The next American high school initiative

Valter Facundo

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THE NEXT AMERICAN HIGH SCHOOL INITIATIVE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Vocational Education

By
Valter Facundo

June 2000
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ABSTRACT

The Next American School Initiative plans to benefit low income minorities or below average achievers to excel in career choices by following occupational clusters and job shadowing to promote careers in applied technology. To be useful and effective, "Applied Technology" courses should provide training directed towards the changing workplace. Current high school students are matriculating into jobs without a real understanding of where they would like to advance. This project lists the resources available in a formulated curriculum model and student handbook shadowing applied technology applications.

Upon completion of 10 modules, students can receive credit toward a high school degree, while transferring credits to a two-year college. The Next American High School Initiative was being developed to promote new technology reforms. The program assists principals and administrators to promote career opportunity for high school students in San Bernardino County. Community based regional organizations and private business ventures will help to promote this school to career initiative. It acts as a recruitment tool for new high school graduates.
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CHAPTER ONE

Background

Introduction

(Krannich, 1999) claims, today's economy is booming for individuals who work hard at their current jobs, unfortunately the world is full of unhappy people who embark on promising careers only to discover years later that they made the wrong choice. Some say they are trapped by mortgage payments and tuition bills, and cannot afford to make a career change into a position or company they would truly enjoy. In addition, even if they are willing to try to obtain an education many argue that the demands of learning a new field and attracting the interest of a top employer are too difficult to overcome.

They settle for less, do everything they can to make their weekends more fulfilling, and count the years until retirement. (Krantz, 1998) noted, therefore, teachers as well as administrators could develop a plan to motivate students to actively investigate trends of “Applied Technology” and demonstrate that the 21st century holds a promising future for them. One approach is to offer courses that present applied technology reforms and gains students credit for graduation.
Context of the Problem

Since the beginning of the educational system at the turn of the 20th century, students have been required to take courses in general education, but the vocational skills required in the work force were absent. Besides this deficit, students were graduating high school without any direction that would prepare them for a rewarding career. They leave high school without a connection between the coursework taken and junior college. For the sake of these groups a curriculum model and student handbook are being designed. The emphasis of this project was to bridge the gap that connects students with a career goal after high school while helping them gain credits toward graduation, obtain employment, or matriculate into a two-year community college endeavor.

Why was this plan needed?

High school students are not clear when career choices are questioned, and consequently, they are not planning their careers accordingly. San Bernardino County cannot afford to produce non-productive young adults unprepared for jobs in fields of applied technology. The Next High School Initiative resolves this deficit by moving students from school to career in California.
A curriculum model and student handbook will facilitate job transitions for at risk target groups, moving them from school to career in Southern California. Patricia McNeil was interviewed, and spoke on the new accountability system affecting career and technical education. (McNeil, 1999 p. 32) said, "I believe that the states actually welcome the opportunity to be able to show that vocational education does have an impact on student achievement." (Hon and Shorr, 1997) define, a career academy as a school within a school run by a small team of teachers from various disciplines.

Recruited students focused on a career theme in a field in which a demand was growing. Students enjoy part time employment during the school year in jobs related to their field of study. Educational critics felt that students emerged from high school with little or no employable skills. A tech prep program offered students college credit after specific criteria was met. Related job placement was reported at 71% for those students completing the school to career programs (Czubaj, 1997). This study was designed following detailed research into career planning, with assumptions, limits, delimits and key vocabulary words used in support of this project.
Purpose of the Project

The purpose of the project was to develop a structured student handbook and curriculum model to help students plan their careers. Before students complete high school they will be better prepared for a rewarding job in the field of applied technology. Credits towards a high school diploma will be awarded, and transfer units will apply towards a two-year college degree. (Goldberger and Kazis, 1996) noted, developing a research guide that may simplify students' chances of going from school to work enhances the self-esteem of high school students.

Since, advances in most areas of applied technology require research before students can make any real career decision. In fact, in a growing number of communities, various superintendents, and other district leaders are seizing the potential for using the school to career notion as a lever for serious, systemic education reform. (Hardy, 1999) describes, jobs of the 21st century will be largely dependant upon skilled workers who will most likely have some college foundation, in "The Employer's Role in Linking School and Work," a policy statement released in June, the group notes that "real earnings of men with a high school education or less have fallen
significantly, and those of comparable young women have stagnated. Our nation cannot afford to waste the productive potential of its most valuable resource, its young people. If we suppose that high school students have always wanted to be employed after graduating, then programs producing such results through employment in the fields of applied technology are beneficial to regional high school districts in Southern California.

(Gilpen, 1999) noted, how Dewey promoted a general curriculum to lead to democratic choices for everyone. He favored the "equal opportunity" theory. Prosser, on the other hand, promoted a differentiated curriculum whereby tasked individuals were placed into specific tracks in order to promote social efficiency. A student handbook for applied technology applications and the curriculum model will help students' with school to career plans.

Assumptions

The following assumptions were made regarding this project:

1. It is assumed that the curriculum based model and student handbook will benefit youths in the County of San Bernardino providing them with incentives in school to career programs.
2. It is assumed that vocational instructors who find the program worthy to their school districts may want to implement the curriculum modules to simplify regional tech prep goals.

Limitations and Delimitations

During the development of this project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations. The following limitations apply to this project:

1. The student handbook and curriculum model are designed for use in grades 9 to 12 at the high school levels in San Bernardino County.

2. The student handbook and curriculum model are limited to high schools in general and are not designed for use in non-tech fields, but subject to updates as new changes occur.

Delimitations. The following delimitations apply to this project:

1. The student handbook and curriculum model may be utilized at all regional high schools within the continental United States in support of school
to career programs promoting job opportunities for high school students.

2. Administrators and principals may refine the study and solicit those changes to the Superintendent of Schools for San Bernardino County in direct support of high school applied technology courses.

3. The student handbook and curriculum model may be of use by K-12 school programs and provide career development for young persons in support of job endeavors in applied technology fields.

Definition of Terms

The following terms are defined as they apply to this study as cited in Scarcella, 1998.

Curriculum Integration: a strategy used to build connections among subjects and disciplines taught in school.

Postsecondary Education: education offered by a community college, technical school, or four year college or university-higher education.

SCANS: the Secretary’s Commission on Achieving Necessary Skills convened in February 1990 to examine the demands of the workplace and to determine whether the current and
future workplace is capable of meeting those demands. The Commission identified five competencies (skills necessary for workplace success) and three foundations (skills and qualities that underlie competencies).

School-to-Work Opportunity Act: a national initiative passed in 1994 that combines school-based learning and on-the-job instruction into a structured learning experience with the following attributes: (1) governance by broad coalitions of community partners (students, parents, high school, employers, workers, postsecondary educational institutions, community-based organizations, and government); (2) employer provision of structured worksite learning and paid work experience; (3) school integration of academic and vocational learning; (4) coordination and integration of school-based and workplace learning; (5) connections between high school and postsecondary learning for at least two years; and (6) certification of occupational and academic skills mastery recognized by firms across industries and nationwide.

Career Path: a specific sequence of courses that prepares an individual with the academic and workplace skills that
lead to employment or advanced placement at the postsecondary level.

**Strategic Planning:** a framework for carrying out strategic thinking, direction, and action leading to the achievement of consistent and planned results. Strategic planning requires visionary and directional thinking. Strategic planning determines where the organization or group should be going so that all efforts can be pointed in that direction.

**Carl D. Perkins Vocational and Applied Act Technology Education Act Amendments of 1990:** the purpose of this Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

**Job Training Partnership Act (1992):** the purpose of this Act is to establish programs to prepare youth and adults facing serious barriers to employment for participation in the labor force by providing job training and other services that will result in increased employment.
earnings, increased educational and occupational skills, and decreased welfare dependency, thereby improving the quality of the work force and enhancing the productivity and competitiveness of the nation.

Workforce Investment Act of 1998: the purpose of this subtitle is to provide workforce investment activities, through statewide and local workforce investment systems, that increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. An Act to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States, and for other purposes.

Industrial Education: is an umbrella term used to identify an array of educational programs which all has industry as their base. They would involve the development of competencies related to tools, materials, processes, or occupations within industry. Such programs might include training activities carried on within an industrial setting.
Business Education: The subjects addressed by this discipline include office practice, stenography, record keeping, accounting, clerical skills, and business operation. Keyboarding is a popular offering at the middle schools and more intensive/specific courses at the high schools. Because of demand, business education service areas serve many practical arts phases. The field has evolved into several strong youth organizations, among them the "Future Business Leaders of America."

Technical Education: is a term used to identify a level or sub-set or vocational or occupational education that involves the preparation for or upgrading within occupations that lay some place between the skilled craftsman and the professional. The occupations tend to involve a heavier reliance upon understanding and competence in mathematics and science than might be found in most occupations that require less than baccalaureate level preparation.

Vocational Education: generically this term is used to identify a broad array of educational programs designed to prepare a person to enter, or to be upgraded within, or to retrain for a new occupation that does not require a baccalaureate or other degree for entry.
Youth Apprenticeship: typically a multi-year program that combines school and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry level job, or registered apprenticeship program. Youth apprenticeships may or may not include financial compensation.

Work-Based Learning: experiences at the High School level that involve actual work experience or connect classroom learning to work. The least intensive level of exposure to work-based learning might occur in traditional work experience and vocational programs that do not offer work site experience.

Service Learning: is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.

Occupational Cluster: a grouping of occupations from one or more industries that share common skill requirements.

Mentors: defined as a professional employed at a school or in the workplace who is designated as the advocate for a particular individual, and who works in consultation
with classroom teachers, employers, counselors, service representatives.

**Local Partnership:** means a local entity that is responsible for local School-to-Work Opportunities programs.

**Internships:** situations where students work for an employer for a specified period of time to learn about a particular industry.

**Dual Enrollment:** a program of study allowing high school students to simultaneously earn credits toward a high school diploma and a postsecondary degree or certificate. Written agreements formalize programs of study, the transfer of academic and vocational credits among institutions, and the role of secondary and postsecondary instructors.

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

**Career Academy:** typically a school within-a-school that offers students academic programs organized around broad career themes. Often integrating classroom instruction with work-based-learning, academies try to equip students
with the necessary skills for both workforce entry and postsecondary admission.

Educational Technology: The use of computer based hardware, software, and related media in support of student learning.

Organization of the Project

This project was divided into four chapters. Chapter One provides an introduction to The Next American High School Initiative, the purpose of the project was to establish a curriculum model and student handbook, the significance of the project was introduced to persuade High School districts in San Bernardino County to support the program, limitations and delimitations of the project follow with a definition of terms in relation to the study being researched. Chapter Two consists of a review of relevant literature detailing positive and conflicting arguments to the formal analysis. Chapter Three consists of a methodology, curriculum design, and student handbook. Chapter Four presents the conclusions, the recommendations drawn from the development and implementation of the project. Project references follow Chapter Four. Finally, the Appendices consists of five lettered sections containing interviews and transcripts,
technical information, a published instrument, raw data, and finally letters and surveys used in the development of a School to Career program for high school graduates in San Bernardino County. Advances in most areas of applied technology require research before students can make any real career decision. Jobs of the 21st century will be largely dependant upon skilled workers who will have some college foundation developed to meet the demands of technology. The Next American High School Initiative meets this challenge by motivating students to become talented workers in applied technology fields. The students who suffer from low self esteem, bad grades in traditional courses or may be thinking about dropping out of school stand to benefit from a school to career plan.

High school students who have barriers to employment or language deficits will also be facilitated with this new curriculum based model and student handbook. The goal of the program is to establish a program that will remove thoughts of failure from high school, and raise students' self-esteem to achieve goals. The Next American High School Initiative was designed over a period of 1 regular school trimester, and the last 2 weeks of the program will be utilized to administer exams and make-up work.
CHAPTER TWO

Review of the Literature

Introduction

Chapter Two consists of a discussion of the literature relevant to The Next High School Initiative. A curriculum emphasizing technical content tends to be rather short lived and is constantly changing, due to the rapid accumulation used in business and industry today. Specifically, the population and community of low-income impoverished youths, dropouts, and under achievers that make-up the target groups with a curricula and handbook design. Regional high schools in the County of San Bernardino face reforms to traditional curricula in order to enhance student school to career program goals.

A Traditional High School Experience

Since the beginning of our educational system at the turn of the 20th century, students have been consistent with taking courses in general education, but lacked vocational skills required to get employed in the work force. Students were graduating from high school without any direction that prepared them for a rewarding career. When administrators at 11 different high school districts (appendix D) in Southern California agreed, that applied
technology courses were not connecting the curricula with career, a program supported by modules and a student handbook was researched. The student handbook and curriculum model were designed to better facilitate the needs of targeted high school students seeking change in high school programs. (Gilpen, 1996) noted, the Human Capital Development Theory states that there is a positive relationship between training and productivity.

To endorse this theory, there must be a shift from capitalism based on physical capital to capitalism based on human capital. Development of human capital is key for both individual potential and social efficiency. The future may provide for more "consumer friendly capitalism" because investments in human capital are beneficial to both the individual and society at large. Unlike capitalism of the past, neither entity will be sacrificed at the expense of promoting the other. It is inevitable that success will be based on the human capital variable. Capitalism without ownable capital will be the trend of the next century. (Kushner, 1999) argued, that the construct space of strategy holds more than simply a series of choices made to attain overtly stated goals, but a clustered plan that connects to career.
He suggested, in addition strategy includes an institution's position in its competitive environment and its outlook, or perspective on the environment. Moreover, he maintained that strategy was not always purposeful but, sometimes may be seen more clearly in retrospect as a pattern of activities. The design and implementation of curriculum policies show "emergent" as well as "deliberate" strategies. This view is consistent with other prominent approaches to strategic management.

Currently, graduates leave high school but the connection between the coursework taken and junior college is not being established. The Next American High School Initiative entails business related work emphasis through a viable program that connects high school graduates with jobs in the fields of applied technology. The emphasis of this project was to bridge the gap connecting students with a career choice after high school. To establish credits toward high school graduation, a college plan, or promote career plans.

Disparities Facing New High School Graduates:

(Kazis, 1999) claims, more than half our young people leave school without a foundation on how to find or hold a good job. These young people could pay a very
high price in the end. According to the most common
definition, School-to-Career projects should combine
three elements:

(1) school-based learning that uses careers as a way
to organize an academically rigorous curriculum;(2) work-
based learning that provides students with experiences
outside the classroom coordinated with their school
curriculum;(3) and efforts to connect employers and
school by recruiting employers and matching youth with
workplace opportunities. (The U.S. Department of Labor,
1991) claims, high school students face the bleak
prospect of dead-end work interrupted by periods of
unemployment.

Two terms that have changed the conditions for young
people’s entry into the world of work are the regional
globalization of commerce and industry, and the explosive
growth of technology on the job. (Olson, 1998) notes, for
example, the High Schools That Work consortium, a
national organization dedicated to improving the
knowledge and skills of career-bound students, studied
seven high schools whose young people had greatly
improved their achievement through occupational clusters.
Equally important, these programs set both short-term and long-term goals and regularly and candidly reassessed how they were doing in relation to those benchmarks. Providing high school learners with the tools required to transition into the workforce has changed immensely over the last ten years. Now students must have more technical preparation to increase their chances of meeting the challenges of the changing workforce.

(Krannich, 1999 p. 5) noted, "We live in a highly complex society with an unpredictable and risky market place where even the best laid plans go awry, due to numerous change’s beyond one’s control. Since economic and employment futures are predictable, one is well advised to develop flexible job and career strategies for dealing with uncertainty."

Carl D. Perkins Vocational Education Act:

The Carl D. Perkins Vocational and Applied Technology Education Act (1994-1996) of California’s funding application was designed to measure academic and occupational competencies. (Beirne and Shore, 1997) mentioned, at Marina High School, business and community leaders are working with school staff to set in place an innovative science project called Sputnick II.
The goals of the project were to provide real-life experiences for students in the fields of aerospace, biotechnology, medical technology and engineering. One of the great challenges of the future, will be the demand to forge connections not only between all in the school environment, academic and otherwise, but additionally to demonstrate how school in general relates to the real world. (Farmer, 1992), stated moreover, the Perkins legislation (Public Law 101-392) mandated, in-service training for teachers' professional growth and development to create teachings conducive with learning.

He further stipulated, another area of importance (identified by respondents as the third largest concern), was more research in alternative teaching and learning models. In other words, tech prep leaders should focus more research on learning styles, cognitive sciences, and nontraditional teaching methods. The opportunity exists for real changes to take place in education by breaking down the barriers that prevent change in the traditional process of teaching by mirroring occupational clusters.

The Workforce Investment Act of 1998:

According to Scarcella (1998), workforce investment systems increase the employment, retention, and earnings
of participants while improving the quality of the workforce, reducing welfare dependency, enhancing productivity, and competitiveness of the nation. The Next High School Initiative will promote this agenda and provide an emphasis into job promotion by moving students' that graduate high school from school to career. The earnest development of a technology based curriculum and student handbook mirror trends in the workforce and certainly motivate students who are low-income minorities, low achievers, and drop outs to enroll in a program promoting growth, instead of ending it.

School to Work Opportunities Act of 1994:

The 1994 federal legislation Act as noted by (Beerman and Kowalski, 1998) believed that the primary thrust was to help all states create school-to-work transition systems that replace the traditional tracks. Three elements central to this legislation are:

(a) School based learning.
(b) Work based learning, and
(c) Connecting activities.

This renewed interest in the academic preparation of non-college bound students presented 4 primary challenges to high school principals:
1. They were expected to inform internal and external publics about the legislation and its impact on students.

2. They were expected to revise curriculum and develop special programs to comply with the legislation.

3. They were to take steps to ensure that appropriate technology was in place.

4. They were expected to initiate staff development activities enabling teachers to modify their attitudes and instructional techniques to help these students make a smooth transition from school to the workforce.

The goal of the nation is to increase student work skill attainment and job placement. The formal funding application works to increase work skills and attainment, instruction, and work experience in all aspects of an industry. Tech prep education programs such as careers in applied technology choices is a new beginning to help supplement and support this need in the county of San Bernardino. The Next American High School Initiative backed up by business and industry will only assure students that being recruited by formidable firms will
become a reality by the twelfth grade. (Olczak and Dembicki, 1999) explain, "Too many kids leave high school with a diploma that does not require them to do a heck of a lot. By their sophomore year, high school students should identify one or more career interests that are at least related to each other." (Johnson and Thomas, 1992) claim, another area of importance (identified by respondents as the third largest concern) was more research in alternative teaching and learning models.

Tech prep leaders should focus more research on learning styles, cognitive sciences, and non-traditional teaching methods. The opportunity exists for real change to take place in education by breaking down the barriers that prevent change in the traditional process of teaching. Many of the people using computer technology today do not have highly technical educations. Many have high school diplomas or degrees in non-technical fields like English or history. (Southworth, 1993), contends, how students often find themselves suddenly becoming "technical" people, (though they do not really feel any different). They are proud of their skills, and their technical knowledge often vastly improve their job status, wages, and career opportunities in general.
For the sake of Southern California target groups such as low-income impoverished minority groups, and educationally disadvantaged high school students. The student handbook and curriculum design will help benefit the high concentrations of at risk groups. The Next American High School Initiative is crucial to change in San Bernardino County, the plan will mirror applied technology needs in its development, and promote reforms to tech prep programs. The U.S. Department of labor in Washington, D.C. (1991) enacted (SCANS), the secretary's commission on achieving necessary skills in order to:

- Define the skills needed for employment.
- Propose acceptable levels of proficiency.
- Suggest effective ways to assess proficiency; and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

In order to meet this standard, the county of San Bernardino must follow the competency-based design by requiring SCANS competencies for students. In order to be able move into the workforce students will need to complete the following steps listed below:
- Identify, Organize, Plan, and allocate resources.
- Be interpersonal and work with others.
- Use and acquire information.
- Understand complex interrelationships.
- Work with a variety of technologies.

For high school students to have a fighting chance of preparing for a career a three part foundation must also be obtained from them like;

- Basic skills training.
- Thinking skills training.
- Personal qualities of workers.

The white house and congress stand by legislation that develops technology-based techniques and lowers the number of workers unemployed in the nation. It is the responsibility of teachers to help connect the course work with career in accordance with SCANS requirements. The Next American High School Initiative does this with the emphasis of preparing high school graduates for jobs that were researched through the program. The County of San Bernardino will enhance retention rates of students and districts will act as job recruitment centers.
CHAPTER THREE
Methodology

Introduction

As noted in (Gates, 1995) working on trends in technology of the next millennium will not be without limits. People should have formal college training in a wide variety of vocations to transcend into jobs. Those who only finish a high school program would be put at risk of being left behind technologically. Second, an educational institution's curriculum can be seen as both a purpose directed action framework, and in the broad perspective proposed as an analytic framework strategy.

At Risk High School Students:

High school students are tested in reading, writing, and oral communication, but lack proficiency in areas of mathematics, science, history, and social studies. Students who have built up a cluster of tasks or skills, or demonstrate attitudes and behaviors related to a specific job, can be better prepared. (Privateer, 1999) claimed, a second suggestion for creating a different strategic path is to develop learning outcomes that are consistent with how instructional technologies can be integrated throughout the curriculum being taught.
Privateer reiterates, creating a set of common, multidisciplinary learning outcomes for students at a given institution, can spearhead a strategically guided approach to technology-mediated instruction. Ideally, students enrolled in several courses would know that regardless of what computer they used, similar learning outcomes would be expected from each course. Although the costs of buying and maintaining computers, high-tech labs, faculty development, instructional design offices, servers or a series of networks can be calculated, their instructional benefits may be impossible to measure when the paucity of evidence is weighed out.

The goal of the nation is to increase student work skill attainment and job placement. The funding based application works to increase work skills and attainment, instruction, and work experience in all aspects of an industry. Tech prep education programs such as careers in applied technology is a new beginning to supplement and support this need in the county of San Bernardino, for Southern California. (Pendleton, 1991) wrote, in order to determine what sort of specific things students should be able to do as a result of instruction, instructors should employ task analysis beginning with identifying a
particular type of job then breaking that job down into successively more detailed components or levels. Each job component, when it has been broken down to its simplest form can be referred to as a task. A task generally requires some combination of skill and knowledge as well as both physical and mental action on the part of the worker. A job may consist of only one task, or it may be composed of a series of interdependent tasks. In the latter case the tasks normally must be completed in proper sequence if the job is to be done satisfactorily.

Good instructors should be able to analyze all of the jobs and the related tasks that their students need to learn how to do. Generally speaking, student performance objectives should be based on simple, basic tasks. One of the major mistakes made by instructors is failure to break expected student performance down into simple basic tasks. Only after such tasks have been described in terms of simple student performance objectives can good lessons and activities be effectively designed. Following the design and mailing (appendix D) of 60 survey questionnaires, to 11 Southern California regional high schools, 10% of the San Bernardino County high school principals and administrators reported:
1. Three districts consisted of low income, minority, E.S.L. or dropout students.

2. The districts had not formulated vocational business and industry curricula plans linking students to recruiters or career.

3. The districts did not believe students were being connected to business and industry recruiters versus their existing programs already in place.

4. Most districts would support a new curriculum model and handbook, which creates career interests linking students directly with business recruiters, high school graduation, a connection with jobs, or a community college educational plan.

A survey (appendix E) circulated to high schools asking a panel of 5 questions, determined a need for The Next American High School Initiative program at schools in San Bernardino County. School sites in majority, reported on question 5 of the survey circulated, that high school principals and administrators wanted a new applied technology curriculum and handbook proposal at their regional school districts in Southern California.
The student handbook and curricula was developed for The Next High School Initiative. Modules A through J show students exactly what to expect in the new program. The applied technology courses are expected to last 12 weeks in duration and provide more students with a chance to participate. Weeks 11 and 12 will be utilized for the administration of exams and course make-ups. The format has 10 structured modules in support of occupational clusters designed for school to career initiatives, for school districts in San Bernardino County and Southern California.

A good example of this modular design is presented in the student handbook, which shadows the high school to career course design. The modules are listed in detailed alphabetical order and connect the curricula to community colleges in Southern California. The program was commonly developed to last a period of 12 weeks and students would enroll in their freshmen or sophomore years. Students are transitioned from school to career, obtain employment, or transfer to a two-year degree program at a community college, after successful completion of the program and graduation from high school in San Bernardino County.
(The U.S. Department of Labor, 1999) explains, good jobs will increasingly depend on people who can put knowledge to work. What we found was disturbing: more than half our young people leave school without the knowledge or foundation to find and hold a good job. These young people will pay a very high price. They face the bleak prospects of dead-end work interrupted by periods of unemployment. Two conditions that arose in the last quarter of the 20th century have changed the terms for our young people's entry into the world of work:

(PL 101-392) noted, "The globalization of commerce and industry and explosive growth of technology on the job." Further research is needed in the area of staff development and professional training; respondents identified this as the second most important research category. Most educational leaders would agree that teachers need continuous professional training, to create and enhance instructional practices that result in higher student performance. An initiative developed by the Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands for work place demands of the 21st century.
Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

- Define the skills needed for employment;
- Propose acceptable levels of proficiency;
- Suggest effective ways to assess proficiency;
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

Successful tech prep and school-to-work initiatives typically have six core components that enhance students' opportunities to make a successful transition from high school to college:

- Rigorous and engaging learning.
- Formal articulation strategies.
- Meaningful linkages between theory and practice.
- Outcomes-focused curriculum.
- Access and opportunity for all.
- Longevity through collaboration.

A curriculum model and student handbook emphasis will be introduced to guide high school students into the realm of employment choices of applied technology fields.
Following the hands on training, and instructor based career transition program; students from all backgrounds and cultures will be better prepared to make personal decisions about their career following graduation. The program model consists of 10 modules designed for instruction over a 12 week period. Students would enroll in the program during their freshman or sophomore years of the high school term to mirror jobs. By the time students are finished with the program local business interests will be recruiting graduates who have shadowed their job interest by developing a connection.

(Privateer, 1999) writes, applied technology creates a set of common multidisciplinary learning outcomes for students at a given institution, and spearhead a strategically guided approach to technology-mediated instruction. (Rojewski and Wicklein, 1999) explained, identifying the basic cognitive strategies employed when solving technology-based problems, technical educators could develop instructional strategies that incorporate sound teaching methods in a variety of specialized learning activities that promote career initiatives. (Shea and The National Education Center, 2000) helped to promote the following career curricula module design:
The module design mirrors various occupational clusters:

**Curriculum Model/Student Handbook**

I. Program Model Outline: 5 Modules.

<table>
<thead>
<tr>
<th>CTP 1</th>
<th>Careers in Applied Sciences Clock Hrs.</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>Applied Technology Fields</td>
<td>120</td>
</tr>
<tr>
<td>Module B</td>
<td>Career Emphasis Planning</td>
<td>120</td>
</tr>
<tr>
<td>Module C</td>
<td>Technical Prep Associations</td>
<td>120</td>
</tr>
<tr>
<td>Module D</td>
<td>Business and Industry Jobs</td>
<td>120</td>
</tr>
<tr>
<td>Module E</td>
<td>Community Based Recruiters</td>
<td>120</td>
</tr>
<tr>
<td>Totals 5</td>
<td>Total Modules</td>
<td>600</td>
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</table>

II. Program Model Outline: 5 Modules (continued)

<table>
<thead>
<tr>
<th>CTP 2</th>
<th>Careers in Applied Sciences Clock Hrs.</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module F</td>
<td>Vocational Tech Education</td>
<td>120</td>
</tr>
<tr>
<td>Module G</td>
<td>Skills Specialties Areas</td>
<td>120</td>
</tr>
<tr>
<td>Module H</td>
<td>San Bernardino County Players</td>
<td>120</td>
</tr>
<tr>
<td>Module I</td>
<td>State &amp; County Jobs in Demand</td>
<td>120</td>
</tr>
<tr>
<td>Module J</td>
<td>Job Shadowing &amp; Fieldwork</td>
<td>120</td>
</tr>
<tr>
<td>Totals 5</td>
<td>Total Modules</td>
<td>600</td>
</tr>
</tbody>
</table>

10 Modules 1,200 60.0

* The last 2 weeks of the program involve exams and make-up work to assure student success and career development.
Summary:

(Lakes, 1996) noted, due to their historic struggle against oppression and discrimination in this society, minorities such as Hispanic-Americans or African-Americans are often unable to accept the dominant view of social mobility — one that links educational credentials with finding and keeping a good job. (Krannich, 1999 p. 3) quoted, "We live in a highly complex society with an unpredictable and risky market place where even the best laid plans go awry due to numerous changes beyond one's control. Since economic and employment futures are unpredictable, one is well advised to develop flexible job and career strategies for dealing with uncertainty."

(Farmer, 1999) iterates, another area of importance (identified by respondents as the third largest concern) was more research in alternative teaching and learning models. Tech prep leaders should focus more research on learning styles, cognitive sciences, and nontraditional teaching methods. The opportunity exists for real change to take place in education by breaking down the barriers that prevent change in the process of teaching. People say change is hard for administrators to accept, but many business and industry recruiters are requiring skills.
CHAPTER FOUR

Conclusions and Recommendations

Introduction

Included in Chapter Four is a presentation of the conclusions expected as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter concludes with a summary formulating the data already mentioned earlier.

Conclusions

(Southworth, 1998), explains, low income minority groups, the disabled persons, disadvantaged communities, and at risk high school students make up the population of this student handbook and curriculum model, by connecting the curricula with applied technology fields. A comprehensive curriculum model, may provide students with a direction toward a technology that is in current demand. The Next American High School Initiative will award students credit toward high school graduation, help to employ them, and apply towards a two-year college plan of study in San Bernardino County. The literature most important to this curriculum based design and student handbook, in direct support of the school to career program was presented in Chapter Two of the study.
(Bragg, 1995 p. 1) claimed, for students to be successful in the shift from the secondary to the postsecondary level, they need to be supported by a well-planned and well-executed educational transition system. Unless the educational system is designed to maximize student opportunities to move on to college, a successful transition will happen for some, but not all. Over the past several years, the National Center on Vocational Education Research have learned there are many factors that contribute to the successful transition experiences for students in school to career planning.

Successful tech prep and school-to-work initiatives typically have six core components that enhance students' opportunities to make a successful transition from high school to college. Students will have a curriculum base and handbook available to them while participating in a new program for high school graduates. America's post-industrial economy has essentially become a talent driven economy. Highly entrepreneurial and competitive, this economy's leading industries require more individuals skilled in today's latest technologies as well as capable of learning new technologies.
In such a talent-driven economy,

Employers:

- Face intense competition for their products and services.
- Need to constantly innovate and out-position their competition.
- Carefully watch their bottom line.
- Focus on productivity and profits.
- Recruit or partner with top talent
- Willingly pay top dollar and extend the most generous benefits to those who demonstrate talent.

(Doty, 1997) explained, how a 1996 report of the National Center for Education Statistics reported, five percent of students enrolled in grades 10 to 12 in October 1993 left school before October 1994 without completing a high school program. Overall, in October 1994, there were 3.7 million young adults ages 16 through 24 without a high school credential and not enrolled in school. Analysis of the outcomes experienced by students who dropped out shows that students who drop out are more likely than their peers to be unemployed. The Next American High School Initiative targets failure rates.
Recommendations for Further Study

The contents of Chapter One present an overview of the project. The context of the problem is discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to this project are reviewed. Finally, a definition of terms is presented. The recommendations resulting from this project follow:

(Rojewski and Wicklein, 1999) showed, in order to connect course curricula from a distance:

1. Strategies must test ways to increase learning tempo in distance learning.

2. A focus group technique to gain deeper knowledge about student perceptions of learning through distance technology.

3. The instructional concepts that are best taught through direct on-campus instruction and those that are better delivered through the distance learning system.

4. Mental processes and techniques used in solving technological problems could remain rather consistent over time.
Secondary to postsecondary transition systems can be strengthened when students learn to integrate theory and practice. School to career opportunities should be used to link learning in the school setting to the genuine laboratory of the workplace community. School to career opportunities connect the theory and practice inherent in both academic and Vocational Education. The gulf between theory and practice in educational curricula is truly detrimental to student learning particularly for those who have difficulties learning abstract concepts without concrete examples. Paradoxically, even though a growing proportion of high school students go on to college recent estimates indicate as high as 70% of high school graduates proceed to post-secondary education of sorts.

Only the top echelon of high school students complete the college prep curriculum. Most high school students take a hedge of courses, contributing to a rising college drop out rate. Citing figures from the American Council on Education, (Grey and Herr, 1995) reported, almost 50% of students who enter college never graduate. Thus, for many, the high school curriculum does not add up to a coherent whole, but rather a disarray of classes that are useful neither for college work, nor
after high school. (Krannich, 1999) reiterated, in today's increasingly complex world, this is a problem. Social, economic, and multicultural aspects of modern life make college a priority for most if not all, high school graduates. (Krantz, 1998) described, it is a booming economy for individuals who are well educated and work hard at their jobs. Unfortunately, the world is full of people who embarked on promising careers, only to discover years later that they made the wrong choice and are now profoundly unhappy.

They say they're trapped by mortgage payments and tuition bills and can't afford to make a career change into a position or company they'd truly enjoy. And even if they're willing to try, many argue that the demands of learning a new field and attracting the interest of a top employer are too difficult to overcome. So they settle for less, do everything they can to make their weekends more fulfilling and count the years until retirement. The future of San Bernardino County hangs in the balance with high school graduates wanting change to traditional academic programs. By promoting a program like The Next American High School Initiative, San Bernardino County and Southern California can implement a win/win program.
Summary:

(Charner, 1999) supports John Dewey, who advocated a similar philosophy of education nearly a century ago. Specifically, Dewey's notion of "the shared practices of community being the roots of human learning runs parallel to school-to-work and tech prep when learning is centered on the relationships between and among occupations, and other subject matter that is integrally linked to the roles adults fulfill throughout a lifetime. "What convinced me, more than anything else, that we were doing something right," was the response I got from parents and relatives who observed their children demonstrate their knowledge, capabilities, and self-confidence. There's no more powerful evidence than this."

Therefore teachers as well as administrators must plan and develop programs that will interest students to investigate trends of applied technology, by becoming interested in wanting to get involved. Doing so entails a course of study that offsets their daily routine, gives them credits towards graduation from high school, employs them, or promotes a community college program of study.
Educators should persuade students that the 21st century holds a promising future for them. Low income minority groups, disabled persons, disadvantaged communities, and at risk high school students make up the target nucleus for this curriculum model and handbook. They can look forward to job opportunities of applied technology fields following their graduation in year 2000. So why not get on board by supporting a new curriculum based design whose time has come. Unless the county of San Bernardino wants to continue supporting the staggering numbers of youths who have no real technical future after high school graduation, a plan is required.

The next step could be The Next American High School Initiative for real change to work in Southern California at regional high school districts. High school graduates deserve a promising future that is rewarding. A school to career based initiative can make the difference between prosperity and delivering independence to high school graduates. Why not reform the traditional experience students are use to, and boost trends of the work force economy. San Bernardino County graduates are expecting change to traditional learning styles, by developing them a rewarding career San Bernardino County wins.
Appendix A

Interviews and Transcripts
The 1998 Carl D. Perkins Vocational and Technical Education Act created a new state accountability system. This system gives Congress a gauge for measuring how well federally funded career and technical programs are preparing students for postsecondary education and careers—and congressional officials have said they want to see results. The U.S. Education Department's vocational education office, led by Assistant Secretary Patricia McNeil, is working with states to prepare them for accountability requirements. In an interview with Techniques Contributing Editor Matthew Dembicki and McNeil share thoughts on the new accountability system and other issues affecting career and technical education.

Dembicki: How hard has it been to corral states to move ahead in developing the new accountability requirements framed in the 1998 Perkins law?

McNeil: I think it has been relatively easy. The reason for that is twofold. One, states realize that the new [Perkins accountability] provisions are going to help students in the end. The second is that they realize that
Congress wants this information to be able to measure return on investment. I believe that the states actually welcome the opportunity to be able to show that vocational education does have an impact on student achievement. To say it's easy doesn't mean it's not complex and challenging because it definitely is. These aren't easy provisions to implement at any level. One of the most challenging issues at the secondary and postsecondary level is the attainment of academic and skills proficiencies. They're challenging on the academic side at the secondary level because, quite frankly, we're dealing with a timetable within individual states for the development and implementation of state academic standards and the assessments to go with them. Some states are further along than others. At the postsecondary level that's an equally challenging issue because basically most postsecondary institutions don't really track academic achievement of their students. It's mostly whether you complete [courses] and how you do in individual courses.
The technical skills issue is challenging because there are a variety of occupational skills out there being used, some that are recognized by professional associations, some that are recognized by industry.

(McNeil 1999) notes, the National Skills Standards Board is making progress, but its skills standards still aren't on the street yet. But we've had phenomenal cooperation from the states and real eagerness to work collaboratively to put together these systems. People are really taking leadership in this. The states of Vermont, Missouri and Florida launched sort of a pilot effort to try to see what data they actually had and how comparable it was across states. This was a tremendous effort to advance our knowledge and to help states see that it is possible to do this.

**Dembicki:** Do you think the new Perkins law will yield the kind of data that Congress wants to see?

**McNeil:** I think it will. They've hit upon many of the core indicators that we had in the [Clinton] administration's [vocational education] bill. I think the whole idea of setting goals and trying to make continuous improvement toward achieving those goals is going to give Congress the kind of data that it needs to make an
assessment of how well students who take vocational coursework are doing.

Dembicki: Do you think the data will help vocational education secure more funding or will it simply help to maintain funding?

McNeil: I am an optimist. I think that we can show that vocational education pays off for students who participate, in terms of academic and technical skills achievement.
Appendix B

Technical Handbook Information
# School to Career Student Handbook

## TABLE OF CONTENTS

- Applied Technology Fields ............................................. (1)
- Career Emphasis Planning ............................................. (5)
- Technical Prep Associations .......................................... (10)
- Business and Industry Jobs .......................................... (15)
- Community Based Recruiters ......................................... (20)
- Vocational Tech Education ............................................ (25)
- Skills Specialties Areas ............................................... (30)
- San Bernardino County Players ....................................... (35)
- State & County Jobs in Demand ...................................... (40)
- Job Shadowing & Fieldwork .......................................... (45)
- Handbook/Curriculum Development ................................ (50)
- Handbook/Curriculum Resources and Content ..................... (55)
- Validation ....................................................................... (60)
- Handbook/Curriculum Design .......................................... (65)
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- Introduction .................................................................... (80)
- Conclusions .................................................................... (85)
- Recommendations ......................................................... (90)
- Summary ........................................................................ (95)
- REFERENCES FOR HANDBOOK/CURRICULUM ..................... (100)

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APPENDIX C

PUBLISHED INSTRUMENT
Careers of Applied Technology Course Design

The career curriculum design was developed for the Applied Technology program. Modules A through J show how the courses will be delivered to students in the careers of applied technology program. The following topics will be covered for use in San Bernardino County high schools:

I. Program Model Outline: 5 Modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Clock Hrs</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Applied Technology Fields</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>B</td>
<td>Career Emphasis Planning</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>C</td>
<td>Technical Prep Associations</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>D</td>
<td>Business and Industry Jobs</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>E</td>
<td>Community Based Recruiters</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>Totals</td>
<td>Total Modules</td>
<td>600</td>
<td>30.0</td>
</tr>
</tbody>
</table>

II. Program Model Outline: 5 Modules (continued)

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Clock Hrs</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Vocational Tech Education</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>G</td>
<td>Skills Specialties Areas</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>H</td>
<td>Goals of San Bernardino County</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>I</td>
<td>Jobs in Demand and Pay Scales</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>J</td>
<td>Field Work and Job Shadowing</td>
<td>120</td>
<td>6.0</td>
</tr>
<tr>
<td>10 Modules</td>
<td></td>
<td>600</td>
<td>30.0</td>
</tr>
<tr>
<td>10 Topic Areas</td>
<td></td>
<td>1,200</td>
<td>60.0</td>
</tr>
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</table>
A comprehensive handbook will follow the list of projected modules and students will be required to follow the course criteria developed in that manual. Freshmen students or sophomores who need additional credits toward graduation may enroll over a 12-week period. Local job shadowing will be represented in the business community to promote the school to career program. The student handbook mirrors 10 module sections of the curriculum.

The careers of applied technology program modules are listed below, and follows the structure of The Next High School Initiative. The course application consists of technology fields, career emphasis, tech prep associations, business and industry jobs, community based recruiters, vocational technical education, skills specialties areas San Bernardino County goals, jobs in demand and pay scales, finally field work and job shadowing. The instructor is responsible for promoting students success, planning a reception, and providing course certificates out to successful students in the program. The following is the school to career modularity breakdown based upon 2-week increments over 1 high school trimester affording opportunities to many student groups.
Careers of Applied Technology Handbook Design:

Applied Technology Fields Module  
Module A  Applied Technology Fields 120  6.0  
Career Emphasis Planning Module  
Module B  Career Emphasis Planning 120  6.0  
Technical Prep Associations Module  
Module C  Technical Prep Associations 20  6.0  
Business and Industry Jobs Module  
Module D  Business and Industry Jobs 120  6.0  
Community Based Recruiters Module  
Module E  Community Based Recruiters 120  6.0  
Vocational Tech Education  
Module F  Vocational Tech Education 120  6.0  
Skills Specialties Areas  
Module G  Skills Specialties Areas 120  6.0  
Goals of San Bernardino County  
Module H  Goals of San Bernardino County 120  6.0  
Jobs in Demand and Pay Scales  
Module I  Jobs in Demand and Pay Scales 120  6.0  
Field Work and Job Shadowing  
Module J  Field Work and Job Shadowing 120  6.0  
Totals 10  Total Modules 60.0

* The Last 2 Weeks Consist of Final Exams and Make-ups.
Careers of The Applied Technology Validation Tools:

I. Instrumentation Method of Data Collection.
   a. 60 Regional high schools were mailed questions.
   b. 11 regional high schools responded to the questions.
   c. Administrators and principals made up the respondents.
   d. Data was collected and evaluated over a 2-week period.
   e. The questionnaire contained 5 particular segments.

II. 5 Questions Circulated to Administrators by Survey.
   a. What was your gender?
   b. Does your school consist of low income, minority, ESL, or some student dropouts?
   c. Does your school already have a formulated vocational business and industry curriculum plans linking students with local recruiters, or school to career?
   d. Do you believe your students are being connected to business and industry recruiters, versus the current vocational program already in place at your high school district?
   e. Would you support a new curriculum based model that creates a career interest, links students directly with business recruiters, applies towards graduation, and provides graduates with a connection to jobs, or community college education?
III. Regional High Schools Participating in the Survey.
1. Central High School - Barstow, California.
2. Chino Valley High School - Chino, California.
3. Etiwanda High School - Etiwanda, California.
4. High Desert Alternative - Victorville, California.
5. Dr. John H. Milnor High - Rialto, California.
6. Monument High School - Twenty-nine Palms, California.
7. Mojave High School - Hesperia, California.
8. San Andreas High School - Highland, California.
9. Valley View High School - Ontario, California.
10. Victor Valley High School - Victorville, California.
11. Yucca Valley High School - Yucca Valley, California.

IV. Results and Compilation of Data Collected.
1. Question # 1 - Gender Make up of Respondents.
   a. Females = 6    Males = 5 (Administrators).
2. Question # 2 - School Consistency Target Group.
   b. 10 Answered = Yes.    1 Answered = No.
3. Question # 3 - Was the School was Linked to Career.
   c. 6 Answered = Yes.    5 Answered = No.
4. Question # 4 - Are Students Connected to Recruiters?
d. 6 Answered = Yes. 5 Answered = No.

5. Question # 5 - Would You Support A New Curriculum Model?
e. 11 Answered = Yes. 0 Answered = No.

V. Findings and Data Collected in Study.
A. 6 Female and 5 Male Administrators participated in the study.
B. 10 High Schools Answered Yes to having at risk target groups, and 1 high school answered no.
C. 6 High Schools answered yes to being linked to career initiatives and 5 schools answered no.
D. 6 High Schools answered yes to connecting students with business recruiters and 5 schools answered no.
E. 11 High Schools answered yes to supporting a curriculum model in support of career initiatives and 0 schools disagreed with supporting this plan.

Findings:
Following a period of 2 weeks from May 4th of 2000 a total of 60 regional high schools were paneled in support of a new curricula design in San Bernardino County. The preliminary findings indicate that 10% of regional high schools supported school to career goals.

Outline of Projected Formula and Direction Pursued

Through Research The New American High School Reformation

Thesis Outline - Objectives, Goals and Measures.

Organizational Plan Design of Study.

Introduction of Thesis Organizational Plan:

1. Present Title of Project - "The Next American High School Initiative."

2. Abstract - Students graduating from high school should be focused on their career interests and goals with a clustered curricula that connects students to business and industry of applied technology fields.

3. General Statement of The Problem - In San Bernardino County high school graduates are not connecting with jobs in business and industry, because the existing programs fail to transcend students into jobs.

5. **Assumptions** - Individual Behavioral Traits, Mainstreaming of Findings and Misconstrued Evidence.

6. **Panel of Open - Ended Questions** - A series of 5 questions to openly raise with Principals and Administrators which helped the researcher to compile the responses into Statistical information to validate study.

7. **Terms Defined in this Research** - A small but relative list of words that identify and simplify any phrases.

8. **Significance of the Proposed Study** - To try and persuade high school districts of the importance to reform the traditional curricula to connect students with business and industry and jobs after graduation.

9. **Design and Methodology** - A curriculum model and research guide will support the programs development to connect students with business and industry trades of applied technology fields in S.B. county.
10. **Instrumentation/Data Collection** - The sequence of events included the development of a sampling letter, questionnaire, and mailers to high school districts, collection, and responses from particular sites.

11. **Data Treatment** - Description of Project Activities accomplishes the collection of data to be used, with all of the received data left in their district envelopes, and no contamination is foreseen in any files.

12. **Reported Findings** - The summation of the data collected and evaluated was placed into specific groups of questions and responses noted which help to enhance the validity and discovery of findings.

13. **Flaws in Design** - Unforeseen obstacles in the path of seeking the truth that may hamper this project were, limitations to the number of actual sampling responses, amount of time, focus, and costs.

14. **Conclusion** - In certain cases researching the truth may only help to direct the study for purposes of developing programs that benefit the career endeavors of high school graduates in San Bernardino County.
15. **Recommendations for Further Study** - Supplemental reference data can be obtained through the appendices libraries, Vocational and Technical journals, the Internet, books, or magazine to improve on the emphasis of reforming the American High School into a place of business interest & academics.

16. **Appendices** - The final sections of the project signifying those areas added later and needing credit in the study which were left out in the initial design of the research, but important to its emphasis.

17. **Support** - The areas that were found prominent in this project and assisted in the overall findings of the study are in direct relationship with CAL State University, San Bernardino, staff, mentors, fellow teachers in the field of Vocational Education, and the County of San Bernardino, in Southern California.
Appendix E

Letters and Surveys
Attention: Principals and Administrators.
Subject: Survey Request Letter and Questionnaire.
From: Valter Facundo, MA Student.
Created by College of Education.
May 1, 2000

Dear Sir or Madam: As part of my regular agenda in the Department of Vocational Education at California State University, San Bernardino, I am investigating the degree to which curricula models are being used to connect High School students with business and industry. Furthermore, I would like to investigate program units from secondary vocational education courses, and research whether formulations have been setup with the receiving community colleges in San Bernardino County to connect the curricula.

I would consider this a professional courtesy if you would take a few minutes of your time and complete the attached questionnaire. This thoughtful cooperation and assistance will be greatly appreciated by the University faculty, educators from many fields, and most of all, myself who is doing this academic study as part of my research sampling.

Respectfully,

Valter Facundo, MA Student
Vocational Education Program
CAL State University,
San Bernardino, CA 92407.
VOCATIONAL BUSINESS BASED CURRICULA INTEGRATION SURVEY*

- **Definition of Business Integration**: Vocational and Industry integration is viewed as contextual curriculum concepts, which are applied through workplace formulations, connecting high school students with a business related job focus.

- **Occupational Clusters**: A curricula design directed towards recruiting high school students into business and industry jobs of applied technology fields.

SECTION ONE : Initial Background Analysis: (Please Circle and write in the responses).

1). Gender Makeup: Male Female

2). Does your regional school district consist of low income, minority, ESL, or some student dropouts?
   Yes No

3). Does your school district already have a formulated vocational business and industry curriculum plan linking students with local recruiters, or linking school to a career?
   Yes No

4). Do you believe your students are being connected to business and industry recruiters, versus the current vocational program already in place at your high school district?
   Yes No

5). Would you support a new curriculum based model that creates a career interest, links students directly with business recruiters, applies towards graduation, and provides graduates with a connection to jobs, or community college education?
   Yes No
* Please note that this survey should only be circulated between high school districts, and California State University, San Bernardino. Any other recreation, or use of this document for purposes other than this research study, are not supported by the researcher.

* This survey questionnaire is limited to the state of California and specifically for the county of San Bernardino. Please complete this survey over the next 72 hours, so the data of this study may be compiled and calculated no later than May 4th of 2000.

* Please return the attached documents to the address listed below and thank you.
Respectfully yours,

Valter Facundo, MA Student
14900 Arlette Road #186
Victorville, CA 92392-2062.
REFERENCES


