

An Evaluation of the Loyal School District School-to-Work  
Students Basic Workplace Skills Preparation

by

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ABSTRACT

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The purpose of this study is to determine what job skills students in the School-to-Work Program at Loyal High School do not have when entering the workforce. It is necessary to conduct this study to gain knowledge on what skills students possess and do not possess when they enter the work force. Recommendations based upon interpretation of research data will be used locally to develop awareness and a stronger school-to-work program. In addition, the results were made available with the Loyal School District for considerations when making change to vocational education curriculum.

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## CHAPTER ONE

### Introduction

The organization of work in America has changed over the years. In the early 1900's, the work system was strictly mass manufacturing. The industry wanted large tasks to be broken down into smaller tasks. The industry followed Taylor's model, which meant that the "system is managed by a small group of educated planners and supervisors who do the thinking for the organization. They plan strategy, implement changes, motivate workers, and solve problems" (National Center on Education and Economics, 1990, p. 2). This has changed over the past few years and now it is no longer the planners and supervisors making decisions, but the employees themselves need to use judgment, make decisions, and assume responsibility.

Did one ever work with high school students? If so, can he/she think of any work skills that the students excelled in? Can he/she think of any work skills that were not visible? Maybe it was work ethic, communication, responsibility, or punctuality.

According to a survey, "The primary concern of more than eighty percent of employers was finding workers with a good work ethic and appropriate social behavior; "reliable"; a good attitude; a pleasant appearance; a good personality" (National Center on Education and the Economy, 1990, p. 3). It was also stated by the National Center on Education and the Economy, "more than seventy percent of the jobs in America will not require a college education by the year 2000. These jobs are the backbone of our economy, and the productivity of workers in these jobs will make or break our economic future" (1990, p. 3). The researcher agreed with the statement of many jobs not requiring a college

education by the year of 2000. The researcher believes that it is the schools responsibility to emphasize the need for basic work skills, such as attendance, work ethic, appearance, decision-making, etc. "Education is rarely connected to training and both are rarely connected to an effective job service function (National Center on Education and the Economy, 1990, p. 4).

*Traditional vocational education programs (background, composition, programs)*

The school districts of Wisconsin need to take the initiative to connect education and job training so that the schools may produce highly effective workers for the future. Based on discussions with employers, in general, employers within the communities of Loyal, Neillsville, and Marshfield reported that students in the work force are not the same type of workers ten years ago. If employers in the local area do not think students have entered the work force with the skills needed to work efficiently on a job, then Loyal High School needs to take a more active part in meeting the needs of the employers.

The Loyal School District has offered cooperative occupational education under the label of School-to-Work for six years. Within that time frame, the School-to-Work program has worked with fifteen different businesses within the area. The school district is made up of approximately 664 students. The total enrollment in the high school is 244 students. The town of Loyal has a population of 1308. There are six major businesses in the area, which include manufacturers; animal feed plants, and sawmills. There is also a large sector of the population that works in the agricultural sector, mainly as farmers. People of German descent make up a significant percentage of the population of Loyal.



Eventually, any student will be going to the world of work, so the high school years are the time to learn these needed work skills. There were two main goals in doing this research. First, the researcher found what skills the students already have when they go into the workforce, so that teachers know these are not the skills that need to be the main focus of their teaching. This does not mean though that teachers can stop teaching these skills, because then we will be back to where we started. Also, through this research the most common skills that students are missing when they enter the work force was discovered. This information was shared with the Loyal School District, so that they may further the education of the school-to-work students. It would also be useful for the school district if the principal would share the information with current teachers, so that they may incorporate the missing work skills into their everyday classroom, so that all students receive the missing work skills, even if they are not in the work force yet.

Wisconsin's School-to-Work transition system is interested in providing opportunities for students at the high school level. According to CESA #10 School-to-Work office, "the initiative combines school and work-based learning with enhanced career exploration and guidance" (n.d., n.p.). There are three perspectives to look at when people wonder whether to put effort and resources into the School-to-Work program. The first perspective is the business perspective. "If American businesses are going to be able to compete on global scale, they need to become highly technical, high-performance organizations" (CESA 10, n.d., n.p.). A second view comes from the educational perspective. "Research in cognitive learning and communications tells us that learning is most successful when it takes place in the context of relevant experience" (CESA 10, n.d., n.p.). The final perspective is from society. "By the year 2000, people without

higher education or some technical training, statistically, can expect to live in poverty for the rest of their life” (CESA 10, n.d., n.p.).

### *Statement of the Problem*

There were two purposes to this study. The first was to describe traditional vocational education and the evolution of the School-to-Work program and Career and Technical Education. The second was to discover what work skills area employers believe students are lacking when they enter the work force from the Loyal School District. In the summer of 2004 data was collected through surveys mailed by the U.S. Postal System to past employers in the Loyal, Neillsville, and Marshfield communities, within the past three years, who have had School-to-Work students from the Loyal School District.

### *Research Questions*

The researcher wanted to address the following questions in the study:

1. What are the necessary skills for entry-level employment as defined by national and state studies?
2. How do employers rate the entry-level employability skills possessed by cooperative education/school-to-work students in the Loyal School District?

### *Definition of Terms*

In order for the reader to have a clear understanding of the material contained within this study, the following definitions of terms are provided.

*Career and Technical Education (formally called Vocational Education):* a public education program providing educational experiences that enhance the vocational

development processes of exploring, establishing and maintaining oneself in worker, family member and citizen roles (WI DPI, 2003, p. 24).

*Cooperative Education Skill Standards Certificate Program (Co-op):* A program, which integrates career-related vocational classroom instruction with work-based learning (WI DPI, 2003, p. 25).

*School-Based Learning:* A component of the School-to-Work Opportunities Act, which in Wisconsin includes:

- ❑ assessment of student's academic and work readiness skills, which is integrated with career planning;
- ❑ career awareness and career exploration and counseling for all students (beginning no later than 7<sup>th</sup> grade);
- ❑ selection by students of a career major no later than the beginning of the 7<sup>th</sup> grade;
- ❑ curriculum articulation with post-secondary education (technical and university)
- ❑ the use of integrated and applied curriculum in a school-to-work context;
- ❑ coordination with community services as needed to support all student populations in the school-to-work activities; and
- ❑ data collecting and program evaluation. (WI DPI, 2003, p. 26)

*School-to-Work:* a system of education related opportunities that prepare students to enter the workforce.

***School-to-Work Coordinator:*** A local position assigned/hired to coordinate the required components of a school-to-work system, including school-based activities, work-based activities, and connecting activities.

***Skill Standards:*** The skills defined by industry, labor, and education, which students must acquire in order to obtain a skill certificate from the Department of Public Instruction, or any other authorized state or national agency.

***Work-based Learning:*** A component of the Career and Technical Education initiative that includes:

- ☐ Wisconsin youth apprenticeship program;
- ☐ skill-based school-supervised work experience;
- ☐ volunteer work in the community, which relates to a student's career major;
- ☐ workplace mentoring;
- ☐ instruction in the general workplace competencies;
- ☐ data collection and program evaluation;

and program linked to postsecondary and national standards (DPI, 2003, p. 27).

***Work Experience:*** Students participate in a school supervised work experience, typically during the school day.

***Workplace Mentor:*** An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of the student, guides the student to perform well, and works in consultation with classroom teachers and the employer of the student (WI DPI, 2003, p. 28).

*Youth Apprenticeship:* A program that integrates school-based and work-based learning for high school students, which is based on state and/or national industry skill standards. The program offers a skill certificate upon successful completion, which is administered in Wisconsin by the Department of Industry, Labor, and Human Relations (DILHR).

*Assumptions and Limitations*

This study was only completed in three communities of businesses and should be used with caution to generalize to other similar areas. The data is limited to the honesty of the respondent.

## CHAPTER TWO

### Literature Review

This chapter includes a discussion of the history of vocational education, school-to-work program, followed by the school system, and Wisconsin components of what is now called career and technical education. The chapter concludes with benefits of students and employers participating in the program, followed by problems of the program.

#### *History of Career & Technical Education*

The idea of schools being connected with the workplace was not a new idea. One can look back into the early 1900's for this idea. The changes that have occurred in the economy gave movement to the Vocational Education or CTE program. During the 1980's, "several national reports chronicled the declining wages and rising unemployment among workers with only a high school degree" (Olson, 1997, p. 11). In 1988, the commission of the W.T. Grant Foundation stated that there was a need for students to receive knowledge and skills to those students who would attend the world of work from high school. In the late 1980's, new approaches to career education arose. There were more youth apprenticeships because of labor shortages and schools were given funds to develop school-to-work initiatives. Then in the 1990's, America was warned it would lower its standard of living if it did not invest in the skills of the everyday worker. Companies in the United States complained about the school-business partnership failures. There was a need for more skilled workers. There was a continuous movement to look at Europe's education and training systems. European students are well prepared for college and careers. In 1994, "Congress passed the School-to-Work

Opportunities Act with overwhelming bipartisan support and the strong endorsement of national business and education groups” (Olson, 1997, p. 15). This act “provided limited seed money for nearly every state to carry out school-to-work plans, with most of that money going to local communities” (Olson, 1997, p. 16). This act was then eliminated in 2000.

### *A Background of Comprehensive Public Schools*

Many changes have occurred in the public schools through the years. During 1940-1960, the vocational education emphasis was about preparing students for employment. There was a need to obtain occupational skills to master jobs in the work force. There was not a lot of emphasis on the core areas of science, English, and math. During the 1970’s, the Vocational Education programs thrived. This was the first time that the government allocated funds for secondary vocational education. By the 1980’s, funding was greatly reduced. As a result, schools were not adding vocational programs. In the 1990’s, the government again made incentives available to have employers train and hire students enrolled in career and technical education programs. The employers in some cases received a tax break for providing on-the-job training. At that time, employers and teachers developed competencies for the students. These competencies were used to evaluate programs that prepared students for the work force.

### *Components of the Cooperative Career & Technical Education*

One way to obtain industry-based skill standards is through the program cooperative education. According to the Wisconsin Department of Public Instruction (WI DPI), “cooperative education is a one-year, school supervised, paid work experience for junior-and senior-level high school students. It is a partnership among business,

industry, labor and the school which provides the students, based upon individual career goals, authentic experiences in the world of work combined with related classroom instruction”(2003, p. IV). When students complete a certified cooperative education program, they receive a certificate that is “endorsed by the DPI, Department of Workforce Development (DWD), the Wisconsin Technical College System (WTCS), and business, industry, labor and education associations” (WI DPI, 2003, p. IV). The Cooperative Education Skills Standards Certificate Program wants students to learn at the same time as exploring a career. The program also hopes students will obtain employability skills for the future, which are based on state standards. The businesses or industries that partake in the Cooperative Education Skill Standards Certificate Program need to be of quality and show leadership. There are three major roles the business and industry need to provide quality assurance to the program:

1. “Setting and communicating industry-based skills standards” (WI DPI, 2003, p. 3). Skill standards are “ideas of what a person must do and know to perform a job task or responsibility” (WI DPI, 2003, p. 3). Students must be able to demonstrate the skill in school and/or the workplace.
2. “Providing workplace mentors who participate in assessment and skill credentialing” (WI DPI, 2003, p. 3). The mentor rates the student on each competency using a scale of one to three, three being proficient, two intermediate, and one introductory. Students must achieve a two or a three on at least 90% of the competencies that are listed in each area on the portfolio.



3. “Establishing industry-based quality assurances that provide for portability of the skill credential” (WI DPI, 2003, p. 4). The accountability and data collection of the Skill Certificate Program is a responsibility of the school district.

A school must register each student enrolled in a Cooperative Education Skill Standards Certificate Program to the Career and Technical Education Team at WI DPI. Each content area is registered as its own program. When a school is approved to run the Skills Certificate Program, it must follow certain criteria. First, the competencies must be state approved. Secondly, there should be two semesters of related classroom instruction. This classroom instruction should integrate employability skills. Third, each work experience must be paid and the minimum number of hours a student is to work is 480 total hours, which is approximately 15 hours per week during an academic year. Students may use summer hours as part of the 480 total hours. Fourth, students should set career goals and abilities, which then these goals are used to make a placement. Fifth, students should be enrolled in a related class (es), which emphasizes employability skills, knowledge and technical skills related to the occupation, and fifteen hours of safety instruction. A Cooperative Education Agreement for Skill Standards Certification needs to be developed, which is to be upheld by the school, employer, student, and parent/guardian. The coordinating teacher must be WI DPI certified in the program area. A workplace mentor should also be in place to provide supervision and training of the employed student. Finally, as stated previously, students are to complete at least 90% of the competencies at the proficient or intermediate level.

*Benefits to the student*

There are many benefits to the student who decides to enroll in the school-to-work program. To start with, students work in a field that is related to their career goals, so that they may be able to make an informed decision on whether or not this is the career to continue for the future. Also, according to Olson (1997), “school-to-work can motivate young people to learn (p. 238). Students involved in the STW program are more interested in the classes that relate to interesting topics. Students also encounter a variety of teaching strategies, such as working in teams, solving problems, hands on learning, and a variety of projects that are real-life applicable. School-to-work may also encourage students to further their education or training. Students are also learning new technology skills, such as computers, communication skills, and independence.

*Benefits for the employers*

Employers can be a consultant to teachers, so that students are getting accurate information about specific jobs. Employers can also help teachers develop curriculum and provide a variety of resources. Employers also receive young workers who may stay with the company for the long haul, which means less cost in training candidates. The school-to-work program can also be seen to employers as a chance for recruitment. This program also provides opportunity for diversity within the work force. Another benefit to the employer is “increase the pool of qualified applicants and fill labor shortages in high-demand fields” (Olson, 1997, p. 68). Employers are able to teach ethics and the employability skills they want directly to the student employee. An employer may also notice that when he/she is a mentor for a student, the mentor’s enthusiasm for work and learning may increase.

### *Problems of the program*

No program is perfect. The school-to-work program has seen problems from the student side and the employer side. When a student is involved in the program, the student needs to have commitment to school and the workplace. There is a large amount of time put into the job, which may make students have to choose between work and leisure time.

The employer also puts a lot of time into the training of the student, communicating with the student and the school, and filling out paper work. Some students may drop out of the program before the end, which is a problem for the student and the employer. Through one study, the percentage of students who dropped out of the program was 30%. The drop out was due to not being happy with the program or not satisfied with the career field. There may be too narrow of a focus in a program. For example, if a school had to rely on one employer or a single occupation, the economy may change and then there would be trouble in maintaining the employment or trying to attract students to one area. Finally, “ensuring the quality of the work-site learning remains a huge challenge” (Olson, 1997, p. 107).

### *Summary*

The workplace has changed over the years, which requires more demands on employers and employees. Vocational education has given students the opportunity to explore a career before making a lifelong decision. In order for a positive experience to occur, the employer, employee, and school district must all play an active role.

## **CHAPTER THREE**

### **Methodology**

#### ***Introduction***

The purpose of this study was to determine how employers rate the entry-level employability skills possessed by cooperative education/school-to-work students in the Loyal School District? Information below will present the sample and how they were selected, what instrument was used, how the data was collected, data analysis, and the limitations to the study.

#### ***Subject selection and description***

The sample of employers consisted of area businesses in the cities of Loyal, Abbotsford, Marshfield, Spencer, Neillsville, Granton, and Greenwood. These were the cities where juniors and seniors in the School District of Loyal STW program have been employed within the past three years. Students have been registered in the employability skills program, the co-op program, or the apprenticeship program.

#### ***Instrumentation***

The survey was designed so that it would be easy and not very time consuming for the respondents to complete. The survey was constructed by revamping a survey done by Paula Arends and Susan Zelnio (In Appendix A).

#### ***Data collection***

Surveys were mailed through the postal service to the employers on June 1, 2004. Included with the survey were a cover letter, consent form, and a self-addressed, stamped envelope. The surveys were returned by July 2, 2004. There was a response rate of 33%. No follow up measures were required.

*Data analysis*

The data was tabulated by Chris Ness at UW-Stout's division of Academic Computing during July 2004. Mean, median, standard deviation, and raw data was provided to the researcher for further analysis.

*Limitations*

One limitation of the study was that a small sample was used. Another limitation was that only one school district's school-to-work program participated, therefore the results might differ from that of larger school districts.

## CHAPTER FOUR

### Results

#### *Introduction*

This chapter presents the results of the study conducted to address what entry level employability skills were missing when students from the Loyal School District entered the workforce. Demographic information is stated first to show the profile of businesses that participated in the study. Following the demographic data is the results of the surveys and the research questions.

#### *Demographic Information*

There were thirty-three surveys sent to a variety of businesses in the Wood, Clark, and Marathon counties during the summer of 2004. Each survey was mailed to the worksite mentor. Of the thirty-three surveys, seventeen were returned. Of those seventeen, eleven were useable. This constitutes a 33 percent return rate.

#### *Results of the survey*

Research Question 1: What are the skills for entry-level employment as defined by national and state studies?

Research Question 1 was addressed in Chapter 2, the Review of Literature.

Research Question 2: How do employers rate the entry-level employability skills possessed by cooperative education/school-to-work students in the Loyal School District?

Employers ranked nine employability skills as defined in the survey. These skills included: attendance, commitment, comprehension, conduct, responsibility, initiative/drive, teamwork, problem solving, and technology. The question employers

responded to was rank the top five skills students do not have or are lacking when entering the workforce.

Based on the survey, the following employability skills are present when entry-level employees from the Loyal School District are hired. The number one skill that employers stated was apparent in the school-to-work students was technology. Out of the eleven completed surveys, only one employer ranked this skill as missing or lacking in the STW students. The skills of conduct and problem solving also ranked towards the top of skills apparent list. See table 2 for more information.

Table 1 shows the frequencies of the nine skills the employers ranked as missing when school-to-work students entered their place of employment. Nine employers ranked responsibility, eight employers ranked initiative/drive, seven employers ranked commitment, seven employers ranked problem solving, six employers ranked teamwork, six employers ranked attendance, six employers ranked comprehension, three employers ranked conduct, and one employer ranked attendance.

Table 1

Skill	Frequency (number of times ranked by employers)
Responsibility	9
Initiative/Drive	8
Commitment	7
Problem Solving	7
Teamwork	6
Attendance	6
Comprehension	6

Conduct	3
Technology	1

Table 2 and 3 presents the number of times each of the nine skills was ranked at each score. If a skill was ranked as a number 1, it meant it was the most prevalent. Again, one employer ranked attendance as a 5, one employer ranked it as a 3, three employers ranked it as a 2 and one employer ranked it as a 1. One employer ranked commitment as a 4, two employers ranked it as a 2, and four employers ranked it as a 1. One employer ranked comprehension as a 4, four employers ranked it as a 3, and one employer ranked it as a 1. Three employers ranked conduct as a 4. One employer ranked initiative/drive as a 5, three employers ranked it as a 4, three employers ranked it as a 3, and one employer ranked it as a 2. Three employers ranked problem solving as a 5, two employers ranked it as a 4, one employer ranked it as a 2, and one employer ranked it as a 1. Three employers ranked responsibility as a 5, four employers ranked it as a 2, and two employers ranked it as a 1. One employer ranked teamwork as a 1, one employer ranked it as a 3, two employers ranked it as a 2, and two employers ranked it as a 1. One employer ranked technology as a 5.



Table 2

Ranked as:	Attendance	Commitment	Comprehension	Conduct	Initiative/ Drive	Problem Solving
5	1	0	0	0	1	3
4	0	1	1	3	3	2
3	1	2	4	0	3	0
2	3	0	0	0	1	1
1	1	4	1	0	0	1

Table 3

Ranked as:	Responsibility	Teamwork	Technology
5	3	1	1
4	0	0	0
3	0	1	0
2	4	2	0
1	2	2	0

Tables 4 and 5 show the mean, median, standard deviation and sum of all nine skills that were included on the survey. Attendance had a mean of 1.91, a median of 1.00, and a standard deviation of 2.071. Commitment had a mean of 2.55, a median of 3.00, and standard deviation of 2.252. Comprehension had a mean of 1.73, a median of 2.00, and standard deviation 1.794. Conduct had a mean of .55, a median of .00, and standard deviation of .934. Initiative/drive had a mean of 1.82, a median of 2.00, and a standard deviation of 1.401. Problem solving had a mean of 1.45, a median of 1.00 and

standard deviation of 1.695. Responsibility had a mean of 2.64, a median of 4.00, and standard deviation of 2.014. Teamwork had a mean of 2.00, a median of 1.00, and standard deviation of 2.191. Finally, technology had a mean of .09, a median of .00, and standard deviation of .302.

Table 4

	Attendance	Commitment	Comprehension	Conduct
Valid	11	11	11	11
Missing	0	0	0	0
Mean	1.91	2.55	1.73	.55
Median	1.00	3.00	2.00	.00
Standard Deviation	2.071	2.252	1.794	.934
Sum	21	28	19	6

Table 5

	Initiative/Drive	Problem Solving	Responsibility	Teamwork	Technology
Valid	11	11	11	11	11
Missing	0	0	0	0	0
Mean	1.82	1.45	2.64	2.00	.09
Median	2.00	1.00	4.00	1.00	.00
Standard Deviation	1.401	1.695	2.014	2.191	.302
Sum	20	16	29	22	1

*Summary*

In conclusion, after analyzing the data from the completed surveys, the most apparent skill in STW students at Loyal High School is technology. The second most apparent skill is conduct, followed by problem solving, comprehension, initiative/drive, attendance, teamwork, commitment, and finally responsibility.

## **CHAPTER FIVE**

### **Summary, Conclusions, and Recommendations**

#### *Introduction*

This chapter provides a summary of the employer perceptions of job skills that school-to-work students possess. Furthermore, it draws conclusions based on the survey data. Finally, it makes recommendations in regards to implementing jobs skills curriculum into the broad range of area curriculums.

#### *Summary*

The purpose of this study was to determine how employers rate the entry-level employability skills possessed by cooperative education/school-to-work students in the Loyal School District. Thirty-nine students were enlisted in the school-to-work program over the last three years. These thirty-nine students were employed by thirty-three area businesses. Of these thirty-three employers, eleven employers' data was analyzed. The study discovered employer's perceptions on the following question: How do employers rate the entry-level employability skills possessed by cooperative education/school-to-work students in the Loyal School District? The following is a summary of the overall survey results:

- 1) The most frequently represented industry group was agriculture.
- 2) Students worked as milkers and helpers on the farm, secretaries, daycare providers, cashiers, mechanics, food preps, CNA's, bank tellers, and waitresses.
- 3) Employers ranked the skills school-to-work students did not have or were lacking when entering the world of work using a 5-point Likert scale.

Responsibility was ranked high in terms of a skill students did not possess when they entered the workforce. Initiative/drive was the second highest ranking skill employers identified as lacking in school-to-work students.

- 4) Technology was ranked as the most prevalent skill that school-to-work students possessed. The researcher believes this skill was considered prevalent because there were no specific definitions of what technology means.
- 5) Initiative/Drive was the second most frequently ranked skill that students did not possess.

### *Conclusions*

The research has shown that the School to Work Program at Loyal High School has its strengths and weaknesses. The study showed that the Loyal School District does not need to focus as much on technology skills or conduct, but does need to focus more attention on being a responsible employee, having more initiative/drive, being committed, problem-solving, and teamwork.

Does technology mean using a calculator, using a cash register, using a computer, or using a typewriter? Each job uses a different type of technology that is specific to it, so to say the skill of technology is lacking is pretty uncommon. One may be surprised when looking at the results that attendance fell in the middle. The researcher was not surprised by this result. The Loyal School District has a strict attendance policy. The researcher believes that this strict school attendance policy has carried over to other aspects of the students' lives.

This is not to infer, however, that the school district has failed at preparing students for the world of work. Each employer had an opinion about what job skills are the most important and how individuals project those skills.

### *Recommendations*

As indicated in chapter four, the job skills that were seen as lacking by area employers are responsibility, initiative/drive, commitment, problem solving, and teamwork. As a result of these findings, the school district may need to consider changing or adding new curriculum into vocational education courses or changing graduation requirements. Every student within the district may need to be required to take the diversified occupations course. If these job skills were added to the curriculum, the school district can ensure employers those students who graduate from Loyal High School are taught these specific job skills. This is not to say though that every student will project these skills within the workforce.

It is also recommended that this study be replicated in other school districts so that a comparison of other school-to-work programs could be done. There is room for improvement in all school-to-work programs. It is further recommended that this study be repeated to see how school-to-work students skills change in the future.

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Remember, you are ranking the top 5 skills students **DO NOT** have or are lacking when entering the workforce.

\_\_\_\_\_ **Attendance**

Attends work regularly and promptly

\_\_\_\_\_ **Commitment**

Meets or exceeds the mission and goals of the organization

\_\_\_\_\_ **Comprehension**

Understands and applies ideas and information

\_\_\_\_\_ **Conduct**

Acts appropriately (both behavior and attitude) with coworkers and customers

\_\_\_\_\_ **Initiative/Drive**

Initiates and completes an entire activity

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

Identifies and solves work-related problems

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

Takes responsibility for accurate and timely job performance

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

Participates in teamwork, cooperates, accepts constructive criticism

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

Uses technology appropriate to the job

Thank you for your time! Please mail back to Renae Katzenberger, Family and Consumer Education Teacher, in the provided self-addressed stamped envelope by July 2, 2004. If you have questions or concerns please call me at 715-384-1797 or email

I understand that by returning the/this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

**NOTE:** Questions or concerns about the research study should be addressed to Renae Katzenberger, telephone number 715-384-1797, the researcher, or Carol Mooney, telephone number 715-232-1444, the research advisor. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751, phone 715-232-1126.

Signature: \_\_\_\_\_

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

**Please return to Renae Katzenberger along with the survey.**