

A KNOWLEDGE AND ATTITUDE SURVEY OF CAREER
EDUCATION AND SCHOOL-TO-CAREER PRINCIPLES
AT BADGER HIGH SCHOOL IN
LAKE GENEVA, WISCONSIN

by

Gregory D. Wright

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Dr. Dennis Van den Heuvel, Investigative Advisor

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The Graduate College
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

ABSTRACT

Wright Gregory D.

The attitudes and understanding of the career developmental process and School-to-Career principles by Badger High School educators

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Historically vocational teachers and guidance counselors have taken an active role in preparing and coaching students in career development and decision making.

Teachers from the other academic subject areas, however, have not had the same educational focus or training on the importance of a School-to-Career (STC) guidance process. The purpose of the study was to examine changes in educator STC knowledge and attitudes as a result of a STC/career development training process at Badger High School in Lake Geneva, Wisconsin. A STC knowledge and attitude survey instrument was used to measure high school educators' STC knowledge and attitudes before and after the completion of a variety of staff development and training experiences. Survey

questions focused on six STC areas: school based learning, work based learning, connecting activities, parental involvement, professional development, articulation and access.

After completing the first STC survey in November 1999 to establish a knowledge and attitudes baseline, a community career advisory team (CCAT) was organized to act as a steering committee to develop the overall STC staff development or training program for Badger High School. Teachers at every level were given STC and Career Guidance information and training including, historical background on the purpose of Carl Perkins Vocational Education legislation, School-to-Work fundamentals, Tech Prep initiatives and fundamentals of the Wisconsin Developmental Guidance Model (WDGM).

The post training survey was again completed on Sept. 2000 the following fall to identify the impact of the STC staff development on teachers, counselors and administrators and identify critical gaps and barriers for implementing an effective STC programming at Badger High School.

The ultimate goal of the study was to measure the change in the attitudes and knowledge level of the high school staff, identify current weaknesses in the present STC program and create the impetus for an effective action plan to motivate more of the educators to get involved in the career developmental process for all students at Badger High School.

CHAPTER ONE

INTRODUCTION

As we enter a new century, technology, information and globalization have caused a rate of change never experienced before in history. Because of rapid societal changes, it is even more important that school systems focus on the importance of a comprehensive career education process for all students. Historically students could apprentice with craftsmen or community members in lower skill, slow to change jobs and become productive members of the workforce. Today there is an increasing demand for high skill technical occupations that are continually evolving and becoming increasingly more complex. Never before has the transition process of School-to-Career (STC) and career development been more important for all of society's stakeholders to understand and effectively implement. James Gonyea (1993) suggests "students will have between three to six careers in their lifetime and need to understand the impact of reengineering, employability skills and lifelong learning and retraining."

Career awareness and exposure has become increasingly more critical because of changing needs of employers with respect to understanding and using high-tech skills and equipment needed in today's global manufacturing and business. Career development historically has not received the focus needed from communities and educational institutions, and thus has resulted in the majority of the students concentrating their energies only on academic preparation for a four year college degree. The National Career Development Guidelines (Splete & Stewart, 1990) unveiled an effective K-12

template to ensure the building and implementation of a comprehensive career development program for a school district. The guidance structure is an accepted program of activities for educators to connect the School-to-Career (STC) competencies with career guidance counseling, especially since federal vocational funding has been made available to stimulate STC initiatives for students, educators, parents and employers.

During the last decade, many national, state and local projects have been launched to more effectively educate students in the United States about career planning, and STC principles. A variety of Federal organizations and programs have been created to assist in the career education process for primary and secondary students in areas of career awareness, exploration and exposure to prepare them for the careers of tomorrow. Student activities have been designed to provide STC competencies through school-based instruction, connecting activities with business and industry, and work based learning opportunities in the workworld.

Traditionally, the majority of student career development concentrated solely on academic guidance for students and neglected the health and career components. (Keller, Owens, Clifford, 1998) Teacher preparation in the area of career guidance has also been historically weak incorporating the basic STC fundamentals in their post secondary curriculum. After placements formal staff orientation or development programs for new teachers is often neglected or minimized and therefore teachers are not exposed to the accepted national career development models. (Campbell & Dahir, 1997) This lack of knowledge in STC fundamentals creates gaps in the career education process for students

and ineffective teacher and parent participation with the student's career plan. (Blank, Harwell, 1997)

As business and industry evolve and require a more highly skilled and more technologically competent worker, school systems need to more effectively analyze and develop educational and guidance programming that will fit the need of the new workforce. Instead of the inefficiency of "education for education sake", students need to focus their learning on the potential for future earning. (Steinberg, 1998)

Statement of the Problem

Badger High School in Lake Geneva is a mid-sized school district in southern Wisconsin and presently lacks a coherent career development strategy and a school-to-career program. Historically the focus of educators and the school board has been the traditional "college prep" course work and associated curriculum for all students. Exit interviews given to all Badger seniors each year confirm that the majority of the graduating seniors plan to attend a four-year college, and the remaining students don't have a defined career path for advanced education or placement in the workforce.

Badger High School has lacked a comprehensive career development program with teacher involvement in STC activities like school based curricula, work based learning options, connecting activities and significant parental involvement. There has been no designated teacher or committee that has coordinated career curriculum activities with other teachers, employers or even between feeder schools and grade levels.

The purpose of this study is to examine the knowledge and attitudes of educators from Badger High School toward career development and STC competencies before and after a staff development program was implemented. A STC survey instrument was

designed by the researcher based on the accepted state and national STC and career developmental models. (Appendix A) The survey was completed by Badger educators both before and immediately after a variety of STC staff development training activities. One such activity was the introduction of a STC worksheet developed by a high school Career Action Team (CAT) entitled “Stairway to Success”. (Appendix B) This worksheet will be discussed later in Chapter three.

Limitations of the Study

1. The experience level, background and turnover of teachers at Badger High School within the survey period affected the sample.
2. The study sample population was limited to Badger High School administrators, teachers and counselor population.
3. The survey instrument had face validity only.

Definition of Terms

The School-to-Careers (STC) and School-to-Work (STW) movements are approaches to learning in America’s schools that link students, schools and the workplace. Locally driven and community based, they are an effort to reform education that combines high academic achievement with a graduated knowledge of the world of work. Along with employers, unions, and civic groups, secondary schools prepare students to make a smoother transition to post secondary alternatives after high school, including entry into the workforce. The School-to-Work National Office in Washington, DC created “The School-to-Work Glossary of Terms” that defines all the words commonly used in the field of career development and STW/STC.

Career Exploration – Career exploration is a process which takes place at the middle school and is designed to provide some in-depth exposure to career options for students. Activities may include writing learning plans that dovetail with career majors offered at the high school level or review of local labor market.

Career Exposure – Career exposure can be defined as activities at the high school level that provide actual work experience connecting classroom learning to work.

Career Major/Pathway-is a coherent sequence of courses or field of study that prepares a student in a broad occupational cluster or industry sector.

Career Map – is a written plan of study that helps students select a coherent sequence of secondary and post secondary courses in a selected occupational cluster.

Connecting Activities – are programs matching students with work based opportunities and mentors and linking youth activities with employer and industry strategies.

Consortium – is a group of two or more agencies that enter into a cooperative agreement to share information or provide services that benefit students.

Cooperative Education – is where a student coordinates their studies with a job related to their academic or occupational objectives.

Integrated Curriculum – is when academic and occupational/career subject matter are taught in a manner that emphasizes relationships among disciplines.

Job Shadowing – is part of career exploration in which a student follows an employee at a firm for one or more days in a particular industry.

School-to-Work Coordinator – is a person that oversees and implements a School-to-Careers program, coordinates with state agencies and monitors local partnership plans.

School-to-Work Opportunities Program – is based on 1990 legislation that outlines work based, school based and connecting activities.

Skill Certificate – is a portable, industry recognized credential that certifies the holder has demonstrated competency on a core set of content and performance standards related to an occupational area.

Tech Prep – is a name given to programs that offer at least four years of sequential course work at secondary and post secondary levels to prepare students for technical careers.

Work Based Learning – are activities at the high school level that involves actual work experience connected to a curriculum.

Youth Apprenticeship – is a multi-year program that has a school based curriculum and work based component in a specific occupation designed to lead directly into either a postsecondary program, entry level job or registered apprenticeship program.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this review of recent research the researcher will focus on the content and process of accepted STC competencies and career developmental guidance models and how those concepts are related to the Badger High School STC study. This review includes discussion of the following broad areas: career education/guidance models, School-to-Career (STC) concepts, teacher preparation, and business/community partnerships. The chapter will identify some of the basic components of a comprehensive STC and career guidance program discussed relative to the career developmental guidance process at Badger High School.

The American School Counselor Association (ASCA) published “Sharing the Vision” booklet in 1997 (Campbell & Dahir) and set the direction for counselors with comprehensive standards for K-12, including standards for career development. In their “call to action” they challenged educators to educate the whole child including the personal dimensions of personal/social health, academic, as well as career development. This primer gave an action plan for schools that included awareness, design, implementation, and evaluation of an effective guidance process.

Many state education agencies including the Wisconsin Department of Public Instruction (DPI) either adopted the national standards or developed a similar model. The Wisconsin DPI distributed a booklet in 1997 that reflected similar standards in a booklet titled, The Wisconsin Developmental Guidance Model (WDGM), A Resource

and Planning Guide (DPI, 1997). This booklet gives organizational and implementation strategies, leadership ideas, model delivery systems, roles for team members, and classroom activities for all grade levels of a K-12 school system.

With the present focus of educators on the high school graduation test and core academic standards, most teachers and administrators overlook the relevance and value of STC and career education. In addition, teacher preparation programs at our universities have not exposed aspiring educators to business and industry, employability skills, and the importance of making curriculum “real world” in nature by incorporating STC competencies. Charlotte Coomer, director for Career Pathways Initiatives at the Ohio Department of Education said:

“If we’re looking for school-to-career success, we cannot ignore the professional development of teachers who were never prepared to teach in school-to-career contexts” (Kucker, 1999).

An important component when developing a successful high school STC program is therefore to involve all stakeholders in STC fundamentals, implement targeted training activities and evaluate the implementation plan.

When large companies began to realize the high tech labor deficiency, they began to lobby political leaders on a state and national level to address this critical need. During the 1990s the Federal Carl Perkins Vocational and Applied Technology Act and School-to-Work Opportunity Act grant programs were created to provide significant funding to stimulate change and improvement in career, vocational and technology education. These grants funded both national and state initiatives for enhancing career and vocational education, and provide direction for institutions to develop effective

School-to-Careers and employability skills programs. The goal of both grants was to assure that future graduates are prepared for the competitiveness of tomorrow's highly skilled, global workforce. (Wills, 1995)

The Carl Perkins Vocational and Applied Technology Education Act of 1990 was the first significant reshaping of vocational education since 1917 when federal funding began. The Act moved away from defining vocational education as narrow skills training in a specific career toward focusing on academic and vocational integration. The legislation provided funds for making fundamental changes at the state and local level in career and vocational education. (Stecher, 1995) This federal legislation distributed millions of dollars to the fifty states to implement various STC and vocational programs targeted for training the workforce of the next millennium. Monies were distributed through state Departments of Education, and the Department of Industry, Labor and Human Relations (DILHR). The focus of the programs was to give students in the middle school and high school an opportunity to develop a better understanding of the changing career marketplace and to reinforce employability skills that business and industry need for the future. The funding was available through an application process from individual states and was increased with the updated Carl Perkins Act of 1998, with some minor modifications (105th Congress, 1998), focusing on professional training in technology and vocational education for teachers, developing integrated applied curriculum, and targeting special populations for high tech jobs in nontraditional careers.

The second major national initiative was the School-to-Work Opportunity Act (STWOA) of 1994. (U.S. Department of Education, 1996) In the Act, Congress created new support for combinations of learning and work. (Keller, Owens, Clifford, 1998) The

federal grant encouraged partnerships in developing and implementing statewide systems for ensuring that all K-12 students have a seamless transition from high school to advanced placement in apprenticeships, technical college or traditional universities. Grants were allocated to states through a competitive application process, targeting various initiatives for secondary and postsecondary programs to improve the readiness and competitiveness all of students. The School-to-Work Opportunity Act funding was a five-year program. (Bulletin, National STWOA Office,1997) Monies were targeted for teacher externships, job shadowing, career maps/majors, youth apprenticeship programs and other work based learning initiatives. (Krieg, 1995) It also targeted developing the infrastructure for technology innovations and sponsored integrated/applied curriculum development workshops for teachers and students. (Brown, 1998)

In many states, the technical college system and secondary institutions formed consortiums to help coordinate activities within a region or district. These Tech Prep consortium groups identified local workforce needs through interaction with Chambers of Commerce or industrial groups to target work-based learning opportunities, promote connecting activities with business, and school-based curriculum that more effectively satisfies the needs of the community. (Wickwire,1996)

In Wisconsin the DPI administered the Carl Perkins funding and also manage the state skills certificates program for Cooperative learning. The Department of Workforce Development (DWD) allocated the School-to-Work funds and fostered the Youth Apprenticeship program. Most funding was distributed through school districts and regional consortiums.

Over the last 20 years most STC and career guidance models divide the developmental process into the following broad categories: School Based Learning, Connecting Activities, Work Based Learning, Teacher Involvement, Parental Involvement, Administrative Leadership, and Community Partnerships. Each of the categories was reviewed relative to Badger High School STC efforts.

1. School Based Learning

In 1995 the American Vocational Association published a comprehensive book, Successful Strategies: Building a School-to-Careers System (AVA, 1995) where the “Best Practices” throughout the nation were showcased. Authors shared their classroom strategies that had been successful in creating awareness of careers in the lower grades, exploration in the middle grades and exposure and experience at the high school level. Integrating career planning and curricular pathways into academic courses, focusing on special populations and non traditional occupations, and special employability skills training were targeted for the K-12th grade levels.

2. Connecting Activities

Throughout the K-12th grade years there are many successful activities that are age appropriate and either bring the business partners into the classroom or the student and teacher out into the working world. Many popular ideas such as vehicle day, uniform day or “bring you son/daughter to work” day are used effectively in the early grades. In later years, tours, job shadowing, career days, or interviewing individuals in the student’s career field interest give the student valuable insight to the careers of tomorrow. (Bailey,1995) Vocational Student Organizations (VSO) like FFA, DECA or Skills USA

VICA also provide opportunities for the student to gain information about career possibilities.

3. Work Based Learning

Work experiences were also identified to be crucial in an effective STC process, especially in the later high school years. Internships, work experience or certified programs like youth apprenticeships, certified co-ops and internships have been shown to provide students with “real world” relevant applications to their subject area studies, positive work attitudes, general work place competencies and even potential advanced placement in the workforce. The American Vocational Association (AVA) manual explains all aspects of a successful work based learning program and gives insight into successful mentoring, employer agreements, learning plans and industry skill standards.

4. Teacher Involvement

Teacher training has been weak or nonexistent, except for traditional vocational instructors or counselors, especially as it relates to STC and career development. Florera McKenzie, former superintendant of Washington, DC schools said,

“We need to invest in our teachers. Teachers need more professional development and more experience in the application of their subject in the real world.

Successful classroom innovations, such as team teaching and incorporating an integrated curriculum, also require substantial training, as does teamwork, the most productive organizational innovation of the 1980’s and 1990’s. (Uchica, 1996)

5. Parental Involvement

Parents are another integral component to consider when developing a comprehensive career development program and STC activities. Research has shown that the influence from the immediate family, especially the father, is an important determinant of a student's education and a major determinant of the individual's occupation. (Blau & Duncan, 1967)

Both the teacher and counselor need to develop connecting STC and career activities to help parents stay involved in the process without limiting student options. Many "Best in Class" STC programs start at the K-5 level to get parents into the school with programs like vehicle day, uniform day or "bring your parent to school" day. The parental involvement begins to drop off in middle school years and becomes almost non-existent at the secondary level so it's important to focus on activities to draw parents in and keep them connected to the career education process (Kucker, 1999).

Parents have a pivotal role in helping their children develop a framework of career options and goals. Traditional roles and career options for women and minorities 30 years ago are much different today and schools need to develop strategies for all students including nontraditional and special populations. Research on parental involvement shows that it plays a critical role in successful STC transition. "When parents are involved, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' educational levels". (Kucher, 1999) In addition:

- Students whose parents are involved have higher graduation rates and greater enrollment in post-secondary education.

- The more extensive the parent involvement, the higher the achievement.
(Kucher,M., 1999)

6. Administrative Leadership

Not all principals and other administrators have been supportive of the data surrounding STC and career guidance. Mathematica Policy Research, Inc. has collected information from STC consortiums since the beginning of the STWOA of 1994, (Hershey, 1997) and data shows a positive educational relationship to student success and involvement with STC activities.

“Ultimately, most principals will want longitudinal data to compare the post-high school experiences of students who participated in STC with those who did not. If STC has made a difference, principals should find higher retention rates in postsecondary institutions and initial jobs, less floundering in the labor market, steeper career trajectories, higher wages, more effective career planning, and stronger commitments to lifelong learning among STC alumni.” (Charner, Macallum & White,1999)

7. Community Partnerships

The last category of a sound STC and career development program is an active business and community advisory council. In Uchida’s book, Preparing Students for the 21st Century (1996), a Delphi study conducted by the American Association of School Administrators, researchers found the following components were essential in an effective STC partnership:

- Support taxes for education- education is an investment not an expense and short-changing the school comes back to hurt the community and business workforce.

- Develop flexible company policies encouraging employee involvement. In other words, allow the employees and parents to visit school and be involved in STC.
- Offer to share resources such as donating computers, encouraging field trips to community businesses and open up your doors to students and teachers.
- Develop partnerships with education by mutually sharing information, ideas, time, and money and supporting partnership activities.
- Getting involved in education as an example of leadership. Demonstrate social responsibility by caring for the citizens of the community.
- Demonstrate the value of education by hiring only competent workers. Evaluate transcripts, portfolios and STC experience. Reinforce employability skills taught in STC programs.
- Help to elevate the status of teaching and education. Hold teachers in high esteem like other countries.

Other Strategies

Over the last decade career software and career websites have brought exciting and powerful tools to the STC and career development process. Students and parents from the comfort of their own home can access websites and databases to create career plans, resumes, portfolios and investigate education alternatives, scholarships and distance education options. This technological innovation has made it imperative that students understand the power they have through their own personal computers and school resources as it relates to career planning. Most schools have invested in a variety of interest assessments, career software and STC support materials to assist teachers and students in developing a successful career plan.

Badger High School and STC

The understanding and involvement of the Badger educators in career development and STC transitions was low in the fall of 1999 and attitudes seemed somewhat negative because of the focus put on the core academic standards, the high school graduation test and college preparation. The majority of students (64%) were counseled toward a four year college track and STC activities were nonexistent except for a few youth apprenticeships in the health field. There were no steering committees, career plans, job shadowing or even a specified STC coordinator. The STC initiative at Badger High School was definitely started at ground zero and teacher understanding and attitudes were slow to change.

Each STC component identified in the review of literature was discussed by the community career advisory team (CCAT) and an action plan was developed and is being implemented in each area.

Summary

In summary, the literature reflects the broad categories of a comprehensive STC or career development process that should be included in an effective teacher orientation and training initiative or high school program for students. The current research project attempts to incorporate STC categories from the literature into a staff development format for secondary educators.

CHAPTER THREE

Research Methods

Introduction

This chapter describes the sample population and the methodology used in the study to examine the changes in the knowledge and attitudes of Badger High School teachers, counselors and administrators as it relates to STC before and after a staff development program was implemented.

The purpose of this study is to examine the knowledge and attitudes of educators from research based on the accepted state and national STC and career developmental models. The survey was completed by Badger High School educators both before and immediately after a variety of STC staff development training activities were conducted. One such activity was the introduction of a STC worksheet developed by the Career Action Team (CAT) team entitled “Stairway to Success”. (Appendix B) This worksheet will be discussed later in chapter three.

Survey Sample

The researcher designed a survey based on accepted STC categories. The first survey was distributed to each high school educator’s mailbox and was collected on a volunteer basis in a drop box placed in the teachers lounge. Approximately 40% (31/77) of the surveys were completed and returned. The second survey (post training), was directly handed out during a staff inservice and had a 93% return ratio. (57/61) There were no provisions to match pre and post training responses.

Survey Instrument

The survey instrument was designed to examine educator knowledge and attitudes toward STC concepts. (Appendix A) The survey questions were chosen from the Wisconsin's School-to-Work Self-Assessment Checklist for School Districts (Department of Public Instruction, August 1997) and were grouped randomly. The questions and groupings were aligned with the state checklist to improve the quality and breadth of the study. Four questions were stated in the reverse negative to force each respondent to concentrate and read each question carefully.

The survey instrument allows a school to complete yearly staff development assessments and benchmark the continual improvement or overall changes in a simple, straightforward method.

Research Procedures

The research process consisted of six steps:

1. Administer the pre-training STC survey to Badger High School educators.
2. Implement "Stairway to Success" checklist and a variety of staff training and developmental activities.
3. Administer the post-training STC survey after staff development is completed.
4. Enter and collate with the assistance from UW-Stout Academic Computing Center.
5. Examine similarities and differences in pre and post responses of survey items.
6. Discuss findings, summarize and make recommendations for continual improvement.

Data Gathering Procedures

Perceptions and attitudes were assessed prior to the staff training and a second post-training assessment was completed the following school year to measure possible changes. Findings are available for districts that may want to duplicate the process. The data was examined to determine the effect of the staff development in causing change in the attitudes and knowledge levels of the educators at Badger High School.

An important component of the research was the educator training during an in-service first semester of 1999, where teachers and counselors from the 9th through 12th grade identified current career development activities at each grade level and cross referenced them to the national and state developmental guidance models. Staff members were introduced to the components of the Wisconsin Developmental Guidance Model and the American Guidance Counselors Associations guidance model and how they play a critical role in student development and success. Utilizing the career education “Stairway to Success” (STS) model developed by the CAT team and modifying the template to reflect the Badger High School demographics, the researcher initiated the staff development. (Appendix B) This customized model was used to build awareness and alignment for all educators as it relates to the K-12 career education process. The staff development specifically focused on STC activities for the 9th through 12th grade teachers and corresponding students. The goal was to utilize this simple one page model to facilitate the consistency and communication within the district, and guarantee a quality and comprehensive career development process. The STS checklist collected actual career and STC activities taught by teachers to establish a benchmark for 1999. Following the analysis from the ‘Stairway to Success’ survey, various STC staff

development initiatives took place including research data in teacher handouts, newsletters, faculty meetings, and culminating with a 90-minute teacher in-service training program.

Data Analysis

The data was analyzed with the help of the University of Wisconsin-Stout Academic Computing Center and results were examined to identify changes in the mean value of the participating staff from Badger High School. The 22 questions were put in an Excel spreadsheet/graph to compare and contrast each question as to its increase or decrease in the mean numerical value. Perceptions of each participant were graphed to compare the pre and post survey results. Hopefully this procedure will show that this staff development process has merit in impacting a high school staff but can be improved by changes discussed in Chapter Five.

CHAPTER FOUR

Results

STC Knowledge – Changes in Attitudes

The research revealed that the respondents from Badger appeared to acquire greater knowledge and understanding of STC concepts. Their perception and attitude toward STC and career development as it relates to the overall understanding of the career developmental guidance process seemed to also improve. Table 4.1 in Appendix C identifies the changes in the mean differences from November 1999 to September 2000 for each question. Seventy-seven percent (14 /18) of the positively stated survey questions showed an increase in the mean value which represents significant change in the overall attitude and understanding of the educator sample population.

Questions 5,9,11,19 indicated a decrease in the mean value but when critically analyzed indicate that greater understanding of the STC/career principles may motivate the participants to have a deeper understanding following the staff development and change their answers to more accurately reflect that new knowledge.

Question 5 asked if they believed the parents knew of the work-based learning options available like youth apprenticeships and coops. The decrease in the mean may reflect their new learning, where they now understand that the parents don't understand the importance of STC/career development activities in the longterm student success and our STC program should address the gap.

Question 9 asked if there was adequate counseling services for students. This negative change may reflect a new understanding of the importance of counselors and the need for a lower student/counselor ratio.

Question 11 asked if there were enough career education materials for students and parents. Effective staff development would have educated the participants on the value of marketing materials such as brochures and software.

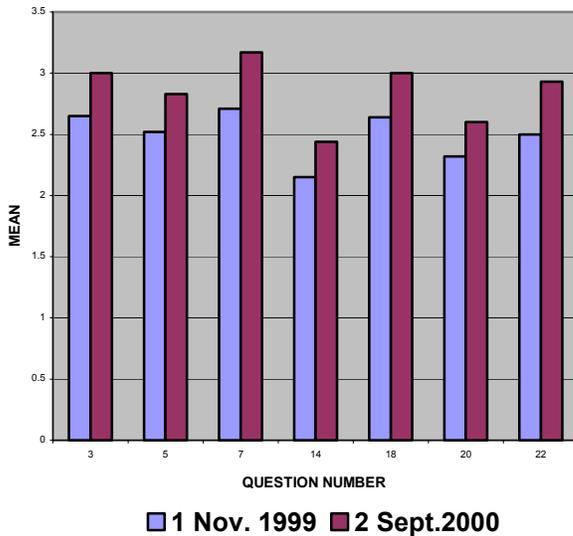
Question 19 asked if educators understand the skills needed in business and industry. This negative change again may reflect a new knowledge gap realized by the staff that participated in the staff development. This ultimately led to staff requesting business tours after school and teacher externships.

TABLE 4.1

Work Based	YEAR CALENDAR YEAR WHEN DATA	N	Mean	Std. Deviation
Item 01 HS Provides info about Careers and Occupations	1 Nov.1999 2 Sept..2000	31 55	2.71 2.75	.82 .80
Item 02 HS Students don't know where to get career info	1 Nov 1999 2 Sept. 2000	31 57	2.29 2.47	.69 .76
Item 03 HS offers sufficient apprentice, co-op, and work	1 Nov. 1999 2 Sept. 2000	31 54	2.65 3.00	.91 .75
Item 04 Academic, vocational credits transfer well	1 Nov. 1999 2 Sept. 2000	22 38	2.95 3.21	.72 .53
Item 05 Parents know about apprentice, co-op, and work	1 Nov. 1999 2 Sept. 2000	29 41	2.28 2.07	.59 .72
Item 06 HS has adequate career & occupational develop	1 Nov. 1999 2 Sept. 2000	29 54	2.52 2.83	.69 .80
Item 07 Center has career & occ. interest & assess tools	1 Nov. 1999 2 Sept. 2000	24 41	2.71 3.17	.69 .54
Item 08 HS has an effective career guidance plan	1 Nov. 1999 2 Sept. 2000	26 46	2.46 2.52	.81 .69
Item 09 Sufficient # of counselors to provide program	1 Nov. 1999 2 Sept. 2000	27 46	2.41 2.33	.97 .79
Item 10 HS doesn't have academic planning in major areas	1 Nov. 1999 2 Sept. 2000	24 41	2.52 2.37	.78 .66
Item 11 There is enough career info for students & parents	1 Nov. 1999 2 Sept. 2000	29 46	2.48 2.39	.63 .65
Item 12 Career plan not written down on in file for access	1 Nov. 1999 2 Sept. 2000	22 29	2.73 2.72	.63 .88
Item 13 Portfolios document student career & employ skills	1 Nov. 1999 2 Sept. 2000	23 26	2.26 2.46	.69 .86
Item 14 CLRM based career planning avail at all levels of HS	1 Nov. 1999 2 Sept. 2000	27 41	2.15 2.44	.77 .67
Item 15 Prnts & comm. members do clrm career explore activity	1 Nov. 1999 2 Sept. 2000	26 39	2.19 2.44	.75 .68
Item 16 Business & Labor do develop activities	1 Nov. 1999 2 Sept. 2000	28 52	2.86 3.04	.71 .56
Item 17 Job shadowing is available to all students in HS	1 Nov. 1999 2 Sept. 2000	30 47	2.43 2.57	.77 .80
Item 18 Job shadowing experience complement the lgr curricula	1 Nov. 1999 2 Sept. 2000	28 40	2.64 3.00	.68 .51
Item 19 Teachers know what skills are needed for bus & ind.	1 Nov. 1999 2 Sept. 2000	31 46	2.45 2.33	.68 .82
Item 20 All students have access to work based learning	1 Nov. 1999 2 Sept. 2000	28 45	2.32 2.60	.72 .65
Item 21 In-service never include career development	1 Nov. 1999 2 Sept. 2000	29 49	2.48 2.24	.91 .83
Item 22 Work based learning supported & connected to school	1 Nov. 1999 2 Sept. 2000	30 57	2.50 2.93	.68 .68

The greatest mean change in the sample population from 1999 to 2000 occurred in the following questions:

TABLE 4.2
GREATEST MEAN CHANGE



#3. Badger High School offers sufficient apprenticeship, co-op and work based learning opportunities for juniors and seniors.

#6. Badger High School has an adequate career and occupational development center for students.

#7. The center has career and occupational interest and assessment tools.

#14. Classroom based career planning activities are available at all levels of Badger High School.

#18. Job shadowing experiences are supervised and organized in a coherent way to complement the larger curricula.

#20. All students at Badger High School are provided access to work based learning opportunities.

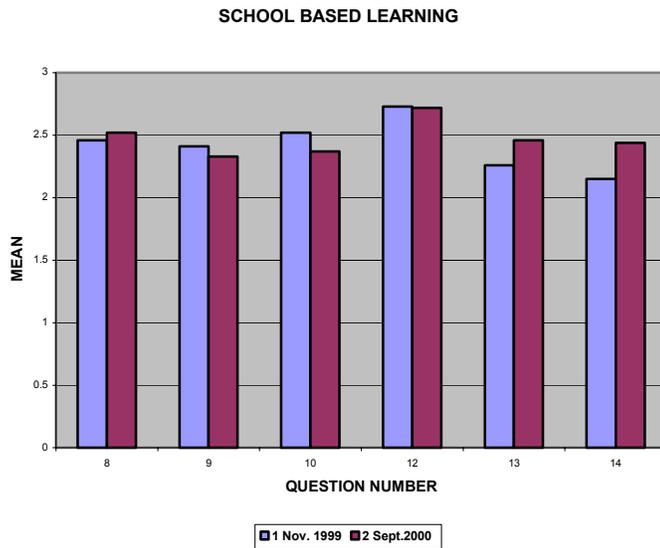
#22. Work based learning is clearly supported and connected to school based learning.

This change by the overall staff is important especially when one considers the turnover in the staff from 1999-2000. Of the 61 respondents completing the survey in September 2000, 19 respondents were new teachers. This subset of new teachers didn't have any staff development during the 1999-2000 school year but did participate in the fall inservice overview reviewing the STC and career process at Badger High School.

The survey instrument was divided into 6 major groupings as identified on the School-to-Work Checklist for School Districts developed by the DPI in 1997. When analyzed by category, the research shows the following strengths, weaknesses and overall gaps in understanding and perceptions from the Badger High School respondents.

School Based Learning

TABLE 4.3



#8. Badger High School has an effective career guidance plan.

#9. The counseling staff is sufficient in numbers to implement a successful career and occupational guidance program.

#10. Badger High School doesn't have academic planning curriculum maps in major career and occupational areas.

#12. Career plans are not written down or kept in an organized file for student, teacher or parental access.

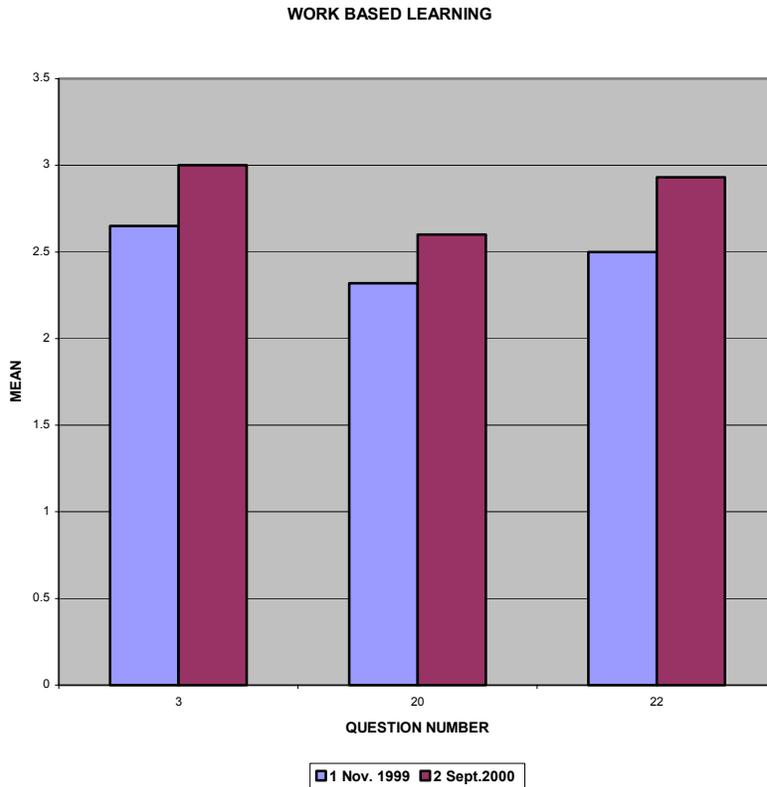
#13. Career portfolios document student's career and employability skills.

#14. Classroom based career-planning activities are available at all levels of Badger High School.

This section upon examination shows more understanding of STC principles and was critical in helping justify an additional high school counselor. Question #10 and #12 were stated in the negative and the decrease could show a higher knowledge level of the staff after training.

Work Based Learning

TABLE 4.4



#3. Badger High School offers sufficient apprenticeship, co-op and work based learning opportunities for juniors and seniors.

#20. All students at Badger High School are provided access to work based learning opportunities.

#22. Work based learning is clearly supported and connected to school based learning.

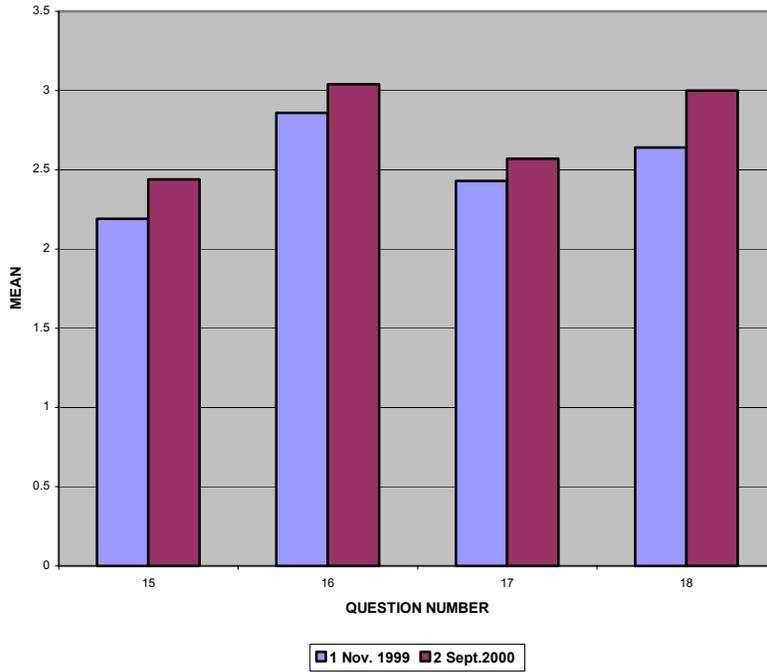
These results

indicate that teachers grew in understanding of the value of work based learning. Actual numbers of students involved in youth apprenticeships and internships also reflected this increased understanding and positive attitude towards student work based activities.

Connecting Activities

TABLE 4.5

CONNECTING ACTIVITIES



#15. Parents and community members participate in classroom career exploration activities.

#16. Business and labor participate in career development activities (e.g., career fairs, job shadowing, etc.)

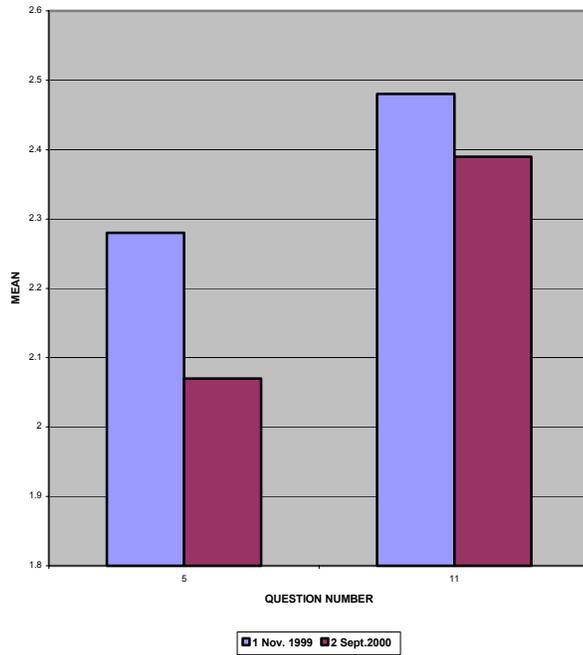
#17. Job shadowing is available to all students at Badger High School.

#18. Job shadowing experiences are supervised and organized in a coherent way to complement the larger curricula.

Results indicate improved understanding and attitudes toward STC activities over the time span. Many of the activities were part of the staff development training and were communicated in newsletters and group meetings.

Parental/Community Involvement

TABLE 4.6



#5. Parents know about student's co-op and apprenticeship opportunities.

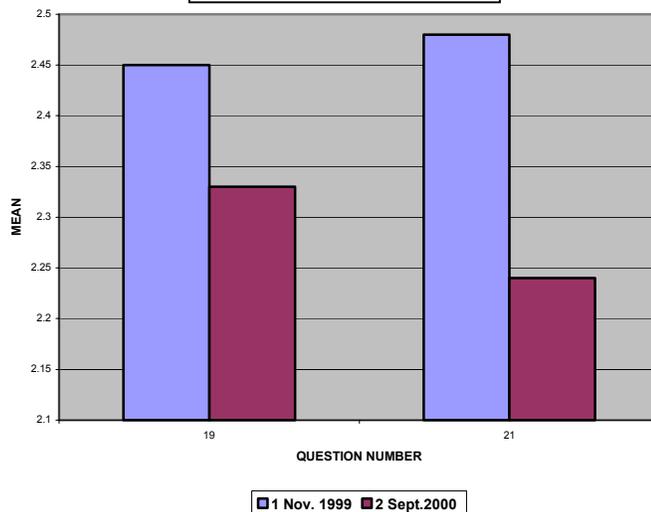
#11. There is sufficient career information provided to students and parents.

Results indicated a large gap in the high school strategies to inform, educate and involve parents

in the STC and career developmental process. This data will be used by the CAT teams to develop an action plan to impact parental involvement.

Professional Development

TABLE 4.7



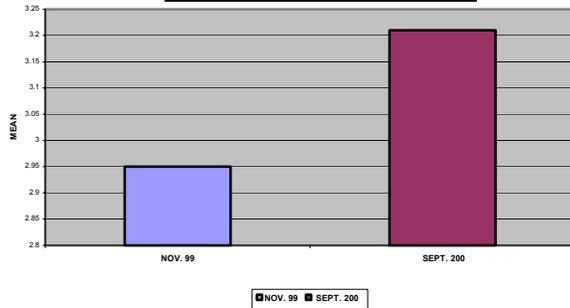
#19. Teachers have a high knowledge level of area business and industry, including skills needed for entry-level employees.

#21. In-services have never included career development and its integration into the curricula.

Data in Question #19 indicates teachers are open for more ongoing staff development and Question # 21 shows that STC has been recognized as a valuable part of the staff inservices historically.

Articulation

TABLE 4.8

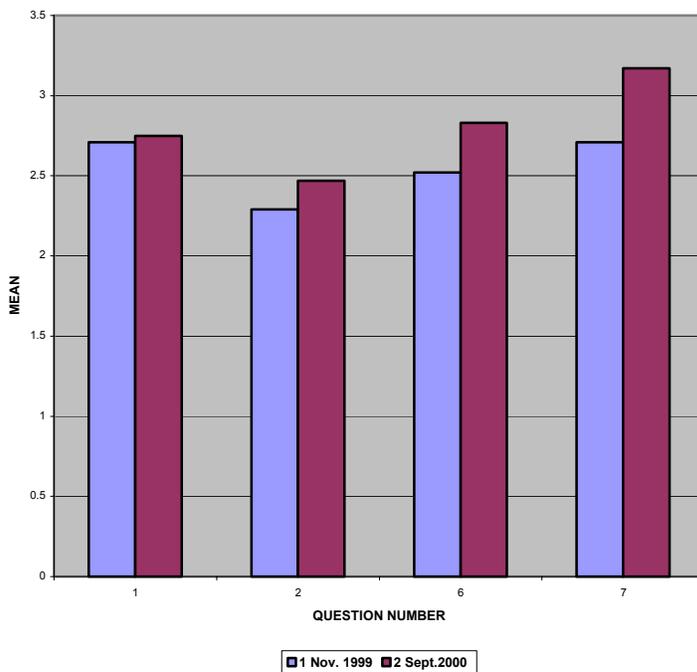


#4. Badger academic and vocational credits have good transfer value to technical colleges and universities.

The data reflects the understanding of the articulation and transfer value of apprenticeship curricula with the post secondary institutions.

Access

TABLE 4.9



#1. Our high school program currently provides all students with information about careers and occupations.

#2. Students in our high school don't know where to get career and occupational information.

#6. Badger High School has an adequate career and occupational development center for students.

#7. The center has career and occupational interest and assessment tools.

Question #1,6,and 7 indicate that the staff training and STC information has made a positive change in educator understanding and attitudes. Question #2 may have been

confusing because it was stated in a reverse negative or indicate that students need more information on how to access STC resources.

Summary Statement of the Findings

The overall staff development was positive and effective in causing improvement in the understanding and attitudes of the respondents as it relates to the STC and career developmental guidance process at Badger High School. The data suggests that the staff development activities and training did cause positive changes in the educator understanding and attitudes as it relates to the value of STC principles and career education.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

Summary of the Study

The overall purpose of the study was to examine changes in educator knowledge and attitudes during a one-year staff development implementation. For this research paper, the researcher limited the scope to only the teachers, counselors and administrators of Badger High School. The research indicates that a well thought out staff development plan that is implemented with the support of administration and involvement of all educators can positively impact the understanding and perception of a high school staff as it relates to a successful STC and career developmental guidance program.

Over the period of the research there was a definite improvement in the understanding and involvement of all STC stakeholders. Community members, including business and industry employers, saw the critical role they played in developing the future workforce and better educated students. They not only hired our Youth Apprentices but sponsored class tours and sent guest lecturers to our high school.

Many educators worked with our CAT team to start the integration of job shadowing in 10th grade English curriculum, Teacher Technology Tours (T3) or after school business tours, and guest speakers on careers and employability.

Administrators showed more support after the STC training by allocating budget money and grant funds to support career curriculum development activities, teacher externships, and contextual learning workshops.

Counselors probably showed the greatest change in their excitement and involvement with career development activities. They sponsored teacher workshops after school to introduce the Wisconsin Career Information System (WCIS). They developed an outreach to 9th and 10th grade English classes to orient all students on career software and help them develop a four-year career plan, a personal portfolio and complete a career interest survey.

All in all, the training initiative and staff development activities did a good job changing the attitudes and perceptions of all stakeholders at Badger High School and beginning a comprehensive STC program.

Recommendations for Further Study

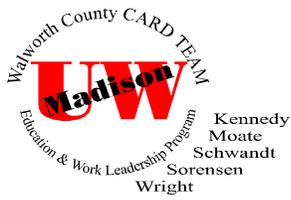
Using the ‘Stairway to Success’ template as part of a comprehensive staff development and training implementation process has potential to motivate and align an educational staff, as well as the community at large, to a better understanding and acceptance of the concepts inherent in School-to-Career and Career Development. The process might be more effective if started with a faculty meeting, where the superintendent, principal and community team members promote the value of School-to-Career and career development to educators. All educators need to understand the research supporting the value of School-to-Career and career development and how it plays an integral role in the student achievement of academic standards and learning. After the kick off meeting explaining the training process and the staff development schedule, a community advisory committee should be created to give direction and

feedback for an effective STC program. It is imperative to include all stakeholders including the core academic teachers, counselors, parents, business leaders and students.

The quality of the implementation plan can be enhanced by completing the entire process during the same school year, utilizing a pre survey during a fall staff meeting and completing the post survey on the last day before summer break. This change would improve the sample population's data accuracy by minimizing the staff changes by retirements and turnover.

By incorporating the critical components of a comprehensive K-12 School-to-Career process into an overall curriculum of a high school, the quality of student learning will continue to improve as they prepare for tomorrow's workforce and post secondary options. School districts need to provide ongoing training and resources for the STC process to ensure that students are continually expanded to proven STC developmental activities and valuable career planning.

	<u>SD</u>	<u>D</u>	<u>A</u>	<u>SA</u>	<u>DK</u>
8. Badger High School has an effective career guidance plan.....	1	2	3	4	5
9. The counseling staff is sufficient in numbers to implement a successful career and occupational guidance program.....	1	2	3	4	5
10. Badger High School doesn't have academic planning curriculum maps in major career and occupational areas	1	2	3	4	5
11. There is sufficient career information provided to students and parents.....	1	2	3	4	5
12. Career plans are not written down or kept in an organized file for student, teacher or parental access	1	2	3	4	5
13. Career portfolios document student's career and employability skills.....	1	2	3	4	5
14. Classroom based career planning activities are available at all levels of Badger High School.....	1	2	3	4	5
15. Parents and community members participate in classroom career exploration activities.....	1	2	3	4	5
16. Business and labor participate in career development activities (e.g., career fairs, job shadowing, etc.).....	1	2	3	4	5
17. Job shadowing is available to all students at Badger High School.....	1	2	3	4	5
18. Job shadowing experiences are supervised and organized in a coherent way to complement the larger curricula	1	2	3	4	5
19. Teachers have a high knowledge level of area business and industry, including skills needed for entry-level employees.....	1	2	3	4	5
20. All students at BadgerHigh School are provided access to work based learning opportunities.....	1	2	3	4	5
21. In-services have never included career development and its integration into the curricula	1	2	3	4	5
22. Work based learning is clearly supported and connected to school based learning.....	1	2	3	4	5



APPENDIX B

The purpose of the Walworth County collaborative action research project is to create a template for comprehensive *K-12 Career Stairway to Success*. The template will delineate specific goals, resources, timelines, support mechanisms, and evaluation components. Current career education practices rely on random connections with stakeholders in order to provide programming to students. Through discussion with administration, business people, teachers, and parents, it became apparent that the comprehensive approach that facilitates access

to the available resources and provides opportunities to as many students as possible, is lacking. Many stakeholders could not even describe the career education options within their own schools or community. This results in an inefficient use of resources, limited numbers of students served, and limited opportunities for evaluation or improvement of services. The *Stairway to Success* will facilitate: organization of career education activities across the grade levels, more effective communication between stakeholders, and a more timely response to key transition times in a student's preparation for post-school outcomes.

K -		6 - 8	9 -
Career	Career	Career	Career
	6	9	11
	7	1	12
	8		

Walworth County Educational Consortium - - Career Stairway to Success



Comprehensive K-12 Career Stairway to Success

Lake Geneva and Genoa City Schools are considering a comprehensive approach to career education reflecting this framework (refer to back page). The first step in implementing the *Career Stairway to Success* is to gather information from every teacher indicating the career education activities that they currently do within their individual classes. This information will be used to fill in all of the areas on the stairway and as a result plan a more comprehensive approach to these activities next year. A calendar of career activities can be developed and support for these activities can be enhanced. Please assist this process by answering the following question and listing your responses within the defined categories.

Name _____ Grade _____ School _____

What career education activities or programs are you currently including in your classroom instruction throughout the school year?

<p><u>School-based Activities</u> Career education activities that take place primarily in the classroom conducted by school personnel.</p>	
<p><u>Work-based Activities</u> Career education activities that take place primarily outside of the classroom within the community or work setting and focus on employment.</p>	
<p><u>Connecting Activities</u> Activities which serve the purpose of connecting school to the community or to work such as guest speakers, field trips, or interest inventories.</p>	
<p><u>Parent Involvement</u> Career education activities which incorporate parent participation through school, community, or home activities.</p>	
<p><u>Employability Skills</u> Career education activities emphasizing interacting with others, communication, structuring work activities, and trainability.</p>	

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