INVESTIGATION OF PRIVATE SECTOR SPONSORED CAREER RESOURCE CENTERS FOR HIGH SCHOOL STUDENTS

by

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ABSTRACT

The current American model on career development has evolved over the last one hundred years. During that time studies have been made, moneys have been spent, and laws have been passed in the hope of developing a viable, effective method for guiding students into the workforce. Great advances have been made but, unfortunately, most previous efforts have excluded involvement from the private sector. The result has meant that recent high school graduates do not possess the skills American businesses require.

This study was an investigation into business and educational partnerships for career development for high school students. It examined working partnerships to determine benefits as well as drawbacks. The purpose of the study was to examine what business and educational partnerships can do to help high school students be better prepared to enter the work force.

Pertinent literature was reviewed by the researcher to gain an understanding of the history of career development. Existing business and education programs were studied to determine what type of programs are already in place.

Two questionnaires were developed by the researcher. Seven business representatives and eight education representatives were interviewed. The opinions of the participants regarding business and education partnerships for a career resource center for high school students were recorded.

The results of the study indicate there is a need for business to take an active role in career development. While changes may be slow and the educational world is hesitant, both business and education agree there is a problem with students not meeting the
requirements of the work world. The solutions must be obtained jointly in partnerships with business and education.
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DEDICATION

To my Mother, Doris Stevenson,

who guides me from above
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CHAPTER 1

THE PROBLEM

Introduction

Career education provides students with keys to unlock their futures. Today, those keys have never been more important and, perhaps, the mission of career education has never been more urgently needed. The future of our young people and our economy depends on building effective relationships among education, business, and the community sectors. Career education provides an avenue for doing just that. (Katzman 1989, 22)

This research project was a descriptive study that examined the role of the private sector in the career development process of high school students. Interviews of school personnel and company employees were used to examine joint career development programs now in place. The researcher will make recommendations for a model career development resource center in high schools sponsored by the private sector.

Development of the Problem

Frank Parsons, the founder of vocational guidance in 1909, said that;

In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different line of work; (3) true reasoning on the relations these two groups of facts. Every young person needs help on all three of these points. He needs all the information and assistance he can get. He needs counsel. He needs a vocational counselor. He needs careful and systematic help by experienced minds in making this greatest decision in his life. (Parsons 1909, 5)
In 1910, the First National Conference on Vocational Guidance was held in Boston. This conference identified and stressed that there was a need for school guidance personnel. The people that have contributed to career development are many. Some of them are: James M. Cattell, the first to use the term mental test; Edward K. Strong, Jr., who published *The Strong Vocational Interest Blank* in 1927; S.W. Ginzberg, A. Roe, and D.E. Super, who all published career development and occupational-choice theories in the 1950s which have become landmark developments (Zunker 1994).

The 1960s and the 1970s were turbulent times in the United States. This was a period of unrest for the young and, therefore, a period of unrest for career development. Society was busy looking for the role and meaning of work. The approach for career development during the 1980s was the humanistic approach, designed to expand one's awareness of life (Zunker 1994).

In 1992, the National Career Development Training Institute (CDTI) was established to design and develop career programs to be used in the United States to train students in career planning skills and making career decisions. CDTI's focus has been on inservice training for professional counselors and other professionals in the counselor-education field (Zunker 1994).

Students today are lacking in knowledge about what to do when they grow up. Students do not have a clear understanding of what will be expected of them when they leave high school. In a study done by the National Assessment of Educational Progress (1973-74), when asked whom they had talked to about their future plans only 35% of the students said a school counselor or advisor. Only 14% mentioned a teacher. Only two
out of every four students said they had taken an aptitude test and only 16% had talked to
someone about the results. Only 25% of young people under age 29 have earned
bachelor's degrees (Lewis 1993).

Students are graduating from high school not knowing what they are prepared for
or want to do. Students should be prepared to enter the work world. Instead they are
leaving school unskilled and unemployable. According to the Department of Labor,
"More than half our young people leave school without the knowledge or foundation
required to find and hold a job" (U. S. Department of Education #1 1993, 4). Only 25%
of all young people under the age of 29 have earned a bachelor's degree, yet high school
counselors spend 70% of their time counseling students in choosing colleges instead of
helping the students with career choices or finding jobs (Lewis 1993).

According to Grant (1995), career development needs to begin during the stage of
life when students are discovering their likes and dislikes. They need help understanding
their capacities, abilities, skills and personality characteristics. There is a need to help
students integrate themselves with knowledge of the work world. Assessing this
information about self and the work world is not easy for the youth of today. Students
should not be left to gather information with little organized guidance or instruction
(National Assessment of Education Progress 1973-74). Effective career guidance and
development for high school students requires the assistance of the business world.

The private sector loses vast sums of money yearly on untrained employees. An
estimated $210 billion annually is spent on formal and informal on the job training
(Katzman 1991). Along with these expenditures, remediation and lost productivity cost
U. S. businesses $25 billion a year. Another staggering statistic is that dropouts from school each year cost America $240 billion in lost earnings and forgone taxes over the lifetimes of the dropouts (Katzman 1991).

Employers are looking for mature individuals with an understanding of the work world. It seems clear that very little career development is happening in American schools when fewer than one in ten large American firms hire high school graduates. It is not surprising that more than half the young people leave school without the knowledge or foundation required to find and hold a job (U. S. Department of Education #1 1993).

Today, businesses need to get a more adequate supply of skilled workers. The American business world cannot continue to operate effectively under current conditions. When more than 50% of U. S. employers say they cannot find qualified applicants for entry level jobs, it is time to invest some of their assets and resources into developing today's youth (U. S. Department of Education #3 1995).

According to the U. S. Department of Education (#3 1995) there needs to be multiple career choices for the seventy-five percent of young people who do not go to college or do not finish. Multiple career paths open up at least three opportunities: 1) Immediate employment in the student's chosen career area; 2) Further training or education that may lead to an associate degree, a vocational certificate or advanced degree; 3) Lifelong learning.

"Today's workplaces, and those of the 21st century, require a new kind of worker—one who excels at solving problems, thinking critically, working in teams, and constantly learning on the job" (U. S. Department of Education #3 1995, 1).
Need for the Study

Changing technology is creating new careers and eliminating old ones at a rapid rate. This forces the youth of today to make mature choices at earlier ages (Katzman 1991). This in turn forces the business world to help them make the transition from school to work.

In order to find more qualified employees, employers have several options. For example, businesses could send employees into schools as role models. Businesses can set up career resource centers in schools for students and/or businesses can get involved in occupational training in high schools. Businesses have a responsibility to assist students in making informed and educated career choices for the future.

Career awareness, exploration, and planning should begin at an early age and continue through the college experience (U. S. Department of Education #1 1993).

This need is great, since "the U. S. is one of only a few industrialized nations that does not have an organized, comprehensive system to help people prepare for and enter the work force" (U. S. Department of Education #3 1995, 1).

Purpose of the Study

The purpose of this study was to investigate what the private sector can do to help educational institutions better prepare students to enter the work world.
Research Question

What does the private sector and the educational system need to do to better prepare students to enter the work world?

Definition of Terms

Vocational guidance: The process of helping a person develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it in to a reality, with satisfaction to himself and to society. (Herr and Cramer 1988, 10)

Career guidance: Encompasses all components of services and activities in education institutions, agencies, and other organizations that offer counseling and career related educational programs. (Zunker 1994, 1)

Career development: ...a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work. (Zunker 1994, 3)

Career planning: It is an individual activity, and a continuous process that helps you determine what you would like to do with your working life. (Steele 1990, 8)

Career counseling: All counseling activities associated with career choices over a life span. All aspects of individual needs (including family, work, and leisure) are recognized as integral parts of career decision making and planning. (Zunker 19984, 3)

Career education: A person-centered developmental, deliberate and collaborative effort by educators, parent-business-industry-labor-government personnel to systematically promote the career development of all persons by creating experiences to help them learn academic, vocational, and basic skills, achieve a sense of agency in making informed career decision, and master the developmental tasks facing them at various life stages through curriculum, counseling, and community. (Zunker 1994, 207)
CHAPTER 2
LITERATURE REVIEW

Definition of Career Development

Career development is a life-long process. It is the process by which one develops characteristics of self as it pertains to career identity (Herr and Long 1989). To explain further, it is the "lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work" (Zunker 1994, 3).

Career choice can influence who one's friends will be and where one lives. It can influence patterns of family living and how we spend our leisure time. It is, therefore, a very important aspect of a person's life. It should be given considerable thought and time. It can mean the difference between just getting a job or getting a lifelong, personally satisfying and fulfilling career (Steele 1990).

Career guidance is;

1. Career guidance needs to move from a focus strictly on jobs to a focus on life patterns...

2. Career guidance needs to help make clients aware of their own career socialization...

3. Career guidance needs to move from a focus on slotting individuals into what is (matching) to preparing them for the life style choices and options of what might be...

4. Career guidance needs to move from a focus on occupational choice alone to
the larger sphere of people's lives and the interface of the vocational and the personal...

5. Career guidance needs to help clients achieve more beyond the stereotypic choices women and men have made in the past to expanding the range of options they are willing to consider and choose... (Herr and Cramer 1988, 11)

In the world of work some people just have jobs. But with some preparation many people have more; they have careers. Very careful thought and consideration should be given on how one wants to spend the approximately 100,000 working hours in a lifetime (Steele 1990).

**History of Career Development**

The rapid raise of industrialism in the United States during the early years of the 20th century changed the work environment and the way of living. Urban areas grew and there was immigration on both coasts. People moved from the farm to the city. The working conditions were long and harsh. Because of the dramatic growth in the city, overcrowded living conditions existed. These events caused prominent spokespersons to be concerned about the growing social needs of the American workforce. The realization came quickly that there needed to be a bridge between school and the realities of the work world. There were unnecessary shifts of people moving from one job to another and a general sense of job dissatisfaction (Herr 1988; Zunker 1994).

All this prompted the U. S. Bureau of Education in 1918 to make this statement about vocational guidance:

Education in a democracy, both within and without the school, should develop in each individual the knowledge, interest, ideals, habits and powers whereby he will
find his place and use that place to shape both himself and society toward ever nobler ends. (Herr 1988, 2)

It should be noted that there was considerable activity in Europe in the late 1800s. Francis Galton published two books about the origins of human abilities in 1874 and 1883. Wilhelm Wundt in 1879 established an experimental laboratory to study human behavior. In 1896, in France, Alfred Binet and V. Henri wrote about mental measurement (Zunker 1994). These were all forerunners to studies and programs on career development in the United States.

One of the first known American vocational counselors was Jessie B. Davis in Detroit. From 1898 to 1907 he was the 11th grade counselor at Central High School (Zunker 1994). However, it was not until 1909, a year after he died, that Frank Parsons was given credit for founding vocational guidance in the United States.

According to Parsons, there are three factors in wise vocational choices.

(1) A clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes;

(2) A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work;

(3) True reasoning on the relations of these two groups of facts. (Parsons 1909, 5)

Parson's three part formulation greatly influenced career counseling over a long period of time. Some of his practices are still used today.

In 1910, the first National Conference on Vocational Guidance was held in Boston. This eventually became the National Career Development Association (NCDA).
Like Parson's vocational career factors, it was very important in the advancement of the career-guidance movement (Zunker 1994).

From 1900 to 1930, three trends prevailed: vocational guidance emphasized the study of occupations rather than the study of individuals; vocational educators predominated as vocational guidance practitioners; and vocational guidance and vocational education were largely seen as complementary components of a total effort to distribute students and others across the proliferating occupational structure. (Herr 1988, 5)

Robert M. Yerkes developed the first group intelligence tests for the United States Army about the time of World War I. There were some 1.5 million people who were in need of classification and training for the armed services. During the next twenty year period, tests were developed that helped advance career guidance. There were special aptitude tests, interest assessment tests and achievement testing (Herr 1988).

Also during this time period the federal government enacted several pieces of legislation. In 1917, the Smith-Hughes Act established federal grants for nationwide vocational education. During the depression the Wagner-Peyer Act of 1933 established the U. S. Employment Service. The George-Dian Act of 1936 gave additional monies to vocational education. In the next two years the Civilian Conservation Corps was created and the Works Progress Administration was established. In 1939 the first Dictionary of Occupational Titles was printed (Zunker 1994). These acts were all established to help advance career development in the United States.

Leading into the 1940s, the depression had an impact on career development by causing a need to help retrain dislocated workers and find them new jobs. Events of significance related to career development during the 1940s were the publication of E.G.

World War II created a need for classifying recruits, thus, the creation of the Army General Classification Test. This became the principal general ability test used by the armed services. It established counseling programs and assessments to help place recruits. In 1944 the Veterans Administration established career guidance centers. These centers became models for the development of career guidance programs at many institutes of higher learning in the United States (Zunker 1994).

E.G. Williamson, (a member of the Minnesota Employment Stability Research Institute) was a major spokesperson for the trait and factor theory of career development. Trait and factor means matching a person's traits with the requirements of a specific occupation. His book, *How to Counsel Students*, made a big impact on the career guidance movement. He had a very straightforward approach to counseling. He used six sequential steps: 1) analysis, 2) synthesis, 3) diagnosis, 4) prognosis, 5) counseling and 6) follow-up. (Brown 1990).

Rogers method of non-directive counseling or client-centered counseling caused people in the career development field to look again at the established assumptions in career counseling. This resulted in shifts to client-centered, non-directive techniques. The major concern became the role of the person's self concept (Herr 1988).

In 1951 S.W. Ginzber, E. Ginzber, S. Axelrad, and A. Herman set forth a radical new theory. While it is no longer used, it is of historical interest. The theory broke with
the trait and factor theory. The new theory said that it was no longer necessary to match
the individual's traits with requirements of a specific occupation. It stated that
occupational choice is something that occurs over many years but was completed by early
adulthood (Brown 1990).

There were many theorists in the 1950s who contributed to career development.
To name just a few, they were: A. Roe, D.E. Super, D.V. Tiedeman, H.B. Gelatt,
J. Krumboltz, and D.E. Bordin. They developed theories about occupational choice.
They provided insight into the developmental stages and tasks associated with transition
between stages. They helped to identify personality types and corresponding work
environment. They were all instrumental in creating career guidance practices (Zunker
1994).

Career development during the 1960s was just as turbulent as the times. The
meaning of work in society, the rebellion against the military, the hippies, and the women's
movement were all major issues. The counseling profession was so busy meeting these
challenges that there was no time to make further advancements in career development.
There were, however, several very important pieces of legislation passed during this time
period (Zunker 1994).

The manpower legislation was designed to create new jobs through occupational
counseling. It also made funds available for placement counseling. Other legislation set
up funding for Head Start, Job Corps, Neighborhood Youth Corps, Community Action
programs and the Jobs Training Partnership Act (JTPA). Finally, the Vocational
Education Act was also influential on career guidance (Zunker 1994).
Some of the names associated with the 1970s are N.E. Gybers, E.J. Moore, C. McDaniels and S.W. Ginzberg. In 1972 Ginzberg reissued his 1950s theory to say:

Occupational choice is a lifelong process of decision making for those who seek major satisfactions from their work. This leads them to reassess repeatedly how they can improve the fit between their changing career goals and the realities of the world of work. (Brown 1990, 4)

The 1970s moved toward career education instead of just career development. Programs centered on career awareness, career exploration, decision making skills, career orientation and career preparation. In 1972 standards were developed for entry preparation of counselors by the Board of Directors of the American Personnel and Guidance Association (APGA). In 1977 the APGA set guidelines for doctoral training programs in counselor education (Zunker 1994).

The National Occupational Information Coordinating Committee (NOICC) was established by Congress in 1976. The NOICC has four functions:

(1) to develop an occupational-information system that provides information on employment and training programs at the federal, state, and local levels; (2) to assist in the organization and operation of state committees, referred to as State Occupational Information Coordinating Committees (SIOCCs); (3) to assist all users of occupational information in sharing information; (4) to provide labor-market information for needs of youth. (Zunker 1994, 14)

There was a belief in the 1980s that career counseling should be totally replaced by psychotherapy. Some theorists thought that career counseling was too mechanical and left little room for creativity. J.O. Crites challenged that theory (Zunker 1994). He believed that career counseling incorporates the best from both counseling and psychotherapy, and they should go hand-in-hand. He had five propositions that said
career counseling is better, more effective, more difficult and the need greater than psychotherapy.

1. The need for career counseling is greater than the need for psychotherapy (a view supported by several surveys.)

2. Career counseling can be therapeutic (career and personal adjustment are interrelated).

3. Career counseling should follow psychotherapy (new directions in career development should follow personal adjustment).

4. Career counseling is more effective than psychotherapy (or at least career counseling carries greater expectancy of success then psychotherapy).

5. Career counseling is more difficult than psychotherapy (when career counselors use comprehensive approaches, they are perceived as being both psychotherapists and career counselors). (Cited in Zunker 1994, 16)

Duane Brown went even further to say that the interaction between career counseling and personal counseling cannot be helped. He views career counseling "as a viable interaction with clients that have rather sever emotional problems" (Cited in Herr 1988, 16).

Zunker took an even broader view than Crites and Brown. Career counseling should embrace components or strategies that differ for diverse populations. For example, adult career transitions or women's job searches would require a different approach than counseling for a high school student. He used guidance more than counseling (Cited in Herr 1988).
Future Directions for Career Development

Brown et al. in Career Choice and Development (1990) stated the ten trends of career development are:

1) Technology will both compound and provide assistance with the career development problems of workers.

2) The impact of employment and unemployment on mental health will be of increasing concern.

3) Career development programs will be increasingly available in a greater variety of settings and from a wider range of personnel.

4) There will be increased interest in credentialing career counselors.
5) An increased recognition of the complexity of career counseling.

6) There will be an increasing emphasis on the postmidlife period of career development, including retirement planning.

7) A greater concern for the career development and career counseling of special subgroups will emerge.

8) There will be a greater emphasis on work-adjustment factors. Particularly as they relate to productivity and quality.

9) There will be an increasing emphasis in research and practice on factors related to the decision-making process.

10) Theories and research in career development will increasingly focus on the relationship of literacy to career development. (510-517)

The 1990s have been referred to as the "age of transition" (Zunker 1994).

Advanced technology has encouraged growth in computers and robots in the workplace. Forecasts of changing work conditions, new jobs and new technology daily has great impact on career development. There will be many new and different jobs.
New jobs of the 1990s will involve many new kinds of employment, totally different from the jobs of the past. Two examples are computer and data processing. Some 2.5 million people are employed in the computer field. It has grown by about 15% per year. Telecommunications has made amazing advances. By the year 2000 cellular phones will be standard in all cars. Cable TV will serve as a major carrier for events such as polls and surveys (Berryman 1990).

Another employment area that has had an impact is biotechnology which has will had a great impact on medicine and agriculture. Agriculture has developed bacteria to protect plants from frost damage and the same plants can be grown in climates where they have never been grown before (Zunker 1994).

Yet another new employment area is the field of superconductors which will deliver electricity faster than ever before. The superconductor transistor will be an essential component of faster and more effective computers. Advancement in materials of stronger and more durable synthetics will generate new manufacturing industries. For example, diamond coatings on eyeglasses and household utensils will make them more durable and effective. Hazardous waste disposal is predicted to be the fastest growing field of the 1990s. There will be a great demand for jobs such as hazardous waste technicians (Zunker 1994).

Finally the use of robots in the work force will increase beyond anyone's imagination. There are predictions that anywhere from 10% to 25% of the factory work force will be replaced by robots. These new jobs are just some of the concerns of career
development. There are still more concerns that career counselors will have to deal with when working with high school students (Zunker 1994).

Other forces to contend with in the career development process will be the growing number of minorities in the work force. Changes such as contract workers, temporaries, freelancers and part-time workers must be taken into consideration. Still more influences are alternative work patterns, job sharing, home telecommuting and flexible work schedules. These are just a few of the changes that have taken place and will continue to change for years. (Zunker 1994).

The career development of high school students will not be easy. Advances and growth in technology will require numerous advances and growth in career development.

**High School Students and Career Development**

"Half of our youth are in danger of being caught in a massive bind that can deny them full participation in our society and the full benefit of their own talents" (Howe 1988, 1). Society has a problem helping young people mature into fine adults. Too many young people are allowed to flounder and ultimately fail. Going from adolescence to adulthood can be overwhelming. Society needs to give youth every opportunity to prepare to meet the harsh demands of the work world. What do youth need to know to meet this challenge (Howe 1988).

Career education should not be an add-on to school curriculum. It should be "an infusion and a lifelong systematic attempt to facilitate rational career planning and preparation" (Campbell 1979, 1). Career education should prepare students for an
economically secure and well-rounded future in the work world. According to Campbell (1979), the myth that students who go into vocational fields or occupational oriented programs are underachievers or discipline problems must be dispelled. To separate students into career tracks based on test scores or academic achievement is questionable. Instead, career education should aim to open up new opportunities for students by ensuring exposure to the work world before their entry.

Students need to know how their abilities and interests fit into the job market (Farrell 1990). They require help in identifying their strengths, skills, abilities, values, goals and how to relate to their potential careers (Steele 1990).

Steele (1990) states the first step for students to take to prepare themselves for the work world is to compile a self-inventory. The inventory should include: 1) education, 2) work experience, if any, 3) interests, which would include hobbies and activities, 4) skills and abilities acquired from study and practice, 5) personal traits or character traits like cooperation and integrity, 6) leadership by assuming responsibility and motivating people, 7) a realistic assessment of physical limitations, 8) physical state of health, 9) further development, what areas need additional work, and 10) achievements and accomplishments.

The second step is for students to look at what they want from a career. To do that requires a close look at several issues. These are: 1) values, what are their life and work values. Does the student want more than just a paycheck? Another question to ask is what is the significance that family, friends and health play in career choice. 2) Is the job what it is portrayed to be. Talk to people that are already in the field to get their
opinion of what the work is really like. 3) The type of work or to study the aspects of the
career choice such as geographic location of the job, type and size of the organization, and
what kind of working environment, factory versus office (Steele 1990).

The students should do the ready-for-work steps with the leadership of a career
counselor in an organized structured environment. In order for the counselor to assist the
students in accomplishing these steps there must be some guidelines set for career
guidance programs in high schools. Some of them are:

(1) awareness of curriculum choices in terms of abilities, interests and values;
(2) awareness of occupational choices in terms of abilities, interests, values;
(3) awareness of personal strengths and weaknesses as they relate to educational
and occupational requirements; (4) accuracy and evidence of self-ratings in terms
relevant abilities for educational and occupational requirements; (5) accuracy of
a description of occupation; and (6) willingness of individuals to take responsibility
for their choices. (Zunker 1994, 199-200)

There are some basic principles academic and vocational educators need to
consider when they add career development into educational renewal plans. 1) Career
development cannot be inserted artificially at the convenience of the schools. It demands
systematic exposure in order to master each stage of the career maturity. 2) Each
student's development is influenced by heredity and environment, and therefore develops
at different speeds. Education, politics, economics and physical environment are all
factors that effect career development. 3) Career maturity is ongoing. For best results
career development needs to start at an early age. It should be an ongoing, planned part
of the total educational exposure. 4) Career development involves the individual's self-
perception. This implies that guidance programs should be designed as an integrated part of the total educational system rather than merely providing remedial assistance.

5) Individuals are different, thus guidance for individuals must be different. 6) Lack of career guidance can retard growth that will require special assistance later in life (Drier 1989).

It has been clearly demonstrated that exposure to systematically planned, accessible and professionally delivered vocational guidance has results. There is improved school involvement and performance. There is growth in personal and interpersonal work skills. The gains in preparation for careers is positive. Career planning skills, and career awareness and exploration, have shown significant positive results (Drier 1989).

Skills Needed in the Workplace Now and in the Future

Census and BLS statistics show a clear long-term increase in skill requirements between 1900 and 1980. Throughout the century the economy has been shedding lower-skilled and adding higher-skilled jobs. For example, in 1900 about 30 percent of the labor force worked as laborers, either farm or non-farm; about 10 percent in either professional, technical, or managerial occupations. By 1980 the picture had roughly reversed, about 6 percent working as laborers and 26 percent as professionals, technicians, or managers. (Berryman 1990, 1)

From 1976 to 1988, higher-skilled occupations grew at almost three times the rate of lower-skilled jobs. From 1988-2000 higher-skilled occupations are expected to grow twice as fast as lower-skilled occupations. Currently 17% of all jobs are held by workers without a high school degree. Only 13% of the jobs created between 1988-2000 will go to those without high school degrees. In today's work world the skills that are needed to
compete have changed. New technology has changed the structure of work. Therefore, the skills required to be employable have changed (Berryman 1990).

The first basic skill required is learning to learn. When properly prepared, this skill can be used to distinguish between essential and nonessential information. This is cost effective to the employer as it decreases the cost of retraining (Carnevale, Gainer and Meltzer 1991). To survive in the work world employees have to be able to take social and technological resources and turn them from unfamiliar to familiar (Berryman 1990). Employees need to be able to discern patterns of information and see what actions are necessary to improve job performance. "Productivity, innovation, and competitiveness all depend on developing the learning capability of the work force." (Carnevale, Gainer and Meltzer 1991, 18)

The second basic skill is good academics; reading, writing and computation. Reading is the fundamental vocational skill. A person must be able to read to find jobs. However, there is a rapidly shrinking pool of qualified applicants for entry level jobs partially due to the poor reading levels of the pool. Of the seventy five percent of students who graduate, a disturbingly large number can't read their diplomas (Dole 1990). The writing quality of an application, cover letter or resume is how an employer first judges new employees. Seventy percent of all high school seniors can't write a basic letter to get a job. Business administrators rank writing competency among their highest priorities for job applicants. Technology requires that employees compute at increasing levels of sophistication. And yet, sixty percent of high school students can't add their lunch bill. Also, new approaches to quality control are demanding higher mathematical skills
(Carnevale et al 1991). Employees have to be able to perform simple calculations accurately and rapidly to meet minimum employability requirements (Herr 1989).

The third basic skill is communication; oral and listening. Surveys show that most Americans have approximately one to two years in speech related courses such as public speaking or debate, and virtually no formal training in listening. Workers who can express themselves orally and who understand verbal instructions make fewer mistakes. Career development that includes oral communication and listening skills gives the student an advantage in interviewing for jobs, working as a team, talking to customers, negotiating and resolving conflict.

Workers spend 54.93 percent of their time listening, yet the listening skill of modern Americans is appalling:
* We use only 25 % of our listening capacity.

* We use only 10 % of our memory potential.

* We forget half of what we have heard within eight hours.

* Eventually, we forget 95% of what we have heard unless cued by something later on.

* We distort what little we do remember
If we translate all that into a eight-hour workday, it breaks down as follows:
* We spend about four hours in listening activity.

* We hear for about two hours.

* We actually listen for an hour.

* We understand thirty minutes' worth of what we listen to.

* We remember just under eight minutes' worth.
(Carnevale et al. 1991, 27)
The final skill needed to be employable is adaptability. Adaptability covers a broad list of skills employees need to get and maintain employment. It includes creative thinking and problem solving, team work, and the ability to resolve conflict. Factory and back office jobs are quickly disappearing. Job responsibilities are broader and increasingly intermixed with numerous functions making it necessary to frequently adapt to a new environment. New technology and organizational design will require new approaches to problem solving (Carnevale et al. 1991). The team concept of accomplishing jobs requires respect for the rights of others and negotiation skills that are critical to effective functioning (Herr 1989).

In 1988, the U. S. Congressional Office of Technology Assessment defined a list of employable skills: 1) Skills of problem recognition and definition. The employee needs to recognize, analyze and take corrective action on problems. 2) Handling evidence. The employee must work with small amounts of information yet be able to evaluate what evidence is available. 3) Analytical skills. The employee must be able to brainstorm, hypothesize and use analysis. 4) Skills of implementation. The employee must be able to see the limitations of resources, seek feedback, propose solutions and be able to recover from mistakes. 5) Human relations. The employee must have negotiation skills and be able to problem solve as a team member. 6) Learning skills. The employee must be able to recognize his own limits, ask pertinent questions and identify sources of information (Herr 1989).

These are the survival skills of the future. They are skills that need to be taught in schools. To get employment, high school students will need to be well versed in all these
skills plus the general employability skills like discipline, reliability, decision making and respect for the rights of others (Herr 1989).

**Current Career Development Programs**

**Oregon Programs.** The state standards of Oregon are quite clear on what is to be done in schools toward advancing career development for students. They are:

1) One-half unit (65 hours of instruction) of career development for each student during grades 9 through 12. These instructional hours must include experience designed to assist them to: 1) evaluate previous career-related experiences; 2) explore areas of interest and aptitude in depth; and 3) make tentative decisions in keeping with their career goals.

2) Each school district implement plans for career education with goals for each instructional program. Each district shall provide career-related activities for every student through each instructional program at every grade level, K-1 through 12.

3) Each school district have a coordinated guidance and counseling program to support the educational and career development needs of students. Each high school student is required to have a four-year educational plan, updated annually, to coincide with their developing career and educational plans and actual educational attainments. (Oregon 1989, 30)

Two model programs in Oregon are at Enterprise High School and Churchill High School. At Enterprise the 10th and 12th grade students are required to take a half-semester class taught by a counselor. The 10th graders concentrate on self-understanding and occupational exploration. They look at how their preferences, aptitudes, skills and values affect their career choice. The 12th graders look at goal-setting and decision-making. They get information about job-seeking, labor market trends and financial aid for college. The students are given information about vocational training, college, joining the military
or starting their own business. The Enterprise plan actually starts in the 8th grade when the student, parents and counselor meet to discuss plans for high school in relationship to career and educational goals (Oregon 1989).

The Churchill High School plan begins in the 9th grade with a 3 week class called Directions. It discusses career development and helps students create a 4 year plan. In the 10th grade there are individual and group guidance sessions to update the 4 year plan. The 11th graders take a course called Career Planning. It includes personal assessment, career research and goal setting. Seniors have group guidance in English class to work on post high school plans and learn transition skills (Oregon 1989).

Oregon had dramatic changes in their economy. Their employment in manufacturing dropped by 6.2% from 1979 to 1988. Lumber and wood products lost 15.4% or 12,500 jobs. Non-manufacturing industries gained more than 110,300 jobs. Goods-producing industries decreased by 10.3% while service producing industries increased by 16.2%. Oregon saw a need and as stated, has made great strides to fill that need (Oregon 1989).

**St. Louis Programs.** St. Louis has had a career education program in operation since the early 1970s. The program offers many different types of activities for all school age students. There are over 900 area educators involved in delivering services to 52,000 plus students. Community and business participants number well past 14,000 per year. The council of Great City Schools in 1980 declared St. Louis a model for the entire United States (Katzman 1989).
The St. Louis career education program consists of the following: 1) Traveling career panels which have two people from different lines of work visit the 7th grade class bringing tools of their trade. They do a classroom activity that typifies their job. The class follows with a visit to the person's work location for additional demonstrations. 2) College planning conferences where 8th graders spend a day on a college campus. The students are given information from admissions, counselors and a panel of college students. 3) Career awareness fair in which 7000 8th graders are able to see and observe over 780 business people and community members demonstrate their jobs. The fair was written up in a 1986 Wall Street Journal and used as a model for a similar fair in Paris, France. 4) Career pathfinders, which is six lessons presented by team teachers. The team is made up of one person from business or community, and one classroom teacher. They look at decision making skills, goal setting and coping with choices. 5) Career prep clubs for 10th through 12th graders are again done with team teaching. The club consists of 12 lessons that assist in the development of job seeking and keeping skills. Each person has to complete a personal job/college portfolio. 6) Decision making seminars for 9th graders to learn individual and group decision making skills. 7) Shadowing is for 10th through 12th graders. Students have a one-on-one experience with a person in the business world. The student follows them around at their work location for at least three hours to see what work is like in the business world. 8) Men and women of tomorrow plan today for 11th graders. One student is paired with one business person for one day at a career conference away from the school. The pair attend sessions on self-esteem and communications skills. 9) Pre-employment skills work program for 11th and 12th graders.
The student attends school and works for two hours a day, five days a week. There is also a career prep club they must attend every two weeks. Funding for this is provided by Jobs Training Partnership Act (JTPA). 10) Business/school mentoring where a school and a community agency pair up to help students with career development over a period of time. 11) Special community/business or school initiated projects to meet special needs. For example, a conference on gender equity and career choice or recommending a student for a job. It helps to put the career educational staff in a brokering position (Katzman 1989).

These programs and services are supplemented with curriculum components for the classroom. Each grade has instructors manuals and handbooks for the students. Students participate in a variety of programs of commercially-prepared materials that is presented to them by educators and business people (Katzman 1989).

The beauty of all of these endeavors is that they provide an avenue for education, business and the community to collaborate together. Because of this diversity, business and community persons can adapt their time and energy commitments to a particular program. (Katzman 1989, 21)

**California Programs.** In 1988, California businesses, the California State Department of Education and Employment Development, and the U. S. Department of Labor's Employment and Training Administration launched one of the nation's most comprehensive partnerships. The "California Compact" links private industry councils that receive JTPA funds, State Departments, education and business leaders in a project that unites all to assist students in achieving their educational and career goals.

Local compacts were established by geographic areas or school districts. The goal of each local compact is the same:... that every student graduating
from California high schools who meets the grade, discipline, attendance, and instructional standards outlined by school and business officials in the local community will be guaranteed priority hiring status for jobs, or financial assistance needed to attend postsecondary education. (Halperin 1989, 102)

The responsibilities under the California compact are; 1) Meet high academic standards which include reading, math, attendance and test scores. Several provisions are set to help meet these standards. The compacts must provide tutoring, incentives for good attendance, mentors from the business world, alternative learning environments and custom handling for at-risk students. 2) Promote higher education opportunities. This is to be accomplished by providing financial aid, scholarships, and develop incentives for a higher education. 3) Prepare students for jobs by providing job skills classes, mock interviews, develop resume writing skills and provide vocation assessment. 4) Coordinate job development by identifying summer jobs and full-time jobs. Also coordinate job screening and placement. 5) Provide incentives and training for compact staff. 6) Provide program assessment for college placement and job readiness (Halperin 1989).

A sample statement of intent is:

The purpose of the Compact is to stimulate academic achievement and career readiness. Under the Compact Agreement, schools will review and enhance the curriculum, and will expand community outreach, career counseling, and job readiness offerings. To stimulate students to achieve academic objective, the business community will institute a preferential hiring program for students who meet specified standards. Eligible students will be guaranteed financial assistance when needed to attend postsecondary education. (Halperin 1989, 183)

**Arizona Programs.** The Intel Corporation is a major Arizona business that
manufactures microprocessors, micro-controllers, memory chips, computer modules and boards, and many more products for computers.

Kyrene de la Mirada Elementary School (La Mirada) is the example used for this study. It should be noted that while this study's focus is on high school students, the program at La Mirada is of such pace-setting standards that it must be used as an example of the private sector involvement in education.

Intel offered to donate land to the Kyrene School District in Chandler, Arizona, with one stipulation; Intel must be involved in the development of the school. The offer was accepted (Baca 1994).

In January 1992, a two day visioning conference was attended by students, teachers, administrators, parents and Intel employees. The conference was held to engage community support for the project and set standards. A steering committee was established. It consisted of the new school's principal, two students, two parents, two teachers and two Intel employees.

The steering committee was the controller of the whole project. All sub-committees and each task force reported directly to this committee. Because of Intel's involvement all committees revolved around Total Quality Management (TQM). The training provided by Intel was: 1) Total quality learning; 2) Technology training; 3) Enhanced learning work shops; 4) Summer jobs at Intel for teachers; 5) Intel University where all classes were made available to all La Mirada staff; 6) Software applications training (Baca 1994).
Special and miscellaneous support provided was: 1) The principal's planning time. Intel paid the principal's salary for six months due to the extensive preparation required. 2) Behavioral interviewing because the unique approach of the school required employees and teachers with special characteristics. 3) La Mirada history multimedia project that put together audio and video clips of the school and its history. 4) Network wiring options of the extensive electrical and computer network in the school (Baca 1994).

The project was not without its problems. Some problems encountered were: 1) Teachers were reluctant to embrace new and advanced methods of teaching for fear of being held accountable if something should go wrong. 2) There was an unbalance of involvement by people and therefore, some parts of the school's development received more attention than others. 3) The differences between industry and education caused frustration among industry volunteers because of education's slow approach to change (Baca 1994).

Although the goals of La Mirada reach far into the future, its success is already seen through strong community commitment. As La Mirada begins its second year, they continue to work toward their vision, which is outlined below:

To create a need-fulfilling school for students, parents, teacher, community, and business partners.

To produce students who are self-directed, lifelong learners and able to be the student/worker of the future.

To include parents as full partners in their child's education.

To create a "World-Class" instructional program with emphasis on communications, science and math.

To create a technology-rich environment for learners.
To create a quality/cooperative school where people cheer for one another's learning, work together to get things done and are committed to taking responsibility for continuous improvement. (Baca 1994, 19)

School-to-Work Program

On May 4, 1994, President Clinton signed into law The School-to-Work Opportunities Act.

The goals are to provide: better education; better employment prospects; adult role models; and multiple postsecondary options for all students. School-to-Work experiences are designed to develop young people's competence, confidence, and connections that can ensure successful careers and citizenship. They connect students to a range of postsecondary options—four-year college, two-year college, technical training, structured entry-level work along a career path, the beginning of a pursuit of lifelong learning—where often young people had none. (U.S. Department of Education #2 1994, 1)

The School-to-Work program has three essential elements: 1) It must have work-based learning. This includes work experience, workplace mentoring, industry-specific skills and a sequential program of job training. It should provide a hands on, real life environment for students. The students must learn through doing such activities as problem solving, working in teams and meeting employers. 2) School-based learning must be part of the program. Schools must have challenging academic standards in core subjects. Students must have regular evaluations to determine strengths and weaknesses. Counseling to explore careers and identify interests must also be included. 3) The system must provide connecting activities of school-based and work-based learning. It is essential to match students with employers. School and work must be brought together (U.S. Department of Education #1 1993).
The School-to-Work program is not just another expensive, categorical job-training program. It provides funding for states and local partnerships to design systems so students can make the transition from school to a career. The School-to-Work, also called School-to-Careers, program helps students improve their preparation for college as well as go directly into a career after high school.

There are not two School-to-Work programs exactly alike nor will there ever be. However, the experts have looked at programs and agree there are eight principles commonly found in successful programs.

1) Business must be a major player.
2) Community colleges must be in a pivotal role.
3) High standards for all students.
4) Incentives for students to meet high standards.
5) Career guidance, exploration & counseling for all students.
6) Integrated academic and technical learning.
7) Integrate school-based learning with worksite learning.
8) Prepare students for two futures: jobs requiring technical skills and further learning either job specific training or four-year college. (U.S. Department of Education #3 1995, 4-11)

The SCANS Report


According to the report, jobs are changing with new and different jobs being created daily. Through interviews and phone conversations the Department of Labor has drawn three major conclusions:
All American high school students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full and satisfying life. The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our companies, large and small, local and global. The nation’s schools must be transformed into high-performance organizations in their own right. (U.S. Department of Labor 1991, VI)

The report indicates there are defined roles for parents, employers and educators. Parents must make sure their children master the competencies and their schools teach them. Employers must orient their business practices to hiring and developing the competencies in employees. Educators must instill in students the perspective on results the competencies demands. (U.S. Department of Labor 1991)

The SCANS report refers to workplace know-how as defining effective job performance today. This know-how has two elements: competencies and a foundation.

There are five competencies. 1) Resources defined as how well an employee identifies, organizes, plans and allocates resources such as time, money, material and facilities, and human resources. 2) Interpersonal, defined as how an employee works with others. 3) Information, defined as how an employee acquires and uses information. 4) Systems, defined as whether an employee understands complex inter-relationships. 5) Technology, defined as if an employee can work with a variety of technologies. (U.S. Department of Labor 1991)

The second half of workplace know-how presents the personal qualities. A three-part foundation lies at the heart of job performance. The foundations are: 1) Basic skills; employees’ ability to read, write, perform arithmetic and mathematical operations, listen
and speak. 2) Thinking skills; employees’ ability to think creatively, make decision, solve problems visualize and have the know how to learn and reason. 3) Personal qualities; employees’ ability to display responsibility, self-esteem, sociability, self-management and integrity and honesty. (U.S. Department of Labor 1991)

Business needs to define what they think schools should be doing about education. Business needs to give clear and consistent guidance so schools will not continue with the same system and methodologies that were designed 100 years ago.

Education needs to help the student clearly distinguish between what happens in the classroom and what happens in the real world (U.S. Department of Labor 1991).

The challenge before this nation for business and education is:

To develop a better means of communicating: a vocabulary to guide the conversation between the business and school communities. To set clear-cut standards and then convince students that effort invested in meeting these standards today will be rewarded in the world of work tomorrow. To assess and certify students’ workplace readiness so that students, their parents, and employers will know where they stand (U.S. Department of Labor 1991, 5-6).

Summary

For too many young people, bridging the school-to-work gulf is a do-it-yourself experience. We must fundamentally change the system in order to help students successfully move into the workforce. (Byrne, Constant and Moore 1992, 23)

American schools and companies admit that the system in place now for bridging from school to work is not successful. Circumstances must change if America's youth and American businesses are to have a chance to compete in the world (Byrne et al 1992).

Developing America's youth to go from school to work has been a problem since the early 1900s. In 1992, Fortune magazine did a survey of the Fortune 500 and Service
550 companies. Of the 305 that responded, 98% said they were doing something for education. However, 78% said their only contribution was money. That is not enough. The private sector must strengthen the link between businesses and schools. Partnerships must be developed that bring about substantive change in the existing system by changing the nature of the school-business partnership (Imel 1992).

This study has investigated programs between the private sector and education that are in place today across America. Yet as the research shows these programs are not enough. Students must be better prepared to enter into the work force and employers must be able to find qualified employees. This study examines what the private sector and education can do to enhance the work readiness of high school student.
CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to investigate what the private sector can do to help the educational system prepare students to enter the work world. This chapter provides an identification and description of the research method, source of data, list of participants and the questionnaire used during the interviews.

Research Design

The descriptive method was the research design used in this study. The purpose of descriptive research is "to examine facts about people, their opinions and attitudes" (Kerlinger cited in Merriam and Simpson 1995, 61). The descriptive method was used because it "allows the researcher to study relationships or events as they happen in human life situations" (Merriam and Simpson 1995 71). The researcher did not manipulate the variables and the environment was not controlled.

The central focus of this descriptive research project was to ascertain how the private sector and educational systems can work jointly together in the career development of high school students. The study systematically describes the facts and characteristics of interviews with fifteen participants to identify problems or current practices in place for career development of high school students. The research then
evaluated and compared the responses by the participants to determine the changes and additions that need to take place for the private sector to work more effectively with educational systems to prepare high school students for the work world.

Population and Sample

Fifteen participants were interviewed. The participants selected for this study were:

Respondent 1: A manager for a large telecommunications company. Has an BA from the Air Force Academy and six years active service. Three years with current company.

Respondent 2: The Chairperson and CEO of a tool and die company since 1984. The business has approximately 50 employees. The respondent attended South Mountain High School, Phoenix Community College and Glendale Community College and has a business management degree from NAU.

Respondent 3: The Vice President of a career research institute that has 13 employees, four in Phoenix and nine in Canada. The respondent is also the chairperson of several educational committees and councils in the Phoenix metropolitan area.

Respondent 4: An assistant manager for two years at a large computer manufacturing company. The respondent works for three managers, one of which is the K-12 Education manager.

Respondent 5: The Vice President of Economic Development and Public Policy for a large business organization. The respondent also owns and operates a small marketing company.

Respondent 6: A manager for a large company in the hospitality industry. The respondent has a degree in communications and has been involved in the hospitality industry for many years. And has held numerous positions from shoe shine attendant to employment recruitment manager.

Respondent 7: The manager of Arizona External Education for a large manufacturing company that is world-wide. The respondent was a teacher in California
for many years. Has been with current company for 11 years starting in production control.

Respondent 8: The Career Specialist at a Phoenix metropolitan area high school. Was a youth advisor for the Seed Program. Has an AA degree from Phoenix Community College.

Respondent 9: A counselor at a private Catholic high school in the Phoenix metropolitan area. Has a BA in wildlife biology from ASU, an MA in Administration from the University of Phoenix and a Certification in Counseling from the University of Phoenix.

Respondent 10: The head counselor at one of the Phoenix metropolitan area high schools. Received an MA in counseling in 1976. Has been the department head for two years and has been employed by the school district for twenty years.

Respondent 11: The director of the Career Resource Center for a Phoenix metropolitan area high school. Has an AA from Glendale Community College. Started work in the Center as a parent volunteer.

Respondent 12: The principal of a charter school in the Phoenix metropolitan area. Has been involved in education for over 20 years. Has taught in urban, rural, wealthy and poor schools. Is certified by the State of Arizona for both teaching and administration.

Respondent 13: The guidance counselor at a Phoenix metropolitan area high school. Has a BA from Baldwin Wallace College and an MA from John Correll University. Has been a high school guidance counselor since 1971.

Respondent 14: The Career Resource Center director for a Phoenix metropolitan area high school. Has a BS from Kansas University. Was a parent volunteer for 12 years in the career center.

Respondent 15: A counselor at a Phoenix metropolitan area high school. Has a BA from UCLA and an MA in counseling and administration from Santa Clara. Has been involved in high school counseling for 20 years.

A majority of the business participants have experience with private sector-educational partnerships. Their experience provided the researcher with valuable input relative to the success or failure of previously attempted programs. It was believed that
the insight afforded by these individuals would increase the success-rate of future partnerships and the proposed model of this research project. The interviews also included educational institutions that are not involved in business-education partnerships in order to determine what the primary objections to such programs may be. Together, it was believed that the sample provided complete and varied answers to the question of business-educational partnerships for career development of high school students.

Assumptions and Limitations

The data collection for the study was conducted through the use of personal interviews and used the basic assumption that all responses were honest, valid and accurate. The limitation that underlies the study is that the researcher only interviewed fifteen people in the Phoenix metropolitan area.

Instrumentation

The instrument used in this research project was composed of open-ended questions. The formulation of the questions was based on the information in the literature review and the personal experience of the researcher.

The questionnaires used in this study were designed to help the researcher gain knowledge about joint career partnerships between the private sector and the educational world that enhance career assessment for high school students. They were also designed to help the researcher determine what programs work and what the participants would like to see to make the partnerships more effective.
The questions were structured to obtain information about partnerships now in place, and to find out what aspects of the career development programs work and what needs to be changed to make the programs work better. The questions also were designed to help the researcher determine the reason why companies and educational institutions participate in joint partnerships.

**Questions for Companies**

1) Describe your program.

   1a) Do you have a joint business-education career resource center?
   1b) Is your joint involvement on a smaller scale? For example: career days or guest speakers?

2) Is there an advisory committee? If so, what is the composition (private sector, business, education or community)?

3) How is the program managed or coordinated? Is the management system effective? Why or why not?

4) What are the cost associated with the program? Have you done a cost/benefit analysis of the program? If so, what are the results?

5) What are the benefits to your company? Did the cost of training and retraining of your employees play an instrumental role in developing a joint program? Has your program a difference in being able to hire work-ready employees? Have you saved money?

6) What kind of input into the educational process do you have?

7) What were your long term goals for this program? Are they being met? Why or why not?

8) What aspects of the program would you like to change so it is more effective?

9) What would be your vision of a perfect career resource center for high school students that is funded by the private sector?
Questions for Schools

1) Describe your program. Do you have a career resource center? If not, how do your students access career guidance?

2) How was your career resource center established? Is there an advisory committee? If so, what is the composition (public sector, business, education, or community?) How were the guidelines developed?

3) Where is your career resource center located? Is it in a high traffic area?

4) What are the objectives of your program?

5) What are (do you think) the benefits or drawbacks to a private sector sponsored career resource center?

6) What is the response of the students to career development?

7) Is it possible to have a true partnership between education and business (private sector)?

8) What events led to your involvement in a joint program?

9) What were your expectations when you developed your programs? Are they being met? If not, please give an example as to why not?

10) What aspect of the program would you like to change so the program is more effective?

11) What would be your vision of a perfect career resource center for high school that is funded by the private sector?

Procedure

The Phoenix Chamber of Commerce was contacted for a list of companies that participate in joint programs. Schools were contacted at random. Interviews were scheduled with each participant by phone. The researcher tried to limit each interview to
one hour in length. All participants, except for 14 and 15, agreed to the use of a tape recorder.

Each participant was advised that if answering the questions would make them feel uncomfortable or infringe on proprietary information they were to advise the researcher and did not have to answer. Participation was voluntary.

The interviews gave the researcher insight in helping to answer the research question: what the private sector can do to help the educational world prepare high school students to face the work world? Responses are the personal opinions of the participants interviewed. However, in some cases the use of documentation provided by the respondents was referred to as part of the answer to a question.

Method of analysis

After the interviews were completed the audio tapes and notes were reviewed, and common response patterns were organized. The researcher looked for similarities among the responses from the participants as to what benefits and drawbacks of the current programs work and what changes they would make for the programs to work better.
CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Findings and Results

This chapter furnishes the results of the interviews of the fifteen participants. The questions are listed in numerical sequence with the responses from the participants following. The results are shown in such a way that a comparison can be made of the data.

Summary of responses by company participants

1. Describe your program.

   See Appendix A for individual descriptions.

2. Is there an advisory committee? If so, what is the composition (public sector or business, education, community)?

   Respondents 2, 3, 4, 5 and 6 have advisory committees. Respondents 2, 3, 4, 5 and 6 have business and education represented on the committees. Respondents 2, 3, 4 and 5 have teachers and administrators. Respondent 4 has students. Respondent 5 has community leaders and state agencies such as the State Board of Education. Respondent 6 has representatives from colleges and universities. Respondent 7 does not have a committee at the company but is involved in joint committees such as the Chamber of Commerce and the state board of education.
3. **How is the program managed or coordinated? Is this management system effective?**

*Why or why not?*

Respondents 2, 3, 4, 5, 6 and 7 indicted the management of the committees is done jointly by business and education. Both parties have an equal say and input. Respondents 3, 5 and 7 made reference to the difficulty on the committees during the start-up stages because business and education speak such different languages. None of the respondents indicated any other problems in the management systems of the programs.

4. **What are the costs associated with the program? Have you done a cost/benefit analysis of the program and if so, what are the results of that analysis?**

Respondents 1, 2 and 3 said the cost for the programs was minimal. Respondent 4 did not know the cost of the joint programs. Respondent 2 said that reports have been compiled of the cost for the South Mountain Business Council but has not seen them. Respondents 5, 6 and 7 did not talk of costs. Whether that was because of no knowledge was not discussed.

None of the respondents have done cost/benefit analysis or know of any cost/benefit analysis being done. Respondent 7 said that it is because, “No one is sure how to measure what business is trying to change, which is the systems.” Soon after the interview Respondent 7 was going to attend a conference sponsored by the U.S. Government on how to measure success. Respondent 6 was just in the beginning stages of the program, therefore a cost/benefit analysis had not been done.

5. **What are the benefits for your company? Did the cost of training and retraining of your employees play an instrumental role in developing a joint program? Has your
program made a difference in being able to hire work ready employee? Have you saved money?

None of the respondents had any documentation as to whether any money has been saved by their companies because of involvement in joint partnerships.

Respondent 2 said the benefits will be better employees and the respondent has hired some employees that were better trained because of involvement in PMI.

Respondents 1 and 3 did not discuss benefits to their companies. Both respondents instead made reference to personal benefits and company goals.

Respondent 4 said the benefit is that the community will see the company as a good neighbor and there will eventually be a savings in training.

Respondent 5 said training and retraining expenses by the company was a major reason for involvement in joint programs.

Respondent 6 believes the benefits will be employees with skills and experience to meet the needs required by business for more than just entry level employees. The impact on training costs will be minimal.

Respondent 7 believes the benefits will be employee satisfaction and for students to have a better understanding of the working of the business world. Training was instrumental in forcing involvement because of new employee test results.

6. What kind of input into the educational process do you have?

Respondent 1 had input into what project would be done in the Junior Achievement class.
Respondent 2 only had input in how the money is spent from the South Mountain Business partnership.

Respondent 5 has input to the educational process through association with the State Board of Education and Department of Education.

Respondent 6 was developing the total program which allowed for influential input into the education process.

Respondent 7 has direct input into the educational process because of close association with teachers in the Ambassadors program and the Learning Leadership process with administrators. Respondent 7 is on the State Department of Education to develop academic standards.

7. **What were your long term goals for this program? Are they being met? Why or why not?**

Respondent 1 wants to see students work ready when they leave school and get students interested in companies and how they function. The respondent does not believe they are being met because students do not realize that behaviors learned in high school carry over into the work place.

Respondent 3 wants to make students accountable for their action, to provide student with job market information and to help the educational system better prepare students for the work world. Respondent 3 believes the goals are being met but slowly.

Respondent 5’s long term goal is to make sure business continues to have a say in the way education is carried out. Progress has been slow so the partnerships need to continue.
Respondent 6 would like to see the programs expand to include more than just one school.

Respondent 7 wants to institutionalize the relationship between education and business. Also the school curriculum should stay current with changes in business.

8. **What aspects of the program would you like to change so that the program is more effective?**

Respondents 2, 5, 6 and 7 would like to see change happen faster. It takes too long to see any difference in the outcomes.

Respondent 3 would like to see more business involvement in curriculum development.

Respondents 1 and 6 would like to see new methodologies to old problems.

9. **What would be your vision of a perfect career resource center for high school students that is funded by the private sector?**

Respondent 1 would like to see students do a work study program to gain exposure to the work-world.

Respondents 2, 3, and 7 would like business to have a more active role in curriculum development.

Respondent 5 would like to see a career resource center in every school so that all students would be aware of what it takes to make it in the work world. The CRC should be near the library and career exploration should be a requirement for graduation.

Respondent 6 would like it to be mandatory for students to go to the CRC.
Respondent 7 would like easy access to the CRC at all times for parents as well as students, and the CRC must be current and user friendly.

Questions for Schools

1. Describe your program. Do you have a career resource center? If not, how do your students access career guidance?

   See Appendix A for individual descriptions.

2. How was your career resource center established? Is there an advisory committee? If so, what is the composition (public sector, business, education, community)? How were the guidelines developed?

   Respondents 8, 11, 13, 14 and 15 have career resource centers at their schools. Respondents 10, 12, 14 and 15 are involved in joint partnerships with business.

   Respondent 9 has no career resource center and is not involved in a joint program with business.

   Respondents 8, 9, 11, 14 and 15 have no advisory committee. Respondents 10, 12, and 13 have advisory committees.

   Respondent 10 has a committee that is comprised of educators and business.

   Respondent 12 has the sponsoring company representative, teachers, parents, and business. Respondent 13 has parents, business, teachers, representatives from colleges and universities, mental health representatives, an assistant principal and a guidance counselor.

   Respondents 8, 11, 14 and 15 have no guidelines.
Respondent 10 give students surveys on career choice programs to be offered each year. Advice is given by business to each internship, but none is given to the counseling department.

Respondent 12 had guidelines set by the charter written by the sponsoring company approved by the State Department of Education.

Respondent 13 had guidelines established by the district school board.

3. Where is your career resource center located? (Is it in a high traffic area)?

Respondents 8, 11, 13, 14 and 15 have their centers next to the library and as close to the center of the school as possible.

4. What are the objectives of the program?

Respondent 8 would like to help prepare students for life after high school. Respondent 11 has no written objectives. Respondent 12 would like to get kids excited about learning. Respondent 13 would like to see a competency career-based program. Respondents 14 and 15 would like to see all students go on to higher education.

5. What are (do you think) the benefits or drawbacks (would be) to a private sector sponsored career resource center?

Respondent 8 is the only respondent that believes a partnership between education and business not would help. Respondent 8 did answer the question in monetary terms saying that money would help to offer more in the career resource center.

Respondent 9 believes a partnership would depend on the people involved but believes it would be beneficial for the students.
Respondent 10 believes partnerships would work well, however each would have to clearly understand the rules.

Respondent 11 believes a partnership would be great and would provide more money for activities and for students.

Respondents 12 and 13 believe the educational sector would benefit. Business can help students prepare for the work world.

Respondents 14 and 15 believe a partnership is very beneficial for both parties.

6. **What is the response of the students to career development?**

All respondents said students are very receptive and eager for career guidance. Respondents 10, 11, 12, 13 and 14 said students seek out guidance from the career resource centers.

7. **Is it possible to have true partnership between education and business (private sector)?**

Respondent 8 believes the needs of the student are being met without a business sector partner. If a partnership was available, the respondent would take a wait and see approach.

Respondent 9 believes students need interaction with business but like respondent 8, would take a wait and see approach.

Respondents 10 and 11 believe a partnership would work, but the rules would have to be clearly defined for both parties.

Respondent 12 believes it possible to have a true partnership but says, “It is hard to figure out how to do it.”
Respondent 13 believes education and business actually have a need for each other.

Respondent 15 believes the partnership is setting an example other companies and schools should follow.

8. **What events led to your involvement in a joint program?**

   Respondent 10 did not discuss how the partnerships were established because the counseling department has no involvement.

   Respondent 12 said the program was developed by the sponsoring company. The CEO of the sponsoring company did not believe children were getting a good education so established a charter school.

   Respondent 14 said the partnership was established when the school approached the company for assistance.

9. **What were your expectations when you developed your programs? Are they being met? If not, please give example as to why not?**

   Respondent 12 had expectations for the teachers to enjoy going to school and the students to be excited about learning. The respondent has been with the program less than a year, but says the expectations appear to be met because student enrollment is up this year from last.

   Respondents 14 and 15 have expectations students would have guidance to help their further their life goals. The expectations are being met because such a high percentage of students go on to college.
10. **What aspects of the program would you like to change so that the program is more effective?**

   Respondent 10 would like career counselors to go into every classroom to help each student with his/her career development.

   Respondent 10 and 13 would like to see less paperwork for counselors and more time spent one-on-one with students.

   Respondent 12 has a concern for the teachers because they have no break time from the students.

   Respondents 14 and 15 would not change any aspect of the career resource center they have now.

11. **What would be your vision of a perfect career resource center for high school students that is funded by the private sector?**

   Respondents 10, 11, 12, 13, 14 and 15 believe more computers and computer software are an absolute necessity.

   Respondents 8, 9 and 11 believe internships and field experience with companies are needed.

   Respondent 9 believes partnerships with college is needed to give general workplace skill classes. There is a need for more career days.

   Respondents 10, 12 and 13 want to see computers in each classroom with access to facilities like the Internet.

   Respondents 10, 13, 14 and 15 believe career development should be in the classroom.
Respondents 10, 11, 14 and 15 would like to see media and/or reference centers with a career center that has current material about jobs.
Summary

The purpose of this study was to investigate what the private sector can do to help the educational world prepare students to face the work world. Two questionnaires were developed to help the researcher gain a better understanding of what the private sector can do to help the educational system better prepare students to enter the work world. Seven participants from business and eight participants from education were interviewed. An analysis was done of the benefits and drawbacks of joint participation between the private sector and educational institutions in assisting high school students enter the work force.

Conclusions

The results of this study show that education and business are both concerned with career guidance for high school students. Both see value in partnering, with the goal of producing work-ready graduates, but neither party is sure how to begin. The private sector, with its fast-paced, ever changing environment, seeks a system that is adaptable, and can easily adjust to business requirements. Education, on the other hand, is not so quick to accept change.

The study shows that both parties share a reluctance to commit to a partnership. The private sector appears to be more aware that change is inevitable. They require a system that is more responsive to their needs and they need it quickly. Therefore,
businesses seem more receptive and eager to see the system change. Education has taken a “show me” approach, requiring that businesses prove that they are willing to truly help make changes without attempting to dominate the process or become the teachers themselves.

The study indicated that it is necessary for an effective career development center to have an advisory committee composed of business and education. This committee would allow both parties to contribute to the educational curriculum. All but one of the business participants' companies have an advisory committee involved in education. On the other hand, only three of the eight educational organizations surveyed have such committees.

Business respondents were able to view a career resource center as more than just a room with four walls. Business seemed much more receptive to new ideas that would further the career development of students toward a work-ready status. In contrast, most of the educational respondents saw a career resource center as strictly a room within the physical confines of an institution with a primary function of preparing students for college. Some education respondents did express a need for more career days, mentoring and job shadowing, but they showed reluctance toward the private sector having a more expanded role than now in place.

The educational world is not quite sure what to do with the student who is not going on to college. Educators recognize that the current system does not respond effectively to this student’s needs, but the school and the student seem cemented in the
same educational curriculum that has been in place for the last 100 years, a curriculum that focuses on the college-bound.

Business wants to know that a graduating student will have mastered the basic skills. They do not have the time or money to spend teaching reading, writing and math to new employees. However, like education, they are faced with the difficulties of changing the educational traditions of the last 100 years.

Traditional roles are difficult to overcome. Education is quick to accept funding from business, but is hesitant to allow business an active voice in the educational process. Business, with its high demand on time and effort, finds it much easier to provide funding to, or in other words pay for, others to handle the task.

The problem of communication, developing a common language between the parties, amplifies the dissimilarity of education and business.

Both parties recognize that students have to be reached at an early age. If a student is not interested in learning in grade school he will not develop into a competent high school student or employee.

It is noteworthy that none of the respondents had done a cost/benefit analysis of their programs. It appears that, as one participant noted, no effective method of measurement has even been developed. Since cost/benefit analysis of all expenses is an extremely common business practice, it is obvious that the amount of money spent on education is not a primary concern of American business. Rather, their emphasis is on having work-ready employees.
Educational respondents showed a strong interest in the establishment and enforcement of rules that would govern all parties involved in a partnership. There seemed to be an underlying belief that business would take control and dominate the process. However, with that reservation all but one of the respondents were positive and willing to try a partnership.

A primary business concern is that students are not being taught accountability. Behaviors learned in school carry over into an individual's work-life. Many of those behaviors that are common and acceptable in school are not acceptable in the business world. Clearly the school curriculum must change. Business and education have to work together so that both party’s needs are met.

The responses indicate that career guidance should begin in grade school. Career development classes should be a requirement for all students. Effective career development centers should include computer labs with up to date programs and access to the Internet. Business must take a more active role, participating in job shadowing, mentoring and career days. These activities enhance career development. Education needs to realize that these activities must be a part of the study course.

The most important finding from this study is that career development needs to be easily accessible to all students and their parents. To accomplish this requires more career counselors and a very active role by business.
Recommendations

It is essential to realize that current educational methods are not producing high school graduates ready to fill entry level positions within the general workforce. Students lack essential skills and some recent graduates are basically illiterate. Educational institutions must realize that alternative educational practices are not just for students with disciplinary problems but can be used effectively for all students, particularly those who will not seek advanced degrees.

Partnerships between educational and business organizations do work. Unfortunately, little effort has been taken to communicate their success to the community. This must change. Businesses that have participated in successful partnerships must spread the news, they must publish their involvement and the benefits they have derived from their participation. Likewise, educational institutions must share their successes. The general educational community is far too resistant to change. Continued silence only encourages inflexibility.

Developing an effective educational program does not require the invention of new methods. There are several tools currently available but little used. The SCANS report provides a comprehensive look at what needs to be changed in career development to prepare students for the work world, yet few people in the educational world are familiar with it. The School-to-Work program is another useful tool. Time and money have been invested by the federal government to develop this program. It can be of great assistance to both business and education, and should be used to help meet the career development
needs of high school students. While Arizona is one of the states that has been approved for funding, this program is little used as of this study.

For further study it would be helpful to investigate how to change the school curriculum to better meet the needs of business and education while increasing the interest level of students toward the educational material.

Work should be done to develop a common language that both business people and educators can easily understand. This would allow partnerships to focus on the student rather than spending time on developing the process.

A study of career development for grade school students must begin immediately. It is essential that the educational process capture and hold the attention and affection of students at the earliest age. This responsibility will be a priority for all effective career development programs of the future.


into High School Career Development Programs, Salem, Oregon. (ERIC No. ED323340).


APPENDIX A

RESPONSES BY RESPONDENTS
RESPONSES BY RESPONDENTS

Respondent 1 was involved in Junior Achievement for one and one half years. One class a week was taught by the visiting company’s representative. The intent was to get students interested in business, to teach them about economics and to give information about what will be expected of them when they enter the job market. The premise was for the students to develop a product which they would market and sell.

The respondent’s involvement was voluntary and not initiated by the company. The company paid the respondent’s salary. This involvement led others in the company to volunteer, which was encouraged and sanctioned by the company.

The rules and guidelines were set by the Junior Achievement. The respondent met with the principal and the teacher of the class to discuss what was to be the product for the students during the upcoming semester.

The long term goal was to help make students work ready when they leave school. Respondent 1 does not believe that has happened or will happen until students begin to realize that the behaviors they learn in high school carry over to the work place. Students who have discipline problems, like being late to class, not doing their homework on time, or even dropping out of school, become the employees companies do not want to hire. These same discipline problem students become discipline problem employees.

A part of the goal was to educate the students and get them interested in the function of companies. According to the respondent, “Hopefully, the students would gain a heightened awareness about the telecommunications business.”
The costs associated with the participation were minimal. The majority of the cost was paid by Junior Achievement. The company paid the salary costs and furnished public relations gifts and items to the students such as key chains, hats and calculators. The participation of the respondent and the company did not warrant a cost/benefit analysis.

The respondent believes, "There must be a true partnership between business and education. The education system must give students exposure to business. Business needs to have role models that the students can identify with, like famous sports figures, the coaches and the players. There should be more job fairs to show students what is available to them in the world of work."

Education and business keep going down the same path. New systems and techniques need to be tried to motivate the students. Students need to realize they will be a part of the business world for many years. Their decisions about what they want to do should be made carefully. The business world should take a more active role in the development of students during the early years.

Respondent 1 believes a perfect career resource center would be a cooperative program between business and education. When a student turns sixteen he/she would spend part of his/her time in school and part of his/her time in a job. The work would be volunteer, for every dollar saved by the student working the company would give that amount of money to the school for career development programs. The students need more exposure to the private sector. "If the students are not shown what work is like, we will have a world of those that have and those who have not."
According to the respondent, "Students who have people interested in their
development will probably grow up to be lawyers, doctors and CEOs of companies.
Students who don't will be left out and struggle even to get through high school. These
will be the employees that corporate America does not want. Corporate America is going
to have to pay if that is the case, so why not pay to the schools. The better the student
does in school the more stability they will have, the more they will purchase, the more they
can bring to companies and the more the true American dream can survive."

Respondent 2 is involved in Junior Achievement, the Education Committee of the
Phoenix Chamber of Commerce, and is a member of the South Mountain Business
Partnership (SMBP). The respondent helped to developed the Precision Machining
Institute (PMI), which is now part of the Maricopa County Skill Center.

The respondent believes the Chamber of Commerce (C of C) is involved because
"Education needs a break." There are serious funding problems for schools and a serious
curriculum shortfall that business needs to help change. The school system is not
providing to students what is needed for them to be the next generation of employees.

The C of C is trying to persuade the educational system in the Phoenix Metro area
to use the Secretary's Commission on Achieving Necessary Skills (SCANS) program. A
goal of the Education Committee is getting educators to accept this report.

The SMBP is an organization that partners with South Mountain High School to
provide funding from businesses. There is an advisory committee that is comprised of the
principal, teachers and business representatives. This committee determines how money,
the majority of which is provided by the larger businesses on the committee, can best be spent.

The main rule is that expenditures must be student based. The money is to go to programs that will have the biggest impact on the greatest number of students. The partnership also has a mentoring program for the freshman class. The students are assigned a business partner who is to be a role model. This is someone in the field of business that the student thinks he would be interested in pursuing. This mentor is to help the student get a handle on life.

The costs associated with the programs are minimal for the respondent. There are reports that have been done by the SMBP, but these are only to be given to the larger businesses that donate money so they will know where the money has been spent. To date, there has been no cost/benefit analysis done.

The respondent believes the benefit will be better employees. Businesses will have to do less training. “Anytime that a young person is helped, business benefits.” There have, as yet, been no concrete results documented. “It has to be taken on faith that the partnership is making a difference. Being actively involved in PMI has allowed me to hire some choice employees.”

The respondent believes input into the educational process by business has been minor, but progress is being made. Administrators have to listen to input from business because the funding to schools is not endless. The schools have to start being run like businesses, “so it will be absolutely necessary for the partnership between business and education to work.”
Change needs to happen quicker. The respondent noted that the same problem is addressed many times in many different ways. "Change in schools is like a luxury liner at sea; turn the wheel and nothing happens, only slowly does it move." The work the C of C will take a while to see results because it is hard for people to accept change. The educational system has been the same for years so change is slow.

The vision of a perfect career resource center by this respondent is one that ensures that all students are computer literate. "Technical training should not be the dumping ground of problem kids." It is too easy for high school counselors to give problem students to someone else by sending them to trade school. Business needs to have a handle on helping develop the curriculum of schools. Respondent 2 believes that, "If business helps with the curriculum, education will produce a higher quality, more technically equipped and competent problem solver student that business will want to hire as an employee."

Respondent 3 is involved in the Principal for a Day program, an elementary school reading program and sponsors a playground coordinator program for elementary school students.

Principal for a Day is a partnership between business and education where a business executive acts as the principal of a school for a day.

The reading program is at two different schools. For every book a child reads the respondent will donate a book to the school library with the name of the child as the donor. The program has been in place for three years and has cost the respondent's
company $400.00 per year. The librarians have seen an increase in participation from the students in the library and in book checkouts.

The respondent said, “The majority of focus has been on high school students, which makes sense. But business has to understand that if kids do not like school by the 4th grade then the child is lost. Kindergarten through 4th grade is a critical time period to get kids interested in education.” That is the reason for different programs and approaches for elementary students and for high school students. The first has to be designed to get them and keep them. The latter has to be designed to guide them accordingly, the respondent said, “You can’t guide someone that has already decided that they do not want a career.”

This respondent has found that schools are hesitant to approach the business community. The media has not helped because schools have been criticized about funding and the levels of achievement. Education is not sure of the motives of business and has to be told the benefits to a partnership.

Since his is a small business, the respondent felt the need to contact a larger organization, the Phoenix Chamber of Commerce (C of C), to offer help. As a result, the respondent became an active member of the C of C Educational Council and was instrumental in its make up. The members include the president of the teachers union, the superintendent of the year, community college and university representatives, and people from small and large businesses. “After months of heated discussion,” according to the respondent, “the Education Council came up with the template that advocates an
educational system in partnership with families, communities, governments and employers which will prepare students to be productive employees.”

Respondent 3 is involved the Phoenix Human Resource Association. The organization is a partnership between 19 top school curriculum developers and 19 top human resource people from companies. The intent is to close the gap between what is taught and what businesses are saying they don’t get. Team work, critical thinking skills and problem solving skills are not the same for education as they are for business. It was necessary to change the method of communication so education and business representatives could understand each other. The result was a dictionary of terms published in October of 1996.

The committee was established to create an environment where students are better prepared to work and to help people better enter act with each other. “Arizona is a challenge because it is it is a transient state. Arizona school districts have a 60% turnover rate every year. 20% come back to the same district. Which means they move three different times in a year,” according to the respondent.

The program goals are to make students accountable for their actions, to provide them with information about what job markets are growing, to help the education system teach students interviewing skills, what to wear to work, what to do when at work and the responsibility to show up on time. The respondent believes that use of the SCANS report would help the educational system better meet the needs of the business world for its future employees.
Another goal is to educate business to be aware that if a potential employee cannot fill out an application, yet does indicate they are a high school graduate, it is necessary to ask the applicant where they went to school. The businesses should ask for transcripts. “Schools need to be held accountable as to why they allow students to graduate without the ability to fill out an application.”

The respondent believes it is necessary for the private sector to become involved in career resource centers or else the business community will continue to have serious trouble hiring employees. The involvement should include people from the business community talking to the students, teachers and administrators about what is required to gain employment in the business world. Information needs to be given to the curriculum developers to help them change the system. The respondent said, “Students, parents and communities have to realize that there is a growing need for post secondary education. Not just college but also vocational. However, everyone needs to realize there are students who will decide not to further their education after high school but go into the work world. These students are not prepared for the work world since that information is not taught in high school. The wave of the future is partnering schools with business so business can show what is possible and making that happen in schools.”

The respondent said, “It doesn’t matter what you score on a test if what you are testing no one needs. Why bother testing if what you are testing is not what is needed? Then, do we need to change what we are testing to relate more to what is needed. If we can do that, we have won.”
Respondent 4 did not discuss the joint programs between business and education the company is involved in during the interview but gave documentation that describes the partnerships in detail. The program description is taken from that documentation.

The company is involved in three general areas. 1) Corporate contributions to higher education and kindergarten-12th grade programs throughout the world. 2) A company foundation which makes grants to programs in support of science and engineering education and technology awareness. 3) Grants that are made primarily to college and universities, K-12 schools and programs, and civic or educational programs. (Baca 1994)

The programs were developed to increase math, science and technical literacy in our future workforce and to support the development of a well-prepared and diverse workforce.

The involvement on a local level is partnerships with two schools. To one school the company donated funds to set up a multimedia lab. A company employee was assigned to the project full time to manage and guide the plan. At the second location the company actually built and developed the school. (Baca 1994)

Each location has an advisory committee comprised of the project manager, the school principal, teachers and company volunteers. One location has students and parents on the committee. These advisory committees establish the guidelines.

The advisory committee puts together planning sub-committees made up of teachers, parents and company employees to investigate and brainstorm particular issues that the school would like to implement. The findings are reported to the advisory
committee. If the decision is made to use the recommendation then a task force is established to implement the plan. The task force establishes the boundaries, finds the resources and makes the decisions about the project. (Baca 1994)

The respondent did not know the cost of the programs. However, the documents given by the respondent say that the company has annual corporate donations of over $1,000,000 in the Phoenix area. (Baca 1994)

(Respondent 4 did participate in answering the rest of the questions.)

The respondent was not aware of any cost/analysis that has been done. If such a report has been done the information has not been shared throughout the company.

"The benefits to the company," according to the respondent, "are the community seeing the company as a good neighbor." The educational institution reciprocates by helping the company with such projects as the Greening of America. The training done by the company employees will enable teachers to pass on information to students who in turn will know the information before going to work, causing a savings on the training.

The respondent said, "The company's intent is to get students interested early in math and science. These skills will then be developed in high school and college or trade school; thus, eventually, saving the company money on training. The company becomes involved in partnerships, because it is the right thing to do, not just because it is good for the company's profits."

The long term goals, changes in the programs that would make them better, and vision of a perfect career resource center were not discussed with this respondent. The
respondent felt other company employees would be better able to respond with more accurate information. Those employees were not available for interviews.

Respondent 5 is with an organization composed of community businesses whose function is to help increase local businesses profitability. Because of this, the respondent is familiar with the needs of business from education. The first interview question was worded differently for this respondent. Question #1: What caused your organization to believe the private sector needed to be involved in education?

The respondent's organization prides itself on getting out and talking to the public about things that effect the bottom line. A series of questions, surveys and visitations are done every year. The information gained for the last two years indicates that the top issue facing business is the education of our kids. The top issues used to be taxes and regulations. Now education is at the top of the list that effects the bottom line, profit.

The respondent was instrumental in establishing an educational council in which business and education discuss and become involved, in a proactive way, to better the quality of the work force. After 11 months, the council had created a template. The template explains that society is changing and because of that education strategies must change and therefore, resources must change.

The respondent said, “That there are two key issues that business needs to help education address. One is to come up with ways to fund the construction of schools. The other is to communicate to whoever determines the standards of the schools and students, that certain things are needed by business from students when they graduate from high
school.” Business needs to interact with education to tell them what is needed by students to survive in the workplace. Educators need to teach subjects that will give students the skills necessary to meet the needs of the new business world, that is asking for so much more than ever before.

There is partnership with the State Board of Education and the Department of Education on the curriculum for high school students. Math, science and computer literacy are skills that need emphasis as well as the ability to write and communicate properly.

The respondent believes students should be thinking about how to organize their thoughts enough to start figuring out what is their specialty. Students need to determine what are their skills and interests so that they can look at areas of interest in the workplace. “Students need use cognitive skills in putting together some thought process to get them to a career that they are going to enjoy five to ten years from where they are now.”

When asked about cost/benefit analysis the respondent was not aware of any specific company that had done any studies. Reference was made to a study done by the Morrison Institute for Public Policy. The study, Public Perceptions of School to Work: Baseline Results, makes no reference to cost/benefit analysis of joint programs between business and education.

“Training and retraining is very frustrating to the business world,” according to the respondent. “Business is willing to train and retrain, but not basic skills that should be taught in school. Basic skills such as how to write, how to read and how to do simple mathematical problems. Companies are willing to train specifics of jobs but employees
when hired, should know the basic fundamentals involved in thinking patterns that is
needed in the work force. The education community needs to understand they are still
teaching the same stuff they taught 100 years ago while the business community has
moved forward and changes daily.”

Can their be a true partnership between business and education? “I would like to
hope so. They speak two different languages. Progress is being made slowly.” The
educational committee of this organization with representatives from both business and
education, is a good example of the progress being made.

The respondent believes the long term goals are to make sure that the business
community continues to have a voice in the way education is carried out. The final
outcome is what comes out of schools, so business should have a voice in what goes on in
the creation of the students since they will hire them as employees. The respondent does
not believe the problem will be totally solved, however, “Work must continue on the
problem jointly to determine what is needed to make students work ready.”

The respondent believes a perfect career resource center would have the ability to
start the thought process of putting into categories things that students are capable of
doing. Students would be able to determine if their dreams are practical.

According to the respondent, a resource center should be in every school, so all
students can participate. It should be adjacent to the library. Career exploration should be
a mandatory part of the curriculum. The students need to put to paper what they learned
in the class. Funding from the private sector is necessary to make this work.
Respondent 6 is involved in a partnership developed by the hospitality industry with education to introduce students to the hospitality industry.

The program is a two hour a day, five days a week class open to 11th and 12th graders at a Phoenix area school. The respondent said, "The intent is to expose students to the opportunities that are available in hospitality. It is to help educate students on the requirements to be successful in different fields and provide some introductory tools so that students can walk out of the classroom and apply them on the job."

Each student who enters the program will have filled out an application and gone through an interview process by the respondent. To gain acceptance into the program the student must make a one year commitment.

It is an activity based curriculum. Every week a speaker addresses what requirements are needed in this type of career. Students will have first-hand knowledge about this career choice. Leadership and communication skills will be an important part of the training. The high school classes will feed directly into the local community college program and then onto the university degree program in hotel and restaurant management.

Students will be given the opportunity to apply work in class in the field through an internship program. Different companies have been contacted to help provide part-time jobs. Each student will have to apply and go through the interview process. Once the student, is hired there will be a manager or supervisor who will be responsible for their on the job development.

This program was founded by a partnership between the city, the community college, the school district, and the university. They approached business about a
hospitality program at the high school level. The respondent's company, realizing the need to take responsibility for their future labor pool, agreed to help by supplying the director of the program. The respondent has set aside company responsibilities and works full time on the project.

No formal guidelines were established. All the partners give financial support. The respondent has not, to date, given a formal report, but gives daily updates as to the progress.

The costs associated with the program have been mainly shouldered by the partnership. The respondent will teach the class. The cost of field trips, other learning and resource material will be paid by the partnership. There have been many donations, like the textbooks.

The benefits will be to develop people for the hospitality industry. Business must take an interest in future employees. The company has received much free advertising. The name is mentioned whenever the program is discussed. The respondent said, "They are recruiting leaders for the future." The program will have little effect on training costs for the respondent's company, however new employees will have more skills and experience than employees of the past.

The long term goals are to see the program expand state wide. According to the respondent, "One out of six employees in the state of Arizona is employed in the hospitality industry. By the year 2000 it is projected that the hospitality industry will be the number one employer in the U.S. It only makes sense to increase the program to increase the number of students that will be better prepared to go into the workforce."
The respondent believes that a perfect career resource center will have to have commitment from everyone; business, the community and education. A form in which students can see career opportunities is available to them. It should be required the students have to go to a center. Students must be made aware of success stories.

When asked if the educational system will be more productive with the private sector, the respondent answered, "The private sector has no choice. To meet the needs of the future worker the private sector must be involved."

Respondent 7 was assigned, by the company, to the K-12 educational focus six years ago. There was a corporate initiative about educational programs that was driven by a growing concern about the quality of employees in the workplace. The focus is on system change and system transformation.

The respondent is involved at two different levels. The first level is two teams for the State Department of Education. One team developed teacher’s certification standards and one team developed academic standards. Also, the respondent is on the Governor’s Council for School to Work.

The second level of involvement is school district programs. The first is the investor program which started as a summer program and now extended to all year. Teachers come to the company for 4 weeks to build a project around what they learned while at the company.

The second program is the Ambassador’s program. Employees from the company are certified as substitute teachers. They partner with a teacher during the year for a
period of three days. The teacher is given time away from the classroom for professional development. The specifics are worked out between the company employee and the teacher.

The third program is the Learning Leadership Process. The focus is at the district level. Work is done with the administrators and employees at the district level to help them learn communications tools and team building strategies.

The forth program is executive leader institutes. This is a training program for principals that is based on managers of the manager program. The Respondent said, “It trains the leader of the school to become a change agent.”

Yet another program is explorations. This is for the children of company employees. It is a week long class based on the cognitive coaching method. The students work on a company based problem.

The respondent said, “There is no local committee but there is corporate level directives.” The committee consists of the respondent. Two years have been spent putting together an internal network of company employees that had been doing external education on their own. An external network also had to be established. “Too many people in education think a partnership is the company giving money and that is not the case.”

The respondent believes a true partnership is possible between business and education. “The biggest challenge has been learning a common language.” Another challenge is schedules. School is only in session nine months, which makes getting enough meetings to accomplish something difficult. The respondent says, “We have to find a way
to deal with the constant changes in the work world so that students can find a way to
leave school well prepared.”

The respondent has not done a cost/benefit analysis since one of the major changes
the respondent wants to see is system changes, that is not so easy to measure. A
cost/benefit analysis is not something that has been easy for any company. As a matter of
fact, the national School to Work program is offering a conference on assessment so that
companies can learn how to do the analysis. “We are all learning together, measuring kids
on the Iowa Test doesn’t tell you if you system is good. It tells you that some kids can
take a test.”

“There are many benefits to the company,” according to the respondent, “but the
most important is satisfaction of the employees.” Another is the continuing dialog so that
the gap between business and education continues to get smaller. Education needs to stay
current with what is on the horizon for business so that the system can meet the changing
needs of the student. Another benefit will be that students have an understanding about
the work world and be able to make good decisions about what they want to do with the
start of their work life. Business will have people starting work that require only job
specific training. The students will have an understanding what it is like to work.

The respondent says, “The cost of training and retraining did play a role in the
development of joint programs.” Testing results for new employees was not good. The
results showed that students are not prepared to enter the work force.

This respondent believes that schools should use the SCANS report. The role of
business is to get the education community to understand, work and implement the report
into the school system. Workplace skills and competencies for work are skills that
students will need for the rest of their lives so they should be part of the system.

"The biggest and most important long term goal," according to the respondent, "is
to institutionalize the relationship between education and business." There needs to be
connecting activities to keep the partnerships going. The curriculum would be kept
current and development of new methodologies to build the understanding between the
two to help with the preparation of students.

The curriculum needs to be kept current with changes in business. New
methodologies need to be developed. Also, there needs to be an understanding between
the two, curriculum and methodologies, to help with the preparation of students.

The respondent said, "The parent of a student is the most important part. If a
company can build into the business the importance of the parental role, then the
employees can take it to the schools." The length of time it takes to make changes is too
long. One of the reasons for the delay is that, "We don’t have common vision between
education and business. We keep tinkering, and we have to do something that has results."

The respondent’s vision of a perfect career resource center is," First and foremost
the center must be accessible all the time to everyone." The information on how students
can access it must be readily available. The center has to be available to students as well as
parents. The last two key issues of a career center is that it has to be user friendly and
above all it must be current.
Respondents 8 through 15 are representatives from high schools throughout the Phoenix area. Respondents 14 and 15 are from the same school and were interviewed at the same time.

Respondent 8 is not involved in a joint program between business and education. However, there is a career resource center at the school. At one time all the schools in the district had center but due to budget cuts there are only two still in place. The respondent is in charge of one.

The physical set-up is similar to a reference room in a library. There are books from a large number of colleges, a general area and information from the military. The center has the computer program Choices, it allows students to investigate career choices, college information and scholarships for college.

At the beginning of each year all students are given a handout about the career resource center. It gives information on what is available in the center.

There is a formalized career based activity only for the 9th grade students. They go through a goal setting program for one quarter of the year. The program contents include career research, a short inventory of what a career would look like. It looks at what is needed by the student to pursue a specific career. The course concludes with a paper by the student on what they have learned.

There is no formal career activity for the 10th and 11th graders. The accelerated English classes visit the center to make sure they are doing what needs to be done to get
into college. The respondent sets up field trips and college days for all the students to attend.

The 12th grader students are met with one-on-one. A survey is given that helps the student identify what are their interests and skills. It is geared to help them decide what to do after graduation. The respondent will help students do a resume on the computer and will put students in contact with how they can get scholarships and financial aid for college.

There is no advisory committee and no partnership with people from the community or business. Help is available with summer jobs for the students, field trips like senior day at the Universities, and, once a year, a career and health fair is held at one of the local universities.

There are no guidelines for the center. Also, there are no specific guidelines on what needs to be done to help students that are not going to college. The respondent says, "The students would benefit to have the private sector's involvement because they could be in contact with people who have real life careers. The students would have exposure to what the work world is like."

The respondent believes money from the business world would not help the center assist more students. "Additional money would not make the job stronger. We need more scholarship money. I feel bad that I can not find more scholarship money than we do."

The respondent would have to work a while with the business to see if a relationship could be a true partnership. The respondent would like to be able to better
prepare students for the job market. "There needs to be a commitment of time and jobs not money from the business world."

The vision of a career resource center funded by the private sector by this respondent would be to have more structured programs. Internship programs offered by business would give students access to accounting companies and doctor’s offices, not just fast food services. Partnerships between high schools and community colleges to give classes to the students on resume writing, interviewing skills and general workplace preparation.

Respondent 9 is not involved in a joint program with the business world. The Respondent said, "Most parents still see their child as a doctor or lawyer or at least going on to college. So most students still look at college as the only option."

The respondent believes that the U. S. should go more toward the German approach to education. Tests determine whether or not students go to a college or a trade school. But, either way, it doesn’t matter because they both have equal status. It doesn’t matter whether a student has been trained as a baker or a doctor, both received training and are the expert in their field. In the United States "unless you are at a professional level, somehow people don’t think you have made it."

The respondent believes that students need a push to go further than high school. "Seventy percent of jobs don’t necessarily require a full degree, they require two years or less, yet we are not advising our students to go that route because of the belief that all students should go to college."
A three hour exam is given to 8th graders on math, reading, language and science. If the student qualifies on the test they are then allowed into the high school but only if there is also a teacher recommendation.

Each student is given a one-on-one session with the counseling department. A reality check is done with each student to make sure they are on the right path to get into college. The program is to give the student the what and the how of acceptance into college. The program includes visiting college day. A day for seniors to talk to representatives of colleges to see which one the student might like to attend. The program includes a library that has the college handbook on CD ROM.

The respondent believes that a true partnership between business and education would depend on the people involved. “I am sure students would respond well and that there would need to be parent involvement.” Students need to witness first hand what the work world is like.

The respondent believes the perfect career resource center would include at least one week of a student sharing with a person in their field of interest to experience what work is like. There needs to be more internships for students. To get valuable experience students need to get part time jobs.

The respondent said, “More career days at schools would allow students to actually talk to people in their field of interests. Students may have several areas of interest and this could help to narrow down the field of interest.”

Respondent 10 has a counseling department that is not involved in a program and does not have a career resource center. The school does have partnerships with business
but the counseling department has no involvement. The school does have a computer
system that has the software called Career Choices designed to help students explore
careers.

The school has 40 different vocational internship programs. However, none work
in conjunction with the counseling department. Each of the internships are set up and
administered by an individual teacher. Each program may have special speakers, the
Respondent was not sure. There are many companies involved. Some of them are: Intel,
Honeywell, Bank One, the hospitality industry and culinary arts, Motorola and the City of
Phoenix.

Each program has an advisory committee that includes people from the private
sector. Advice is given on what will be in demand by each field and an indication of
training needs. Again, all of this is done without input from the counseling department.

The respondent believes that some of the teachers are giving career assessment
assistance. It is voluntary on the teacher’s part, not something that is mandated by the
school. Each year the students are given surveys about the Career Choices program and
offered workplace workshops. “But when the students find out it has to be done on their
own time the participation drops dramatically.”

There is a career development committee made up of teachers and administrators.
The respondent believes that a company based model would work and is moving toward
its use. The goal would be to have career counselors go into every classroom and help
each student so that they can achieve certain career competencies. The focus would be on
educational, academic, and the personal and social.
The respondent’s vision of a career resource center would be a counseling department in the media center. There would be computers and each would have easy access to software and the Internet. Each classroom would have computer access, as well as physical access to the Media Center. Career development should be a component of every class. Students would do a different aspect of the career development in each class. It would include an outline of each student’s strengths, limitations, skills, and interests and they would understand how it all relates to the world of work.

The respondent believes, “A partnership between education and business would work well.” Each participant would have to fully understand the expectations of the partnership. The rules would have to be spelled out clearly. “The advantages of a partnership between business and education would far outweigh the disadvantages.”

**Respondent 11** believes they have an excellent career resource center. The school is involved in the Magna Program. This is a federally funded program that specializes in certain areas of education in each school. The schools' specialization is leadership and development. Magna funding will stop in 1997 and therefore, said the Respondent, “The career resource will be disbanded and closed down.”

Magna pays for all the material at the center including the salary of the respondent. The center has partnerships with business on minor levels like job shadowing, guest speakers and seminars on career choices.

It is not a requirement that students use the center unless they are part of the Magna Program. Many of the other classes use the center to hold classes and to show the
students how to use the center. All English classes make at least one visit a semester.

Some science classes have held classes in the center, again to show the students what is available to them.

All incoming 9th graders are given career interest surveys to help guide them on where to focus their interests. The respondent acts as an agent of one of the community colleges to give the college prep test and to help ease the registration process for the high school seniors that are going to attend that college.

There is no advisory committee. The school board has a say in what happens in the center. There is some parent involvement. The respondent makes a lot of decisions concerning the center without consulting with anyone.

There are no written objectives that have to be met every year. The teachers and the counselors make suggestion, but nothing formal,

The respondent said, “It would be a great advantage to have major partnerships with business. There would be money for speakers, lots of field trips and more extensive job shadowing and money.”

“Each side,” according to the respondent, “would need to fully understand the agreement. If business is donating money they should have a say but a say that is only equal education.”

The educational system needs to be wary of business because “so many people think that it is easy to teach.” Business should only assist not do any actual teaching.

The respondent’s vision of a perfect career resource center funded by the private sector would include lots of computers. There would be space so the students could
spread out to do their school work. There would be a reading area that would have material about jobs. There should be internships offered to students from business so they will get an idea of what is needed to face the work world. "All-in-all, a partnership between education and the private sector would be beneficial to both parties."

Respondent 12 is involved in a Charter school. The school is funded by the state but is an independent public school. The program was developed to heighten academic expectations and behavioral discipline with an emphasis on family and the students total development.

The school day starts with an exercise period that students, teachers and the principal all must attend. Each classroom is self-contained. The teacher stays with the same students all day. Grades K-8th are included. It is an extended school day, from 8 am to 4 pm. The teacher has no breaks from the kids, they even eat together.

The program demands parent involvement. It is not a requirement, but the respondent believes, "Part of the student education is parental involvement, therefore it is greatly encouraged."

The program provides a work study program. One period a day grades one through eight are involved in a number of tasks in the school. The respondent said, "Students need to see what it is that makes thing run and what it takes to keep them going."

The students learn how to apply skills and knowledge they are being taught at school to the outside world. For example, the students give the tours of the school to any
visitors which helps them in their presentation and speech skills. They do a lot of the
typing, filing and answering of the phones in the front office. The students do general
maintenance on the school ground and in the lunch room. These duties are instructor lead
so the students are taught the right way to do things and, most importantly why it is
necessary to have it done the correct way.

The work study program helps the students to think, plan and set priorities. "This
is real life stuff. If a child went through this school all the way to the 8th grade they would
be over qualified to work at McDonalds."

The program has outside business sources that help. For example, the students
will landscape the grounds with the help of professional landscaper. This to done to show
the student how the real work world exists.

The program has an advisory committee or board of director composed of two
people from the sponsoring company, two teachers, two parents and two people from the
business community. This board makes the policies, oversees the budgets and makes sure
guidelines that were set by the charter are followed. Once the expansion of the school is
complete to include high school, the board will have two non-voting students from 9th
through 12th graders.

The respondent believes, "The benefits of the program will be tremendous." The
classes have a smaller number of students. Each student is given a norm preference test at
the beginning of each school year. Then again at the end of the school year, to measure
what progress has been made. If some students have problems, individual programs will
be designed to meet their needs.
High standards have been set, a D is not passing. If a student is performing at a higher level than the grade they are in, even if in just one specific subject, the student will be put in an advanced class. Also, a student will not pass from one class to another if they are not ready and have not meet the standards. The respondent believes that the difference between this school and a regular public school is, "They will take the time to find out why the student is not ready to advance to the next grade and will work on the problem."

According to the respondent, "It is possible to have a true partnership between business and education. The idea is there but it is hard to figure how to do it." Fewer and fewer educated people are entering the work force, so business has to become involved. Ways need to be developed to help business make the connections between schools and the work world.

"I am convinced, as an educator, that I need to be connected to non-educators," says the Respondent. "For a student to have just the home and just the school is not enough anymore to raise kids."

The goals of the program are to get kids excited about learning. Also, to have a place where teachers will love to come to work every day. The concern for teachers not having a real break from the students is the one aspect of the program the respondent would like to change.

The respondent's vision of career resource center funded by the private sector is the exact same program but with a better building, decent resources, more computers and connection to the Internet and the ability to use technology as it should be used.
The respondent said, “Business wants to see reasons why they should invest. That will be my job this year, to show the reasons and when I have shown them, then we will have investors.”

Respondent 13 has a career resource center and a counseling department that is using the competency based guidance program. This program is:

A Conceptual Model of guidance provides a structure for the definition of goals and related competencies. Please note that our model provides for three goals and three related competencies (knowledge, attitude, and skills) for grades 9, 10, 11, and 12. The goals are academic/educational, career occupational and personal/social. (North Canyon High School 1995, 3)

The counseling department meets one time each semester with each student, except first semester 9th graders. Students go through advisement about status academically. They are given information about their grade point average and class ranking, and requirements to get into college. Students are given a career interest inventory.

The counseling department does a special career unit in the first semester of all the 10th grade English classes. Students are provided with the career interest inventory and programs to use in the computer lab. Students have to interview people that currently have jobs in which they have an interest. The work is all brought together by writing a paper for the English class.

In the 11th grade, students are given advisement by the department again. The session talks about the students plans for the future and what the student has done to further those plans. The respondent said, “Students are very receptive and are now
excited. If they miss the session they come to the center to see why the counselor has not met with them.”

The 12th grade students again meet with the counselor to make sure they are on track for their plans after graduation. The counselors help them fill out college applications and give general guidance about what the future will hold and how to meet the future.

The career resource center has always been a part of this school. The center was in the blue prints when the school was built.

There is a guidance advisory committee. It is comprised of three parent volunteers, five students, one community college representative, one four-year college representative, one mental heath community representative, five faculty, the assistant principal and one guidance counselor who is the chairperson.

The committee’s purpose is to guide and advise the administration and the guidance department concerning the career program and how well it is working. The committee will keep track of the number of students using the career resource center. It is not a policy making body.

The respondent believes there would be benefits to having a partnership with the private sector. “Students are not job prepared. The business community needs to be involved if for no other reason than to say you, the counselors, are giving the students the wrong information.”
The business community is needed to give advise on what employers look for in employees. The business community need to help students with resumes and interviewing. A partnership would give students valuable insight into the work world.

The respondent believes, generally speaking, the needs of the students are being met. "The guidance department could be much more effective if there was more interaction with each student." Instead, the counselors are tied up with paper work.

The respondent believes the perfect career resource center funded by the private sector would have a "whole bank of computers available for use." The computers should be connected to the Internet and to a system that allows students to electronically transmit applications to colleges. There is a need for someone like a clerk to do the paperwork so the counselor can spend more time working with the students.

According to the respondent, "Parent and community involvement is good. But, I would like more business involvement. I would like them to be involved in advising, as well as financially."

Respondents 14 and 15 had a joint interview. The program at the school is a career resource center that is fully and totally funded by business. The business partner pays the salary of the career center aide and all the materials in the center, including any career testing material.

The center, in conjunction with the school counseling department, does all the career assessment. The 9th grade class completes The Harrington-O’Shea Career Decision-Making System. The school catalog has a selection of classes students can take
that are related to career assessment. The classes include a career awareness program, work experience, on campus community service and community service off campus.

At the beginning of each year all English classes have the students do a paper on career choices. Students are to make full use of the career resource center.

The center has the OCC Handbook, Baron’s Profile of Colleges, vocational bibliographies and various other occupational handbooks. It has a bulletin board that shows summer schools, summer educational camps, jobs and the local community college hot line.

The career aide does a newsletter monthly for all the 12th graders and once a quarter for all the 11th graders. The newsletter includes scholarship information, job information and upcoming activities at the center. Each year, the career center aide has a career day. There are around 30 different businesses involved. The students are allowed to pick two and attend during school time.

Each October the center sponsors an out of state college day. Representatives from over 120 colleges and universities attend. All bring admissions personnel to assist students in answering any questions. Later in the same month there is an in state college day. The emphasis is on 12th graders but all students can attend.

The career resource center was established when the school approached the business partner in 1989. “Since the President and CEO of the company is very pro education, an agreement was reached to fund a career resource center,” said respondent 15.
There is no advisory committee. The company has very little direct contact with the career resource center. The school gives a report at the end of each school year directly to the President and his assistant in charge of the program. Decisions are made at that time on the budget for the next year.

The career resource center is located in the center of the school campus. It is next to the library and the computer lab. The students are allowed to go to the career center during any free period and, of course, lunch hours, before and after school.

Respondent 14 said, "The students feel very comfortable using the center. Peer tutors and student government often use the center for meetings."

Respondent 15 said, "The career resource center typifies the cooperation between education and business. The company is setting an example that other companies should follow."

This program is working so well that both respondent 14 and 15 believe that there should be more partnerships between business and education. Both respondents are in agreement that the vision of a perfect career resource center is exactly what they have. However, they both say that "there needs to be more computers and computer programs. The reference material in the center needs to be upgraded more often."

Respondent 15 is very proud of the fact that, "92% of the 1995 graduating class went on to college. I believe our career resource center helps push our students forward into the world."
BIOGRAPHICAL SKETCH

Dorothy M. Stevenson was born in Lamoni, Iowa, on August 31, 1951. Her secondary education was completed at Lamoni High School. She received her B.S. degree in Sociology from Graceland College in January of 1973. She moved to Casper, Wyoming in 1974 where she was actively involved in the organized labor movement and politics. She moved to Phoenix in 1979 and continued her work in labor and politics. She received a Labor-Management Certificate from Ottawa University in 1991. In 1992 she began her graduate studies in Human Resources at Ottawa University.