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Education for Employment: An Update of Kalamazoo County's Career Education Model

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EDUCATION FOR EMPLOYMENT: AN UPDATE OF KALAMAZOO COUNTY'S CAREER EDUCATION MODEL

by

Wendy French

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
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The major accomplishment of this project was the creation of career education goals that have been accepted by the nine Kalamazoo County school districts involved in Education for Employment. These broad goals are infusable into all the local districts as they review each curricula.

The essential skills of problem solving, group responsibilities, and basic skills are not subject specific and can therefore be addressed in all curriculum areas. Abilities and indicators are listed with the goals to help local districts specifically address student needs.

The Education for Managing the Future (Career Education K-6) committee, as a sub-group of Education for Employment, felt committed to the ideal that infused career education provides the bond between schools and the future job market.
ACKNOWLEDGEMENTS

The cooperation of the Kalamazoo County consortium school districts: Climax-Scotts Community Schools, Comstock Public Schools, Galesburg-Augusta Community Schools, Gull Lake Community Schools, Kalamazoo Public Schools, Parchment School District, Portage Public Schools, Schoolcraft Community Schools and Vicksburg Community Schools was very much appreciated. Each of these districts has continually supported vocational and career education throughout Kalamazoo County. Without their willingness to cooperate this county effort would be unsuccessful.

The efforts of individuals from the districts listed and from Kalamazoo Valley Community College were the core for this project. Through their volunteered time this project was completed in one and a half years. Kalamazoo county students are already benefiting from the project. I would like to recognize the members of the Career Education committee for their commitment to see this project through. Kathi Bach, Hilde Dilley, Margaret Ells, Virgil Hillstead, Karen Marble, Donna McPartlin, Pearl Moon, Beth Robbins, Mike Ryan, Kelly Sweet, and Charles Whitmore all devoted time and energy above their duties as educators.

Irv Cumming's (Director of the Education for Employment) cooperation in providing the internship project arena was greatly appreciated. Mr. Cumming and Linda Kwasy (Coordinator of Career
Education for the Kalamazoo Consortium) provided assistance and
direction for me throughout this project. Their help provided a new
professional experience for me and allowed for extended personal
growth.

I would like to thank Dr. Schlack and Dr. Cowden from Western
Michigan University for their help. Dr. Larry Schlack's willingness
to continue serving as my advisor and mentor through my graduate
studies has been immensely helpful. Dr. David Cowden's willingness
to participate in my oral examination is also recognized and
appreciated.

Wendy French
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CHAPTER I

PURPOSE AND RATIONALE

Purpose of Project

The purpose and challenge of the project was to develop career education goals that would be acceptable to the involved Kalamazoo County school districts and infusible into their individual curriculums. This was one portion of the larger, countywide effort (Education for Employment—Appendix A) to coordinate career and vocational education programs. I worked with a committee involving nine Kalamazoo school districts and Kalamazoo Valley Community College to design curricula that could be infused into county kindergarten through sixth grade programs.

Goals

The following goals and activities were proposed for this project involving Education for Employment (EFE). This plan was a result of consultation with Irv Cumming and the Education for Employment Planning Committee.

1. To know the project proposal and action plan. Read and become familiar with documents involved in the Education for Employment Plan of Action (Appendix B).

2. To review current successful career education programs.
Read about programs, visit sites, and discuss with staff utilizing them.

3. To review current research on career education. Read appropriate reports and visit the National Center for Vocational Research and Michigan State University.

4. To organize a countywide committee for the career education part of Education for Employment. Identify and engage one member per district for involvement. Develop a timeline for achievement of goals (Appendix C).

5. To write a proposed set of goals for career education that would meet countywide needs. Plan and coordinate career education committee for completion on goals (Appendix D).

6. To coordinate the career education portion of Education for Employment with the other components of the total project. Meet with other committee chairs, coordinators from the National Center for Vocational Research, and Irv Cumming.

Rationale

At some time in everyone's life he/she will seek employment. The need for educating young people to make that transition into the world of work is paramount. The ultimate goal of almost all school activities is helping young people become well adjusted, productive, employable citizens.

American society is changing so rapidly that it is difficult to prepare for the future. Students (and teachers) cannot predict with accuracy what will be needed and available in the job market of
tomorrow. Despite the projections and predictions that are constantly being put forth, there is still a persistent problem with unemployment. We cannot rely on guesswork in educating our youth.

There is an educational trend nationwide that emphasizes the ongoing process of learning as opposed to mere skill acquisition as the primary focus of education. Educators have found that even when students master skills, they may not be able to apply them in a variety of situations. Schools are attempting to focus student attention on the process—or application—of learning. Educators are seeing a greater need for flexibility in student thinking. Students need to become better problem solvers and decision makers to adjust in the changing job market of the future.

In Michigan, the state assessment tool (Michigan Education Assessment Program—MEAP) is changing to reflect the trend toward process in content area curriculum. Kalamazoo County has seen this need also. Its response is Education for Employment, a comprehensive countywide program that projects to better meet the learning and experiential needs of all those who will at sometime seek employment.

As an educator, I concur with the philosophy that our ultimate goal is to prepare students for their future. Hopefully they will be well adjusted, productive, employable citizens. To meet this goal as an educator, I also need to learn and grow in order to be aware of students' changing needs. One of the activities with which I have been involved over the past ten years is career education. This involvement, however, has been at the local level for Gull Lake
Community Schools. The opportunity provided by Education for Employment was of a much broader scope, including dealing with experienced administration on a countywide range of problems and issues.

Irv Cumming was coordinating the Education for Employment project when I contacted him. I had worked with Mr. Cumming at various times in past years on career education projects, so he was acquainted with me and familiar with my commitment to education. My past experience in career education and educational leadership combined to convince Mr. Cumming that I would be an asset to the project.

Site

Education for Employment is currently being directed from Kalamazoo Valley Intermediate School District. At the time I was engaged in facilitating the kindergarten through sixth grade portion of the project, I was working with Irv Cumming at the Eastern and Southern Kalamazoo Valley Vocational Consortium office housed in the Comstock Public School Administration Office.

The participants in this countywide project include: Climax-Scotts Community Schools, Comstock Public Schools, Galesburg-Augusta Community Schools, Gull Lake Community Schools, Kalamazoo Public Schools, Kalamazoo Valley Community College, Kalamazoo Valley Intermediate School District, Parchment School District, Portage Public Schools, Schoolcraft Community Schools, and Vicksburg Community Schools.
CHAPTER II

BACKGROUND

The Changing Focus of Tomorrow's Workplace

America is in the process of undergoing an economic shift from an industrial society to a service-oriented, informational society.

Technology is affecting every facet of our economic and social structure. The changes occurring are so profound that they not only will alter the kinds of things we will do in the future, but also will affect the pace and rhythm of our living. Our youngsters need to be prepared for different kinds of careers and lifestyles, and be equipped with cognitive and emotional skills which will help them to cope with and adapt to continuous change. (The Michigan State Board of Education, 1983-84, p.1)

Predictions regarding the implications of these changes are being given from every corner, business to social science researchers. The implications are already being felt by some who have lost jobs to advancing technology. This economic shift is frightening to those who lose that job security. It is not a new phenomena, for example agriculture employment has changed from 50% to 2% of the job market. Some researchers feel that new and often better paying jobs are there for those persons who pursue them and are willing to retrain for them. As a greater number of occupations become obsolete more frequent job and career changes are necessary.

Michigan has begun to look at and implement some programs to meet the challenges of this changing workplace. Michigan is currently investigating the viewpoint of businesses regarding what
they need in the worker of the future. Worker characteristics that will be essential may include the following. A worker's knowledge of self is important, particularly as he/she relates to the work team. The ability to problem solve as related to job and other personnel is needed as well as the ability to communicate and work with others. A willingness to learn and relearn when necessary will be part of future jobs. Finally, flexibility will be essential.

As Michigan and the nation continue to look at the changing face of America's workplace, our problems are once again being placed on the school house doorstep. A comparison of America to other economically successful countries shows that America does not make high priorities of education, training and work habits. We are beginning to see the results of our lack of investment in human capital.

A changing job market and economy are affecting the educational arena. We are beginning to see that preparing young people will require more than the "basics." Schools will need to provide other experiences in student preparation. Research has suggested that students need to be rewarded for process rather than product, in a rapidly changing world process application is paramount. Schools need to focus on several areas. These areas include allowing students to plan, evaluate progress and correct errors. It is also imperative that schools connect with businesses, link students to the world of work, and foster pride in one's work. Students need to be more flexible, ready and adaptable to change. They need to experience team (or cooperative) work settings and develop a sense of
community through out-of-school service/work activities.

Fortunately, educators are beginning to respond to these needs. The focus for education is slowly making the transition to a "process" oriented approach, helping young people to become critical thinkers, problem solvers, decision makers, etc. We know that the work force of the future will require transferable skills. The assurity of multiple job changes in each individual's future necessitates our helping young people develop process oriented skills that can be adoptable in the variety of careers they may hold.

Michigan's Progress

In 1974, a conceptual model for career development was approved by the Michigan State Board of Education. In 1983, a revision (the Essential Performance Objectives for Career Development) was approved. These objectives encompassed student development and addressed changing needs for the future as perceived at that time. In conjunction with the Michigan Assessment Test students in grades four, seven and ten were given the Career Development Tests. The Career Development Interpretive Report (1983-84) was published along with a companion curriculum guide to help local districts update and/or develop career programs. The Career Development Test showed some startling results that we are still dealing with today. Sex stereotypes was one area that showed minimal growth through the grades. Students either mandated traditional male and female jobs or chose typical (male/female) jobs, reflecting a lack of flexibility in
career choices. At all grade levels, students also had a difficult time problem solving, a skill desperately needed in today's job market.

The conceptual model for career development established in 1974, by the Michigan Department of Education is still appropriate today. However, new information gathered in the past fifteen years should be appended to this model.

The four components the Department of Education deemed appropriate for career development are: self awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. These components are interrelated as shown below. The model translates each component into a question that a student might ask him/herself.

![Conceptual Model for Career Development](image)

**Figure 1. Conceptual Model for Career Development.**

It is suggested that this is an ongoing, changing process: exactly what is needed in today's changing job market.

The State Board of Education goes on to state that there are four other factors that are crucial for the Career Development model to be successful. The factors are: imaging, exposure, experience, and responsibility.

These four factors, if made part of the instructional program, assure a greater impact on the career development of each individual. The images that are formed early and with which a child enters grade school should be expanded through exposure to varied and realistic possibilities for the child. The child incorporates more appropriate role models by experiencing these other possibilities in a variety of ways, then integrates these new roles when he or she has a chance to enact new behaviors through independent decision-making and assuming responsibility for the consequences of these decisions. (Michigan Department of Education Technical Assistance and Evaluation, 1983, p. iv)

How educators address these factors is essential. These factors are also being reflected in the more current survey of business needs for future workers as seen in the Employability Skills Profile (Appendix E), prepared by the Employability Skills Task Force in 1988.

From 1974 to the 1980's, school districts and teachers invested time and money into the development of comprehensive career education programs that continued from kindergarten through twelfth grade. Many districts generated their own programs, including modules, kits, and varieties of "hands-on" experiences. Unfortunately, only the educators directly involved with development of career education curriculum remained committed to it. Our school programs had become limited in scope and ineffectual, particularly at the early levels.
After ten years business leaders are still saying young people are unprepared. All staff in today's schools must have an active involvement for successful development of workers for the future.

In 1988, the Employability Skills Task Force (under the Governor's Commission on Jobs and Economic Development) submitted a report that identified general skills and behaviors that employers saw as important for workers. The Employability Skills Profile included academic, personal management, and teamwork skills (Appendix E). The Task Force states that these skills are not stagnate and must be viewed as a growing and changing joint effort between business, labor, government, and education. Educators need to reevaluate past programs under the auspices of this report and renew their commitment to these goals.

The State of Michigan has embarked on several major programs to upgrade the skills of students and current workers to better prepare them for our ever changing future job market. Michigan is trying to build a stronger "human investment system" to meet this challenge.

**Michigan Opportunity Card** - This "card" will give people computerized direction to help improve skills and education as they need upgrading.

**Michigan Employability Profile** - This shows the skills necessary to compete in today's workplace. This profile is also being utilized in the formation of a new assessment tool to be administered between 1989-91.

**Opportunity Line** - This toll-free telephone number will help
answer questions relating to the Opportunity Card or any segment of the "human investment system."

**Michigan Training Stations** (To be in place later in 1989) - A computerized local resource directory for job training, education, and employment assistance.

**Institute for Adult Learning** (recommended) - A research and informational clearinghouse for Adult Education.

**Youth Corps** (expanded) - A program that helps young people find jobs and hopefully provide some valuable training.

**Partnerships** - Encouraging stronger ties between labor, business, government and education.

**Michigan Training Incentive Fund** - This helps to provide interest free loans to support training programs.

**Michigan Center for Employee Ownership and Gainsharing** - This provides information and technical assistance necessary to create more examples of teamwork between businesses and workers.

A common goal is developing in Michigan as a result of the reports and actions taken thus far. That goal is to develop a human investment system that makes it possible for all Michigan citizens to have the skills necessary to be employed in our constantly changing workplace.

**Education for Employment**

The Education for Employment (EFE) program exemplifies all the changes we are seeing take place in Michigan and around the nation. Examples of this program's tie to current workers needs are many and
include: coordinating education with business, labor and government; integration into the county K-12 curriculum with emphasis on the process approach, critical thinking, problem solving, and team work; career counseling for all Kalamazoo County residents, and adult programs.

Education for Employment is truly attempting to bring all components of the community together in order to provide an effective climate to enhance job opportunities for all Kalamazoo County residents.
CHAPTER III

PROCEDURE FOR COMPLETION OF PROJECT

Introduction

The project I was to complete was a portion of the countywide Education for Employment effort. My task was to coordinate and supervise the Curriculum Component (kindergarten through grade fourteen), specifically beginning the career education (kindergarten through grade six) portion. The almost daily contact with Irv Cumming kept the total project in perspective.

The project began with preparation, research, and committee selection. The following school year included committee meetings and development of acceptable countywide goals.

The following log gives a narrative description of the major experiences and tasks that led to the completion of this project.

Long and Narrative Description

Preparation (Nine Hours)

May 29, June 5, June 17

The Education for Employment project I was to be involved with did not officially begin until June 23. There were, however, several interviews and a proposal outline that needed to be completed before that date.
This "new career" began for me with an interview conducted by Irv Cumming, who was coordinating the vocational and career education portion of the project while also acting as Director of Vocational and Career Education for Eastern and Southern Kalamazoo Valley Vocational Consortium. Mr. Cumming informed me what would be necessary for coordinating the Curriculum (K-14) Component of Education for Employment. Our discussion then focused on what we perceived to be happening in career education around Kalamazoo County and how this might be updated through the Education for Employment project.

Mr. Cumming, Linda Kwasny (Coordinator of Career Education for the Consortium), and I met in June to further discuss the career education component of the Education for Employment project. Mrs. Kwasny was better able to fill in information on other county districts' involvement in career education. She informed us on each district's progress as far as movement toward updating and their potential for success with Education for Employment in those districts. Later, the same day, Mr. Cumming and I met with the Planning Committee at Kalamazoo Valley Community College. The Planning Committee, including representatives from Kalamazoo Valley Community College, Kalamazoo Valley Intermediate School District, and the nine county school districts, interviewed me further and discussed the Plan of Action that had been prepared for the Education for Employment project. I was to report periodically to the Planning Committee on progress made and project completion.

Mr. Cumming then directed me to develop a "proposed" calendar
for the Career Education portion of the Education for Employment project that I was to coordinate. The calendar was adjusted as summer progressed and various problems and issues were addressed.

Week 1 (47 hours)

June 23 to June 27

Since the superintendents from all involved districts had committed (at least in philosophy) to the Education for Employment project, it was first necessary to sell the project to the committee members involved in career education. After their commitment was formed we could work on broad, countywide goals to be infused into individual curriculums. To get a commitment to the Education for Employment project, I needed to acquire current information on superior career education programs around the country.

The search for information began in Columbus, Ohio at the National Center for Research in Vocational Education (NCVR). Dr. Jay Smink, Senior Research Specialist for the Center and Advisor for Education for Employment, was kind enough to spend several days sharing pertinent information with me. Dr. Smink felt there were some important areas I needed to research and visit before organizing the career education component of Education for Employment. We spent time meeting with key resource people at the Center, previewing research and visiting Upper Arlington City School District which had an excellent, functioning career education program.
This district has a total commitment to career education kindergarten through twelfth grade. The district is divided into three focus areas. First, at the elementary level (kindergarten-fifth), the focus is "Career Motivation." At this level students focus on the goals of improved self-awareness, decision making, and career awareness. These goals are met through career awareness projects, trips, speakers, guidance activities, service-learning projects, and partnerships with community. The unique activity is service-learning projects, which enable students to grow by helping others in the school and community.

At the middle school level (grades six through eight) the focus is termed "Career Orientation." At this level students focus on the same goals as the elementary students, but with a different thrust. At the middle school level, self-awareness is developed in relation to a changing world of work. There is also recognition of the students' need to explore their position in school and community. The middle school goals are met through such activities as: developing a career folder, service-learning projects, career shadowing, speakers, trips, special projects, and partnerships with the community. Again the service-learning projects are unique. The students visit vocational schools of interest. The special projects are unique in that they focus on linking students and older adults for two-way learning and sharing.

At the high school level (grades nine to twelve), the focus is termed "Career Exploration, Preparation, and Placement." Here students focus on self-awareness as related to career goals, decision
making (centered around future educational or occupational choices),
career awareness, and career planning and placement. Some of the
unique features at this level are: Career Exploration Program,
shadowing activities, Career Decision-Making Course, and Career
Folders. Upper Arlington also offers a job placement service and has
an organized program for school-leaving plans of students.

Upper Arlington had several other features that made it unique
in program from Kalamazoo County schools. Through the local
institutions of higher education, area businesses, and community
organizations they provide for career development needs of their
staff, often for credit.

The experience at the National Center for Research and in Upper
Arlington Schools was not only interesting but enlightening as to
what is happening in current career development for students. As a
result, I was able to review more current research on career
education and begin to narrow down some possibilities for goals of
the committee. Dr. Smink recommended we focus first on career
education kindergarten through sixth grade.

Week 2 (32 Hours)

June 30 to July 3

The information gathered to this point needed to be organized
and given a main thrust. The desire to pull together representatives
from all involved school districts, to get their input, was becoming
important. They needed to be involved in the determination of
direction for the career education component.

The direction given by the Planning Committee was deliberately vague in relation to current programs being utilized. Many of the Kalamazoo County schools had career education programs, with instructional modules intact. In developing a new proposal the existing programs had to be considered before determining the needed changes to update and combine programs.

There were also other considerations indicated through research, such as a focus on future trends, involvement of higher level thinking processes, and the reduction of bias (sexual and racial) as related to career development and choice.

With all these things in mind I prepared a mission statement and tentative goals for the career education portion of Education for Employment. This proposal was written under Mr. Cumming's direction, with the intention that it would be rewritten and/or adjusted by the committee being formed representing all participant schools and institutions involved in Education for Employment.

After acquiring representative teachers from the nine school districts and representatives from the other institutions, an organizational meeting was set for July 10th. At that time those committee members present would decide the direction or methodology appropriate for Kalamazoo County.
Week 3 (32 hours)

July 7 to July 10

The Education for Employment project had applied for funds from the Michigan State Department of Education. As a result of that application the project was responsible for keeping the State informed on various aspects of its development. Forms on activities, budgets, and time-lines had to be completed by the coordinators of each component. These were then compiled for a total Education for Employment report to the State Department of Education.

This type of organized, long-range planning was a new experience for me. I was able to develop a true appreciation for the complexity of such large scale planning.

The Planning Committee met again that week at Kalamazoo Valley Community College. Observing this meeting enabled me to gather more total project information. Knowing the direction and focus of other components was helpful for the planning I was trying to do.

As I continued to plan and gather information for the upcoming committee meeting, an awareness for the complexity and difficulty of pulling such a large diverse group together was developing. Many of the contact people were reluctant to give up summer hours or consider change in career education programs. Members questioned that a single project could meet the needs of large and small school districts at the same time. Nevertheless, some of the members met on July 10 and began deciding the direction of the Career Education Committee.
The July committee meeting provided momentum toward the decision for countywide goals. Members expressed concern that all districts be represented for this decision making. My job was to contact Curriculum Coordinators and/or Superintendents to encourage attendance. Materials were sent to those people who did not attend the meeting, informing them of decisions made. The members present at this first meeting decided to begin our work three afternoons in August. Then, if necessary, they would meet once or twice a month during the school year. There would be a curriculum fee paid to teachers attending. Each committee member was responsible for locating district career education curriculum or goals and reviewing the State Career Development Objectives. A positive feeling toward program improvement was expressed by many members.

Week 4 (31-1/2 hours)

July 21 to July 25

Continued revision of State forms was necessary at the beginning of this week, before presentation to the Education for Employment Planning Committee and ultimately the State Department of Education. There was a lot of coordination of work among components needed to complete this task. Estimation was an essential part of the projected budgeting, as we had to prepare a three-year plan. Periodic revisions then needed to be submitted, so this became an ongoing task. Mr. Cumming spent quite a bit of time with the component coordinators on our budgets, making sure that our figures
did not exceed his projections, juggling numbers where necessary, until he felt it was ready to put in final form.

After completing the budget, I had time left that week to make a few necessary contacts and do some correspondence. Contact was made personally, if possible, to committee members who had not attended the July 10 meeting. When that was not possible, I sent letters informing them of the importance of their participation, time and place of the next meeting. A letter was also sent to all curriculum coordinators explaining the need for their support of the Education for Employment project and those staff members involved.

Week 5 (24 hours)

July 28 to July 31

The beginning of this week was spent organizing material for Mr. Cumming's office so that his staff could handle most matters once school was back in session. At this time the intention was for my portion of this project to be completed by mid-August, when it was necessary for me to return to Gull Lake Schools. Some time was also spent on more personal contacts in order to have good attendance at the August career education committee meeting.

A final review of the three-year proposed budget was completed with Mr. Cumming. I was then able to accompany him to the Education for Employment Planning Committee meeting to hear the presentation and discussion of the total budget.
August 4 to August 7

Time was spent on preparing for the August committee meeting. The need for good attendance was imperative in order to make decisions that would be effective.

The meeting day came; neither of the two largest districts showed. This was a real disappointment and bone of contention for the smaller districts' representatives. Discussion was not positive at this meeting, but it was decided that summer meetings were not effective and perhaps meetings during the school year with release time would be better. Our next meeting was set for October 20.

Following that meeting Mr. Cumming and I discussed various methods of enticing the larger districts to these countywide meetings. Mr. Cumming was meeting with superintendents the following week and agreed to discuss the problem with them. I again made personal contacts with curriculum directors from those districts absent from our meetings, reminding them that the decisions made would affect their district curriculum eventually. Hopefully, these contacts would induce better attendance in October.

Committee Meetings (41 hours)

October 20, November 17, January 20, February 24, March 17, May 19

The ensuing Career Education Committee meetings were held approximately once a month throughout the 1986-1987 school year. The
teachers involved received curriculum pay figured into the budget that I had prepared for the State Department of Education. The attendance did improve as the year progressed. The committee decided that they would continue to work toward completing the countywide goals with those members who attended.

The first meeting was spent discussing what type of career education programs were intact currently in Kalamazoo County. Those present felt that even if they had a program in their district it was not being utilized by the majority of the staff on a regular basis. Most schools still waited for the "career education person" to set up a special event for everyone. Although these events were nice, they did not meet all the State objectives. We prepared two surveys which everyone was to complete for discussion at the next meeting.

The November meeting began with a discussion on the "Workplace of the Future" survey. This survey had also been used in a Parchment meeting, where Linda Kwasny and I presented the Education for Employment project to that staff. Basically the concern was a need for more direct instruction in the following areas: problem solving, decision making, logical thinking, and group behavior. The (proposed) County Goal Outline was the major accomplishment of this meeting.

By the January meeting I had still received no comments from the county curriculum directors or superintendents. However, there was to be a countywide curriculum director meeting the next week. It was decided that I should present our goals to the directors and get verbal input so we could move ahead. It was also decided that other
Intermediate School Districts needed to be investigated in case they were doing similar countywide projects and the Technology Education Committee asked for input.

February's meeting began with some input from Kalamazoo Public Schools. Since they had not attended early meetings this was a "catch-up" time.

The committee was excited to see that the curriculum directors were aware of the importance inservice would play in implementing the countywide goals. The need to evaluate students' progress and knowledge was recognized by everyone. However, the way to do this was not clear. The decision to write learner outcome goal statements was decided upon. Finally, it was mentioned that the name "career education" had too many preconceived ideas attached to it. The need to have a new term for identification of the committee and goals was to be explored.

March's meeting brought the new term, Education for Managing the Future. The coordinator for the Technology Education Component, Charlie Holland, discussed its progress with us. We were pleased to see our work meshing with another component. The Mission Statement and goals were revised to reflect appropriate learner outcomes and more specific tasks.

Our last meeting was held in May to finalize the goals for the countywide "Education for Managing the Future" component. The committee also shared ideas for materials that might be appropriate with these goals. We decided, however, that to list these materials
would be misleading to administrators and teachers at this time.

October 24 (3 hours)

Parchment Meeting

Linda Kwasny (Coordinator, Special Needs and Career Education) and I had been asked to present the Education for Employment project to the Parchment elementary staff. Linda presented current services available through the Vocational Education-Career Education office. A few of the services suggested for teacher/building utilization were:

1. Planning and organizing career days.
2. Presentations on career awareness and career exploration.
3. Interest inventories and career development activities.
4. Programs that encourage students to eliminate sex role stereotyping as they explore the working world.

The Education for Employment video was then shown as an overview of the project. Following the video, I expanded on some specific pieces of the "Career Education" component that would be affecting the staff. One major area was the Michigan Educational Assessment Program (MEAP) and how the Career Education Test results showed fourth grade just scoring average and seventh grade dropping lower. I concluded by having the staff involved in a group interaction experience with the survey "Workplace of the Future."

The Education for Employment project was received with interest and enthusiasm from the Parchment staff.
January 22 (3 hours)

Curriculum Coordinators Meeting

In meeting with this group of countywide coordinators it was my hope not only to familiarize them with the Education for Employment-Career Education component, but also to pry a commitment from them. The Career Education Committee was aware of the need for these coordinators to help infuse our new goals into each district's curriculum. The committee proposed several ways to help infuse these goals, such as inservice and identification of goals within individual districts. The Curriculum Coordinators were pleased with this beginning. They questioned the need for goal identification, but were very supportive of inservice needs.
CHAPTER IV

OUTCOMES

Knowledge Gained

With the assistance of several individuals (Irv Cumming, Dr. Jay Smink, and Ellen Erlander) and the State Department of Education, I was not only able to gather information for my research, but also disseminate current information to the Career Education Committee. This information enabled the committee to make quality decisions for our portion of the Education for Employment project.

Countywide public relations is another area in which I gained not only knowledge, but experience. In dealing with nine public schools of varying sizes, I discovered some real power struggles that had to be dealt with successfully in order to make progress on the project. The goals that were developed for kindergarten through sixth grade are broad enough in scope to allow individuality among school districts, but still give them guidelines to follow.
Project Product for Education for Employment
EDUCATION FOR EMPLOYMENT

Education For Managing The Future

K-6

NOVEMBER 1987
ACKNOWLEDGMENTS

This curriculum effort could not have been completed without the dedicated effort of the following committee members:

Wendy French, Chairperson
Donna McPartlin
Beth Robbins
Bill Buhro
Hilde Dilley
Mike Ryan
Margaret Ells
Lori Holland
Virgil Hillstead
Karen Marble
Charles Whitmore
Pearl Moon

Gull Lake Community Schools
Climax-Scotts Community Schools
Comstock Public Schools
Comstock Public Schools
Galesburg-Augusta Community Schools
Galesburg-Augusta Community Schools
Gull Lake Community Schools
Kalamazoo Public Schools
Kalamazoo Valley Community College
Parchment School District
Portage Public Schools
Schoolcraft Community Schools
MISSION STATEMENT

Sooner or later nearly every person coming through the educational system of Kalamazoo County will seek some kind of employment. One of the primary goals of the educational system is to prepare each individual to successfully participate in the world of work. Career Education in Kalamazoo County schools must be strengthened and further infused into the existing curriculum to reach the goal of preparing productive, well adjusted citizens. During the elementary years, the educational program should not direct young people toward specific careers or areas of employment, but should rather, prepare students in the essential life of basic skills that will make broad educational and career choices available as students advance toward adulthood.

These essential skills are not subject area specific, but are to be addressed in all areas of the curriculum. Infused career education provides the linkage between school programs, future opportunities and decisions. The end products of good career education are self aware, adaptable students capable of making informed choices for productive management of their future.

RECOMMENDATIONS

These skills can be grouped into three main areas:

* Problem solving
* Group responsibilities
* Basic skills

Therefore: It is recommended that as K-6 curriculum areas (math, language arts, science, art, etc.) are reviewed in each district, the goals stated on the following page will be addressed within those curriculums. A person should be identified, i.e. curriculum director, in each district to monitor curriculum studies to assure that this is accomplished.
GOALS

I. Develop problem solving abilities in students. The learner will become a confident, autonomous problem solver as indicated by the ability to:

A. Identify problems
B. Think of varied alternatives
C. Select best solutions
D. Support solution(s)
E. Identify tools and/or resources (possible)
F. Think of consequences
G. Apply solutions
H. Take risks
I. Be flexible and prepared to start over on process if solution unsuitable

II. Develop responsibility of individual to the group and group to the individual. The learner will demonstrate cooperative group learning skills as indicated by:

A. Coming prepared to work
B. Working to complete tasks without delay
C. Encouraging others
D. Working well with others
E. Participating willingly
F. Experiencing positive leadership
G. Following rules
H. Paying attention
I. Providing feedback
J. Sharing responsibilities

III. Develop basic skills

A. The learner will attain mastery of basic skills as determined by each district
B. The learner will apply basic skills in various life skill tasks while in school.
CHAPTER V

CONCLUSIONS

Education for Employment has started movement toward the change for future success in the workplace. All the partners must become actively involved if we want to move forward. The local school districts have approved general curriculum goals, but they must now make that personal commitment to really help young people meet the challenge of an ever changing future.

Some schools have curriculum implementation plans that can be utilized successfully in their districts. Purkey and Degen (1985) suggest seven steps to help or direct implementation of improvement. They suggest that schools begin by honestly characterizing the true situation. Next, a leadership team should be selected that is most likely to influence the staff. The administrator acts as a guide to the team, promoting cooperative team work and letting these staff members realize their value. The third step is to develop a "cultural" portrait of the school. Is it a good school in meeting all students' needs? Fourth, there should be evaluation of this cultural profile and the writing of a school improvement plan based on this. This school improvement plan should be shown to everyone from parents to school board. This makes the school more committed to staying on track because everyone knows their goal(s). The fifth step is to set clear time lines, due dates, and responsibilities. The sixth step involves the principal supporting innovations and
maintenance of momentum toward a goal. Continually reinforcing good performance works. Finally, all of this hinges on central office support. The administrator must have agreement with the central office that allows them time and commitment to see the plan through.

Whatever plan is followed, commitment to the end result, by all parties is essential. If we are truly concerned about our students' future and our own, we must begin taking action and being involved in training and retraining for the workplace of the future.

SUMMARY

The citizens of Michigan are well aware of the changing workplace situation. Michigan's manufacturing (auto and other) has been hard hit by this situation. Through a combined effort of all involved including business, labor, government, and education, we can make a difference. We have seen some positive steps being taken by the State government to pull together resources and improve the economic climate in Michigan. Locally, the Education for Employment project is pooling local resources to help both students and workers meet the challenges of our ever changing work environment. Everyone benefits from a blithe, productive environment. Workers feel good about their jobs and make money. Employers get high productivity and make money. All Michigan citizens must join in this common effort to keep our job security and to ensure the success of our children's futures.
Appendix A

Education for Employment
During the week of April 7-11, 1986, the Kalamazoo County Education for Employment (EFE) program was presented to various audiences. The overall response was positive; many opportunities were seen for students of all ages. The Education for Employment program is in its conceptual stages and many questions have surfaced about the program. This newsletter will be an attempt to respond to those questions.

How broad of scope is the career counseling component?

The Guidance Assessment and Placement (GAP) component is designed to be a support program that will guide and assist students in career planning, program selection, and employment opportunities. The guidance activities, assessment centers, and placement services will be an integral part of the countywide EFE program.

Is the 1988 Full Implementation Guideline realistic?

Full implementation in 1988 is an energetic goal. However, it is important that we move as quickly as possible to provide a full range of opportunities for the students. Implementation timelines can be adjusted if necessary.

How will we know the needs of business and industry?

Through the development of the Business-Industry-Education (B-I-E) linkage program, there will be increased involvement of program advisory committees, business/education staff exchanges and community based centers for students. Existing partnerships and programs will be expanded to increase the communications between education, business, industry, labor and the community.

What is the long range funding plan?

Presently, there is no specific long range funding plan in place. There is a finance committee for the Education for Employment program that will continue to identify the needs and explore the options for financing the program.

Do we stay the way we are until 1988 and then implement everything?

Most program operations will remain the same for the 1986-87 school year. However, developmental tasks will begin immediately to design program changes which may begin to be implemented as soon as 1986-87. Phasing in of several of the program components will be necessary.

How do you intend to teach the American work ethic to students?

Through a variety of Education for Employment components, students will continue to receive information on the values of the American Work Ethic. Career development programs beginning in kindergarten and continuing throughout the student's formal education will be included in the curriculum. A passport will be a document that each student leaving the Education for Employment program will receive. This passport will delineate the student's achievement of skills that relate directly to their employability. The passport will bring together the skills, knowledge, and attitudes that the student has accumulated during their involvement in the Education for Employment program.

Can we staff this program with competent individuals?

It will be necessary to have a complete plan for professional development for staff to continually keep current with the trends of business and industry and instructional procedures. There is a competent staff present in our schools. Providing that staff with an opportunity to remain current will result in adequate staffing of the program.

Adult components were mentioned but what are the details of adult services?

Adults will receive services through the Education for Employment program. The specifics relating to these services have not been detailed.
What are the cost implications for upgrading equipment?
The cost for upgrading equipment is expensive. It will be necessary for cooperation throughout the community to provide the up-to-date equipment in the educational programs. A variety of revenue sources will be accessed in order to ensure that we have the latest equipment in our facilities.

Does transportation have to be a trade-off for time loss for students in their schedule?
Transportation will continue to be a problem for scheduling and student access to the Education for Employment program. The planning committee has been encouraged to keep transportation as a critical issue as the developmental phase of the program begins.

Will all students be required to take technical education, or is it an elective?
The plan being presented and endorsed states that technology education will be required at the 7th and/or 8th grade level.

Has there been any planning done to make technical education in the middle school the same countywide?
The developmental phase of the Education for Employment program intends to involve educators from throughout the county so that all EFE programs have guaranteed content countywide. It is anticipated that methodology or delivery at the middle school will be identical.

What is the time commitment of a cluster?
The time commitment of a cluster has not been specifically addressed. However, two-hour blocks have been appropriate for existing vocational education programs.

How will it be determined where the cluster will be?
Locations for clusters have not been determined in the conceptual framework of this plan. These determinations will be made during the developmental phase of the program.

How and when will the program success be determined?
The program will be successful when students hand their passport to employers and employers respond to and hire students based on the skills they have achieved through the Education for Employment program. As the program is developed and implemented, each stage will have evaluation components which will determine success.

What is the description of the student placement services as they are envisioned?
Placement services would be a part of the overall guidance, assessment, and placement program. Placement services are intended to be broad in nature, providing placement into the education program and employment.

How are we going to communicate to parents?
An effort to communicate to parents will be made through the use of a variety of media. Initially, conceptual ideas about the program and general information will be released through school district newsletters and the news media. Specific information on the programs will be distributed similarly to curriculum information now released to all parents by the school districts.

The planning committee desires to continually inform all audiences about Education for Employment. If you have questions or desire information about this program, please contact your school administrator or a member of the planning committee.

Planning Committee:
Paul Wollam, Chairperson, Superintendent, Kalamazoo Valley Intermediate School District
James Rikkers, Co-Chairperson, Superintendent-Elect, Portage
Irwin Cumming, Director, Consortium
Frank Gawkowski, Principal, Portage Central High School
Jack Greenan, CEPD Coordinator
Charles Holland, Director, Kalamazoo
Helen McCauslin, Dean, Kalamazoo Valley Community College
Dr. Marilyn Schlack, President, Kalamazoo Valley Community College
Loren Warfield, Superintendent, Schoolcraft
Education for Employment

Sooner or later, most people will seek employment.

Definition:
A countywide exemplary education program for all students and adults offering all participants the opportunity to improve their own quality of life and contribute to the overall economic development posture of Kalamazoo County.

Goals and Objectives:
The goals and objectives of the Education for Employment EFE program are to provide each student or adult participant in the public schools and the community college with the opportunity to obtain basic educational skills, introductory or specific occupational skills, and employability skills with an appreciation of work values. These goals and objectives are relevant for all students and should be guaranteed to each citizen in Kalamazoo County.

Developmental Tasks:
- Develop a countywide coordinated EFE Curriculum (Grades 11-14)
- Develop an employment exploration curriculum (Industrial Arts/Technology Education)
- Develop a Career Education Curriculum
- Develop an articulation pattern for each EFE program to post-secondary education.

Support Services:
- Guidance Activities
- Assessment Centers
- Placement Services
- Student Organizations
- Community Relations Program
- Business-Industry-Education Linkage
- Special Needs

Comprehensive Instructional Program (K-14) shall consist of:
- Basic Skills
- Career Education
- Pre-employment Exploration
- Countywide Consortium of School Districts
- Occupational Clusters
- EFE Learning Centers
- Cooperative Education
- Student Focused Employability Development Plan (EDP)
- Student Passport
- Employment/Technology Program (post-secondary)
- Technology Application Center TAC

Governance:
Kalamazoo Valley Intermediate School District shall provide the overall coordination and administrative leadership.

Implementation Plan:
A 3-year plan of development and implementation is suggested.

Agencies Involved:
Climax-Scotts Community Schools
Comstock Public Schools
Galesburg-Augusta Community Schools
Gull Lake Community Schools
Kalamazoo Public Schools
Kalamazoo Valley Community College
Kalamazoo Valley Intermediate School District
Parchment Schools
Portage Public Schools
Schoolcraft Community Schools
Vicksburg Community Schools

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Dr. Jay Smink
Senior Research Specialist
National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

Dr. Jay Smink, a senior research specialist at the National Center for Research in Vocational Education, The Ohio State University, is the director of the Dissemination and Utilization (D&U) program. He also is the project director of the Resource and Referral Service (RRS) which is part of the nationwide Research and Development Exchange network sponsored by the National Institute of Education.

Dr. Smink's experiences range from the local school level to the university level. His 25-year career includes a strong background in public education programs at the state and local level and a unique series of experiences in private business. He has authored many articles for professional journals and newsletters and numerous professional monographs and papers on a wide range of topics concerned with research, development and improvement of vocational and technical education programs. Dr. Smink is a recognized national leader and authority in vocational education research, development and improvement of vocational and technical education programs. Dr. Smink is a recognized national leader and authority in vocational education research, development, dissemination and utilization, and in program and project management.

Sooner or later, most people will seek employment
Components

Using the components featured below, in addition to many others, the EFE project combines tried and true approaches with innovative new strategies that are responsive to changes in technology and the workplace.

Curriculum (K-14)
Maintaining relevancy for the EFE instructional programs is a high priority. The competency based curriculum is infused with instructional components for teaching occupational skills, employability skills, and basic skills including language, mathematics, science, critical thinking and problem solving. Providing education for managing the future is a common theme throughout the entire curriculum.

Technology Education
Technology Education is an organization of subject matter that provides opportunities for students to develop insights into technology, its evolution, utilization, significance and impact. It is a requirement for all students during either seventh or eighth grade. Further explorations are available in later years for those students so inclined.

Articulation
EFE intends to develop an articulation pattern for each EFE program with clear avenues for advanced placement or opportunities for increasing skill competencies in post-secondary institutions.

Occupational Clusters
EFE programs are aligned into occupational clusters for more efficient instruction that will allow a greater concentration of competencies to be gained by each student. These clusters will permit a concentration of EFE programs to be offered in the most appropriate learning center.

Learning Centers
Learning Centers will be located at sites that are convenient for access countywide and will offer programs that relate, as in a cluster or occupational area.

Basic Skills
Arrangements for instruction to provide minimum competencies in the areas of English, math and science for all occupations are integrated into the curriculum. Remedial components are also available.

Student Passports
The Student Passport is a document that certifies a student’s achievement in the competencies of occupational education.

Employability Skills
Those skills required for locating job opportunities, applying, screening and maintaining employment must be taught to all students.

Special Needs
Services, coordinated countywide, are offered to meet the needs of handicapped, disadvantaged and limited English-speaking students and assist them in successfully completing EFE programs.

Cooperative Education
Cooperative Ednaion, a component with a history of success, is a method of instruction that includes a written agreement for employment, related instruction, coordination and supervision by the school.

Pre-Apprenticeship
Pre-Apprenticeship is an innovative approach to education and training which allows high school seniors to become registered apprentices while completing their secondary school education.

Business-Industry-Education-Community Linkage
The EFE program is built upon a Business-Industry-Education-Community Linkage base. The EFE Council, which governs the entire project, is composed of educators and business/industry representatives who provide input from the community and are critical to maintaining program relevance, viability and vigor. In addition, there are many other advisory committees who work in each occupational cluster to maximize each program’s success.

Guidance/Assessment/Placement (GAP)
The GAP center will have three main coordinated programs for offering guidance, assessment and placement services to all Kalamazoo County residents. Guidance activities will be offered by counselors in secondary schools and at KVCC. Assessment activities will be offered through a secondary EFE center and from a mobile service (GAP-mobile). Placement services will be integrated with the assessment services and offered countywide from a central point that houses a central computer terminal.

Technology Application Center
The Technology Application Center will provide unique learning opportunities utilizing new technologies that emphasize computer applications. The TAC will be equipped to serve as a small business research and development center and will have the flexibility to provide customized training and services to emerging entrepreneurs.

Student Organizations
Student organizations will be an integrated feature of the EFE program. Leadership development skills, motivation, and team and individual competition are foremost among the goals of student organizations.

Education For Adults
Adult programs, including retraining activities, will be an integral part of the EFE program.

Community Relations
The Community Relations component of EFE actively promotes the program’s image, invites input from all sectors, and helps send a clear message that EFE is for Everyone.

Participants
Climax-Scotts Community School
Comstock Public Schools
Galesburg-Augusta Community Schools
Gull Lake Community Schools
Kalamazoo Public Schools
Kalamazoo Valley Community College
Kalamazoo Valley Intermediate School District
Parchment School District
Portage Public Schools
Schoolcraft Community Schools
Vicksburg Community Schools

CONTACT:
Kalamazoo Valley Intermediate School District
1819 E. Milham
Kalamazoo, Michigan 49002

It is the policy of the Kalamazoo Valley Community College not to discriminate against any person, on the basis of race, color, religion, national origin, sex, age, marital status, or handicap, in programs or services. Any person who believes he or she has been discriminated against should file a complaint in writing within 100 days of the date of the incident. The complaint should be directed to the following address:

Title IX Coordinator
Kalamazoo Valley Community College
1819 E. Milham
Kalamazoo, Michigan 49002

For more information call 484-5015
Toward a Countywide EFE Program

THE GOAL:
A program representing a cooperative countywide effort to help all individuals at each stage of their lives to maximize their employment potential and their contributions to the economic development of Kalamazoo County and the region to which it belongs.

1985
A resolution to join together in a common effort on behalf of countywide vocational education is passed by the Boards of Education of local school districts, KVISO, and the KVCC Board of Trustees

1986
EDUCATION FOR EMPLOYMENT (EFE) is unveiled.
- Task committees are formed to address program and curriculum issues.
- National search for Assistant Superintendent for Vocational Education (KVISO) begins
- Proposals are written to obtain developmental funds for the EFE project

(continued)

1987
- Countywide groups representing K-12 and KVCC administrators, principals, vocational directors, counselors, and curriculum directors are committed to meeting on a regular basis to provide input for the EFE project
- The nine school districts, KVCC and KVISO will be under contract with the EFE project until June of 1997 providing enhanced stability
- Program and curriculum goals are defined and refined using a design, pilot, test and implement approach that insures quality programming
- EFE is now a countywide and cooperative project, well on its way to becoming an exemplary national model

1988
Education for Employment (EFE) is a comprehensive countywide program available to all students and adults in Kalamazoo County. EFE has its roots in two decades of efforts by many individual institutions to provide effective vocational education services to Kalamazoo County residents and the desire to better meet the learning and experiential needs of all those countywide who will eventually seek employment. The EFE program looks to a future where it assures all participants an opportunity to improve their quality of life and to contribute to the overall economic development of the region in which they live.

EFE represents a countywide effort to address ongoing employment needs in Kalamazoo County and is supported by leaders in business and industry, organizations representing labor and education, promoters of economic development, and others who represent the community at large.

EFE has also been received enthusiastically by:
- The Michigan State Board of Education
- The State Advisory Council for Vocational Education
- The Governor's Office for Job Training:
  - The Michigan Job Training Coordinating Council

EFE has earned broad support because it addresses all major concerns identified by study teams representing the areas of education, business, industry, and economic development:
- EFE is a countywide program that is available and tailored to meet the needs of all students and adults
- EFE is cost-effective
- EFE avoids duplication and/or gaps in preparation of students
- EFE enjoys active involvement and support from all county educational institutions and community organizations
- EFE emphasizes mastery of basic skills, and imparts desired work skills and employee attributes
- EFE offers comprehensive guidance, assessment, and placement services
- EFE seeks to develop a countywide coordinated curriculum responsive to both the needs of today and tomorrow
- EFE seeks to develop an articulation pattern for each EFE program with clear avenues for advanced placement opportunities
- EFE provides critical linkage between Business, Industry, Education and Community
- EFE expands cooperative education opportunities
- EFE provides a communications network to keep participants and the public at large aware of and involved in its efforts

(continued)

1989
EFE has been identified as one of the most important job training programs in Michigan

EFE seeks to develop an articulation pattern for each EFE program with clear avenues for advanced placement opportunities
- EFE provides critical linkage between Business, Industry, Education and Community
- EFE expands cooperative education opportunities
- EFE provides a communications network to keep participants and the public at large aware of and involved in its efforts

(continued)

1990
Delivery of vocational education services to "out county" school districts is examined by a steering committee

1991
Seven-district Vocational Education Consortium is established to help deliver "out county" vocational education programs

1992
The nine school districts, KVCC, and KVISO conduct a countywide study of K-14 vocational education

1993
The Kalamazoo County Chamber of Commerce's Vocational Education Task Force also conducts a study and makes recommendations that mirror the findings of the studies done by the county's educational agencies

1994
A resolution to join together in a common effort on behalf of countywide vocational education is passed by the Boards of Education of local school districts, KVISO, and the KVCC Board of Trustees

(continued)

1997
The EFE program looks to a future where it assures all participants an opportunity to improve their quality of life and to contribute to the overall economic development of the region in which they live.

In summary, the EFE program is a comprehensive countywide effort to help all individuals at each stage of their lives to maximize their employment potential and their contributions to the economic development of Kalamazoo County.

1989
EFE expands cooperative education opportunities
- EFE provides a communications network to keep participants and the public at large aware of and involved in its efforts

(continued)

1990
Delivery of vocational education services to "out county" school districts is examined by a steering committee

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(continued)
Appendix B

Plan of Action
I. Plan of Action

The plan of action should provide for a continuous professional development program for the administrative and instructional staff involved in the development and implementation of the countywide EFE program. Numerous study tours to exemplary programs and local symposia for community and education leaders have been suggested.

The two major aspects of the plan of action are (1) a series of developmental tasks and (2) a sequence of program activities to be implemented during the next three years. Developmental tasks and implementation activities are highly dependent on available resources and remain subject to change, however, a tentative development and implementation schedule is presented below.

A. Developmental tasks (April-August 1986)

1. Design and implement a countywide administrative/management plan

   - Develop an administrative structure to (1) determine a governance board and operating policies, (2) select a director and staff, and (3) prepare other collaborative and supervisory functions.

   - Develop a financial plan to include (1) a budget for administrative and development tasks, (2) a list of resource alternatives to support budget needs, and (3) a priority plan to secure funds and initiate action.

2. Initiate developmental activities

   - Develop a career education program (K-12) and instructional modules for all grades.

   - Develop Explorations I curriculum for grades 7-8.

   - Develop operational procedures for a GAP center with emphasis on guidance activities (6-12) and placement services (12-14).

   - Develop a community relations program for the countywide EFE program.

B. Tentative Implementation Plan

1. Phase I—September 1986

   Career education (K-6)—District level
   Explorations I (7-8)—District level
   Guidance activities (6-12)—District level
   Placement services (12-14)—Countywide level

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2. Phase II—September 1987

Career education (7-12)—District level
Explorations II (9-10)—District level
Explorations III (11-12)—District & countywide (TAC)
Cooperative education program (11-14)—Countywide
Assessment centers (7-14)—Countywide (EFE Learning Center, KVCC Mobile)
Technology Application Center (12-14/adult)—Countywide (KVCC)
Occupational Clusters (11-12)—Countywide EFE Learning Centers (selected clusters)
Curriculum integration (11-14)—Countywide (basic skills, employability skills, and entrepreneurial skills)
Student EDP (11-14)—Countywide
Student/family career center (11-14/adult)—Countywide (KVCC)

3. Phase III—September 1988

Occupational Clusters (11-12)—Countywide EFE Learning Centers
Special Needs program (11-14)—Countywide
Technology Application Center (11-12)—Countywide
Remediation Center (11-12)—Countywide
Student organizations program (11-14)—Countywide
Student passport (11-14)—Countywide
Community-based mentor program—Countywide
Without exception, all organizations and individuals contacted were "ready and willing" to do their share.

2. Problem Areas (weaknesses)

- The overall mix of vocational program offerings seems to relate more to previous programming decisions, student interests, and administrative or instructor accommodations than to local or regional business needs.

- The instructional program lacks an overall program improvement plan, including planned curriculum upgrading and inservice activities for teachers.

- Career education programming is not comprehensive. A prevocational program (K-9), an exploration or transition program (7-10), or accommodations for highly academically talented students to benefit from vocational education (10-12) do not exist in any structured sequence.

- The business community appears to be uninformed about vocational education programs, and underutilized in such areas as advisory committees, partnership programs, customized training, cooperative education, and placement services. A few partnership programs are operating in the public schools and in the community college, but an aggressive approach to increase these programs would be more desirable.

C. Recommendations

Governance

1. The overriding recommendation would be to make two vital decisions to strengthen the continuance of the planning and developmental stages for an exemplary vocational education program in Kalamazoo County. First, reaffirm that the Kalamazoo Valley Intermediate School District (KVISD) should provide overall coordination and administrative leadership for the developmental stages (proposed later), and second, identify a KVISD coordinator (as soon as possible) to be responsible for guiding the planning effort and administering the countywide vocational education programs and services as they "come on line." The KVISD coordinator should be knowledgeable of vocational education regulations in Michigan and should be designated as a KVISD assistant superintendent and be responsible for the directorship of the countywide program. Two additional KVISD staff specialists will be necessary to coordinate countywide activities and provide leadership in the areas of career education, special populations, cooperative education, guidance, assessment, and placement services.
2. Continue the use of the planning committee. Its primary functions should include: providing the major advisory role to the KVISD coordinator, taking leadership roles for selected developmental tasks, and providing important liaison activities to their respective boards or policymakers.

3. Make a preliminary (tentative) decision to deliver EFE programs through an expanded countywide consortium by utilizing existing facilities in the community, the school districts, or the community college as EFE learning centers. Potential sites or facilities are identified in appendix B. Many of the recommendations and suggestions offered in this report require additional planning and discussions with the superintendents or planning committee. Several of these discussion items are noted in appendix F.

Instructional Program

4. Develop a countywide coordinated EFE curriculum (grades 11-14) with emphasis on occupational clusters. (EFE program characteristics are outlined in section IV and in appendix C.) The competency-based curriculum for each occupational cluster should be infused with instructional components for teaching employability skills and basic skills including language, mathematics, science, critical thinking, and problem-solving skills. The Principles of Technology curriculum program should be examined for possible use by all students and particularly by students interested in technical careers.

5. Develop an employment explorations curriculum (industrial arts/technology education) to be offered as Explorations I (grades 7-8), Explorations II (grades 9-10), and Explorations III (elective for all students, including gifted students).

6. Develop a career education curriculum (K-12) with instructional modules to be integrated into other existing curriculum.

7. Develop an articulation pattern for each EFE program with clear avenues for advanced placement or opportunities for increasing skill competencies in postsecondary institutions.

Support Program

8. Develop a support program directed to guide and assist the student in career paths, program selections, and employment opportunities. (EFE support program characteristics are
Appendix C

Proposed Calendar
PROPOSED CALENDAR
EFE
"CAREER EDUCATION"

I. June, 1986
A. Gather Information
   1. National Center for Research in Vocational Education
      (Dr. Jay Smink)
      a. Center's Resources
      b. Upper Arlington City School District
B. Write proposed goals and procedures

II. July, 1986
A. Establish Task Force Committee including representatives from:
   1. Kalamazoo Valley Community College
   2. Portage Public Schools
   3. Kalamazoo Public Schools
   4. Vocational Education Consortium (Climax-Scotts, Comstock,
      Galesburg-Augusta, Gull Lake, Parchment, Schoolcraft and
      Vicksburg)
B. Review research
C. Lunch meeting with committee to determine:
   1. Direction of development for Career Education Curriculum
   2. Plan meetings for 1986-87

III. July - December, 1986 Committee Meetings
A. Review local programs and State Career Education goals.
B. Coordinate broad countywide goals for infusion
C. Investigate more school-community involvement
D. Investigate desire for instructional modules
E. Write goals
F. Present proposed goals to EFE Planning Committee and each district

IV. August, 1986
A. Continued involvement in KVISD's committee for countywide proposal
   on higher level thinking skills.
B. Committee meetings

V. January - September, 1987
A. Revise Task Committee to include middle school and high school
   representatives.
B. Determine if needs at these levels are being met by other Task
   Forces in EFE.
C. Fill in needs as above (III) for broad countywide goals.

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Appendix D

Mission Statement/Goals
Education for Employment "Career Education"
Career education in the Kalamazoo County schools must be strengthened and further infused into the existing curriculum to reach the goal of productive, well adjusted young adults. Infused career education provides the linkage between school programs and future opportunities and decisions. The end product of good career education will be self-aware, adaptable students who are capable of making informed choices for productive futures.

PROPOSED GOALS

"CAREER EDUCATION"

I. Determine the need
   A. Look at existing goals and models for Career Education within our County:
   B. Identify desired modifications with the futures focus of Education for Employment.
   C. Determine needed changes countywide.

II. Write goals that fit a countywide structure. Define broad countywide Career Education goals that each district can infuse into their individual curriculums. It seems desirable that these goals:
   A. Be a part of each subject curriculum (not a separate curriculum).
   B. Focus on future trends and their implications for educators and students.
   C. Involve higher level thinking processes.
   D. Help students assess their interests, abilities, and learning needs as they relate to the preparation of future learning and work.
   E. Continue to emphasize a reduction of bias as related to career development and choice.

III. Design implementation
   A. Investigate the need and opportunity for more school-community involvement that results in student participation in the real world as related to the American work ethic.
   B. Teaching techniques that help students relate their classwork to the world outside of school.
      1. Partnerships (Liberty)
      2. Co-op Experiences
      3. Mentors
Appendix E

Employability Skills Profile
**EMPLOYABILITY SKILLS PROFILE**

Three Categories of skills will be required of Michigan workers in the future:

<table>
<thead>
<tr>
<th>ACADEMIC SKILLS</th>
<th>PERSONAL MANAGEMENT SKILLS</th>
<th>TEAMWORK SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Those skills which provide the basic foundation necessary for a person to get, keep, and progress on a job)</td>
<td>(Those skills related to developing the attitudes and behaviors required to get, keep, and progress on a job)</td>
<td>(Those skills needed to work with others on a job)</td>
</tr>
</tbody>
</table>

**MICHIGAN EMPLOYERS WANT A PERSON WHO CAN:**

- Understand spoken language and speak in the language in which business is conducted.
- Read written materials (including graphs, charts and displays).
- Write in the language in which business is conducted.
- Understand and solve problems involving basic arithmetic and use the results.
- Use the tools and equipment necessary to get a job done.
- Access and use specialized knowledge when necessary (e.g., the sciences or skilled trades) to get a job done.
- Think and act logically by using the steps of the Scientific Method (i.e., identify problems, collect information, form opinions and draw conclusions).

- Identify personal job-related interests, strengths, options and opportunities.
- Demonstrate personal values and ethics in the workplace (e.g., honesty, fairness, and respect for others).
- Exercise a sense of responsibility.
- Demonstrate self control.
- Show pride in one's work.
- Be enthusiastic about the work to be done.
- Follow written or verbal directions.
- Learn new skills and ways of doing things.
- Identify and suggest new ideas for getting a job done.
- Be a leader or a follower depending upon what is necessary to get a job done.

- Identify with the goals, norms, values, customs and culture of the group.
- Communicate with all members of a group.
- Show sensitivity to the thoughts and opinions of others in a group.
- Use a team approach to identify problems and devise solutions to get a job done.
- Exercise "give and take" to achieve group results.
- Function in changing work-settings and in changing groups.
- Determine when to be a leader or a follower depending upon what is necessary to get a job done.
- Show sensitivity to the needs of women and ethnic and racial minorities.
- Be loyal to a group.

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