STW Database**  
**Page 26 of 32**

**FILE STRUCTURE**

<b>No.</b>	<b>Variable</b>	<b>Field Name</b>	<b>Type</b>	<b>Field Width</b>	<b>Code</b>
1	Record Identification	ID_NO	Character	5	
2	Record Date	REC_DATE	Date	8	
3	County	COUNTY	Character	10	
4	Graduation Year	GRAD_YR	Character	5	
5	No. of Students with Completed Degree or Skill Certificate	COMPLETERS	Numeric	5	
6	Skill Certificate Student Count	S_COUNT	Numeric	5	
7	Skill Certificate Male Count	S_MALE	Numeric	5	
8	Skill Certificate Female Count	S_FEMALE	Numeric	5	
9	Skill Certificate Ethnicity/White Count	S_WHITE	Numeric	5	
10	Skill Certificate Ethnicity/Black Count	S_BLACK	Numeric	5	
11	Skill Certificate Ethnicity/Hispanic Count	S_HISPANIC	Numeric	5	
12	Skill Certificate Ethnicity/Asian Count	S_ASIAN	Numeric	5	
13	Skill Certificate Ethnicity/Native American Count	S_NATIVE	Numeric	5	
14	Skill Certificate Ethnicity/Other Count	S_OTHER	Numeric	5	

**APPENDIX F**

File Name: post\_sec.dbf - continued

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
15	Skill Certificate Count Eligible for Pell	S_PELL_Y	Numeric	5	
16	Skill Certificate Count Not Eligible for Pell	S_PELL_N	Numeric	5	
17	Skill Certificate Count of Limited English Proficiency	S_LEP	Numeric	5	
18	Skill Certificate Count of Disabled	S_DISABLE	Numeric	5	
19	Skill Certificate Count of Academically Talented	S_AC_TAL	Numeric	5	
20	Associate Degree Student Count	A_COUNT	Numeric	5	
21	Associate Degree Male Count	A_MALE	Numeric	5	
22	Associate Degree Female Count	A_FEMALE	Numeric	5	
23	Associate Degree Ethnicity/White Count	A_WHITE	Numeric	5	
24	Associate Degree Ethnicity/Black Count	A_BLACK	Numeric	5	
25	Associate Degree Ethnicity/Hispanic Count	A_HISPANIC	Numeric	5	
26	Associate Degree Ethnicity/Asian Count	A_ASIAN	Numeric	5	
27	Associate Degree Ethnicity/Native American Count	A_NATIVE	Numeric	5	
28	Associate Degree Ethnicity/Other Count	A_OTHER	Numeric	5	

**APPENDIX F**

File Name: post\_sec.dbf - continued

STW Database  
Page 28 of 32

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
29	Associate Degree Count Eligible for Pell	A_PELL_Y	Numeric	5	
30	Associate Degree Count Not Eligible for Pell	A_PELL_N	Numeric	5	
31	Associate Degree Count of Limited English Proficiency	A_LEP	Numeric	5	
32	Associate Degree Count of Disabled	A_DISABLE	Numeric	5	
33	Associate Degree Count of Academically Talented	A_AC_TAL	Numeric	5	
34	Bachelor Degree Student Count	B_COUNT	Numeric	5	
35	Bachelor Degree Male Count	B_MALE	Numeric	5	
36	Bachelor Degree Female Count	B_FEMALE	Numeric	5	
37	Bachelor Degree Ethnicity/White Count	B_WHITE	Numeric	5	
38	Bachelor Degree Ethnicity/Black Count	B_BLACK	Numeric	5	
39	Bachelor Degree Ethnicity/Hispanic Count	B_HISPANIC	Numeric	5	
40	Bachelor Degree Ethnicity/Asian Count	B_ASIAN	Numeric	5	
41	Bachelor Degree Ethnicity/Native American Count	B_NATIVE	Numeric	5	
42	Bachelor Degree Ethnicity/Other Count	B_OTHER	Numeric	5	

**APPENDIX F**

File Name: post\_sec.dbf - continued

STW Database  
Page 29 of 32

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
43	Bachelor Degree Count Eligible for Pell	B_PELL_Y	Numeric	5	
44	Bachelor Degree Count Not Eligible for Pell	B_PELL_N	Numeric	5	
45	Bachelor Degree Count of Limited English Proficiency	B_LEP	Numeric	5	
46	Bachelor Degree Count of Disabled	B_DISABLE	Numeric	5	
47	Bachelor Degree Count of Academically Talented	B_AC_TAL	Numeric	5	
48	Other Specified Student Count	O1_COUNT	Numeric	5	
49	Other Specified Male Count	O1_MALE	Numeric	5	
50	Other Specified Female Count	O1_FEMALE	Numeric	5	
51	Other Specified Ethnicity/White Count	O1_WHITE	Numeric	5	
52	Other Specified Ethnicity/Black Count	O1_BLACK	Numeric	5	
53	Other Specified Ethnicity/Hispanic Count	O1_HISPANIC	Numeric	5	
54	Other Specified Ethnicity/Asian Count	O1_ASIAN	Numeric	5	
55	Other Specified Ethnicity/Native American Count	O1_NATIVE	Numeric	5	
56	Other Specified Ethnicity/Other Count	O1_OTHER	Numeric	5	

**APPENDIX F**

File Name: post\_sec.dbf - continued

STW Database  
Page 30 of 32

FILE STRUCTURE

No.	Variable	Field Name	Type	Field Width	Code
43	Other Specified Count Eligible for Pell	O1_PELL_Y	Numeric	5	
44	Other Specified Count Not Eligible for Pell	O1_PELL_N	Numeric	5	
45	Other Specified Count of Limited English Proficiency	O1_LEP	Numeric	5	
46	Other Specified Count of Disabled	O1_DISABLE	Numeric	5	
47	Other Specified Count of Academically Talented	O1_AC_TAL	Numeric	5	
			Total	314	



**APPENDIX F**

**Form # 8: Employer Survey: Recent Hires of High School Graduates**  
**Table 1 of 1**  
**File Name: rec\_hire.dbf**

**STW Database**  
**Page 31 of 32**

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
1	Current Date on Form	DATE	Date	8	
2	Record Identification	REC_ID	Character	5	
3	Graduation Year	GRAD_YR	Character	5	
4	County	COUNTY	Character	15	
5	Number of Graduates Hired	GRAD_HIRES	Numeric	3	
6	Social Etiquette on the Job	SKILL_A	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
7	Communication Skills on the Job	SKILL_B	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
8	Mathematics Skill on the the Job	SKILL_C	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
9	Attendance on the Job	SKILL_D	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
10	Knowledge about your Business	SKILL_E	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
11	Ability to show a Customer First Attitude	SKILL_F	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
12	Technical skills related to the job	SKILL_G	Numeric	1	0 = Not Applicable, 1= Declined 2 = Remained Same, 3 = Improved
13	High School Attendance Checked	QUEST_3	Logical	1	Y, N
14	High School Diploma, Endorsement and/or Portfolio Seen	QUEST_4	Logical	1	Y, N
15	Ask for other Information	QUEST_5	Logical	1	Y, N
16	What Information was Requested	QUEST_5I	Character	30	

**APPENDIX F**

**Form # 9: High School Graduate Survey**  
**Table 1 of 1**

**STW Database**  
**Page 32 of 32**

**File Name: hs\_grads.dbf**

**FILE STRUCTURE**

No.	Variable	Field Name	Type	Field Width	Code
1	County	COUNTY	Character	15	
2	Record Identification	REC_ID	Character	5	
3	Year of Graduation	GRAD_YEAR	Character	5	
4	Year of Survey	SURV_YEAR	Character	5	
5	Entered Employment	EMPLOYED	Logical	1	Y, N
6	Entered Military	MILITARY	Logical	1	Y, N
7	Enrolled in Post-Secondary Education	POST_ED	Logical	1	Y, N
8	Entered Apprenticeship	APPRENTICE	Logical	1	Y, N
9	Attained Skill Certificate	SKILL_CERT	Logical	1	Y, N
10	Attained Post-Secondary Degree	P_DEGREE	Logical	1	Y, N
			<b>Total</b>	<b>37</b>	

## APPENDIX G

Exhibited here are a series of outlines of actual evaluation reports. **One or more of these may be adapted to present evaluation plan results to different audiences.** A limited number of copies can be obtained at the Department of Evaluation, Testing, and Research of the School District of the City of Saginaw.

## APPENDIX G

### Exhibit G.1

#### ADULT BASIC EDUCATION PROGRAM PROCESS/PRODUCT EVALUATION REPORT, 1995-1996

##### I. INTRODUCTION

In this section of the report, the author(s) should present a description of the program, including such information as mention its aims, its staffing levels, (if appropriate) its history, etc..

##### II. METHOD

###### A. Process

In this part are described the procedures used to determine whether the program is operating as anticipated e.g., according to the specifications in the funding grant. This may include classroom observations, surveys of staff, reviews of lesson plans, etc.

###### B. Product

Here there is a description the procedures used to determine whether the program attained its goals according to the standards the funding grant, whether a specific number/percent of participating students attained at least a certain level of performance.

##### III. RESULTS

###### A. Process

In this section the author(s) present findings about the operation of the program are presented and compared to expectations. For example, according to expectation, all classes were to include at least one hour of mathematics instruction; classroom observation evidenced an average [mean] of 50 minutes.

###### B. Product

In this part is a presentation of the findings about whether the program attained its goals according to the standards the funding grant are presented. For example, 75% of the students were expected to attain proficiency in at least 75% of their individual educational objectives; program records demonstrated that 72% did.

##### IV. SUMMARY

In this part, the procedures and findings are briefly recapitulated.

##### V. DISCUSSION

If necessary, here is where the author(s) would review the findings are placed in context and/or related to parallel findings.

##### VI. RECOMMENDATIONS

Here, the author(s) present suggestions about how to enhance program performance against stated goals, or suggestions for adjusting standards if they are found to be inappropriate, i.e., too easy or too difficult to attain.

##### VI. REFERENCES

Here is presented an alphabetical listing of all cited references. {Note: when using a procedure or addressing concepts/interpretations with which your audience may be unfamiliar, references are important.}

## APPENDIX G

### ADULT BASIC EDUCATION PROGRAM PROCESS/PRODUCT EVALUATION REPORT, 1995-1996 (continued)

#### VII. APPENDICES

Here the author(s) exhibit copies of the instruments used in the study (preferably filled with summary statistics). Also here can be placed 1) examples of exemplary or typical findings; 2) supplemental discussion of definitions, concepts, and interpretations; and/or 3) findings important to the study but which, if placed in the results section, because of their number or size, would be distracting to the readers.

## APPENDIX G

### Exhibit G.2.

#### AN EXAMINATION OF FALL, 1994 PROGRAM ACTIVITIES, EXECUTIVE SUMMARY

##### I. INTRODUCTION

In this part, the activities expected to be in evidence are listed, along with the rationale of why they are expected are briefly described. (1-2 paragraphs)

##### II. METHOD

Here should be a description of the procedures used to assess whether the expected activities are occurring, have occurred, or will occur. (1-2 paragraphs)

##### III. RESULTS

In this section the findings about the occurrence of the activities are presented and compared to expectations. For example, according to the school calendar, the number of career day assemblies held at an elementary school, as compared to the number expected. (1-2 paragraphs; 1-2 tables)

##### IV. RECOMMENDATIONS

In this part the authopr(s) present suggestions about how to enhance program operations based on an analysis of expectations compared to actual occurrences. (1-2 paragraphs)

Note: No appendices, but mention in the text, where appropriate, that additional materials are available upon request.

## APPENDIX G

### Exhibit G.3.

#### FOLLOW-UP STUDY OF 1994 GRADUATES

##### I. INTRODUCTION

This section is comprized of a description of the specific class of graduates and the type of the information sought about them or from them.

##### II. METHOD

In this section is a description of the procedures used to determine their recent, post-graduation activities and opinions, generally a survey.

##### III. RESULTS

###### A. Demographics

In this part is a description of the responding graduates is presented. This can be compared to the demographic characteristics of the whole group of graduates to develop an estimate of how well the respondents represent them.

###### B. Findings

In this part are descriptions of the respondents' post-graduation activities and opinions, for example, how well prepared they were, due to their school experiences, for their current activities.

##### IV. SUMMARY

Here, the procedures and findings are briefly recapitulated.

##### V. ACKNOWLEDGMENTS

In this place, the author(s) give recognition, where appropriate, to others who were instrumental in data gathering/processing.

##### VI. APPENDICES

In this section are copies of the instruments used in the study (preferably filled with summary statistics). Also here can be placed examples of exemplary or typical findings.

## APPENDIX G

### Exhibit G.4.

#### AN EXAMINATION OF FALL, 1994 PRE-TESTING ACTIVITIES

##### I. INTRODUCTION

In this section, the reader is provided with background concerning the testing, why it is happening, who sponsored it, etc. Further, the activities expected to be in evidence are listed, along with the rationale of why they are expected.

##### II. METHOD

This section describes the procedures used to assess whether the expected activities are occurring, have occurred, or will occur.

##### III. RESULTS

In this section, the findings about the occurrence of the activities are presented and compared to expectations. For example, according to the school calendar, the number of career day assemblies held at an elementary school, as compared to the number expected.

##### IV. SUMMARY

In this section are brief recapitulations of the expectations, procedures, and findings.

##### V. RECOMMENDATIONS

In this section are presented suggestions about how to enhance program/project operations or activities based on an analysis of the differences between expectations and actual occurrences.

##### VI. APPENDICES

Here, the reader is shown copies of the instruments used in the study (preferably filled with summary statistics). Also here can be placed examples of exemplary or typical findings.



## APPENDIX G

### Exhibit G.5.

#### COHORT DROPOUT STUDY, 1989

##### I. INTRODUCTION

This section offers a description of why a cohort study differs from a traditional study (it is a longitudinal examination of the high school careers of a set of students [the cohort] rather than the number who dropped in a given year as compared to that year's enrollment). Also here, there is a description of dropout prevention goals and/or activities.

##### II. METHOD

This section provides a description of the procedures used to define a cohort document their high school careers.

##### III. RESULTS

It is in this section that the findings about the cohort are presented. For example, the number and percent of the cohort who graduated, transferred to another K-12 public school [or other accredited learning facility], dropped out, remained as students, etc. after the three [four] years they attended high school; parallel analyses by subgroups of interest.

##### IV. SUMMARY

In this section, the procedures and findings are briefly recapitulated.

##### V. DISCUSSION

{If necessary} It is here that the findings are placed in context and/or related to parallel findings.

##### VI. RECOMMENDATIONS

In this section are presented suggestions about how to enhance organizational performance against stated goals.

##### VI. REFERENCES

This section contains an alphabetical listing of all cited references. {Note: when using a procedure or addressing concepts/interpretations with which your audience may be unfamiliar, references are important.}

##### VII. APPENDICES

In this section are placed supplemental or parallel findings important to the study but which, if placed in the results section, because of their number or size, would be distracting to the readers. Also here could be supplemental discussion of definitions, concepts, and interpretations.

## SCHOOL-TO-WORK GLOSSARY

The following is a glossary of terms frequently used in School-To-Work literature and/or of importance to School-To-Work implementation efforts. Where appropriate to regional needs, some of the definitions were enhanced or developed by the School-To-Work Evaluation Project Planning Staff.

This glossary is not meant to be exhaustive, but, so that it can serve as a useful resource tool, it does include some terms not directly presented in the text or the appended exhibits.

### **Academic Learning**

A set of basic skills organized around the subjects of reading, speaking, listening, mathematics, science, social studies, physical education, and the arts.

### **Academically Talented**

At the secondary level, students who score at or above the 85th percentile on a standardized, norm-referenced test (e.g., CAT/5, IOWA, etc.) or who are in the top 10% of their class are considered to be academically talented. At the post-secondary level, students whose GPA's are 3.5 or higher are considered to be academically talented.

### **Access**

Recruitment and guidance activities designed to deliver needed information on career preparation or opportunities for all students, including those classified as special populations; equal information in a form or style necessary for the individual student's understanding; equal opportunities for all students to participate in academic and career and technical program offerings.

### **All Aspects Of An Industry**

All aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and environmental issues, related to the industry or industry sector.

### **All Students**

Includes students from the broad range of backgrounds and circumstances, including disadvantaged students, students of diverse racial, ethnic, and cultural backgrounds, students with disabilities, students with limited English proficiency, students who have dropped out of school, and academically talented students.

### **Applied Academics**

Applied Academics is based on authentic problems and tasks from life situations, especially in the workplace. Learning occurs only when the students process new information or knowledge in such a way that it makes sense to them in their frame of reference.

### **Apprenticeship**

A relationship between an employer and an employee during which the worker or apprentice learns a trade. The training lasts a specific length of time. An apprenticeship covers all aspects of the trade and includes both on the job training and related instruction.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### Assessment

Instruments and processes used to determine the mastery of specific objectives, competencies, or skills as the result of a course of study or structured experience. The systematic process of gathering data to form an evaluation, including these specific types:

- **Alternative Assessment:** The process of changing the assessment strategy to appropriately measure the desired outcome; a tool, instrument or method of collecting information other than that used in traditional assessment.
- **Authentic Assessment:** A process to assess a student's learning and performance in context, using activities that are interesting and meaningful to students, congruent to the learning that has taken place and generating a valued outcome. The activities mirror those used as a part of the regular classroom instruction process and/or real life.
- **Comprehensive Assessment:** A process that includes a broad evaluation or appraisal to determine educational quality using a variety of measures.
- **Criterion-Referenced Assessment:** An assessment process that measures the student's achievement of specific outcomes; assessments that measure a student's specific knowledge and/or skill relative to identified outcomes.
- **Educational Assessment:** A program to improve educational decision-making by securing valid and reliable information about student knowledge and skills on prescribed educational outcomes. It can provide baseline data from which programs can be built and can also be used as an indicator of progress.
- **Needs Assessment:** A method by which the areas for improvement are identified. In the case of school improvement goals, the needs assessment is based on student outcome data.
- **Norm-Referenced Assessment:** An assessment process that compares a student's score with the average score achieved by a nationwide sampling of students.
- **Peer Assessment:** A process that depends on evaluation comments made by fellow students, based on observation of a process or a product using pre-established criteria; a testing method that depends on evaluation by peers to judge another's knowledge or skills.
- **Performance Assessment:** Testing methods that require students to produce an answer or product that demonstrates their knowledge or skills.
- **Portfolio Assessment:** An assessment technique that involves collecting samples of student work that document student growth, development and experiences over time.
- **Secured Assessment:** A process wherein the instrument used to evaluate or judge a student is unknown by the student prior to the assessment.
- **Self Assessment:** A reflective process in which one assesses one's own learning/thinking/products, using given criteria.
- **Standardized Assessment:** An assessment technique that relies on the consistent application of established procedures for those being assessed to ensure reliability and validity.
- **Traditional Assessment:** A process that has generally been used to measure student performance, i.e., paper and pencil tests, standardized tests and teacher made tests.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### At-Risk Student

A student who is likely to experience social and/or academic failure and, as a result, may leave school before graduation.

### Basic Academic Skills

Skills in communication, (such as reading and writing), math and science involving knowledge and comprehension; skills in subject areas of the Michigan Core Curriculum.

### Career Academies

A single employer or a consortium of employers in an industry (or across industries regarding a specific occupation) who designs a school or school program around a single theme such as the arts, science and technology, electronics, languages, environmental science, etc., as a source of potential entry workers. Assistance generally provided to the school includes curriculum development, equipment donations and/or purchases, consultant services, instructional materials, part-time or summer employment opportunities.

### Career Assessment

Career Assessment is a tool that enables students to discover or determine their interests or aptitude as it relates to skills or careers, (i.e., MOIS, Differential Aptitude Test, COPS, CAPS).

### Career Education

Programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, career education shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

### Career Guidance And Counseling

A program that:

- a) Pertains to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills and knowledge and understanding of local, state and national occupational, educational and labor market needs, trends, and opportunities;
- b) Assists individuals in making and implementing informed educational and occupational choices; and
- c) Aids students to develop career options with attention to: 1) surmounting gender, race, ethnic, disability, language or socioeconomic impediments; and 2) career options and encouraging careers in non-traditional employment.

### Career Information

A broad term used to describe occupational descriptions, projections, salary, educational requirements for a path or sequence of work in a particular occupational field of work.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### Career Major

A coherent sequence of courses or field of study that prepares a student for a first job and that:

- a) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary and post-secondary educational institutions; and
- b) prepares the student for employment in a broad occupational cluster or industry sector.

### Career Pathways

Term used for all the possible options including K-12 education, work experience, military, apprenticeship, advanced training and/or post-secondary education that an individual can use and/or experience to secure a rewarding and successful career.

### Certification Of Initial Mastery (CIM)

Represents a series of standards for general education (the foundation skills and knowledge needed by all to be successful at work and as citizens) that everyone would be expected to meet, regardless of future career and education plans.

### Charter Schools

A public school academy authorized or chartered by the board of a school district, an intermediate school board, the board of a community college or the governing board of a state public university. The charter school is organized and administered under the direction of a board of directors. Each charter school is required to submit a copy of the educational goals and the curriculum. Most charter schools are organized around a theme, educational philosophy, or career major (manufacturing, finance, home schooling).

### Community Involvement

The participation of parents, citizens, employers, and other members of the community in supporting the school improvement planning process.

### Community Service

Voluntary service projects undertaken by groups of students and individual volunteers which give students worker roles at a degree of complexity and level of responsibility that they could not ordinarily find in paid employment. Volunteers/students are not limited to the restrictions imposed by child labor law provisions.

### Connecting Activities

The coordinated involvement of employers, schools and students with such activities as: matching students with work-based learning opportunities; providing for the inservice of counselors, teachers, and mentors; helping with the placement of students in jobs; further education and/or training; and follow-up on students' progress after graduation.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### Consensus

A process of group decision making which results in a proposal that is acceptable to all members of the group.

### Cooperative Education

A method of instruction that combines work-related learning experiences available in the community with instruction provided in an educational institution.

### Curriculum

A plan for learning:

- **Core Curriculum:** A plan for learning that defines the essential learning for all students and the instructional system that will be used to deliver these learnings to all students.
- **Local Curriculum:** A plan for learning which is developed and supported by the local school district. It includes the content of what is to be learned and a process to deliver the content to all students. The content can consist of facts, definitions, relationships, concepts, theories, activities, sequences, materials and instructional practices. The curriculum includes both the "core" curriculum which is delivered to all students and any curriculum "extended" to specific groups.
- **Michigan Model Core Curriculum:** A K-12 plan for learning, developed by the Michigan Department of Education, that includes seven broad student outcomes and other specific student outcomes in nine curricular areas. Its purpose is to guide districts in the development of a local curriculum.

### Curriculum Alignment

The process of integrating and sequencing what is to be taught both between and within the elementary, middle and high school levels. Curriculum alignment occurs when the outcomes for all learners are agreed upon and written (curriculum), the outcomes are reflected in the instructional delivery program (instruction), and the learner is assessed to determine if the outcomes have been achieved (assessment). In short, curriculum alignment occurs when what is to be taught (curriculum) and how it is to be taught (instruction) is matched with what is being tested (assessment).

### Demographics

Statistical data describing the various characteristics of a group or community such as age, race, gender, ethnicity, educational level and socio-economic status.

### Disability (Special Education or Section 504)

A person who is under 26 years of age and who is determined by an individualized educational planning committee or a hearing officer to have a characteristic or a set of characteristics that necessitates special education ancillary and other related services, or both. Determination of an impairment shall be based solely on behaviors relating to environmental, cultural, or economic differences.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### Disability (Special Education or Section 504) (Cont.)

The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who: 1) has a physical or mental impairment which substantially limits one or more of the major life activities of the individual; 2) has a record of an impairment described in (1); or 3) is regarded as having an impairment described in (1). This definition includes any individual who has been evaluated under Part B of the Individuals With Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services, and any individual who is considered disabled under Section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP).

### Disaggregate

The process of taking apart the whole; of dividing student outcome data into subgroups for the purpose of assessing equity. Criteria around which schools may disaggregate include gender, socio-economic status, mother's educational level, race, ethnicity, disability, or other variables of concern to the school.

### Dropout

A youth who is no longer attending any school and who has not received a secondary school diploma or a certificate from a program of equivalency for such a diploma. The dropout rate, for a district, as defined by the State of Michigan Department of Education, is the percent of students who leave school in any one year, adjusting for those who transferred in and out of the district.

### Dual Enrollment

Concurrent enrollment at two educational institutions, e.g., high school, community college, or university.

### Employment Education Development Plan (EEDP)

A goal setting document created by learners with assistance from career guidance professionals which provides direction for achieving life roles. These goals are based upon information regarding themselves, knowledge of educational and occupational options, labor market information, and decision-making skills.

### Eligible For Free/Reduced Price Lunch

This is a measure used to represent socio-economic status. Eligibility for a free or reduced lunch is the salient descriptor, not whether the student participates in the program. At the secondary level, this may be ascertained by identifying whether a younger sibling from the same address participates in the program. At the post-secondary level, eligibility for a Pell Grant is the proxy for SES.

### Employer

General term for any individual, corporation, or other operating group which hires workers and includes both public and private employers.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### Endorsed Diploma Attainment

Student has successfully met the criteria established by the State (usually performance on the High School Proficiency Tests) to have earned endorsement on his/her diploma.

### Equity

A system that is impartial and fair; student outcome data do not vary significantly across subsets of the student population.

### Externship

A program to give an advanced student paid work experience and training in the workplace.

### Field Trips

Short, school-supervised trips to a worksite, which are designed to supplement in-school instruction with relevant, real-world situations.

### Internship

A period of time spent in a business, industry, or other agency for the purpose of providing a student with opportunities to gain insight and direct experience related to one or more functions of the organization. Internship gives the student paid or unpaid work experience in a career field of study. Unpaid internships usually give school credit.

### Job Shadowing

A student is matched with, observes, and interacts with an adult in the workplace to learn about the education, skill requirements, and characteristics of a job. Time estimates range from 2-8 hours per experience. The experiences connect with the School-To-Work system:

Prior to the experience, the student will:

- Current Educational Employment Development Plan (EEDP);
- The results of an aptitude / interest / assessment tool; and
- Select a job shadow experience that relates to the EEDP and the assessment tool.

Following the experience, the student will:

- Complete a written summary of the experience to be placed in his/her portfolio; and
- Affirm or modify EEDP in writing.

### Limited English Proficiency

The 1988 Bilingual Education Act describes a limited English proficient student as one who meets one or more of the following conditions: the student was born outside of the United States or whose native language is not English; the student comes from an environment where a language other than English is dominant; or the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and/or has sufficient difficulty speaking, reading, writing, or understanding the English language to deny his/her the opportunity to learn successfully in the English-only classrooms.



## SCHOOL-TO-WORK GLOSSARY (Cont.)

### Linking Secondary And Post-Secondary

Agreements that allow the seamless transition for learners from secondary and post-secondary. This usually is accomplished through articulation agreements in each discipline.

### Mentorship

A term used for students who spend time with a skilled worker (mentor) in their area of interest who provides information and guides work experience and skill development.

### More Advanced Academic Skills

Skills in communication, math and science requiring reasoning, analysis, interpretation, problem-solving and decision-making as they relate to the particular subjects in which instruction is provided.

### Outcome

A statement that describes what is expected to happen as a result of some action.

- **Broad Student Outcome:** A statement that broadly describes what all students should know, demonstrate or be like as a result of completing the K-12 educational program in the district.
- **Content Area Outcome:** A statement that describes the knowledge, skills or behaviors all students should acquire as a result of the teaching in a specific curriculum area.
- **Core Outcome:** A statement which describes what is essential in the curriculum for all students to learn.
- **Educational Outcome:** A statement that defines student performance as a result of an educational experience.
- **Exit Outcome:** A statement which broadly describes what students should be able to know, demonstrate or be like as a result of completing the educational program at each building level.
- **Local Core Curriculum Outcomes:** A set of statements which describe what all students should be able to know, demonstrate or be like as a result of achieving the outcomes which are defined in each of the curriculum areas.
- **State Board of Education Model Core Curriculum Outcomes:** Statements which describe what students should be able to know, demonstrate or be like when students achieve the outcomes which are defined in the nine curriculum areas of the Michigan Model Core Curriculum.
- **Student Outcome:** A statement that describes what a student should know, demonstrate or be like when a school improvement goal has been achieved.

### Placement

Those activities performed to assist students in implementing their career choices through employment. These activities include information on placement opportunities, entry requirements, and the identification, application and placement related to a client's needs, skills, and interests.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### Portfolio

An organizational tool to help students discover, document and develop their skills. Records to be kept in a portfolio are examples of the student's academic, personal management, and teamwork skills. The portfolio should include at least all of the following categories:

- Career interest data;
- Academic / performance assessment data;
- Record of career development activities, e.g., shadowing;
  - 8th - 11th grades -- planned course work; and
  - 12th grade -- post-secondary course-work planning.
- Record of student's annual academic and nonacademic plans that the student intends to follow.
- Record of academic achievement that includes academic transcripts and the results of statewide assessment tests.
- Record of career preparation that includes records of vocational-technical training under school auspices that may help the student for a job or career, career exploration, post-secondary education exploration, job-seeking preparation, job experience, problem-solving experience and lifelong learning preparation.
- Record of activities outside school.

### Pre-Apprenticeship

Educational programs or courses that prepare potential workers (youth and adults) for entry into a Registered Apprenticeship Program.

### Racial / Ethnic

(N) American Indian / Alaskan Native - A person having origins in any of the original peoples of the North American and maintaining cultural identification through tribal affiliation or community recognition.

(W) White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origins.

(H) Hispanic - A person of Mexican, Puerto Rican, Central or South American, or other Spanish culture of origin, regardless of race.

(B) Black - A person having origins in any of the black racial groups of Africa. Normally excludes persons of Hispanic origin.

(A) Asian / Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Island.

(O) Other - A person who is not properly described by any of the above racial / ethnic groups.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### **Registered Apprenticeship Agency**

Either the Bureau of Apprenticeship and Training in the U.S. Department of Labor or a state apprenticeship agency recognized and approved by the Bureau of Apprenticeship and Training as the appropriate body for state registration or approval of local apprenticeship programs and agreements for federal purposes.

### **School-Based Enterprise**

An activity sponsored or conducted by a school, that engages groups of students in producing goods or services for sale or use to people other than the students involved.

### **School-Based Learning**

Career exploration and counseling, choice of a career major or cluster, and a planned program of study that is based on high academic and skill standards, which may include post-secondary as well as secondary school preparation.

### **School Improvement Plan**

A written document, collaboratively developed, which identifies the goals, student outcomes and strategies that will be used over a three to five-year period to improve the learning of all students. The district and each building in the district are required to have a school improvement plan.

### **School-Site Mentor**

A professional who is designated as the advocate for a particular student and who works in consultation with classroom teachers, counselors, and the employer to design and monitor the progress of the student's school-to-work program.

### **School-To-Apprenticeship**

Employers, employer associations, or a combination of the employer and union, establish programs that allow high school seniors to participate in a registered apprenticeship program while completing their requirements for graduation.

### **School-To-Work Transition**

The process by which a student, who has demonstrated mastery of basic academic skills, acquires practical and technical knowledge to progress into a productive and satisfying job or career in the labor force.

### **Secondary School**

The term "secondary school" means: a) a non-profit day or residential school that provides secondary education, as determined under state law (grades 8-12), except that it does not include any education provided beyond grade 12; and b) a Job Corps Center under Part B of Title IV of the Job Training Partnership Act (29 U.S.C. 1691 et. seq.).

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### Service Learning

The integration of service experiences with academic learning by incorporating lessons from work into the classroom curriculum; i.e., cleaning up a local stream while studying ecology and pollution. Service learning can provide exposure to private and public sector career opportunities, real world experiences, and allow students to be actively involved prior to reaching "employment age".

### Skill Certificates

Portable, industry-recognized credentials issued by a school-to-work opportunity program under an approved state plan. The certificates verify that a student has mastered skills at levels that are at least as challenging as skills standards endorsed by the National Skills Standards Board established under the National Skills Standards Act of 1994.

### Skill Standards

Statements which identify the knowledge, skill, and level of ability an individual needs to perform successfully in the work place. Standards can be tailored to any occupational cluster or industry to reflect its particular needs and environment.

### Special Populations

Individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, single parents, individuals who participate in programs designed to eliminate their sex bias, and individuals in correctional institutions.

### Staff Development

Programs and activities that are designed to maintain and refine the competencies of employees to advance the mission and goals of the organization.

### Standard

An agreed upon level of performance that demonstrates proficiency or achievement. The minimum level of performance which is considered acceptable. Standards are used to indicate quality in program components (program standards) and academic and occupational achievement levels (skill standards and performance standards).

### Structured Work-Based Learning Experience

Students participate in a structured work-based learning experience in a field related to their study, where they can apply concepts learned at school. It includes the following elements:

- Students matched with a job within their career major;
- Paid or unpaid experiences;
- Worksite mentors to assist students;
- Training, ongoing support and technical assistance provided to mentors;
- Experiences at the workplace integrated with academics -- school instruction;
- Broad instruction in all aspects of an industry provided;
- School-site mentors to assist students;
- School endorsement of activity; academic credit is provided; and
- Learning experiences at the school and worksite developed collaboratively by educators and employers based on industry standards.

## SCHOOL-TO-WORK GLOSSARY (Cont.)

### **Tech Prep**

A combined secondary and post-secondary program which: a) leads to an associate degree or a 2-year certificate; b) provides technical preparation in at least one field of engineering technology, applied science, or mechanical, industrial, or practical art or trade, or agriculture, health, or business; c) builds student competence in mathematics, science, and communications (includes applied academics) through a sequential course of study; and d) leads to placement in employment. Locally, it is known as Transition II.

### **Technology Education**

An applied discipline designed to promote technological literacy that provides knowledge and understanding of the impacts of technology including its organization, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as biotechnology, construction, manufacturing, communication, transportation, power, and energy.

### **Training Agreement**

A written agreement that outlines the specific responsibilities of the student-learner, the employer, the parent or guardian, the teacher-coordinator and the school district to a worksite-based education program.

### **Training Plan**

An educational plan often used in conjunction with a training agreement. Specific job tasks to be learned on the job and in the educational institution are included, along with an organized plan for the orderly acquisition and progression of job, duties and tasks.

### **Transition II**

See Tech Prep.

### **Vocational Education**

Vocational education was defined as those activities which aim toward the development of skills, abilities, knowledge, and work ethic which would be required for success in occupations which require no more than two years (if any) of post-secondary education. These activities were funded by the various federal vocational education acts; e.g., Carl Perkins Act. Vocational education is an organized, sequential, and educational program that includes educational guidance, integrated academics, and occupational skill training which prepares secondary and post-secondary students in a career or a cluster of careers without limiting options to just four-year degree programs.

### **Work-Based Education**

A planned program of job training and experience that makes use of business and industry sites as part of the school's curriculum.

### **Workplace Mentor**

An employee at the workplace who possesses the skills and knowledge to be mastered by students, and who instructs the students, critiques the students' performances, challenges the student to perform well, and works in conjunction with classroom teachers and the employer.

### **Work Study**

College Work-Study program which provides work experience to post-secondary students with financial need while attending an educational institution. Under this federally funded program, students can receive work assignments on or off-campus. On-campus assignments are 100 percent reimbursed by the Federal government. Of off-campus, the government contributes 80 percent of the student's wages and the host organization 20 percent. Students can work part-time during the school year and full-time during the summer.

In Michigan the term is also used for special education students who are participating in a supervised special education school-to-work transition program coordinated by a school official known as a special education work-study coordinator.

Printed by the  
Saginaw Public Schools Printing Department



U.S. DEPARTMENT OF EDUCATION  
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)  
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

REPRODUCTION RELEASE (Specific Document)

I. DOCUMENT IDENTIFICATION

Title: AN EVALUATION PLAN FOR THE SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP  
SERVING THE COUNTIES OF ARENAC, BAY, MIDLAND, AND SAGINAW, MICHIGAN  
Author(s): DEPARTMENT OF EVALUATION, TESTING, AND RESEARCH IN COLLABORATION WITH  
COPYRIGHT SOURCE OF THIS DOCUMENT: THE SAGINAW VALLEY SCHOOL-TO-WORK PARTNERSHIP  
Publication Date: NOVEMBER, 1996

II. REPRODUCTION RELEASE

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the options and sign the release below.

CHECK ONE

Microfiche (4" x 6" film) and paper copy (8 1/2" x 11") reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY  
\_\_\_\_\_  
(PERSONAL NAME OR ORGANIZATION)  
\_\_\_\_\_  
AS APPROPRIATE]  
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OR

Microfiche (4" x 6" film) reproduction only

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY  
\_\_\_\_\_  
(PERSONAL NAME OR ORGANIZATION)  
\_\_\_\_\_  
AS APPROPRIATE]  
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed in both microfiche and paper copy.

SIGNATURE

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction of microfiche by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."  
Signature: Richard Norman Claus Printed Name: RICHARD NORMAN CLAUS  
Organization: SCHOOL DISTRICT OF THE CITY OF SAGINAW  
Position: MANAGER, PROGRAM EVALUATION  
Address: 550 MILLARD Tel. No.: (517) 759-2307  
SAGINAW, MI Zip Code: 48607 Date: DECEMBER 13, 1996

III. DOCUMENT AVAILABILITY INFORMATION (Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS.)

Publisher/Distributor: \_\_\_\_\_  
Address: \_\_\_\_\_  
Price Per Copy: \_\_\_\_\_ Quantity Price: \_\_\_\_\_

IV. REFERRAL TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

\_\_\_\_\_