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Connecting School to Work & Service Learning: Building a Competent, Caring Workforce for the 21st Century

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Connecting School & to Work Service Learning

BUILDING A COMPETENT, CARING WORKFORCE FOR THE 21ST CENTURY



Quest International

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Introduction

With the year 2000 virtually upon us, the clarion call from both America's businesses and educational institutions is for education reform initiatives to implement creative ways to equip our young people with the skills, attitudes, and behaviors needed to be successful in the world of work and as contributing members of a democracy. What responsibility do we as educators have to provide young people with opportunities to discover and apply their special talents and fulfill their personal commitments within the crucible of real work and service experiences? How can our schools help young people develop the skills and attitudes required to succeed in the workplace and at the same time help them prepare for work that will both fulfill them and serve society?

Many educational researchers today believe that two experiential approaches—school-to-work and service-learning—represent the strongest front on which effective education reform will succeed in preparing the next generation of workers and citizens. Together, these two approaches return the emphasis of education to the fundamental task of producing ethically and socially responsible individuals who develop and apply their unique potentials as effective workers, family members, and citizens in a democracy.

What do these educational concepts represent and how do they complement one another? The intent of this booklet is to present to educators the rationale for combining service-learning and school-to-work learning opportunities. This booklet provides background information, definitions, and a discussion of the benefits of combining the two methodologies. It also includes examples of how service-learning and school-to-work competencies can be integrated into the secondary school curriculum, with charts correlating Quest International's *Skills for Growing*, *Skills for Adolescence*, and *Skills for Action* programs to the SCANS Competencies for Success as examples of this type of integration. Readers will gain a practical understanding, and hopefully become advocates, of these two teaching and learning processes.

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knowledge that they ignored grade and school evaluations, tending to rely on applicants' attitudes, behaviors, and job experiences when selecting workers. Many employers made it clear that they did not hire students right out of school and put them into career-track jobs because they could not depend on an acceptable level of workplace competence from their high school education.

More than half of the employers—57 percent—who took part in the Census Bureau survey say that skill requirements have increased since the early 1990s, and most think that about 20 percent of their workers are not completely proficient in their jobs. About one-third of the employers maintained that 25 percent of their workers are not up to standard. They would agree with John Hall's assessment of the situation, in the box above.

Augusta Souza Kappner, Assistant Secretary of Vocational and Adult Education, testified before the House Subcommittee on Postsecondary Education in March of 1995, reinforcing the SCANS committee findings:

Whatever our children's eventual career choices, the key is to prepare them. Our first job ... is to ensure that children know ours indeed is a world of opportunity. ... A second and equally important obligation is to make sure our schools are adequately preparing our children for the school-to-work transition. That means making schools aware of the skills most needed in the workplace.

—John R. Hall, Chairman
and CEO of Ashland, Inc.,
PARENT POWER Magazine, 1995

"Jobs are requiring a higher level of academic and technical skills. Employers are telling us clearly that too many young people cannot meet the rigorous demands of today's workforce. To keep America competitive in the global economy, we must educate our young people to much higher standards and prepare them to be lifelong learners."

What Employability Skills and Attitudes Build Competence and Enhance Citizenship?

Employability skills and attitudes are the complete set of characteristics that make a person employable.

Most often these include basic skills, a solid work ethic, dependability, a positive attitude, and perseverance. This "definition" is in line with the conclusions reached by the SCANS committee after much research and deliberation. In its report, the committee said that a high school graduate who wanted to find meaningful work had to have "workplace know-how." This "know-how" was defined in terms of the three foundations and five competencies cited in the chart below:

FOR SUCCESS, A HIGH SCHOOL GRADUATE NEEDS:	
FOUNDATIONS	COMPETENCIES
<p>Basic Skills Reading, writing, performing arithmetic and mathematical concepts, listening, speaking</p> <p>Thinking Skills Thinking creatively, making decisions, reasoning, solving problems, visualizing, knowing how to learn</p> <p>Personal Qualities Displaying responsibility, self-esteem, sociability, self-management, integrity, honesty</p>	<p>Resources Identifies, organizes, plans and allocates resources (time, money, materials, and workers)</p> <p>Interpersonal Works with others</p> <p>Information Acquires and uses information</p> <p>Systems Understands complex interrelationships</p> <p>Technology Works with a variety of technologies</p>

Sample Activity for Teaching Employability Skills and Attitudes

When the Census Bureau asked employers what factors they considered most important in hiring new workers, communication skills ranked in the top two. These skills include listening effectively, communicating our needs constructively, giving and receiving feedback, resolving conflicts, making oral presentations, and interviewing skills. The following learning activity is adapted from the Skills Bank of Lions-Quest *Skills for Action* life skills/service-learning program and provides an example of a learning activity that can be incorporated into any appropriate subject area for instruction, practice, and application.

RATIONALE

Not a day goes by that most of us do not have to let someone else know what we need or how we feel about something. Some people have a difficult time doing this. Being able to communicate our needs and feelings clearly and effectively is important. Equally important is the approach we use to do it. Attacking other people, blaming them for a problem, or demanding that they behave differently is not positive communication and only creates hard feelings and conflict. Instead, we need to express our needs objectively—uninfluenced by emotion, assumptions, or prejudices—and suggest ways that others could help meet those needs.

GUIDELINES

The three steps that follow form a “What, Why, and How” message that you can use when you want to confront someone about his or her actions. The steps help focus on the problem instead of attacking the other person.

1. Explain what behavior is bothering you.
2. Explain why the behavior is bothering you.
3. Say how you would like the behavior to change.

APPLICATION OPTIONS

Teach

Go around the room and ask each student to describe a situation in which he or she might want another person or group of people to change their behavior. To get them started, offer an example such as “I would want someone to change his or her behavior if I knew he or she were lying to me, breaking a confidence, or doing something to embarrass me.”

Explain that just about everybody can use the “What, Why, and How” message to describe what is bothering them and what they would like to happen instead. The order of the steps does not matter as long as all three components are used. The message casts no blame, so it does not cause the other person(s) to feel defensive. And, as a result, people are more willing to listen and to change their behavior. Have students practice constructing a “What, Why, and How” message in response to a friend who keeps making fun of their poor grades. Ask the students how they could use these guidelines to communicate their needs and feelings without making the situation worse. Offer them the following example: “I wish you wouldn’t keep bringing up my bad grades. I am embarrassed about them. Please find something else to joke about.”

Reinforce

Have each student describe in writing a situation he or she experienced in which it was necessary to communicate a need or a feeling. Have students explain how they handled it then and how they would handle it now and why. Tell students to describe only situations they do not object to sharing with you or with their classmates. Ask for volunteers to share their experiences and explanations with the class.

Enrich

Discuss these questions:

- Why does communicating our needs often result in arguments and hurt feelings?
- What can happen if we do not tell others when they are bothering us?
- How do “What, Why, and How” messages help communicate our needs without threatening our relationships?
- In what situations might “What, Why, and How” messages be helpful? In what situations might they be too direct? Guide students to recognize that while these messages are appropriate in most situations that involve peers, some adults may find the messages too direct and demanding. Even with peers, if the situation seems likely to lead to violence, students need to leave instead of trying to communicate their needs.

SCHOOL-TO-WORK AND SERVICE-LEARNING

Given such facts, it is not surprising that many employers do not believe that education is structured to provide young people with the skills they need to succeed. Furthermore, most American companies do not invest in worker preparation and development, and even those that do spend only a very small percentage of their operating budget on formal training for employees. However, if American industry is to compete in today's high-tech global economy, it must have a sufficient number of well-trained workers who excel at solving problems, thinking critically, working in teams, and learning on the job.

Today's traditional school curriculum often does not hold much attraction for the many high school students who cannot or who do not want to enroll in college. "Why should I learn this stuff?" they ask. "It won't help me get a job, earn a living, or do well if I do get a job." Many, in fact, simply drop out. In 1994 it was estimated that about three out of ten students will quit school before graduation.

In his paper on the American School-to-Career Movement, Robert Mendel discusses America's treatment of these young people: "Far from nurturing the 'full flourishing' of all youth, American society is clearly failing its neglected

majority. Our schools are providing them low expectations and little guidance, and our economy is generally not providing them either a job with a future or even a visible path to such a job."

Many educators believe that the greatest challenge for school-based programs is reaching potential dropouts early enough to keep them in school. For young people categorized as disadvantaged or at risk, school-to-work transition is what they go through after they give up on school. Connecting school more closely to employment may be a way to meet the challenge.

What Kind of Programs Fall Under the Umbrella of School-to-Work?

Every school-to-work system must incorporate three core elements—work-based learning (work experience, structured training, and mentoring at job sites), school-based learning (classroom instruction based on academic and occupational skill standards), and connecting activities that bring together school and work. School-to-work models provide students with relevant education, skills, and valued credentials. The programs, however, take a number of different forms. Major characteristics of four of the most common are noted below:

CAREER ACADEMIES

- Schools within larger schools
- School-based
- Two- to four-year program
- Strong applied academic curriculum
- Grounded on specific occupational theme
- Instruction focused on a single industry cluster
- Academic and vocational learning combined
- Active employer participation required

COOPERATIVE EDUCATION

- Work-based program for high school students
- Year-long or less
- Partnership among student, employer, and college
- Part of time spent on job and part attending school
- Objectives spelled out for employer in written training agreement
- Classroom activity and work experience integration not primary concern

TECH PREP

- Preparation for postsecondary education and employment
- Partners secondary school and two-year technical or community college
- Opportunity to earn associate degree or vocational certificate
- College credit for some courses taken while still in high school
- Strong academic focus
- Academic and thinking skills positioned in context of workplace
- Limited work experience component

YOUTH APPRENTICESHIPS

- Structured learning experiences in the workplace emphasized
- Two-year minimum program
- Coordinated and integrated school and workplace learning
- Academic excellence expected
- Organized around mastery of specific competencies
- Leads to certification and potential employment with specific employers
- Heavy employer involvement

Connecting School-to-Work and Service-Learning

How Do School-to-Work and Service-Learning Complement Each Other?

As John Dewey said, "A school is not preparation for life, it is life." By connecting school-to-work and service-learning, learning becomes a rich, exciting, meaningful, and practical experience. Many political and educational leaders believe these two complementary approaches enrich and expand conventional academic, cognitive learning with real-world, hands-on learning and have urged the two movements to join forces.

In their essence, school-to-work and service-learning both seek to enrich the lives of young people by viewing them as valuable resources for the community rather than as problems to be solved. Both concepts are rooted in strong school-based learning and the traditions of experiential learning and apprenticeship. They are designed to prepare young people to recognize the connection between productive work and job satisfaction; between applying one's best talents and abilities to a task and providing a community service that is genuinely needed and effective; between making a living and making a life.

One of the most obvious—and possibly the strongest—connector or bridge between school-to-work and service-learning is the learning and application of essential skills and attitudes needed for effective work and citizenship in a democracy. The employability skills and attitudes needed for success in the workplace are the same ones needed for success in school, in the community, and in modern-day life in general.

Skills and attitudes, however, are only a small segment of the commonalities shared by school-to-work and service-learning. Expanding the collaboration between school-to-work and service-learning makes good sense because the two movements share many core attributes and strengthen their impact by forging alliances at the local programmatic level. The chart that follows, derived from a

compilation of various sources, including SCANS, the W.T. Grant Commission, and the Council of Chief State School Officers, lists additional common characteristics:

BOTH SCHOOL-TO-WORK AND SERVICE-LEARNING:

- Are forms of experiential education.
- View students as resources and active learners.
- Are linked to academic curriculum.
- Provide preparatory training.
- Utilize skills and attitudes gained in work and service settings.
- Incorporate structured, thoughtful reflection into the learning methodology to connect new information and learning experiences with our previous knowledge, values, and experiences.
- Contribute to mastery of SCANS skills needed in today's workplace.
- Focus on outcomes for students as a measure of acquired skills and knowledge.
- Make overt connections between desired skill outcomes and field experience.
- Focus on immediate outcomes for the community or employer in addition to learner outcomes.
- Are intended to be woven into reform initiatives that require teachers to rethink how they teach and schools to establish relationships with community entities.
- Foster partnerships between educators and communities.
- Provide opportunities to work with real problems and issues in the field.
- Extend student learning into the community and workplace as the centers of learning.
- Incorporate teaching strategies such as application of knowledge to real-life situations, expansion of teaching beyond the classroom, and cooperative learning.
- Encourage cultural awareness and understanding by involving all elements of society in activities designed to help students learn to be fully functioning partners in the workplace and in the community.
- Give students the opportunity to engage in learning experiences that help develop organizational, team, and problem-solving skills as well as competencies identified as important for employability and citizenship.
- Involve programmatic issues such as logistics, student transportation, and insurance liability.
- Have been shown to have a positive impact on young people.

The definitions of school-to-work and service-learning support the contention of Dr. Andrew Furco, Director of the Service-Learning Research and Development Center at the University of California at Berkeley. The purposes of school-to-work and service-learning, says Furco, are essentially the same. Both strive to foster civic responsibility and career, academic, personal, social, and ethical development. The difference lies in order of importance. For school-to-work, career development is primary and academic development secondary. For service-learning, academic development comes first and career development fifth. Civic responsibility is second-highest for service-learning but fifth for school-to-work.

What Kinds of Programs Are Successful?

Barbara Gomez, Project Director and Manager for the Council of Chief State School Officers in Washington, D.C., believes successful programs provide invaluable experiences. "When service is well planned and structured, youth experience personal, intellectual, and social growth... [They] gain a sense of caring, and responsibility for others and an appreciation for a whole range of backgrounds and life situations." All of these will serve students well not only in their civic life but also in the workplace.

"The school-to-work and service-learning programs," Gomez continues, "have the potential to address several

of the critical weaknesses of the educational system, such as lack of relevance of the curriculum or school experience—helping to keep students in school and motivating students to want to learn, building meaningful community partnerships, and focusing on outcomes for students as a measurement of acquired skills and knowledge." Together, school-to-work and service-learning can indeed be potent contributors to positive youth development.

A number of schools across the country have implemented programs that combine school-to-work and service-learning and thus far have been successful. One of the finest examples of these, Roosevelt Renaissance 2000, is an ambitious effort in progress at Roosevelt High School in Portland, Oregon, to restructure the school and transform its curriculum. Every teacher and student in Roosevelt High takes part and, in accordance with state law, all students must earn a Certificate of Initial Mastery (CIM) in order to graduate. Students may also earn a Certificate of Advanced Mastery (CAM). If you want to learn more about the program, contact Janet Warrington, Project Coordinator, or René Lèger, Business Partnership Coordinator, at Roosevelt Renaissance 2000, Roosevelt High School, 6491 North Central, Portland, OR 97203. The phone number for the school is 503/280-5260. Ms. Warrington's direct line is 503/280-5138. Following is a description of the project:

Roosevelt Renaissance 2000

When the absenteeism, suspension, expulsion, and drop-out rates soared far above all the other high schools in the city, concerned parents, teachers, principals, and local businesses were determined to find out why. After a year-long investigation, they discovered that the school simply was not serving the needs of its students. Perhaps the traditional four-year college prep curriculum would have been perfectly acceptable in another school with a different group of young people. But it certainly did not fit in this school. Eighty-one percent of its students were going into the workforce rather than to a liberal arts college, and 90 percent of the teachers favored a curriculum more vocational and technical in nature.

To remedy the situation, the school initiated a five-phase process—Roosevelt Renaissance 2000. Participants defined and communicated the problems, agreed upon a solution, created a written plan, and formed a steering committee made up of parents, school personnel, business people, and industrial workers to head the project. Other representative committees were formed as well. After studying curriculum reform research, attending relevant conferences and work-

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One team of students focused on educating younger students about graffiti as a way to prevent future incidents of graffiti on public property. They learned how to design puppet shows to communicate their message from a volunteer community group, Kids on the Block, who uses puppets to model prosocial skills and reduce bias and prejudice. Then, they wrote scripts, practiced, and began performing at local elementary schools. Next, they made gifts to give to children following the puppet shows including coloring books with anti-graffiti messages, pencils printed with the project slogan, crossword puzzles, and anti-graffiti posters.

The WISE project helped the students see the community in new ways: "They see the community as people out there who care about them and can help them," says Judy Holmboe. "We can learn from them and we have something to give, also." At the close of the school year some students were already planning next year's project by discussing ways to involve graffiti artists in designing murals to beautify the neighborhoods in North Portland.

Roosevelt teachers found support in their efforts to involve students in community service through the Oregon Lions. Don Potter, a prominent member of Oregon Lions, helped raise the funds necessary to send more than 30 teachers from Roosevelt to a professional staff development workshop on the Lions-Quest *Skills for Action* program. Judy Holmboe feels the workshop and materials gave her the framework and the confidence she needed to begin service projects with her students.

Suggested Resources

Organizations

Various organizations, including the following, can provide you with additional or related information about topics discussed in this booklet:

American College Testing

2210 North Dodge Street
P.O. Box 168
Iowa City, IA 52243
Phone: 319/337-1085

Developing a way to assess SCANS competencies.

Center on Education and Work

University of Wisconsin-Madison
964 Educational Sciences Building
1025 Johnson Street
Madison, WI 53706
Phone: 800/446-0399
E-mail: cewmail@soemadison.wisc.edu

National hub for communicating information for school-to-work opportunities. Offers products and services and technical help.

Jobs for the Future

One Bowdin Square
Boston, MA 02114
Phone: 617/742-5995
Fax: 617/742-5767
E-mail: jff@jff.org

Conducts research, provides technical assistance, proposes policy innovation on work and learning. Provides public information and publications, including School-to-Work News, a newsletter that provides information on school-to-work.

National Alliance of Business (NAB)

1201 New York Avenue, NW, Suite 700
Washington, D.C. 20005
Phone: 202/289-2888; 800/787-2848

Offers Foundations for Life, a training program that explains business involvement, and guidance based on proven results of model community efforts.

National Center on Education and the Economy

39 State Street, Suite 500
Rochester, NY 14614

Non-profit research organization specializing in education and human resources.

National Center for Research in Vocational Education (NCRVE)

University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

Nation's largest center for research and development in work-related education.

National School-to-Work Learning & Information Center

400 Virginia Avenue, SW, Room 210
Washington, D.C. 20024
Phone: 202/401-6222; 800/251-7236

Fax: 202/401-6211
E-mail: stw-lc@ed.gov

Provides information, assistance, and training to build school-to-work opportunities.

Electronic Resources

For the computer-minded, consider consulting the following electronic resources:

ADVANCE Educational Spectrums Home Page

Information about SCANS. Links to workforce development and education resources on the Internet.

Center on Education and Work

<http://cew.wisc.edu>

EdInfo

Free information service that keeps you current on latest reports and information from the U.S. Department of Education through weekly e-mail messages. To subscribe, address e-mail message to listproc@inet.ed.gov and write this message: subscribe EDInfo yourfirstname yourlastname

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Katzman, Susan (ed.). *The Role of Career Education in School-to-Work Transition*. Information Series no. 359. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1995. Includes reports on successful school-to-work programs, an overview of school-to-work goals, and ideas on establishing programs in K-12 settings.

Learning That Works: A School-to-Work Briefing Book. Boston, MA: Jobs for the Future., 1994. Provides an overview of school-to-work in the United States, including design and implementation issues and policy innovations.

Mendel, Richard. *The American School-to-Career Movement: A Background Paper for Policy Makers and Foundation Officers*. Indianapolis, IN: Lilly Endowment, Inc., 1994. Broad review and analysis of the issues, questions, and challenges within the school-to-career movement. Available from Lilly Endowment, Inc., 2801 N. Meridian St., Indianapolis, IN 46208.

National Association of Partners in Education, Inc., *Service-Learning and School-to-Work: A Partnership Strategy for Education Renewal, Wingspread Summit, September, 1996*. Conference briefing that defines service-learning and school-to-work; demonstrates similarities, differences, and benefits; encourages the establishment of partnerships; shows broad potential for applied learning; and promotes advocacy for cooperative service-learning and school-to-work.

Office of Research, U.S. Department of Education. *School-to-Work: What Does Research Say About It?* Washington, D.C.: U.S. Government Printing Office, 1994. Collection of papers commissioned by the Office of Educational Research and Improvement (OERI) School-to-Work Transition Team to answer major questions facing policymakers and educators designing school-to-work programs.

Ohio Council on Vocational Education. *Gathering Momentum! Transition from School to Work*. Westerville, OH: OCVE, 1995. Describes Ohio's experience in developing a school-to-work system. Profiles 23 Ohio programs.

Pauly, Edward, H. Kopp, and J. Haimson. *Home-Grown Lessons: Innovative Programs Linking Work and High School*. NY: Manpower Demonstration Research Corporation, 1994 (ED 369939). Findings and lessons from 16 innovative school-to-work programs.

Pitofsky, Jim. *Creating and Managing Partnerships for Service-Learning Integration: A Guide for Service-Learning Coordinators*. How-to guide for involving community organizations and businesses in school-based service-learning projects. Available from the National Association of Partners in Education, Inc., 209 Madison St., Suite 401, Alexandria, VA 22314.

School-to-Work Report. Monthly newsletter that provides information, insights, experiences, and resources that help education and business communities work together. Available from Business Publishers, Inc., 951 Pershing Drive, Silver Spring, MD 20910-4464.

School-to-Work Toolkits: Building a Local Program & Building a Statewide System. Encyclopedic how-to guides based on experiences with more than a dozen school-to-work programs. Available from Jobs for the Future.

Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, D.C.: U.S. Department of Labor, June 1991. Benchmark work that defines the skills needed to succeed in school and in the workplace.

School-to-Careers: Connecting Youth to the Future. Jobs for the Future and American Youth Policy Forum. 16-minute video focused on the school-to-career movement. Includes perspectives of employers, educators, and students. Available from American Youth Policy Forum, 1001 Connecticut Avenue, NW, Suite 719, Washington, D.C. 20036-5541.

Sebranek, Patrick, Verne Meyer, Dave Kemper, and John Van Rys. Writers Inc. *School to Work: A Student Handbook*. Lexington, MA: Write Source/D.C. Heath and Co., 1996. Blends academic writing with school and workplace communication and skills.

Teaching and Learning Generic Skills for the Workplace. Report #R-4004-NCRVE/UCB, RAND, Distribution Services, PO Box 2138, Santa Monica, CA 90407-2138. 310/393-9411, Ext. 6686, free.

Skills for Growing/SCANS Competencies Correlation Guide

Lions-Quest *Skills for Growing* is a comprehensive positive youth development program with a special emphasis on essential life skills education, drug prevention, character development, and service-learning. The program brings together parents, educators, and community members to teach children in grades K-5 life and citizenship skills within a caring and consistent environment. A year-long program, it consists of sequential skill-building sessions appropriate for each grade level.

Each grade level (K-5) for *Skills for Growing* is divided into the following units:

- Unit 1: Building a School Community
- Unit 2: Growing as a Group
- Unit 3: Making Positive Decisions
- Unit 4: Growing Up Drug-Free
- Unit 5: Celebrating You and Me
- Service-Learning Unit

To assist those seeking to incorporate employability skills and attitudes into their curriculum, the following Correlation Chart indicates the linkages of various SCANS competencies and foundations (taken from *What Work Requires of Schools: A SCANS Report for America 2000*, June 1991, U.S. Department of Labor) with *Skills for Growing* program content.

SCANS COMPETENCIES FOR SUCCESS	LIONS-QUEST <i>SKILLS FOR GROWING</i>
RESOURCES: IDENTIFIES, ORGANIZES, PLANS, AND ALLOCATES RESOURCES	
Time: Selects goal-relevant activities, ranks them, allocates time, prepares and follows schedules	Service-learning Unit: Grades K-5
Human Resources: Assesses skills and distributes work accordingly, evaluates performance and provides feedback	Service-learning Unit: Grades K-5
INTERPERSONAL: WORKS WITH OTHERS	
Interpersonal: Works with others	Many sessions call for working in pairs or small groups. Emphasis is found in the following: Unit 1: Grades K-5, Unit 2: Grades K-5, Service-learning Unit: Grades K-5.
Participates as Member of a Team: Contributes to group effort	The curriculum is built upon the cooperative group work learning model. Emphasis is found in the following: Unit 1: Grades K-5, Unit 2: Grades K-5, Service-learning Unit: Grades K-5, and a special project in Unit 4: Grades 3-5.
Teaches Others New Skills	Service-learning Unit: Grades 3-5, and a special project in Unit 4: Grades 3-5
Serves Clients/Customers: Works to satisfy customers' expectations	Service-learning Unit: Grades K-5

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SCANS COMPETENCIES FOR SUCCESS

LIONS-QUEST SKILLS FOR GROWING

**THINKING SKILLS: THINKS CREATIVELY, MAKES DECISIONS,
SOLVES PROBLEMS, VISUALIZES, KNOWS HOW TO LEARN, AND REASONS**

<p>Creative Thinking: Generates new ideas</p>	<p>Service-learning Unit: Grades K-5, and special projects in Unit 1: Grades K-5 and Unit 4: Grades 3-5. All sessions at all grade levels include reflection questions that give students the opportunity to generate new ideas about their learning and how to apply it.</p>
<p>Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative</p>	<p>Unit 3: Grades K-5, Service-learning Unit: Grades K-5, and a special project in Unit 4: Grades 3-5</p>
<p>Problem Solving: Recognizes problems and devises and implements plan of action</p>	<p>Unit 3: Grades K-5, Service-learning Unit: Grades K-5, and a special project in Unit 4: Grades 3-5</p>
<p>Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs, objects and other information</p>	<p>Unit 4: Grades K-5, All units, K-5 – student-family activity booklet</p>
<p>Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills</p>	<p>Unit 2: Grades K-5, Unit 3: Grades K-5, Service-learning Unit, Unit 4: Grades K-5</p>
<p>Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem</p>	<p>Unit 2: Grade 5, Unit 3: Grades K-5, Service-learning Unit: Grades K-5</p>

**PERSONAL QUALITIES: DISPLAYS RESPONSIBILITY,
SELF-ESTEEM, SOCIABILITY, SELF-MANAGEMENT, INTEGRITY, AND HONESTY**

<p>Responsibility: Exerts a high level of effort and perseveres towards goal attainment</p>	<p>All Units, K-5, include activities that give students opportunities to take responsibility for personal and group goal attainment. Emphasis is found in Service-learning Unit: Grades K-5, Unit 4: Grades 4-5.</p>
<p>Self-Esteem: Believes in own self-worth and maintains a positive view of self</p>	<p>Unit 1: Grades K-5, Service-learning Unit: Grades K-5, Unit 5: Grades K-5</p>
<p>Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings</p>	<p>Unit 1: Grades K-5, Unit 2: Grades K-5, Service-learning Unit: Grades K-5, Unit 5: Grades K-5</p>
<p>Self-Management: Assesses self accurately, sets personal goals, monitors progress, exhibits self-control</p>	<p>Unit 2: Grades K-5, Service-learning Unit: Grades K-5, Unit 4: Grades K-5</p>
<p>Integrity and Honesty: Chooses ethical courses of action</p>	<p>Unit 3: Grades K-5, Service-learning Unit: Grades K-5, Unit 4: Grades 2-5</p>

SCHOOL-TO-WORK AND SERVICE-LEARNING

SCANS COMPETENCIES FOR SUCCESS	LIONS-QUEST SKILLS FOR ADOLESCENCE
Teaches Others New Skills	Unit 1: Session 3; Unit 2: Session 5,9; Service-learning Unit: Session 4 and update sessions in Units 3–8; Unit 4: Sessions 5, 6, 8; Unit 4: Sessions 5, 6, 10; Unit 5: Sessions 4–5; Unit 6: Sessions 10, 11, 15, 16, 18, 19, 20, 21; Unit 7: Sessions 4–7; Unit Projects for Units 1–7
Serves Clients/Customers: Works to satisfy customers' expectations	Service-learning Unit: Sessions 4, 5 and update sessions in Units 3–8; Unit Projects for Units 1–7
Exercises Leadership: Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies	Unit 1: Session 9; Service-learning Unit: Sessions 3–5 and update sessions in Units 3–8; Unit 6: Sessions 15, 16, 18, 19, 20, 21; Unit Projects for Units 1–7
Negotiates: Works toward agreements involving exchange of resources, resolves divergent interests	Unit 1: Session 2; Year 2: Session 2; Year 3: Session 2; Unit 4: Session 10
Works with Diversity: Works well with men and women from diverse backgrounds	Unit 1: Sessions 1, 3–6; Unit 2: Session 6; Service-learning Unit, Sessions 1–5 and update sessions in Units 3–8; Unit 4: Session 1–4, 9–11; Unit 7: Session 2; Unit 8, Session 2; Unit Projects for Units 1–7
INFORMATION: ACQUIRES AND USES INFORMATION	
Acquires and Evaluates Information	Unit 1: Sessions 7, 9, 13; Unit 2: Sessions 5, 6, 8; Service-learning Unit: Sessions 1–5 and update sessions in Units 3–8; Unit 4, Session 11; Unit 5: Sessions 2, 3; Unit 6: Sessions 8, 9, 14; Unit 7: Session 2; Unit Projects for Units 1–7
Organizes and Maintains Information	Unit 1: Session 11; Service-learning Unit: Sessions 1–5 and update sessions in Units 3–8; Unit 6: Sessions 20, 21; Unit 7: Sessions 4–6; Unit Projects for Units 1–7; Workbook Assignments for Units 1–7; Notebook Entries for all sessions in Units 1–7;
Interprets and Communicates Information	Unit 1: Sessions 3, 8, 10, 11, 12, 13.; Year 2: Session 1, 2; Year 3: Sessions 1, 2; Unit 2: Sessions 3, 4, 5, 6, 7, 8, 9, 10; Service-learning Unit: Sessions 1–5 and update sessions in Units 3–8; Unit 3: 1,3–9; Unit 4: Sessions 6–11; Unit 5: Sessions 2–6,8; Unit 6: Sessions 1, 4–10, 12–22; Unit 7: Sessions 1–4, 7–8; Unit 8: 1, 3, 4; Unit Projects for Units 3–7
SYSTEMS: UNDERSTANDS COMPLEX INTERRELATIONSHIPS	
Understands Systems: Knows how social, organizational, and technological systems work and operates effectively with them	Service-learning Unit: Session 4 and update sessions in Units 3–8; Unit Projects for Units 1–7
Monitors and Corrects Performance: Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions	Service-learning Unit: Session 4 and update sessions in Units 3–8

SCHOOL-TO-WORK AND SERVICE-LEARNING

SCANS COMPETENCIES FOR SUCCESS	LIONS-QUEST SKILLS FOR ADOLESCENCE
Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills	Unit 1: Session 7; Service-learning Unit: Session 1–5 and update sessions from Units 3–8; Unit 5: Session 2; Unit 6: Sessions 3–13, 15–16, 20–21; Unit 7, Session 7; Unit Projects in Units 1–7
Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem	Unit 1: Session 9, 13; Unit 2: Session 4, 8; Service-learning Unit: Sessions 1–5 and update sessions in Units 3–8; Unit 4: Session 10, 11; Unit 5: Sessions 2, 3; Unit 6: Sessions 3–7, 12–14; Unit 7: Sessions 4–6
PERSONAL QUALITIES: DISPLAYS RESPONSIBILITY, SELF-ESTEEM, SOCIABILITY, SELF-MANAGEMENT, INTEGRITY, AND HONESTY	
Responsibility: Exerts a high level of effort and perseveres towards goal attainment	Unit 1: Session 11; Unit 2: 8; Service-learning Unit: Sessions 2–5 and update sessions in Units 3–8; Unit 6: Session 1; Unit 7: Sessions 4–6; Unit 8: Sessions 4–5; Unit Projects in Units 1–7
Self-Esteem: Believes in own self-worth and maintains a positive view of self	Unit 2: Sessions 1–3, 7, 10; Unit 3: Sessions 4–5, 9; Unit 4: Sessions 1–2, 8, 9, 11; Unit 5: Session 3; Unit 6: Sessions 1, 4; Unit 7: Sessions 1, 4–10; Unit 8: Sessions 1–5
Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings	Unit 1: Sessions 2, 3, 11; Year 2: Session 2; Year 3: Session 2; Unit 2: Sessions 5, 6; Service-learning Unit: Sessions 1–5 and update sessions in Units 3–8; Unit 3: Session 6, 8; Unit 4: Sessions 3, 9, 10, 11; Unit 5: Sessions 4, 5; Unit 6: Sessions 15, 16, 18–21; Unit 8: Sessions 1–5
Self-Management: Assesses self accurately, sets personal goals, monitors progress, exhibits self-control	Unit 1: Session 2; Year 2: Session 2; Year 3: Session 2; Unit 2: Sessions 1, 8, 9; Unit 3: Sessions 10–9; Unit 4: Sessions 5–8, 10, Unit 6: Sessions 10, 11, 17–19; Unit 7: Sessions 4–7; Unit 8: Sessions 4–5
Integrity and Honesty: Chooses ethical courses of action	Unit 1: Session 12; Unit 2: Sessions 8, 9; Service-learning Unit: Sessions 4 and update sessions in Units 3–8; Unit 3: Sessions 6, 8; Unit 4: Session 5–8, 10; Unit 6: Sessions 10, 11, 15, 16, 18, 19

SCHOOL-TO-WORK AND SERVICE-LEARNING

SCANS COMPETENCIES FOR SUCCESS	LIONS-QUEST SKILLS FOR ACTION
Serves Clients/Customers: Works to satisfy customers' expectations	Curriculum Manual Part 1: Session 4; Part 3B: Session 7; Part 3C: Session 6 Skills Bank Skill 1 Exploring Our Cultural Heritage
Exercises Leadership: Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies	Curriculum Manual Part 1: Session 4; Part 2: Sessions 1, 5; Part 3B: Sessions 4, 6, 7; Part 3C: Session 6; Part 4: Session 6 Skills Bank Skill 25 Supporting an Opinion
Negotiates: Works toward agreements involving exchange of resources, resolves divergent interests	Curriculum Manual Part 3B: Sessions 6, 7; Part 3C: Session 6 Skills Bank Skill 11 Resolves Conflicts <i>For in-depth coverage of the Negotiates competency, see the supplemental thematic unit Exploring the Issues: Promoting Peace and Preventing Violence.</i>
Works with Diversity: Works well with men and women from diverse backgrounds	Curriculum Manual Part 1: Session 4; Part 3B: Session 7; Part 3C: Session 6; Part 4: Session 1 Skills Bank Skill 1 Exploring Our Cultural History, Skill 2 Recognizing Bias, Skill 3 Recognizing Ethnocentricity, Skill 4 Recognizing Stereotypes, Skill 5 Valuing Diversity
INFORMATION: ACQUIRES AND USES INFORMATION	
Acquires and Evaluates Information	Curriculum Manual Part 1: Sessions 1, 2; Part 2: Sessions 1, 5; Part 3B: Session 7; Part 3C: Session 6 Skills Bank Skill 8 Interviewing, Skill 21 Asking Effective Questions, Skill 22 Evaluating Information, Skill 23 Exploring Research Sources
Organizes and Maintains Information	Curriculum Manual Part 1: Session 5; Part 2: Session 1; Part 3B: Session 7; Part 3C: Sessions 4, 6
Interprets and Communicates Information	Curriculum Manual Part 1: Session 5; Part 2: Sessions 1, 2, 8; Part 3B: Sessions 4, 7; Part 3C: Sessions 3, 6; Part 4: Session 5
SYSTEMS: UNDERSTANDS COMPLEX INTERRELATIONSHIPS	
Understands Systems: Knows how social, organizational, and technological systems work and operates effectively with them	Curriculum Manual Part 1: Session 1; Part 3B: Session 7; Part 3C: Session 6

SCHOOL-TO-WORK AND SERVICE-LEARNING

SCANS COMPETENCIES FOR SUCCESS

LIONS-QUEST SKILLS FOR ACTION

<p>Problem Solving: Recognizes problems and devises and implements plan of action</p>	<p>Curriculum Manual Part 1: Sessions 3, 4; Part 2: Sessions 1, 6; Part 3B: Sessions 1, 6; Part 3C: Session 1 Skills Bank Skill 13 Dealing with Frustration and Disappointment, Skill 14 Identifying Cause and Effect, Skill 17 Managing Stress</p>
<p>Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs, objects, and other information</p>	<p>Curriculum Manual Part 1: Session 4; Part 2: Sessions 2, 6; Part 3C: Session 4; Part 4: Session 4</p>
<p>Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills</p>	<p>Curriculum Manual Part 2: Sessions 2, 3; Part 3B: Sessions 6, 7; Part 3C: Sessions 2, 4, 6; Part 4: Session 1 Skills Bank Skill 6 Communicating Our Needs, Skill 8 interviewing</p>
<p>Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem</p>	<p>Curriculum Manual Part 1: Sessions 4, 5; Part 2: Session 6; Part 3B: Sessions 1, 3; Part 3C: Sessions 1, 2 Skills Bank Skill 2 Recognizing Bias, Skill 14 Identifying Cause and Effect</p>

PERSONAL QUALITIES: DISPLAYS RESPONSIBILITY, SELF-ESTEEM, SOCIABILITY, SELF-MANAGEMENT, INTEGRITY, AND HONESTY

<p>Responsibility: Exerts a high level of effort and perseveres towards goal attainment</p>	<p>Curriculum Manual Part 1: Sessions 1, 2, 4, 5; Part 2: Sessions 1, 2, 3, 4, 5, 6, 7, 8; Part 3B: Sessions 2, 4; Part 4: Session 1 Skills Bank Skill 6 Communicating Our Needs, Skill 15 Making Decisions That Support Our Goals, Skill 20 Setting and Reaching Personal Goals</p>
<p>Self-Esteem: Believes in own self-worth and maintains a positive view of self</p>	<p>Curriculum Manual Part 1: Sessions 2, 4, 6, 7, 8; Part 2: Sessions 6, 8; Part 3B: Sessions 3, 4; Part 4: Sessions 3, 4, 6 Skills Bank Skill 1 Exploring Our Cultural History, Skill 12 Being Assertive, Skill 20 Setting and Reaching Personal Goals</p>
<p>Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings</p>	<p>Curriculum Manual Part 1: Sessions 2, 3; Part 2: Session 4; Part 3B: Sessions 3, 6; Part 3C: Session 4; Part 4: Session 7 Skills Bank Skill 1 Exploring Our Cultural History, Skill 2 Recognizing Bias, Skill 9 Listening with Empathy</p>



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