

**THE EMPLOYABILITY OF RECENT
RICE LAKE HIGH SCHOOL
GRADUATES
WITH MAJOR RICE LAKE
AREA EMPLOYERS**

BY

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ABSTRACT

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THE EMPLOYABILITY OF RECENT RICE LAKE HIGH SCHOOL GRADUATES
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The purpose of this study is to gather the opinions of major Rice Lake employers and recent Rice Lake High School graduates on skills needed for entry level positions, and skills taught to high school graduates as measured by Thompson employability surveys. *Thompson employability surveys* will consist of one survey in questionnaire form directed for completion by recent high school graduates, and one survey in questionnaire form directed for completion by Rice Lake area employers. Each questionnaire will provide the opinion of student and employer on the employability of Rice Lake recent high school graduates. Questions will be formulated to provide the necessary information on the educational needs of Rice Lake high school students, and the education required for entry-level positions in Rice Lake area businesses. Major findings will show that students and employers both feel that school to work programs in the form of cooperatives are beneficial in finding employment. Also, both students and employers feel that skills play an important role in gaining employment.

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CHAPTER ONE

Introduction

In Rice Lake, Wisconsin, there are many high school seniors that are making the decision between entering the workforce or heading to a college to further their education. The choices that each student makes could be largely based on whether or not they will be able to find a job with only a high school diploma. It is increasingly difficult to find jobs that are simply based upon educational degrees or experience. The causes include lack of marketable skills and work experience; lack of job opportunities for which youths can qualify; forcing students into secondary job markets of poor waged employment with a lack of progression within the company; and increasing numbers of youths entering the workforce (Breneman et al., 1979).

Most organizations depend on each individual becoming self-directed learners, or someone who takes responsibility for their own learning; diagnosing what it is they need to learn, developing objectives, discovering learning experiences, finding resources, and evaluating learning outcomes. They seek out opportunities to enhance their skills and knowledge through training, seminars, and workshops offered outside the workplace. Most people are eager to learn new jobs or new ways of doing their old jobs, but many do not know *how* to learn. Employees who know how to approach and master new situations are more cost-effective to their employers because time and money spent on their training can be reduced (Reece & Brandt, 1999). By offering these training programs to students while they are attending high school, they will already be an asset to any employer upon completion of their diploma, and it will become easier for students to obtain employment.

Some companies are forming partnerships with schools that have great diversity in the student body. Merrill Lynch and Co., Inc., helps high schools in multiracial New Jersey prepare students for financial services careers by teaching them how to use

computers and specific software programs (Reece & Brandt, 1999). This is more cost effective to the employer, because they can hire directly from the high school and be confident that the training needed to prepare the student on the job would be minimal. The problem with this is that there are many schools who do not have programs offered within the curriculum that help students earn the skills that they will need to be hired.

It is imperative that students are taught employability skills before the completion of their high school years. Many students are unprepared for the workforce without the benefit of a college education, making it almost a requirement that every high school graduate further their education to find good employment. Many students may decide that furthering their education is not an option that they can or want to take. American high schools are being criticized because of the lack of academic excellence and job readiness in students. Also, due to the lack in academic excellence, it is believed that students will not be able to compete in the aspects of economics because they are increasingly unable to compete in the aspects of education (Stern, Raby, & Dayton, 1992). “In our expectations of young people, the resources that we devote to them and the rewards for the performance that we give them, our whole system conspires to produce minimal educational effort or achievement among our students who are not college bound” (National Center on Education for the Economy, 1990). Area high schools need to begin the utilization of programs that graduates can use to help them find employment with area businesses. One inherent contradiction is that high schools are supposed to prepare students to assume adult responsibilities, including work, but at the same time schools are also designed to keep students away from the adult world. Compulsory schooling, restrictions on child labor, and minimum-wage laws all were intended to shelter children from unsafe and unhealthy working conditions and at the same time to prevent children from glutting the labor market. These laws have succeeded in taking students out of the labor market during much of the school day, but they have created the problem of how to

get them back into it. Unlike Germany and other countries with a well-developed apprenticeship systems for teenagers, the United States lacks effective procedures to help young people make the transition from school to work. (Stern, Raby, & Dayton, 1992, p. 126-7).

Work study programs add to earned income and to nonacademic achievements as well. Incentives built into work study programs can improve on use of time and be beneficial to minorities and women upon completion of the actual experience. Mostly, these programs are of benefit to all who participate in them (Breneman et al., 1979).

Upon finding a solution to this problem, area schools could provide the implementation of job counseling and training students so that students are better prepared for employability upon graduation. High schools could also work with area businesses to offer cooperatives that help students find summer employment to gain experience that can be used for future employment. This would be beneficial to students who would like to find immediate employment after receiving their high school diploma. Those students who do choose to enter the workforce immediately after school, rather than to further their education will be appropriately prepared to offer the employability skills necessary for entry-level positions. “Employers who will provide the students who are in the classroom today with jobs tomorrow want more (much more) than our educational system typically provides to a student” (Koffel, 1994, p.1-2).

Statement of the Problem

The purpose of this study is to compare major Rice Lake employers preferences of skills needed for entry level positions with perceptions of Rice Lake High School graduates employability skills as measured by the Thompson employability surveys. This study will focus on the following objectives:

1. To identify specific job-related skills preferred by Rice Lake area employers

2. To identify specific job-related skills perceived to be possessed by recent Rice Lake High School graduates.
3. To compare any differences between the skills preferred by Rice Lake employers and the skills perceived to be possessed by recent Rice Lake High School graduates.
4. To collect data within eight weeks of the Rice Lake High school graduation date of May 2000.

There has been no previous study done that identifies the specific skills that Rice Lake High School graduates need for entry level positions at major Rice Lake employers. However, there has been research found that shows work study programs in high schools emphasize enhanced opportunity with learning a specific skill (Breneman et al., 1979). Research also shows that high youth-adult unemployment is due to inadequate preparation (Breneman et al., 1979). Therefore, the research hypothesis for this study is that graduates that have been involved in work study/cooperative programs in the Rice Lake high school will be more prepared to gain entry-level employment in major Rice Lake area businesses than students who are not involved in work study/cooperative programs.

It is the goal of this research to determine what these skills are, and to make sure that Rice Lake High School students are being provided the training necessary to their education to successfully work in on of these environments upon completion of a high school diploma.

CHAPTER TWO

Literature Review

The review of literature will cover a study done by the American Society for training and Development and the U.S. Department of Labor on the skills employees need for entry-level positions, principles of learning them, and trends influencing employment. Also covered in the literature review will be several ways that a student can gain the experience that employers want.

In a modified Delphi study (a method used to obtain the most reliable consensus from a panel of experts) done by researchers with a goal of gaining insight on how to prepare students for the 21st century, a panel of counsel advisors were asked repeatedly to answer questions and comment on others in three rounds of survey. Specifically, from the modified Delphi process, six key areas emerged from the results. Communication is critical to the student, and speaking, listening, and writing skills as well as human relations skills that will teach them to interact with others will be vital to the educational role. Schools will need additional support, however and the community will need to play a large role in contributing resources and getting involved in education. Ethics must be learned by the students, and parents and businesses would be asked to provide moral and ethical models for the children. Technology will need to be learned, and processed, and students must learn to use computers and be familiar with different types of technology. The new millennium will call upon students to create goals that the government and citizens of the community will need to set standards for. The last area that emerged from the results of the Delphi study was the need to understand history, world geography, and foreign language. Social and cultural understanding is among one of the most prominent needs expressed. (Uchida, Mckenzie, & Cetron, 1996).

Many studies have been done to search for directions and educational goals for students as they approach adolescence. The American Society for Training and

Development went further to find out which of these skills learned in the high school setting would be necessary to know for entry-level working positions.

ASTD Study

The American Society for Training and Development (ASTD) conducted a research study with the U.S. Department of Labor in 1988 to find out which skills employers want to see in entry-level employees. ASTD used its 50,000+ membership as base to conduct an extensive study of employers across the United States. Seven skills categories were identified as being the most valuable to employers: Motivation to learn, career development, teamwork, critical thinking, basic skills, communication, and leadership (Koffel, 1994).

Unfortunately, most secondary and post-secondary institutions have not been successful in instilling these skills in their students. A disparity exists between educators who emphasize the study of ideas, discussion of concepts and thoughts and the business community and employers who emphasize skills. Educators spend much time discussing theories, sharing knowledge, experimenting, and searching for concepts, while employers who hire students who graduate from our educational system want to see results and want their employees to be able to do something with their knowledge (Koffel, L., 1994).

DOL Study

The U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) has proclaimed that "good jobs depend on people who can put knowledge to work." At present, high school students lack sufficient opportunity to learn in the context of real problem solving. Scans suggests three principles from cognitive science:

1. Students do not need to learn basic skills before they learn problem-solving skills. The two go together. They are sequential but mutually reinforcing.
2. Learning should be reoriented away from mere mastery of information and toward encouraging students to recognize and solve problems.

3. Real know-how foundation and competencies-cannot be taught in isolation; students need practice in the application of these skills” (Stern, Raby, and Dayton, 1992).

As mentioned in chapter one, while practical work experience is preferred, work study programs add to nonacademic achievements. These programs are of benefit to all who participate in them (Breneman et al., 1979). A possible solution to reaching the problem of employability would be that schools could provide the implementation of job counseling and training in the classroom so that students are better prepared for employability upon graduation. Area businesses could also work with local high schools to offer cooperatives that help students find summer employment and gain experience that can be used for future employment. Again, the students who do choose to enter the workforce immediately after school, rather than to further their education will be appropriately prepared to offer the employability skills necessary for entry-level positions. Also, training, seminars, and workshops offered outside the workplace can be used to enhance the skills and knowledge of students. Employees who know how to approach and master new situations are more cost-effective to their employers because time and money spent on their training can be reduced (Reece & Brandt, 1999). In group activities, students learn social and civic experience that can be valuable to employers. Organizing, planning, and implementing can also be learned in seminars and workshop settings.

Part-time work is another way for students to gain employability skills during the summer vacation, or after school (Richardson, 1995). By offering these training programs to students while they are attending high school, they will already be an asset to any employer upon completion of their diploma, and it will become easier for students to obtain employment.

Although some students may choose to go directly into an entry level position after completion of high school, a recent Department of Labor (DOL) study shows that jobs for

college graduates are much more plentiful than those for high school graduates. “Entering the workforce between 1988 and 2000 will find a job requiring a college education. As part of the study, 1985-86 graduates were surveyed to see how they were employed in 1987. Eighty-nine percent were in the work force. Seventy-five percent had found employment that required a college degree” (Pollack, 1995, p. 43-4). Also from this study it was found that the most desirable occupations require at least a bachelor’s degree and that the opportunities for high school graduates with no further education are limiting. On the other hand, changes in the need for certain workers are a strong influence on who gets hired for a position even though the individual may not have the skills necessary for the occupation being filled. For example, “because of the projected decrease in the number of occupations that require a college education many college graduates now find themselves relying on skills they might have developed in high school, such as clerical or auto mechanic skills, or through on-the-job training” (Fredrickson, 1982, p.21). If these programs were implemented in the classroom, high school graduates would be better prepared for the workforce. This is the reason why job training should be provided in the school system.

Another program to be implemented into area schools is what is referred to as “School-to-Work” opportunities. The School-to-Work concept came about at the federal level as a result of the need to improve education and it’s connection to what happens in the world of work, for all children and youth. In 1991, the Council of Chief of State School Officers established priority of improving connections between school and employment for students. (UMN Education, 1999).

“Faced with a fast-changing job market through which there seems to be no discernable pathway to economical survival, many non-college-bound students fall through the cracks and find there is no “safety-net.” The reasons (1) These students often are poorly prepared--or not prepared at all-- for the jobs that exist. (2) There is no consistent

policy framework nor are there programs that effectively facilitate their transition from school to work. As a result, most are left to their own devices. The effect on the individual is devastating and the economic results for society are inescapable. The situation is much worse when the student is poor or, a minority, or a school dropout.” (Bergman, Knuth, and Law, 1992)

Gaining the Experience

Career information services and job counseling would also be beneficial to recent high school graduates finding a position in the workforce. It is believed that students are unprepared for the future from a very young age by saying that, “Until society recognizes its responsibility for the scientific guidance of our youths into their respective places in the world of industry, we must continue to carry the heavy burdens entailed by vocational disorganization.... We the American People, are not living up to the standards of social and industrial justice which we profess to believe in. Instead of helping boys and girls to choose their vocations, we are leaving them to hunt jobs. Instead of conserving the finest values of the nation, we are complacently gambling human lives.... Beginning not later than the seventh grade, the life-career motive should exert a powerful influence on all school work, which means from the age of twelve or thirteen onward, children should have the advantage of wise counsel in working out a plan for their future” (Fredrickson, 1982, p. 4). By invoking the opportunity of expanded educational alternatives, skills can be purposefully learned and managed when they directly relate to the knowledge needed for the job.

A career resource center provides accurate and appropriate career information to students, parents, and teachers. It would typically contain the following career information: occupational information, career decision-making information, educational and financial aid information, placement and job-finding information, occupational, self-assessment instruments, simulation kits, standardized tests and inventories, classroom

career-infusion materials, activities, curriculum guides, courses of study, and reference materials for the professional staff.

The focus of a career resource center in a secondary school setting would be to provide career exploration, reality testing, and decision making, which would allow them to select courses which support the type of career the student selects. "Work experience programs will connect easily with a career resource center program and be an extension of the vicarious search and information acquired through print and nonprint material"(Frederickson, 1982, p. 49).

The main objective of the career resource center would be to :

1. Provide information that the student can use when they need it
2. Provide an expanded amount of career alternatives that the student could use over a lifetime
3. Acquire information that provides the student with the ability to build self-confidence and awareness affecting the student's career planning
4. Provide information that aids the student in preparation and placement in the setting of the students choice.

The placement of a career resource center in a school system would need to be near the guidance office, where the information will be associated with decision-making, career planning, and counseling activities (Frederickson, 1982).

Internships are another way to gain employability skills necessary to begin an entry-level position. Many companies have their own formal internships that serve as a great way for students to get a feel for the industry and learn job experience. The student is placed in the job-setting, and given a typical employment activity. Once the student has learned the activity at hand, others may be implemented, or the original mastered. By becoming associated with the work, the student is also becoming associated with the company and its procedures. While the student is able to get a feel for the company and

the procedures of the positions within, and the company can in turn use the internship as a recruitment tactic to find out if the student meets the needs of the employer. Upon completion, a permanent position can be offered to the student if the requirements for the position are met (Richardson, 1995, p.37). The best sources for internships are, the state labor department, work-study coordinators, instructors at local vocational and technical schools, employers, or union representatives (Frederickson, 1982). While the number of available internships can be limited, it is often an area where skill training and expertise can be gained by the student, and the employer can be provided with the assurance that the student is going to receive the necessary training and task assignments to advance within the position of the company.

CHAPTER THREE

Methodology

This chapter covers the selection of subjects, who they are, and where they are from. It also contains how the data was collected, analysis of the data, and limitations of the study.

Selection of subjects

The subjects consist of major Rice Lake area employers, and recent Rice Lake high school graduates. A small sample size of fifteen was used from each group for a total of thirty, and generalized to the rest of the residents of the Rice Lake area. Sample was randomly selected from a list of area employers, and voluntary participants from the Rice Lake High School. All employers are in the area of industry in Rice Lake's industrial park, and have been in the city for a period of more than five years. All graduates used had reached the age of eighteen at the time of the study and were voluntary participants in the study. Students were asked to participate, a list was formed, and fifteen students were randomly selected and given a questionnaire. Eight of the recent Rice Lake High school graduates have also participated in the cooperative education class that is offered at the Rice Lake high school, whereas the seven remaining did not.

Definition of Terms

The term that needs to be defined is the scales that are used to determine data from area employers and high school students. The following will explain what the surveys are, and what they will consist of.

Thompson employability surveys will consist of one survey in questionnaire form directed for completion by recent high school graduates, and one survey in questionnaire form directed for completion by Rice Lake area employers. Each questionnaire will provide the opinion of student and employer on the employability of Rice Lake recent high school graduates. Questions will be formulated to provide the necessary information on

the educational needs of Rice Lake high school students, and the education required for entry-level positions in Rice Lake area businesses.

Data Collection

The first approach to solving this problem effectively is to identify the skills required by major Rice Lake area employers. By locating major employers in the Rice Lake area, interviewing processes that each employer uses, and requirements that the employers look for to fill entry level positions these skills can be determined. This would be helpful in identifying whether the education being given to Rice Lake High School seniors is preparing them for any type of job they may apply for after graduating.

The second approach to solving this problem effectively is to identify the skills obtained by recent Rice Lake High School graduates, by interviewing the students on their assumed employability skills upon completion of their high school degree in May of 2000. It is very important that the students who plan to work in the area are being provided the education and skills that major area employers are requiring of their new employees. If students are not being prepared with education, then programs must be implemented to solve the problem.

Data Analysis

The third approach to solving this problem effectively is to compare any differences between the skills required by Rice Lake employers, and the skills obtained by recent Rice Lake High School graduates. By looking at the skills that are taught to Rice Lake High School graduates, and comparing them to the skills that are required by Rice Lake area employers, we can determine if the Rice Lake High School is properly preparing their students for the workforce.

Major Rice Lake area employers consist of those who have an employee force of more than one hundred individuals. Rice Lake is a growing industrial town that is in demand of people to fill entry-level positions to keep the circulation of their product at full

scale. The skills required by these employers largely determines the individuals who work there.

Assumptions

Assumptions of the study are as follows:

1. Employers prefer students who have previous experience or preparation in classroom activity.
2. Cooperatives and work study programs help students get hired for entry-level positions.
3. Students feel better prepared for the job when issues are covered in the classroom.

Limitations

The study will be limited to the sample of fifteen recent Rice Lake high school graduates, who are over the age of eighteen, and unemployed at the time of interview. The study will also be limited to the sample of fifteen Rice Lake area employers who hire recent high-school graduates for entry-level positions, and that are used in the data collection process. The data will be generalized to the rest of the Rice Lake area residents, assuming that the population is similar to the sample that has been drawn.

CHAPTER FOUR

Results

Employer Survey

Interviewing procedures were used in the collection of data for both employers and recent high school graduates. Answers were used to determine which results supported or refuted the hypothesis of the study.

Throughout the interviewing process, all fifteen employers came to general conclusive answers on all of the survey questions asked. Employers were asked to give one word answers to each question, and only one answer to each question. Employer answers were as follows:

1. What do you expect of new employees?

Willingness to work	3
Timeliness	4
Successfully completes tasks	6
Goal oriented	2

What skill is most important?

Ability to learn	2
Comprehension	6
Multi-task Oriented	6
Directional Learner	1

2. How do you feel high schools could better prepare students for employment in your company?

Student Co-ops	5
Classes on employment	2
Allowing after school employment	8

3. What employment experiences are useful for high school students to have prior to becoming employed?

Any related experience	11
No answer	4

4. Are part-time and co-op experiences helpful/effective in gaining employment in your company?

Yes	15
No	0

5. Do you expect high schools to provide job-related experience for prospective employees?

Yes	10
No	5

6. Do you hire student employees?

Yes	13
No	2

If so, where do you find student employees? (Job service, high schools)

Job service	2
High schools	5
Applications	8

Comments:

Two employers mentioned also finding employees through word-of-mouth of the employees that work with the company.

7. What kind of competency/experience could enable an employee to move up relatively quickly in your company?

Willingness to work	4
Past related experience	5
Goal oriented	4
Motivation	2

8. Do you provide an orientation to your company?

Yes	15
No	0

continued...

If so, is your orientation focused more on future positions with the company, or on entry-level positions?

Entry-level	15
Future positions	0

Comments:

Eleven employers stated entry level, with the four remaining stating both. Those who answered both, placed a main focus on entry-level positions, with an emphasis on future positions with the company.

Graduate Survey

Throughout the interviewing process, all fifteen recent high school graduates came to general conclusive answers on all of the survey questions asked. Graduates were asked to give one word answers, and only one answer to each question. Graduates answers were as follows:

1. What are your expectations of finding employment after high school?

Excellent	4
Good	3
Not good	1
Unsure	7

2. How do you feel high schools could better prepare you for employment in your community?

Part-time employment	4
Classroom education	2
Co-op's	7
Unsure	2

3. What employment experiences are useful for high school students to have prior to becoming employed?

Any experience	14
Unsure	1

4. Do you feel that part-time and Co-op experiences are helpful/effective in gaining employment in your community?

Yes	15
No	0

5. Do you expect a high school to provide you with job-related experience to help you meet the needs of prospective employers?

Yes	14
No	1

6. What factor/situation determines which jobs you apply for after high school?

Money	8
Hours	2
Type of employment	4
Unsure	1

Comments:

Each student was told to give one answer only on this question, and I noticed a lot of hesitation on the part of the students before giving their final answer.

CHAPTER FIVE

Conclusions and Discussion

Conclusion

Results of the study were considered at factor levels of minimal percentages for conclusive information being accepted or refuted at sixty percent or more. Upon using this percentage, results are as follows:

1. Students require basic skills to perform in an employment setting. The skills necessary consist of communication, and relations that will allow them to work with others.

2. High schools should implement programs within the classroom which allows the student to learn which qualities are desirable in an employee, and cooperative programs between business and school should also be used to create an actual working environment for the student to learn the necessary skills.

3. Part-time and coop experience is helpful in gaining employment within the companies interviewed, as it is considered as actual employment experience. That in conjunction with attending school shows the employer that the employee can be dedicated and has the ability to be multi-task oriented. Students also feel that these employment opportunities are a direct reflection on whether they will be considered for positions in the future.

5. Employers surveyed feel that schools should provide students with a basic conceptual understanding of how employment will affect them out of school, and also provide them with the opportunity to work while in attendance at high school. It was shown that thirty-three percent of employers turn to high schools to find prospective employees, without the student seeking them out. If students were allowed to apply for positions before graduation, they would learn about employment, and be given an opportunity to gain experience.

6. Students who had not taken a work study/cooperative program in high school (the seven who answered unsure of their expectations of finding employment, # 1), felt that they would have taken one, had they been shown the opportunity while they were still in the process of completing classwork in the high school setting.

7. Most (93.75-100%) felt that their high school education had not prepared them for working upon graduation, but that a part-time job experience had prepared them for full-time employment.

4. Students feel that high schools should provide cooperative and part-time job related programs, so that students are allowed to leave the school setting to gain work experience. Some students don't feel they have the time to work and attend school simultaneously, and if the time was provided for them, experience could be had.

Discussion

Support for the hypothesis is that there is significant positive regard that the work study and cooperative programs were good methods for high school students to use to gain employment at Rice Lake area employers. The significance of each of the questions given in the informative interview between myself and potential employers, and myself and recent high school graduates shows that the findings suggest support for the hypothesis. There is a strong positive support of the hypothesis that recent high school graduates that have been involved in work study/cooperative programs in the Rice Lake High School will be more prepared to gain entry-level employment in major Rice Lake area businesses than students who have not been involved in work study/cooperative programs.

Findings show that Rice Lake High School students are being provided the training necessary to their education to successfully work in one of the major Rice Lake area employers upon completion of a high school degree. The Rice Lake High School offers cooperatives that each student has the choice of taking. It is my opinion that due to the findings of the survey, that students need the work experiences to be a part of the

mandatory curriculum. Were this the case, the level of assuredness on finding employment upon completion of high school would most likely increase substantially.

Evaluation

With the use of the results of this study, the three principles that will be used to guide actions in an educational setting will be as follows:

1. All students regardless of their need in special or general education will be provided an appropriate vocational education program that will allow them to develop the occupational skills needed for the career that they would like to pursue.

2. Besides developing occupational skills, students will be provided lifelong acquisition of skills, knowledge, and mental attitude needed to pursue a challenging and rewarding career.

3. Counseling services should be provided to facilitate the transition from school to post-school employment. Students would be assisted in acquiring the personal, communication, computation, and technical skills that are needed in the work field of choice. A focus could be placed on a broader learning of skills to provide a foundation for career change. A focus could also be placed on preparing the learners to live in a diversified society, which would allow them easier adaptation into the workforce. With these accommodations, each learner may have the best possible opportunity for achieving their personal objectives.

Summary

There has been support shown in the findings that implementation of a work study program in area high schools would be beneficial to the students in that area to find employment upon graduation from high school. The implementation of these programs provide each student with the opportunity to work in a similar atmosphere that they would be working in after completion of a high school degree. Most organizations depend on the individuals that they hire to be self-directed learners, and can seek out objectives and

evaluate the outcomes. Students can be taught these skills in the high schools they are attending if the school chooses to give the student the option of cooperative/work study programs.

The skills that students need, being communication, and ability to work with others, and knowledge of the area of employment have been discussed and confirmed in the informal interviews that were given to both the employers and recent graduates. Findings of the study show that it is important for area schools to make sure that students are being granted the opportunities they need for a better education.

Employer Survey

1. What skills do you feel prospective employees need for entry-level positions within your company?

2. How do you feel high schools could better prepare students for employment in your company?

3. What employment experiences are useful for high school students to have prior to becoming employed?

4. Are part-time and coop experiences helpful/effective in gaining employment in your company? Yes or No

5. Do you expect a high school to provide job-related experience for prospective employees? Yes or No

6. Do you hire student employees? Yes or no.

If so, where do you find student employees? (Job service, high schools).

7. What kind of competencies/experiences could enable an employee to move up relatively quickly in your company?

8. Do you provide an orientation to your company?

If so, is your orientation focused more on future positions with your company or on entry-level positions?

Employee Survey

1. How do you feel your chances of finding employment are with the completion of your high school diploma?
2. How do you feel high schools could better prepare you for employment in your community?
3. What employment experiences are useful for high school students to have prior to becoming employed? Yes or No
4. Do you feel that part-time and coop experiences helpful/effective in gaining employment in your community? Yes or No
5. Do you expect a high school to provide you with job-related experience for to meet the needs of prospective employers? Yes or No
6. What factors/situations determine which jobs you apply for after high school?

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