

DOCUMENT RESUME

ED 431 887

CE 078 844

TITLE What Works! Colorado High School Senior Survey 1999. Initial Results.

INSTITUTION Colorado School to Career Partnership, Denver.

PUB DATE 1999-05-00

NOTE 26p.

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Apprenticeships; Career Choice; Career Development; \*Education Work Relationship; \*Educational Attitudes; \*High School Seniors; High Schools; \*Occupational Aspiration; Questionnaires; \*Student Motivation; Student Surveys; Tables (Data); \*Work Experience

IDENTIFIERS \*Colorado

ABSTRACT

In Colorado, 8,663 high school seniors from 132 high schools in 91 districts (more than half the districts in the state) participated in a study that posed the following questions: What motivates today's students in school? and How prepared are these students for their future? The study found the following: (1) high school seniors are motivated by classroom instruction that includes a chance to apply active, hands-on lessons and solving real world problems; (2) they are motivated by teachers who are knowledgeable and enthusiastic about the subject and use humor related to the subject; (3) students are motivated to learn when they are interested in the subject, like the teacher, and see how the class relates their career interests; (4) 65 percent of the students are bored in school half or more of the time, and only 20 percent find lectures motivating, but few consider dropping out; (5) students who had had career experiences (such as job shadowing, a job connected to a class, an internship, or a written academic and career plan such as required by School-to-Career across Colorado)--about 80 percent of the students--were more likely to go on to postsecondary education, select a college based on a career area of interest, and select a college major; (6) students with career experiences also were more likely to know their career interests and abilities, to be excited about the future, and to be less bored with school. (The survey is included with this research report.) (KC)

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

# What Works!

## Colorado High School Senior Survey 1999

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 AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

**Initial Results \***  
**May 1999**

*J. Faatz*  
\_\_\_\_\_  
TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

\* Additional analysis will be completed this summer

CE 078844  
ERIC  
Full Text Provided by ERIC

## ✦ Acknowledgements

### Sponsored by:

School-to-Career Regional Centers on behalf of local partnerships and school districts.

Region 1 – Connie Long  
Aims CC Corporate Ed. Center  
5590 11<sup>th</sup> Street  
Greeley, CO 80634  
(970) 330-8008 X6740  
(970) 339-6564 (fax)  
[connie\\_long@ceo.cudenver.edu](mailto:connie_long@ceo.cudenver.edu)

Region 2 – Alice Potter  
School-to-Career Resource Center  
Community College of Denver  
1391 North Speer Blvd., Suite 400  
Denver, CO 80204  
(303) 620-4440  
(303) 534-2543 (fax)  
[alice\\_potter@ceo.cudenver.edu](mailto:alice_potter@ceo.cudenver.edu)

Region 3 – Ed Bowen  
Pikes Peak Community College  
5675 S. Academy Blvd., Box 38  
Colorado Springs, CO 80906  
(719) 540-7357  
(719) 540-7059 (fax)  
[stc@ppcc.cccoes.edu](mailto:stc@ppcc.cccoes.edu)

Region 4 – Julie Sumpter  
Otero Junior College  
1802 Colorado Avenue  
La Junta, CO 81050  
(719) 384-6835  
(719) 384-6936 (fax)  
[julie.sumpter@ojc.cccoes.edu](mailto:julie.sumpter@ojc.cccoes.edu)

Region 5 – Barbara Milicevic  
60 South Cactus Drive, Suite 1  
Cortez, CO 81321  
(970) 565-7536  
(970) 565-7499 (fax)  
[milicevic@pcc.cccoes.edu](mailto:milicevic@pcc.cccoes.edu)

Region 6 – Darla Bennett  
Roaring Fork Voc.-Tech. School  
504-A 27<sup>th</sup> Street  
Glenwood Springs, CO 81601  
(970) 947-0851  
(970) 947-0862 (fax)  
[darla\\_bennett@ceo.cudenver.edu](mailto:darla_bennett@ceo.cudenver.edu)

### Survey Development and Analysis

Susan McAlonan, Ph.D.  
Colorado Dept. of Education  
201 East Colfax Avenue  
Denver, CO 80203  
303-866-6715  
(303) 866-6647 (fax)  
[susan\\_mcalonan@ceo.cudenver.edu](mailto:susan_mcalonan@ceo.cudenver.edu)

Steve Kennedy, MSW  
Deputy Director  
Colo. School-to-Career Partnership  
1580 Logan Street  
Denver, CO 80203  
303-894-2060  
[steve\\_kennedy@ceo.cudenver.edu](mailto:steve_kennedy@ceo.cudenver.edu)

Nanci Aitable, Ph.D.  
Research Consultant  
[Nanci\\_aitable@ceo.cudenver.edu](mailto:Nanci_aitable@ceo.cudenver.edu)

### Report Design

Kelli Roark, BS  
Colorado Dept. of Education  
201 East Colfax Avenue  
Denver, CO 80203  
303-866-6974  
(303) 866-6647 (fax)  
[kelli\\_roark@ceo.cudenver.edu](mailto:kelli_roark@ceo.cudenver.edu)

Heather Hotchkiss, MSW  
Colorado Dept. of Education  
201 East Colfax Avenue  
Denver, CO 80203  
303-866-6622  
(303) 866-6647 (fax)  
[hotchkiss\\_h@cde.state.co.us](mailto:hotchkiss_h@cde.state.co.us)

### Data Entry:

Kevin Pirch, Former Staff  
Colo. School-to-Career Partnership

Special Thanks to:  
Colorado Department of Labor  
Bryon Coe  
Durwood "Sonny" Risley

## Design Team

Alice Potter, MA  
School-to-Career Regional Center  
Community College of Denver  
1391 North Speer Blvd., Suite 400  
Denver, CO 80204  
(303) 620-4440  
(303) 534-2543 (fax)  
[alice\\_potter@ceo.cudenver.edu](mailto:alice_potter@ceo.cudenver.edu)

Sandra Starnaman, Ph.D.  
Colorado Mountain College  
210 North F Street  
Salida, CO 81201  
(719) 539-3905  
[starnaman@coloradomtn.edu](mailto:starnaman@coloradomtn.edu)

Julie Sumpter, MA  
School-to-Career Regional Center  
Otero Junior College  
1802 Colorado Avenue  
La Junta, CO 81050  
(719) 384-6835  
(719) 384-6936 (fax)  
[julie.sumpter@ojc.cccoes.edu](mailto:julie.sumpter@ojc.cccoes.edu)

Bob Keller, Ph.D.  
McREL  
2550 South Parker Road, Ste 500  
Aurora, CO 80014  
(303) 337-0990

Sherrie Schneider, MA  
Aims Community College  
5590 11<sup>th</sup> Street  
Greeley, CO 80634  
(970) 330-8008

Laurie Maxson, MA  
El Paso School District 11  
1115 North El Paso Street  
Colorado Springs, CO 80903  
(719) 477-6002

Stephanie Cunningham, Ph.D.  
University of Colorado at Denver

Kay Meyer, MA  
Former Staff  
School-to-Career Partnership

Samantha O'Neill  
Project Director  
Colorado Resource Mapping

## Expert Panel & Pilot Sites

Mary Stecklein, MA  
Colorado Community and  
Occupational Education System  
1391 North Speer Blvd., Suite 600  
Denver, CO 80204  
(303) 620-4000  
(303) 825-4295 (fax)  
[sb\\_mary@cccs.cccoes.edu](mailto:sb_mary@cccs.cccoes.edu)

Jim Weiland  
Vocational Rehabilitation  
Human Svcs. Building, Suite 290  
900 Jefferson County Parkway  
Golden, CO 80401  
(303) 271-4888  
(303) 271-4887 (fax)

Georgia Grantham, Ph.D.  
Salida STC Partnership  
P.O. Box 70  
Salida, CO 81201  
(719) 539-6145  
(719) 539-6220 (fax)  
[gagranth@adams.edu](mailto:gagranth@adams.edu)

Nancy Wear  
Loveland STC Partnership  
535 North Douglas Avenue  
Loveland, CO 80537  
(970) 669-3940

Dean Blair  
Mesa STC Partnership  
438 Manzana Drive  
Grand Junction, CO 81650  
(970) 858-3624  
(970) 858-9661 (fax)

Linda Harrison  
Jefferson County STC Partnership  
13300 West 2<sup>nd</sup> Place  
Lakewood, CO 80228  
(303) 982-8624  
(303) 982-8622 (fax)  
[lharriso@jeffco.k12.co.us](mailto:lharriso@jeffco.k12.co.us)

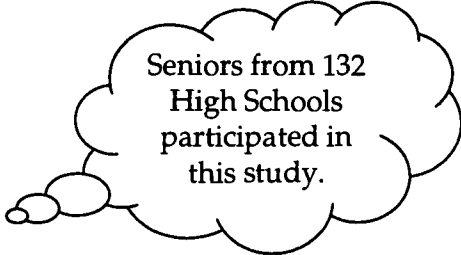
Trish Cole  
Colo. Dept. of Labor &  
Employment  
1515 Arapahoe St., Tower 2, #400  
Denver, CO 80202  
(303) 620-4209  
(303) 620-4257 (fax)

**Pilot Site:**  
Cherry Creek School District  
Lisa Kuntz  
(303) 486-4540

**Pilot Site:**  
Denver Public Schools  
Carol Johnson  
(303) 764-3893

## ✦ Purpose of the Colorado High School Senior Survey

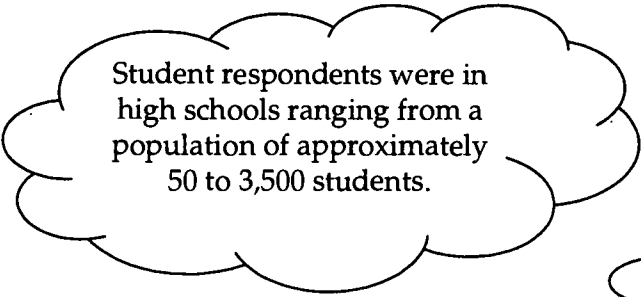
Improving student achievement and providing experiences to young adults so they can make important college, career and life decisions are important aspects of today's education. Based on the requests from local school districts and communities the 1999 *What Works? Colorado High School Senior Survey* was developed.



Seniors from 132 High Schools participated in this study.

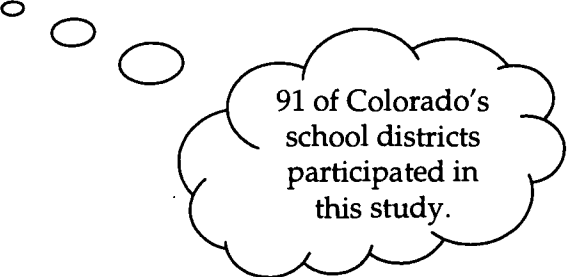
Two important questions were posed in this study.

- ▶ What **motivates** today's students in school?
- ▶ How **prepared** are these students for their future?



Student respondents were in high schools ranging from a population of approximately 50 to 3,500 students.

The following report provides the first reflections from **8,663** high school seniors regarding their school experiences and plans for the future.



91 of Colorado's school districts participated in this study.

## ✦ Student Motivation

Educators have long struggled to find the “formula” or best model to maximize student abilities and potential. From research during the seventies and eighties, it is now generally accepted that student motivation is one factor that has a positive impact on achievement.

### High school seniors are motivated by classroom instruction that includes ...

A chance to apply active, hands-on lessons (74%).

Solving real world problems (61%).

“...there weren’t a lot of boring lectures, but rather hands-on activities and lessons that actually apply.”

### High school students are motivated by teachers who ...

Are knowledgeable (78%) and enthusiastic (80%) about the subject.

Use humor related to the subject (88%).

### Students are motivated to learn when they ...

Are interested in the subject (96%).

Like the teacher (79%).

See how the class relates to their career interests (62%).

“I liked US History. The teacher was awesome and it was very relevant to my career plans.”

### However ...

65% of the students are bored in school half or more of the time.

Few consider dropping out.

Only 20% find lectures motivational.

“I thought about dropping out but decided I would rather be bored than stupid.”

## ✦ Career Development and Plans for the Future

Through the implementation of School-to-Career across Colorado, more students have the opportunity to access a broad array of career development experiences. Therefore, it is now possible to study the impact of these on motivation and future plans.

### Students with More Extensive Career Experiences

Comparisons were made between students who did and did not have one or more of the following experiences:

- job shadowing,
- a job connected to a class or school,
- a written academic/career plan,
- participation in a mentorship program,
- working towards certification,
- participation in an internship or apprenticeship program.

"I found I liked Physics because it applied to the career I want to pursue, becoming a pilot."

About one fifth (1,654) of the sample did not have any of these experiences. The demographic information on ethnicity, gender, grades and participation in school activities did not differ between those with these career experiences and those without.

### Students with Career Experiences are More Likely to . . .

Go on to post-secondary education (54%) with three or more career experiences compared to 43% without these career experiences.

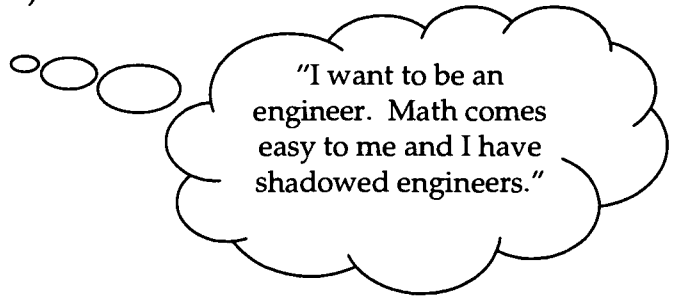
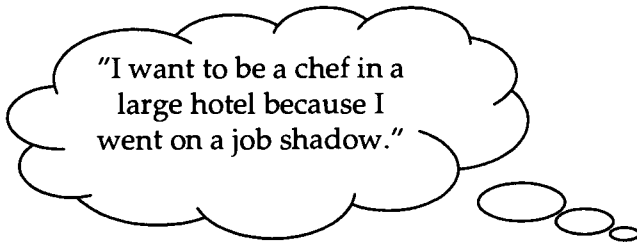
Select a college based on a career area of interest (40%) with two ore more career experiences as compared to 28% without.

Select a college major – 38 % with two career experiences, 43% with 3 or more as compared to 28% without.

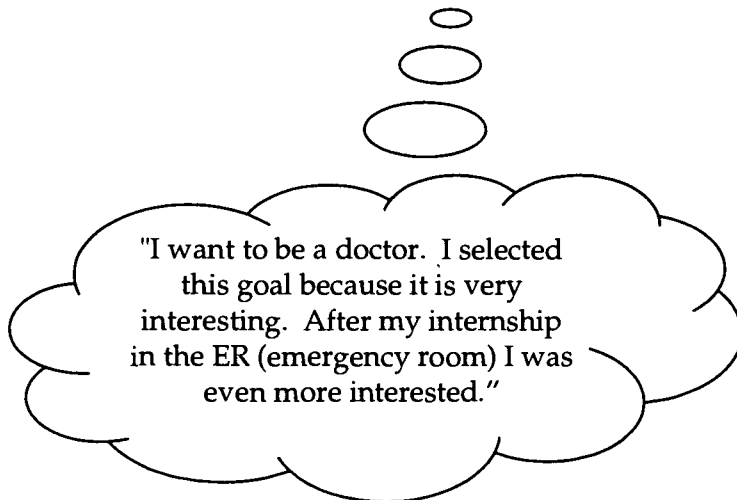
"After my internship at the Molly Brown House and a great history teacher, I am going to major in anthropology and history specializing in museum studies."

### Students with Career Experiences . . .

- Know their career interests and abilities when they have had two or more career experiences (51%) as compared to 36% without.
  
- Are excited about their future when they have had
  - more than three career experiences (Over 75%)
  - two or three experiences (50%)
  - no experience (43%).



- Students with three or more career experiences are 11% less likely to be bored in school than those without.
  
- Only 111 students reported that they were never bored in school.
  
- 42% of students with 2 or more career experiences reported they are never bored or only bored once in a while as compared to 29% without.





## Demographics

### Sample

Over half the school districts in Colorado (52%) participated in this study. Respondents included rural, urban and suburban high schools and districts from every region of the state. The size of the participating K-12 school districts had a student population that ranged from 100 to those with over 65,000. There were 132 high schools that responded. The 8,663 respondents came from high schools ranging from a population of approximately 50 to 3,500 students.

### Student Respondents

Ninety five percent of the sample was 17 and 18 years old with equal male and female representation. Seventy two percent were Caucasian. Sixty five percent reported B's or better with 21% having mostly A's.

|                              | Count       | Percent      |
|------------------------------|-------------|--------------|
| Number of surveys Completed: |             |              |
|                              | 8663        | 100.0        |
| <b>AGE</b>                   |             |              |
| 16                           | 110         | 1.4          |
| 17                           | 4249        | 52.9         |
| 18                           | 3393        | 42.2         |
| 19                           | 260         | 3.2          |
| 20                           | 22          | .3           |
| 21                           | 3           | .0           |
| <b>Total</b>                 | <b>8037</b> | <b>100.0</b> |
| <b>GENDER</b>                |             |              |
| Male                         | 4069        | 49.3         |
| Female                       | 4184        | 50.7         |
| <b>Total</b>                 | <b>8253</b> | <b>100.0</b> |
| <b>ETHNICITY</b>             |             |              |
| White                        | 6059        | 71.6         |
| Hispanic                     | 1302        | 15.4         |
| Black                        | 392         | 4.6          |
| Native American              | 83          | 1.0          |
| Asian                        | 242         | 2.9          |
| Other                        | 388         | 4.6          |
| <b>Total</b>                 | <b>8466</b> | <b>100.0</b> |
| <b>GRADES</b>                |             |              |
| Mostly As                    | 1789        | 21.0         |
| Half As & Bs                 | 2221        | 26.0         |
| Mostly Bs                    | 1530        | 17.9         |
| Half Bs & Cs                 | 1776        | 20.8         |
| Mostly Cs                    | 766         | 9.0          |
| Half Cs & Ds                 | 378         | 4.4          |
| Mostly Ds or below           | 70          | .8           |
| <b>Total</b>                 | <b>8530</b> | <b>100.0</b> |

| <u>Gender</u>    | <u>Count</u>  | <u>Percent</u> |
|------------------|---------------|----------------|
| Male             | 20,174        | 50.4%          |
| Female           | 19,902        | 49.6%          |
| <b>Ethnicity</b> |               |                |
| American Indian  | 355           | 1%             |
| Asian            | 1222          | 3%             |
| Black            | 1846          | 4.6%           |
| Hispanic         | 5534          | 13.8%          |
| White            | 31,119        | 77.6%          |
| <b>Total</b>     | <b>40,076</b> | <b>100%</b>    |

## ✦ High School Experiences

The respondents were asked what types of additional experiences they had participated in during high school. Results show that 98% of the respondents participated in one or more of the listed activities.

"I ended up liking theater class. I didn't think I could act but I learned that acting is not all there is to a career in the theater."

### During high school, have you . . .

|   | Count | % of Cases | % Responding |
|---|-------|------------|--------------|
| Taken advanced placement Classes                | 3923  | 45.3       | 46.3         |
| Participated in varsity or intramural athletics | 4726  | 54.6       | 55.8         |
| Had a job connected to school or a class        | 1902  | 22.0       | 22.5         |
| Had a job related to a career interest area     | 2467  | 28.5       | 29.1         |
| Had a job not connected to School               | 6095  | 70.4       | 71.9         |
| Been involved in student Government             | 1427  | 16.5       | 16.8         |
| Participated in theatre or musical performances | 3045  | 35.1       | 35.9         |
| Worked as volunteer or in community service     | 5024  | 58.0       | 59.3         |
| Participated in clubs                           | 4371  | 50.5       | 51.6         |
| Number responding                               | 8472  | 97.8       | 100.0        |

"I want to be in law, government or politics because of my internship and involvement in student council."



## ✦ More High School Experiences

The majority of the participating seniors were bored in class half or more of the time. However, students rarely skipped class. Over half responded that either never or only once in a while worked for a better grade.

"My desire to graduate overcame my boredom and distractions."

### During High School, How Often Did You . . .

|                                   | Never | Once in Awhile | Half of the time | Most of the time | Total |
|-----------------------------------|-------|----------------|------------------|------------------|-------|
| Do extra work for a better grade? |       |                |                  |                  |       |
| Count                             | 376   | 4485           | 2049             | 1699             | 8609  |
| %                                 | 4.4   | 52.1           | 23.8             | 19.7             | 100.0 |
| Receive help when requested?      |       |                |                  |                  |       |
| Count                             | 253   | 2175           | 2230             | 3936             | 8594  |
| %                                 | 2.9   | 25.3           | 25.9             | 45.8             | 100.0 |
| Feel bored in class?              |       |                |                  |                  |       |
| Count                             | 111   | 2856           | 3332             | 2302             | 8601  |
| %                                 | 1.3   | 33.2           | 38.7             | 26.8             | 100.0 |
| Cut or skip classes?              |       |                |                  |                  |       |
| Count                             | 2661  | 5004           | 631              | 298              | 8594  |
| %                                 | 31.0  | 58.2           | 7.3              | 3.5              | 100.0 |
| Think about dropping out?         |       |                |                  |                  |       |
| Count                             | 7122  | 1097           | 211              | 161              | 8591  |
| %                                 | 82.9  | 12.8           | 2.5              | 1.9              | 100.0 |

## ✦ Motivation

There are many things that help motivate students to learn. The Survey looked at motivation from three perspectives, personal influence, the role of the teacher and classroom instruction.

"I hated math but I ended liking algebra because my teacher applied it to real life."

### I am motivated to learn . . .

|  | Count | %    |
|--|-------|------|
| <b>When I . . .</b>                              |       |      |
| Am interested in the subject                     | 8215  | 95.9 |
| Like teacher                                     | 6753  | 78.8 |
| Can seek help                                    | 2654  | 31.0 |
| See the relationship to real world               | 4766  | 55.6 |
| See how the class relates to my career interests | 5300  | 61.9 |
| Understand the content's importance              | 4184  | 48.8 |

### When the Teacher . . .

|                                     |      |      |
|-------------------------------------|------|------|
| Is knowledgeable about the subject  | 6598 | 77.6 |
| Takes a personal interest in me     | 5265 | 61.9 |
| Sets high achievement standards     | 3611 | 42.5 |
| Shows concern about my education    | 5632 | 66.2 |
| Shows enthusiasm about the subject  | 6802 | 80.0 |
| Encourages everyone to participate  | 4816 | 56.6 |
| Remembers the student's perspective | 5122 | 60.2 |
| Uses humor (related to the subject) | 7492 | 88.1 |

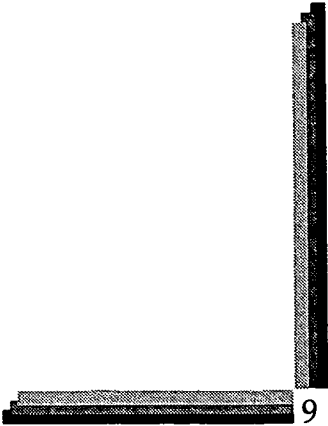
"I liked the class because the teacher was enthusiastic about the subject, joked around with the students and encouraged everyone to participate."

"I found that I liked calculus class. I can actually use the stuff I learned."

**When the class instruction includes . . .**

|  | Count | %    |
|--|-------|------|
| Completing worksheets                              | 2366  | 27.8 |
| Solving real life problems                         | 5222  | 61.2 |
| Setting the subject within the context of life     | 3966  | 46.5 |
| Getting involved in community project(s)           | 2901  | 34.0 |
| An atmosphere that encourages thinking             | 4838  | 56.7 |
| Examples that make the content relevant            | 3913  | 45.9 |
| Technology   | 3813  | 44.7 |
| Homework   | 1274  | 14.9 |
| Variety in how materials are presented             | 4978  | 58.4 |
| Listening to lectures                              | 1726  | 20.2 |
| Active, hands-on chances to apply lesson           | 6306  | 74.0 |
| Letting us have assignment choices                 | 4257  | 49.9 |
| Tests on reading assignments, lectures             | 1065  | 12.5 |
| Field trips  | 6642  | 77.9 |
| Watching videos                                    | 5797  | 68.0 |
| Applying the lesson in the community or a business | 3159  | 37.1 |
| Number responding                                  | 8622  | 100  |

" I enjoyed the class because there were a lot of activities to keep me busy so I didn't just sit there and get bored."



**The Career Information or Experiences in High School Helped Me . . .**

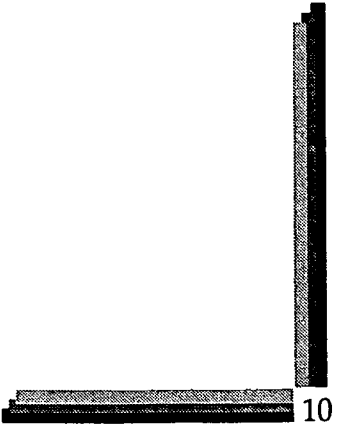
|  | Count | %     |
|--|-------|-------|
| Decide to continue education after graduation              | 4302  | 52.2  |
| Select a school based on career goals                      | 3267  | 39.7  |
| Identify a college major                                   | 3187  | 38.7  |
| Decide to go directly to work after graduation             | 883   | 10.7  |
| Know my career interests and strengths                     | 4166  | 50.6  |
| Identify a job based on career interests                   | 2748  | 33.4  |
| <b>Or</b>  |       |       |
| Information or experience in high school was not available | 938   | 11.4  |
| Career information or experiences didn't help              | 1100  | 13.4  |
| Total responding   | 8361  | 100.0 |

**+ Career Development**

"I plan to be a pharmaceutical sales representative because I went on a job shadow."

Ninety percent of the seniors who responded indicated that they had learned about jobs in a class and 85% had learned how subjects are used outside the classroom. About two-thirds had completed a project in which they learned about jobs and had done college planning with a counselor. Half indicated that they would like to do an internship or an apprenticeship.

"I am interested in art. My counselor told me about careers in commercial art."



**Have You Ever . . .**

|  | Not Done | Done | Would Like To Do | Total |
|--|----------|------|------------------|-------|
| Learned about jobs in class                    |          |      |                  |       |
| Count  | 235      | 7751 | 626              | 8612  |
| %  | 2.7      | 90.0 | 7.3              | 100.0 |
| Learned how subjects are used outside of class |          |      |                  |       |
| Count  | 424      | 7291 | 897              | 8612  |
| %  | 4.9      | 84.7 | 10.4             | 100.0 |
| Toured a workplace                             |          |      |                  |       |
| Count  | 962      | 4923 | 2727             | 8612  |
| %  | 11.2     | 57.2 | 31.7             | 100.0 |
| Job-shadowed                                   |          |      |                  |       |
| Count  | 1215     | 4122 | 3275             | 8612  |
| %  | 14.1     | 47.9 | 38.0             | 100.0 |
| Taken a career interest inventory              |          |      |                  |       |
| Count  | 1714     | 4176 | 2722             | 8612  |
| %  | 19.9     | 48.5 | 31.6             | 100.0 |
| Done a project in which you learned about jobs |          |      |                  |       |
| Count  | 1332     | 5888 | 1392             | 8612  |
| %  | 15.5     | 68.4 | 16.2             | 100.0 |
| Gone to career fair                            |          |      |                  |       |
| Count  | 1452     | 4877 | 2283             | 8612  |
| %  | 16.9     | 56.6 | 26.5             | 100.0 |
| Done college planning with a counselor         |          |      |                  |       |
| Count  | 1042     | 5959 | 1611             | 8612  |
| %  | 12.1     | 69.2 | 18.7             | 100.0 |
| Done career planning with a counselor          |          |      |                  |       |
| Count  | 1979     | 3937 | 2696             | 8612  |
| %  | 23.0     | 45.7 | 31.3             | 100.0 |
| Developed an academic or career plan           |          |      |                  |       |
| Count  | 2119     | 3633 | 2860             | 8612  |
| %  | 24.6     | 42.2 | 33.2             | 100.0 |
| Met with a mentor                              |          |      |                  |       |
| Count  | 2066     | 3600 | 2946             | 8612  |
| %  | 24.0     | 41.8 | 34.2             | 100.0 |
| Worked toward certification                    |          |      |                  |       |
| Count  | 2613     | 2614 | 3385             | 8612  |
| %  | 30.3     | 30.4 | 39.3             | 100.0 |
| Done an internship or apprenticeship           |          |      |                  |       |
| Count  | 2343     | 1982 | 4287             | 8612  |
| %  | 27.2     | 23.0 | 49.8             | 100.0 |

## ✦ Differences Between Students with Career Experiences and Those without

Comparisons were made between students who did and did not have one or more of the following experiences: job shadowing; a job connected to a class or school, a written academic/career plan, participation in a mentorship program; working towards certification; participation in an internship or apprenticeship program.

"I have worked on a farm for the last two years and enjoy it more than anything else."

About one fifth (1,654) of the sample did not have any of these experiences. The demographic information on ethnicity, gender, grades and participation in school activities did not differ between those with these career experiences and those without. Of those who had one or more of these career experiences, the students were less inclined to be bored in class. These students were more inclined to:

- pursue post-secondary education
- select a college/school based on their career goals
- select a college major
- know their career interests and strengths
- be less bored in school

"I selected dentistry because I like science and math. After my internship I feel I made the right choice."

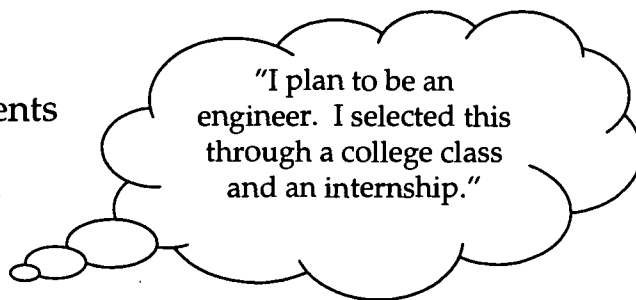
Additionally, students with these career experiences are more excited about their future and more comfortable with their career plan than their counterparts without these experiences.

"I have decided on a career with the airlines through my job shadowing and I also learned a lot from the career fair."



## ✦ Comparisons Between Students With Selected Career Experiences and Those Without

The following tables provide the data on students with one or more of the selected career experiences compared with those who did not have these experiences.



**Students with one or more career experiences are more likely to continue their education after high school.**

| Number of career experiences                | 0   | 1   | 2   | 3   | 4   | 5   | 6   |
|---|-----|-----|-----|-----|-----|-----|-----|
| Number going on to post secondary education | 709 | 977 | 911 | 727 | 483 | 376 | 119 |
| Percent                                     | 43% | 48% | 49% | 54% | 56% | 54% | 66% |

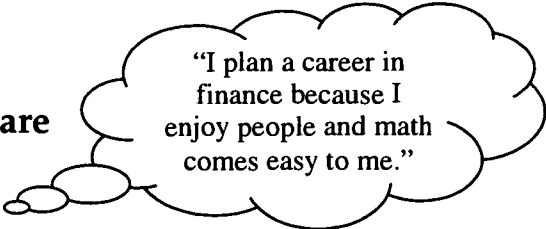
**Students with one or more career experiences are more likely to select a college/school based on career goals.**

| Number of career experiences              | 0   | 1   | 2   | 3   | 4   | 5   | 6   |
|---|-----|-----|-----|-----|-----|-----|-----|
| Number selecting a school based on career | 463 | 668 | 746 | 598 | 399 | 305 | 88  |
| Percent                                   | 28% | 33% | 40% | 44% | 46% | 44% | 49% |

**Students with one or more career experiences are more likely to identify a college major.**

| Number of career experiences | 0   | 1   | 2   | 3   | 4   | 5   | 6   |
|------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Number selecting a major     | 454 | 661 | 713 | 581 | 368 | 318 | 92  |
| Percent                      | 27% | 32% | 38% | 43% | 42% | 46% | 51% |

**Students with one or more career experiences are more excited about the future.**



| Number of career experiences    | 0   | 1    | 2    | 3   | 4   | 5   | 6   |
|---------------------------------|-----|------|------|-----|-----|-----|-----|
| Number excited about the future | 713 | 1054 | 1093 | 857 | 597 | 472 | 136 |
| Percent                         | 43% | 51%  | 59%  | 63% | 69% | 68% | 76% |

**Students with one or more career experiences are more likely to know their career interests and strengths.**

| Number of career experiences        | 0   | 1   | 2   | 3   | 4   | 5   | 6   |
|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Number who know strengths/interests | 589 | 905 | 959 | 763 | 490 | 362 | 98  |
| Percent                             | 36% | 44% | 51% | 57% | 57% | 52% | 54% |

**Students with one or more career experiences are more comfortable with a career plan.**

| Number of career experiences        | 0   | 1    | 2    | 3   | 4   | 5   | 6   |
|-------------------------------------|-----|------|------|-----|-----|-----|-----|
| Number comfortable with career plan | 804 | 1137 | 1035 | 817 | 505 | 408 | 109 |
| Percent                             | 49% | 56%  | 56%  | 61% | 58% | 59% | 61% |

**Students with one or more career Experiences are less unclear about their future.**

"After my internship at Big Brothers Sisters, I decided I wanted to make this my career."

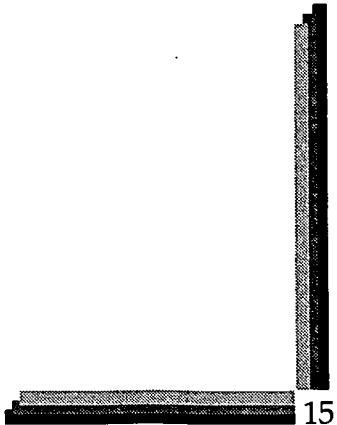
| Number of career experiences      | 0   | 1   | 2   | 3   | 4   | 5   | 6   |
|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Number unclear about their future | 393 | 380 | 336 | 190 | 108 | 83  | 18  |
| Percent                           | 24% | 19% | 18% | 14% | 13% | 12% | 10% |

**Students with three or more career experiences are less likely to be bored in school.**

| Number of career experiences                            | 0   | 1   | 2   | 3   | 4   | 5   | 6   |
|---|-----|-----|-----|-----|-----|-----|-----|
| Number <u>never</u> bored or only bored once in a while | 478 | 697 | 652 | 506 | 320 | 239 | 75  |
| Percent   | 29% | 34% | 42% | 38% | 37% | 35% | 42% |

| Number of career experiences                            | 0    | 1    | 2    | 3   | 4   | 5   | 6   |
|---|------|------|------|-----|-----|-----|-----|
| Number who feel bored in class half or most of the time | 1162 | 1345 | 1200 | 837 | 541 | 445 | 104 |
| Percent   | 72%  | 65%  | 65%  | 67% | 63% | 65% | 58% |

"I thought about dropping out because I was bored with school and wasn't really serious."



## ✦ Plans for the Future

Over half of the senior respondents are excited about their future and are comfortable with their career plans. Almost all of these youngsters are taking numerous steps to facilitate their future plans. Most students are about to and/or plan to finish high school, read about a career, take the ACT or SAT, learn about schools or colleges offering a major of interest and gain experience in a paid job.

"Learning about careers helped me see my strengths and weaknesses."

### Optimism About the Future

|  | Count | %     |
|--|-------|-------|
| Am excited about future                      | 4922  | 60.2  |
| Am comfortable with career plan              | 4815  | 58.9  |
| Am concerned, unclear about future direction | 1508  | 18.4  |
| Don't have enough information                | 709   | 8.7   |
| Total responding                             | 8374  | 100.0 |

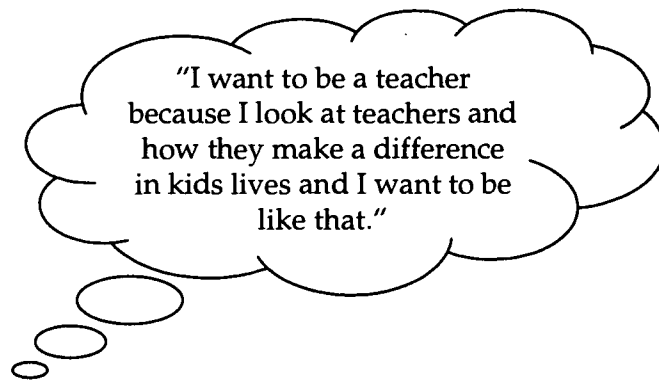
The survey asked, *I would feel better if I knew more about . . .*

"Career opportunities and options."

"Life and the real world."

## Steps for the Future

|  | Done, Doing,<br>Or Plan To Do | Not<br>Necessary | Have Not<br>Considered | Total |
|--|-------------------------------|------------------|------------------------|-------|
| Finish school & graduate                   |                               |                  |                        |       |
| Count                                      | 8424                          | 10               | 17                     | 8451  |
| %  | 99.7                          | .1               | .2                     | 100.0 |
| Do an internship                           |                               |                  |                        |       |
| Count                                      | 4866                          | 1154             | 1889                   | 7909  |
| %  | 61.5                          | 14.6             | 23.9                   | 100.0 |
| Read about a career                        |                               |                  |                        |       |
| Count                                      | 6857                          | 751              | 515                    | 8123  |
| %  | 84.4                          | 9.2              | 6.3                    | 100.0 |
| Save money                                 |                               |                  |                        |       |
| Count                                      | 8072                          | 125              | 122                    | 8319  |
| %  | 97.0                          | 1.5              | 1.5                    | 100.0 |
| Take classes                               |                               |                  |                        |       |
| Count                                      | 7401                          | 340              | 383                    | 8124  |
| %  | 91.1                          | 4.2              | 4.7                    | 100.0 |
| Take ACT or SAT                            |                               |                  |                        |       |
| Count                                      | 7446                          | 419              | 359                    | 8224  |
| %  | 90.5                          | 5.1              | 4.4                    | 100.0 |
| Learn about schools or colleges            |                               |                  |                        |       |
| Count                                      | 7659                          | 304              | 224                    | 8187  |
| %  | 93.6                          | 3.7              | 2.7                    | 100.0 |
| Explore schools offering major of interest |                               |                  |                        |       |
| Count                                      | 7338                          | 419              | 379                    | 8136  |
| %  | 90.2                          | 5.1              | 4.7                    | 100.0 |
| Apply to specialized school                |                               |                  |                        |       |
| Count                                      | 3310                          | 2574             | 2000                   | 7884  |
| %  | 42.0                          | 32.6             | 25.4                   | 100.0 |
| Apply to 2-yr college                      |                               |                  |                        |       |
| Count                                      | 2695                          | 2687             | 2321                   | 7703  |
| %  | 35.0                          | 34.9             | 30.1                   | 100.0 |
| Apply to 4-yr college                      |                               |                  |                        |       |
| Count                                      | 6489                          | 786              | 772                    | 8047  |
| %  | 80.6                          | 9.8              | 9.6                    | 100.0 |
| Apply for scholarships                     |                               |                  |                        |       |
| Count                                      | 6576                          | 732              | 773                    | 8081  |
| %  | 81.4                          | 9.1              | 9.6                    | 100.0 |
| Apply for apprenticeship                   |                               |                  |                        |       |
| Count                                      | 2730                          | 2167             | 2750                   | 7647  |
| %  | 35.7                          | 28.3             | 36.0                   | 100.0 |
| Enlist in military                         |                               |                  |                        |       |
| Count                                      | 941                           | 3502             | 3358                   | 7801  |
| %  | 12.1                          | 44.9             | 43.0                   | 100.0 |
| Set up job interviews                      |                               |                  |                        |       |
| Count                                      | 5296                          | 1347             | 1295                   | 7938  |
| %  | 66.7                          | 17.0             | 16.3                   | 100.0 |
| Gain experience in paid job                |                               |                  |                        |       |
| Count                                      | 7235                          | 359              | 456                    | 8050  |
| %  | 89.9                          | 4.5              | 5.7                    | 100.0 |
| Get skill certification                    |                               |                  |                        |       |
| Count                                      | 4740                          | 1109             | 1886                   | 7735  |
| %  | 61.3                          | 14.3             | 24.4                   | 100.0 |



## ✦ Future Data Analysis

The size and depth of the database lends itself to multitude of different analyses. This report provides the basic level of statewide analysis. Further evaluation is needed to determine the underlining motivational factors. Additionally, several of the questions on the survey were open-ended. These questions focused on motivation, career goals and school improvement. A plethora of qualitative data has been generated. The analysis of this data will be conducted this summer. A more complete look at the statewide data will be published this fall.

## ✦ Survey Design Process

This Survey was designed through a multi-level process. A design team was convened. Representatives included educators from the state, regional and local levels and educational and university researchers. The items included on the instrument were designed to answer two major questions: *What motivates students in school?* and *How prepared are students for their future?* After a review of the literature and much discussion, a draft form of the Survey was reviewed by a panel of experts including, regional and local coordinators and the design team. Additionally, the instrument was piloted through two focus groups of high school seniors.

# COLORADO CLASS OF '99: WHAT WORKS? SURVEY

**Purpose:** To learn from you –as high school seniors– what has worked for you in certain educational and career development areas.

**Instructions:** Print LEGIBLE NUMBERS and CAPITAL BLOCK LETTERS for each short answer.  
Use a No. 2 pencil only. Place a firm, bold X in each box you wish to mark.

**EXAMPLE:**

|   |   |   |     |   |   |   |
|---|---|---|-----|---|---|---|
| 1 | 2 | 3 | AND | X | Y | Z |
|---|---|---|-----|---|---|---|

*Student background information is optional.  
If you have any questions about the items, ask your survey administrator.*

**STUDENT BACKGROUND INFORMATION** *[Please mark (X) the appropriate boxes.]*

|   |  |  |  |                               |                                 |
|---|--|--|--|-------------------------------|---------------------------------|
|   | Month  | Day  | Year   |                               |                                 |
| DATE OF BIRTH   | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | <input type="checkbox"/> MALE | <input type="checkbox"/> FEMALE |
| <input type="checkbox"/> WHITE <input type="checkbox"/> HISPANIC <input type="checkbox"/> BLACK <input type="checkbox"/> NATIVE AMERICAN <input type="checkbox"/> ASIAN/PACIFIC ISLANDER <input type="checkbox"/> OTHER |  |  |  |                               |                                 |

**1. During high school, have you—** *[Mark (X) all that apply.]*

- |  |   |
|--|---|
| <input type="checkbox"/> Taken advanced placement classes.<br><input type="checkbox"/> Participated in varsity or intramural athletics.<br><input type="checkbox"/> Had a job connected to school or a class.<br><input type="checkbox"/> Had a job related to career interest area.<br><input type="checkbox"/> Had a job not connected in any way to school. | <input type="checkbox"/> Been involved in student government.<br><input type="checkbox"/> Participated in theatre/musical performances.<br><input type="checkbox"/> Worked as a volunteer or in community service.<br><input type="checkbox"/> Participated in club(s) –specify below–<br><hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> |
|--|---|

**2. During high school, what kind of grades have you received—** *[Please mark (X) one box.]*

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Mostly A's          | <input type="checkbox"/> Mostly B's          | <input type="checkbox"/> Half C's & half D's |
| <input type="checkbox"/> Half A's & half B's | <input type="checkbox"/> Half B's & half C's | <input type="checkbox"/> Mostly D's or below |
|  | <input type="checkbox"/> Mostly C's          |  |

**3. During high school, how often did you—** *[Mark (X) one for each question.]*

|                                   | Never                    | Once in awhile           | Half of the time         | Most of the time         |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Do extra work for a better grade? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Receive help when requested?      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feel bored in class?              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cut or skip classes?              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Think about dropping out?         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you thought about dropping out, why did you stay in school?

4. Have you ever— [Mark (X) all that apply.]

|   | ONCE                     | MORE THAN ONCE           | FOUND IT HELPFUL         | I'D LIKE TO*             |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Learned about jobs or careers in class?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learned how academic subjects are used outside the classroom or in business/work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Taken a tour of a workplace to learn about the industry & careers?                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed someone around at their job (job-shadowed)?                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Taken a career interest inventory (e.g. 'Discover')?                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Worked on a class project in which you learned about jobs or a career area?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gone to a career fair?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Done college planning with a counselor?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Done career planning with a counselor?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Developed your own written academic/career plan?                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Met with a mentor (person to support you toward your future goals)?               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Worked toward certification?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Done an internship or apprenticeship?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*if you have not participated in this activity, but wish you could.

5. When are you most motivated to learn? [Mark (X) all that apply.]

*When I . . .*

- Am interested in the subject.
- Like the teacher.
- Can seek additional help.
- See how the class relates to the 'real world.'
- Know the class relates to my career interests.
- Understand the importance of the content.
- Other \_\_\_\_\_.

*When the teacher . . .*

- Is knowledgeable about the subject.
- Takes a personal interest in me.
- Sets high standards for achievement.
- Shows concern about my education.
- Shows enthusiasm about the subject.
- Encourages everyone to participate.
- Remembers the students' perspective.
- Uses humor (related to subject).
- Other \_\_\_\_\_.

*When the class instruction includes . . .*

- Completing worksheets.
- Solving real life problems.
- Setting the subject within the context of life.
- Getting involved in a community project.
- An atmosphere that encourages thinking.
- Examples that make the content relevant.
- Technology (computers).
- Homework.
- Variety in how the material is presented.
- Listening to lectures.
- Active, hands-on chances to apply a lesson.
- Letting us have assignment choices.
- Tests on reading assignments &/or lectures.
- Field trips.
- Watching a video.
- Applying lesson in community/ business.
- Other \_\_\_\_\_.



6. Think about a class that you initially did not want to take, but that you enjoyed.  
Why did you end up liking this class?

|  |
|--|
|  |
|  |
|  |

7. What careers interested you during . . .

- Middle School?  
–the 9<sup>th</sup> –11<sup>th</sup> grades?

|  |
|--|
|  |
|  |

8. What is your current career (life) goal?

|  |
|--|
|  |
|--|

9. Why did you select this goal?

|  |
|--|
|  |
|  |
|  |

10. Did the career information or experiences in high school help you . . .

*[Mark (X) all that apply.]*

*It helped me:*

- Decide to go to college/school after graduation.     Decide to go directly to work after graduation.  
 Select a college/school based on career goals.     Know my career interests and strengths.  
 Identify a college major.     Identify a job based on a career interest.  
 Other \_\_\_\_\_

- I did not get any career information or experience in high school.  
 The career information/experiences did not help me.

11. How do you feel about your future after high school? *[Mark (X) all that apply.]*

- I am excited about my future because I have clear goals and I know I can reach them.  
 I am comfortable with my career plan based on my interests and abilities.  
 I am concerned because I am unclear about my future direction.  
 I feel I don't have enough information to make good career decisions.  
 I would feel better if I knew more about \_\_\_\_\_  
 I don't know what else to do, so I am going to \_\_\_\_\_

**12. What steps have you taken or will you take in the future?**

*[Mark (X) one on each line.]*

|   | HAVE DONE<br>THIS        | DOING THIS<br>NOW        | PLAN TO DO<br>LATER      | NOT<br>NECESSARY         | HAVEN'T<br>CONSIDERED    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Finish school & graduate                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do an internship                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Read about a career                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Save money  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take classes related to career                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take ACT/SAT  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learn about schools or colleges                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explore schools/colleges that offer major of interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply to a specialized school                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply to 2-year college                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply to 4-year college                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply for scholarships                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply for apprenticeship                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enlist in the military                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Set up job interviews                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gain experience working (paid)                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Get a skill certification                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**13. What two things would you change about your school to make it a better place for learning?**

A. 

|  |
|--|
|  |
|  |

B. 

|  |
|--|
|  |
|  |

**14. What two things do you hope your school will never change?**

A. 

|  |
|--|
|  |
|  |

B. 

|  |
|--|
|  |
|  |



**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



# REPRODUCTION RELEASE

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

|   |                                      |
|---|--------------------------------------|
| Title:<br><i>What Works! Colorado High School Senior Survey 1999, Initial Results</i> |                                      |
| Author(s):  |                                      |
| Corporate Source:<br><i>Colorado School-to-Career Partnership</i>                     | Publication Date:<br><i>May 1999</i> |

## 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, reproduced paper copy, and electronic media, 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 and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

*Sample*

\_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1



The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

*Sample*

\_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A



The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

*Sample*

\_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please →

|  |   |                             |
|--|---|-----------------------------|
| Signature:<br><i>Jeanne Faatz</i>  | Printed Name/Position/Title:<br><i>Jeanne Faatz, Director</i> |                             |
| Organization/Address:<br><i>Colorado School-to-Career Partnership<br/>1580 Logan St., # 410<br/>DENVER, CO 80203</i> | Telephone:<br><i>303-894-2060</i>                             | FAX:<br><i>303-894-2064</i> |
|  | E-Mail Address:<br>↓<br><i>jeanne_faatz@ce.o.eddenver.edu</i> | Date:<br><i>8-6-99</i>      |



(over)

### III. DOCUMENT AVAILABILITY INFORMATION (FROM 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 that cannot be made available through EDRS.)

|                        |
|------------------------|
| Publisher/Distributor: |
| Address:               |
| Price:                 |

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

|          |
|----------|
| Name:    |
| Address: |

### V. WHERE TO SEND THIS FORM:

|  |
|--|
| Send this form to the following ERIC Clearinghouse:<br><br><p style="text-align: center;"><b>Associate Director for Database Development<br/>ERIC Clearinghouse on Adult, Career, and Vocational Education<br/>Center on Education and Training for Employment<br/>1900 Kenny Road<br/>Columbus, OH 43210-1090</b></p> |
|--|

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: