

**A QUALITATIVE EXAMINATION OF
THE CANADIAN FEDERALLY-SPONSORED
WORK ORIENTATION WORKSHOP PROGRAM
AS A HIGH SCHOOL DROPOUT PREVENTIVE**

by

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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~~A QUALITATIVE EXAMINATION OF THE CANADIAN FEDERALLY-SPONSORED~~

~~WORK ORIENTATION WORKSHOP PROGRAM AS A HIGH SCHOOL DROPOUT PREVENTIVE~~

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ABSTRACT

This study evaluated BC School District No. 40's (New Westminster) local 1988 Work Orientation Workshop (WOW) Program, as stipulated and funded by the Canadian Employment and Immigration Commission (CEIC), as an alternative dropout prevention program.

Research has shown that the three most important "dropout preventives" for academically capable adolescents, are: personal money, personal adult support, and a personally-relevant curriculum.

In this study, 40 adolescents "at risk" of not returning to school the following September, were referred by high school counsellors to the local summer WOW Program. Of these 40 adolescents, 20 of the most "visibly needy" were selected by the author through questionnaires and interviews which revealed the adolescents' social disadvantages and lack of knowledge about the adult work world.

The WOW Program consisted of: two weeks of work awareness and life skills workshops; three and four weeks work placement in two local businesses; and weekly, personal goal planning sessions, run concurrently with the work placement. By participating in WOW, adolescents (aged 15 to 18), were to realize that personal satisfaction is largely career preparation which is obtained through appropriate schooling. The fundamental innovation was paying the adolescents to attend the workshops, and to gain their work experience.

At the program's conclusion, 12 of the 20 participants had improved work-skills in the second work placement over the first work placement. All participants also completed the program and planned to achieve an important personal goal within one academic year. Interviews with the participants' guardians and friends produced opinions that 18 out of the 20 participants had improved their family relations and 19 improved their social relations.

A four month follow up revealed that 15 individuals returned to school, but four dropped out within the first month. Comparisons of pre/post WOW, first-term report cards, showed seven out of eight regular-school "continues" made higher overall grades after the WOW program and the two alternate-school "continues" put forth noticeably higher academic effort after the WOW program. There was no correlation between high work skills and school continuation, but an interesting correlation with low work skills and school dropout.

The author recommended:

1. That the WOW program be extended to assist adolescents throughout the critical first two months of the new academic year,
2. That educators assist socially problematic, academically capable, adolescents to develop their own relevant academic alternatives.

**.... for the citizens of Curiosity
and those who find time to give their own time.**

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PREFACE

A wonderful aspect of picture-works is that the medium forces the evaluator to take-in the whole concept first. Then as the evaluator nears the work he/she starts to notice the details— the lines, interrelationships, and shades of colours that give the whole its value. The measure of a fine painting may be how easily it draws the evaluator nearer to observe details after its first impression; yet 'after-words,' to once again produce a distant appreciation.

Written works appear to be the opposite. The medium forces the evaluator to scrutinize line after line and relationship after relationship before the whole concept finally colours one's thoughts. The measure of a fine writing could be how well the concept stays mentally-close after the details diminish. Yet the mind's conceptual-eye may entice one in time, to scrutinize again, for a more personal appreciation.

The author made numerous graphs to facilitate both a clear concise overview and a detailed analysis of individual strivings. Graphs 4A, 4B, 4H, and 4K deliver the essence of the study's results. Appendices B and C furnish the supportive details. The author recommends that the reader see these, before proceeding to the introduction.

INTRODUCTION

Overview

The study was a qualitative evaluation of the local New Westminster School District Work Orientation Workshop (WOW) program as it was run in the summer of 1988. The thrust was to determine if the adolescents who participated in the program improved academically and socially.

Context

In 1988-89, the Canadian Federal Government provided \$1,140,000¹ dollars to the Canadian Employment and Immigration Commission (CEIC) through the Ministry of State Youth to fund 66 Work Orientation Workshop (WOW) Programs for academically "at-risk" adolescents in BC. (That is \$17,272.73 per WOW Program.) There were 673 WOW participants, therefore the WOW Programs cost \$1,693.91 per participant. In comparison, the BC Provincial Government, also in 1988-89, provided 21 million dollars² to fund 181.5³

¹Allen M., Executive (phone call Wednesday, July, 5) Executive Office the minister of state Youth.

²15 million dollars to the Ministry of Education and 6 million dollars to the Ministry of Social Services.

³On July 31 1989, Dr. Milton McClaren (Curriculum Design, Simon Fraser University) questioned the author on how half a rehabilitation program might exist. The author stated that 191.5 was the number of programs quoted by Wendy Neumann of Educational Programs Dept., Special Education Branch, Ministry of Education, Parliament Buildings, Victoria, BC, V8V 2M4 in her Rehabilitation Programs Memorandum. Provincial Profile, (Feb/88; Appendix 4) 3.1.0. There were other seemingly impossible numbers that the author did not use (e. g., 273.95 teachers in the programs; 153.45 detached programs) However to answer Dr. Milton McClaren's question, the author thinks the decimals are a peculiar result of tabulating teachers'/child care workers' hours of work as well as provincial/municipal cost-sharing. One teacher for example, could

(sic) Rehabilitation Programs.⁴ (That is \$115,702.48 per Rehabilitation Program.) There were 3,803 students in the BC Rehabilitation Programs therefore the Rehabilitation Programs cost \$5,521.96 per student. However, the WOW program had its participants involved for only two months, whereas the Rehabilitation Programs lasted ten months (one academic year). From these figures it would appear that the WOW program cost \$2,933.89 (11,570.25 - \$8,636.36) less per program per month, than the Rehabilitation Programs. However, this is not the case. The cost listed here for Rehabilitation Programs did not include the 40 to 50 percent additional funds that the local school boards contributed. Whereas \$1,140,000 was the total funds for all costs, including rent and wages for both the participants and instructors (who worked a month previous to the participants), of the 66 Work Orientation Workshop Programs in BC.

While the Federal WOW Program had a different mandate and focus than the Rehabilitation Programs' representatives, the three previously mentioned ministries commonly believed that BC adolescents would experience far fewer social problems if more adolescents remained in school and obtained a high school graduation (B.C. Ministry of Education, 1989). However in 1987-88 these three ministries differed on how youth should be kept in school; what type of youth should be offered work experience programs, and how work experience programs should be run.

teach an alternative class on a part-time basis (e.g., 0.5 of his/her 1.0 teaching time), thus a 0.5 program would be funded.

⁴Neumann W. (Phone call: Tuesday, July 4, 1989). coordinator of Special Education, Rehabilitation, Severe Behaviour, and Gifted, Victoria, BC)

The Federal Ministry of State [for] Youth⁵ offered to pay academically capable but academically at-risk adolescents to attend a program of workshops and direct work experience. The BC provincial Ministry of Education offered school credits to academically at-risk adolescents who were not capable of graduating on a purely academic program. Such programs were designed to redirect the efforts of the adolescents towards acquiring trade skills in school instead of leaving school entirely (B.C. Ministry of Education, 1989). In comparison, the BC provincial Ministry of Social Services and Housing offered business people 50 percent of the costs of wages to train and continue to employ adolescents who left high school with relatively few academic or work skills.

It was the author's opinion that the Work Orientation Workshops (WOW) program offered by the Ministry of State Youth⁶ contained more alternatives than the programs of the two provincial ministries. Representatives of the Ministry of State Youth had a broader outlook than merely training adolescents for immediate employment. They maintained that academically capable but socially problematic adolescents should have a program whereby they could comprehend what is demanded of them in the adult work world before they decide to leave school. The purpose of such a program would not be merely to prepare these adolescents for immediate employment but to have them understand both the relevance and

⁵Although grammatically the English translation of the title of the Honourable Jean J. Charest was "Minister of State for Youth/Fitness and Amateur Sport" as well as Minister of State; the French was "Cabinet du ministre d'État Jeunesse/Condition physique et Sport amateur." Hence, L'Hon. Jean J. Charest, as was his prerogative, chose his English title to follow his preferred French title as: "Minister of State Youth."

⁶through local Canadian Employment and Immigration Commission offices,

importance of completing their high school education and to allow them to better plan and direct their efforts toward a chosen career (Government of Canada, 1988b, c, & d). Representatives of the Ministry of State Youth also maintained that the best method to allow such adolescents to gain these real world concepts would be through three interlocking stages:

- 1 a preparation stage of workshops within a non-school environment,
- 2 an experiential stage of two direct work placements. (Two work placements were decided preferable to a single work experience to gain an additional type of work experience and to permit the adolescent to make comparisons in the work demands and personal efforts)
- 3 a personal goal planning stage whereby participants could reflect upon their learnings and redirect their efforts toward obtainable rewards (Government of Canada, 1988b, 1988c, & 1988d). (The underlying goal was, of course, to enhance the academic motivation of the adolescents.)

The public across Canada and the United States in 1987-88 were also vocally concerned about "the Adolescent Dropout Problem" and this concern was reflected in the numerous journal, newspaper, and television reports 'airing' the public's various views of the problem, causes, and possible solutions (Austin, 1988; Battistoni, 1988; Blakemore, 1988, 1989a, & b; Hunter, 1987; Kilian, 1987, 1988a, b, c, & d; Ross, 1988b, c, d, e, f, & g; Staff, 1987, 1988a, c, d, 1989a; Tait 1987). Interestingly very few reports proposed that perhaps the problem, cause, and solution might revolve

around the local working adult community (i.e., of the previous media references, only Blakemore discussed the rôle of work and community involvement in educational reform). However, two very influential curriculum evaluation/recommendation reports mentioned that the typical working adult has long been denied access and voice in school/curriculum planning (McClaren, 1988; Sullivan, 1988). These asked that the BC Ministry of Education be aware that perhaps because of this exclusion, teachers and curriculum may be heading toward increased irrelevance rather than increased application (McClaren, 1988; Sullivan, 1988).

However despite some confusion on curriculum recommendations, when federal and provincial governments, local school boards, community businesses, and parents state they want to coordinate their efforts toward adolescent high school dropout prevention, a study on initial qualitative actions should provide knowledge for all.

Relative Pronoun Usage

The pronouns "he" and "she" were combined not to practice redundancy, but to protect participant identities, since the thesis was made readily available to the participants as well as their parents/guardians.

Limitations

This study was an exploratory investigation of a very small sample of adolescents who were thought to be both academically capable and at-risk of dropping out of school. An academically at-risk adolescent was defined as a high school student who at the end of the summer vacation would likely not return to school in September, according to the opinion of the referring

school counsellor. An academically "capable" adolescent was defined as a high school student who had the intellectual capacity to successfully obtain grade twelve graduation according to the opinion of the referring school counsellor. However during the program, the author discovered that there was a referred mixture of those who were not likely to return to school in September and those who were likely to dropout sometime during their academic endeavours. Further, some of the referred students were not capable of high school graduation, but capable of completing only their present highly modified program.

Hypothesis

Given the circumstance that socially problematic adolescents are educationally disadvantaged then a reduction of social problems should increase academic achievement.

Therefore, the WOW Program was qualitatively evaluated on whether participants:

1. reduced their social problems,
2. increased their academic achievement.

LITERATURE REVIEW

Overview

In order to evaluate a local work orientation workshop and work experience program for academically "at-risk" adolescents, three areas of the literature were examined:

1. The school, social, and economic related problems of potential and actual high-school dropouts;
2. The various other dropout prevention programs presently offered throughout the United States, Canada, and the province of British Columbia;
3. The most recent and influential recommendations for curriculum changes to public education in British Columbia (BC).

The Dropout Issue

Adolescents discontinuing their academic education before high school (grade 12) graduation are currently called "dropouts." The dropout issue was reported throughout the news media in 1987 to 1989, with emotionally charged words and the contention that although the causes were numerous and complex, dropout prevention programs must be expanded because premature school leaving has dire consequences for the dropout and for society (Austin, 1988; Battistoni, 1988; Blakemore, 1988, 1989a, 1989b;

Government of Canada 1988b; Hilborn, 1987; Hunter, 1987; Kilian, 1987a, 1987b, 1988a, 1988d, 1989a 1989b; Kunisaw, 1988; Moore, 1989; Ross, 1988b, 1988c, 1988d, 1988f, 1988g; Staff, 1987, 1988c, 1988d, 1989a; Tait 1987).

Particularly in British Columbia, professionals and the general public were speaking out about the lack of action to improve BC's public education system (Austin, 1988; Battistoni, 1988; Kilian, 1987, 1988a, 1988d, 1989a 1989b; Moore, 1989; Ross, 1988b, 1988c, 1988d, 1988f; Staff, 1988a, 1988c, 1988d, 1989a). Largely as a response to a united public voice stating that the dropout rate was unacceptably high, the BC government instigated a Royal Commission to investigate the public education system in BC (Edge, 1987). However, before the Royal Commission had brought back a report, BC curriculum experts offered recommendations for BC's Ministry of Education to immediately instigate a new curriculum to prepare students for the different work demands of the next century (McClaren, 1988; School District #40, 1988).

Dropout Characteristics

Voss, Wendling, and Elliott's (1966) research classified three general causes and types of dropouts:

1. Personal crisis caused the involuntary dropout;
2. Lack of innate mental ability caused the incapable to dropout;
3. Lack of motivation caused the academically capable to dropout.

Although their classification appeared self-evident, Voss and Elliott (1966) did stipulate that grades must not be the only indicator of academic ability since capable students may have justifiable reasons for performing poorly.

Kunisawa (1988), Kelian (1988), and Conrath (1986) who separately reported more recent research, have attributed the following six characteristics to the academically capable dropouts:

1. They come from low-income families,
2. They have a minority group background (with the notable Asian exception),
3. They have low numeric and literacy skills,
4. They have parents or guardians who are not high school graduates nor interested in their child's academic advancement,
5. They find the large high school setting impersonal and alienating,
6. They perceive themselves as failures within the competitive school system.

More specifically, Wagner (1984) gave four reasons why academically capable adolescents from low income families quit school:

- 1 income needs generally,
- 2 lacking the material possessions to place them on the same appearance level as their classmates,
- 3 parents/guardians belittling the value and process of schooling,
- 4 a curriculum not reflecting their interests.

Morrow (1986) and Hammack (1986) showed that American dropouts had:

A) School related characteristics of:

- 1) Numerous grade failures.
- 2) Poor evaluations of academic effort and course grades,
- 3) Numerous absences (adolescent not in school), tardy (adolescent late arriving to class when moving between classes), and class cutting (adolescent not going to classes while in school),
- 4) Receiving numerous disciplinary consequences.

B) Home related characteristics of:

- 1) The absence of one or both parents from the home,
- 2) Parents with little education,
- 3) Little or no reading material in the home,
- 4) Parents or guardians who are disinterested in and do not monitor the educational activities of their children (Eckstrom, Goertz, Pollock, & Rock, 1986; Rumberger 1981).

However, the most critical national United States dropout characteristic is low socio-economic status (Eckstrom, Goertz, Pollock, & Rock, 1986; Wehlage & Rutter, 1984; Wagner, 1984). Eckstrom, Goertz, Pollock, & Rock (1986) in a US national survey, indicated that many adolescents dropped out to relieve the financial burden on the family in two main sexually stereotypic ways: male adolescents obtained work and female adolescents cared for the physical needs of their family members, particularly younger siblings. However Mann (1986a), also in a national survey, stated that the adolescents cited school-related reasons for leaving

school more than work or family related reasons (42 percent over 36 percent).

School Retention Characteristics

School characteristics for student retention and academic achievement appear to be:

1. A strong personal bond between teacher and students formed by mutually enjoyable activities other than purely academic ones (Foley & Crull, 1984),
2. Small class and program size (Wehlage & Rutter 1986; Foley & Crull, 1984),
3. Cooperative reward structures which support student effort as well as productivity (Slavin, 1984).

These three together tended to increase cohesiveness leading to a liking of others; a feeling of being liked, and overall improved relations which also improved the academic learning environment and academic achievement (Slavin, 1984).

School characteristics for student apathy, disengagement, rebellious activities, and low effort appear to be:

1. When "at-risk" students felt they were asked to meet contradictory, unclear, or too high academic expectations (Natriello, 1984; Eckstrom, Goertz, Pollock, & Rock, 1986),

2. When "at-risk" students felt alienated and powerless in the school system with the disciplinary system being perceived as unfair and ineffective, and the school orientation controlled autocratically by senior pupils, rather than directed by teachers (Lunenberg, 1985; Wehlage & Rutter, 1986);
3. When "at-risk" students felt that their teachers expected them to drop out of school, and that consequently their teachers were disinterested in them personally (Wehlage & Rutter, 1986).

Thus, a student may have an external-to-school predisposition to dropping out; however, there are many contributing factors within a school that have a significant determining rôle in whether or not the student drops out.

Non-authoritarian teaching styles in which student cooperative interaction, self-discipline, and democratic atmospheres are encouraged (where teachers asked questions, then accepted, praised, and clarified student ideas, more than lectured), created students with a higher regard for themselves as learners with higher student motivation, participation, and achievement (Lunenberg, 1985).

However, Vertiz, Fortune, and Hutson (1985) showed that the most effective teaching style for low maturity students was high task-structure and teacher responsiveness, whereas for more mature students it was low task structure with low teacher responsiveness.

Therefore, the three most important needs of academically "at-risk" intellectually capable adolescents appear to be:

1. personal money,
2. personal adult support,
3. personally relevant curriculum.

Characteristics of Dropout Preventive Programs

There are many successful dropout preventive programs in the United States and Canada. However, the four common components of programs that provide the three needs of "at-risk" academically capable adolescents appear to be:

1. linking of learning to earning,
2. one-to-one caring, where an adult has personal, daily, friendly, and other than merely academic interactions with the student,
3. inclusion with the local businesses and community, again on a one-to-one personal apprenticeship or other interactional way,
4. a noncompetitive and relevant curriculum (Holmes & Collins, 1988; Mann, 1986; Wagner, 1984; Conrath, 1986, 1988a, & 1988b).

The Caring Component

There are numerous publications stating that many adolescents drop out because they cannot bear the cumulative weight of a high school too large, too impersonally organized, with fragmented learning, and teachers too isolated within their subject speciality to provide students with an overall holistic and interrelated purpose to public education (Conrath, 1986).

The "at-risk" student needs a teacher who actively seeks out the student and makes a daily, pleasant, and personal one-to-one connection. This daily, pleasant, informal connecting creates in the student, a feeling of being special. Such a feeling may in turn produce other "inner reasons" for being in the learning environment (Mann, 1986).

Despite criticism of the impersonal setting (Conrath, 1986; Mann, 1986), "caring" as a dropout preventive strategy has been successfully instigated in many large, regular, urban high schools. The following are two examples of caring strategies. One is performed by the teachers, and the other by the community.

The Meaningful Other Person

The "Meaningful Other Person" (MOP) dropout preventive strategy is an example of the caring component working within the large public high school system. MOP was instigated in Oxford, North Carolina, in September 1985 and MOP provided every student in the public high schools with a contact teacher who would get to know the student personally, remain sensitive to the student's needs, and always be accessible to the student in the school. In North Carolina, this caring strategy has reduced the dropout rate in regular high schools by 50 percent over two years (McDonald & Wright, 1987).

The MOPs met with their assigned special students before and after school. They kept individualized files of academic and personal progress, problems, and achievements:

Whenever the student was absent, the MOP teacher called home to encourage a quick return to school. Whenever there was a personal achievement of any kind, no matter how small, the MOP teacher sought out and [praised the student's efforts]. In short, MOP teachers knew what was occurring in the lives of their special students by keeping in close touch with them (McDonald & Wright, 1987, p. 367)

and, . . . the MOP teachers treated the students as they should have been treated had the high school system not become so impersonal (Conrath, 1988b, p. 15).

Four program aspects made the MOP dropout preventive strategy successful:

1. All MOPs were volunteers. Thus MOPs were individual teachers who wanted to, and would naturally, reach out and actively assist young people.
2. MOP-student pairing was based on matching interests and personality preferences for both the MOP and the student. Thus MOPs and students felt they had something to truly share besides academic material.
3. Each MOP received forty-five minutes per day free of other responsibilities to enquire about or be with their special youngsters. Thus instead of adding to a teacher's workload, the MOP program gave more personal freedom to the working environment.
4. Most significantly the whole school participated, and the MOP dropout strategy became "part of the school's . . . definition of providing effective education [and] not an isolated idea regulated to one or two struggling teachers" (Conrath, 1988b, p. 15).

According to McDonald and Wright (1987), there also developed an overall positive interactional change throughout the MOPed schools:

" . . . People genuinely smiled, [and] spoke to each other with obvious friendship and [caring]" (p. 368).

The Community of Believers

The "Community of Believers," in Atlanta, Georgia, was an other example of an alternative dropout preventive program that used the caring strategy. In the Community of Believers method, the lowest achieving students were systematically identified then matched with a business community volunteer instead of a teacher volunteer. These community adults trained, tracked, and encouraged educationally "at-risk" youngsters in specified business skills on a one-to-one basis (Mann 1986; Odum 1985).

Thus the Community of Believers combined the caring strategy with the "linking learning with earning" strategy.

Curriculum Relevance

In Benedict, Snell, and Miller's (1987) opinion, the critical dropout preventive strategy with "at-risk" students from low-income families, was linking learning with earning.

Enterprise High

Benedict, Snell, and Miller (1987) described the "Enterprise High" program which linked academic learning with how to earn a living through simulated business ventures for economically disadvantaged adolescents. The students' time and effort on the simulated businesses earned them "points" which were used to calculate simulated wages, and totalled points transferred into academic credits. The simulated pay cheques the students "spent" on living costs (e.g., food, clothing, transportation, housing, and entertainment) to simulate their desired future life style. This in turn, promoted practical numeracy skills.

Enterprise High promoted relevant writing skills by requiring students to write and publish a community newspaper, Dream Weavers, which contained evaluations of the most current repair equipment and advice, for the home and small business.

Benedict, Snell, and Miller (1987) stipulated however, that adult caring in the form of unconditional, long term friendship must precede expectations of "at-risk" students making academic gains.

The personal relationship may be a causal factor in the development of "social bonding," which may abate delinquency. (p. 76).

Second Chance

Berlin and Duhl (1984), and Hopgood (1988) described the "Second Chance" alternative program which used Adult Basic Education (ABE), Job Corps, and Youth Employment Training (YET) to return young adults to an academic environment. Berlin and Duhl (1984), and Hopgood (1988) separately stated that many young adults who have dropped out, share the same socio-demographic characteristics of "at-risk" adolescents.

Community Inclusion

Cities-in-Schools

Holmes and Collins (1988), and Kunisawa (1988) explained the "Cities-in-Schools" (CIS) program which was used in American schools that had high numbers of "at-risk" students. Under this program, students stayed together as a group throughout the day ("block rostered") and their academic work was supplemented by employability-skills training (EST) provided by personnel of outside agencies who came into the schools. CIS students who were promoted to the next grade were guaranteed summer jobs by these agencies and businesses. According to Holmes & Collins (1988), "CIS students demonstrated higher attendance and promotion rates and lower dropout rates than comparable groups" (p. 24). Kunisawa (1988) contended that today's American schools must offer more than what academic teachers alone can provide. Thus, community resources and outside agencies must be persuaded to provide part of the curriculum of public high schools.

The Boston Compact

Kunisawa (1988) gave the "Boston Compact" as another example of active cooperation between high schools and local businesses. Here the local businesses supplied jobs to "at-risk" students who improved their school attendance and academic performance. However, the schools guaranteed the businesses that graduation standards would have competency-based numerate and writing skills.¹

Related to the Boston Compact's community businesses are local education foundations which have located, deployed, and funded community resources for alternative programs. Two of these alternative programs are described here (Public Education Fund, 1986; Kunisawa, 1988).

The Cooperative Federation

The Cooperative Federation for Educational Experiences (COFEE) was an agreement between the Digital Equipment Corporation and Oxford (Massachusetts) public schools. The COFEE program provided alternative occupational training and computer-related work experience with the digital Equipment Corporation.

¹Here, the author uses "writing skills" over "literacy skills" (which refers more to reading than writing) because, advancement in business, civil service, and the professions depends more on one's ability to write reports rather than read reports.

According to Kunisawa (1988), alternative programs linked with local businesses often produce extraordinary results because the school does not have the the entire responsibility for motivating potential dropouts. Such programs involve a working partnership of schools and local private employers to form a reality based strategy that incorporates both the relevancy of poor "at-risk" students and a unified community response to the dropout issue.

Operation Rescue

"Operation Rescue," developed by a nonprofit foundation,² was an education advisory committee from community businesses. Formerly, people in small local businesses were kept on the periphery of educational planning and participation. However, it is local community businesses, not large corporations, which employ most high school students and sponsor the majority of community events. According to Holmes and Collins (1988), some school districts have realized that linking learning and earning is a small part of the indispensable linking of youth to community.

Kunisawa (1988) maintained that such alternative programs to re-awaken the supportive vitality of the business community and the reciprocal community awareness in the students, requires a "new breed" of educator: one that is involved with reality outside the classroom.

²The National Foundation for the Improvement of Education (NFIE)

Cash and Coalition Focused Programs

Education for Employment Initiative

In 1985, chief executive officers of local major businesses formed the Committee to Support the Philadelphia Public Schools (CSPPS), and identified six requisites for employment: literacy,³ numeric, and oral communication skills, a high school diploma or equivalent, work experience, and constructive work attitudes.

The executives also indicated that the individuals most likely to lack these requisites were general education students likely to enter the work force upon graduation, and "at-risk" students (Holmes & Collins, 1988).

In response to this report, the Philadelphia school District created the "Education for Employment Initiative" (EEI), to coordinate high school resources to prepare students for employment. Employment centres established within the high schools also developed an "employability plan" (EP) for every student, and placed eligible students in summer- and part-time jobs (Holmes & Collins, 1988).

The School District of Philadelphia also created three other academic alternatives to link learning with earning and retain "at-risk" adolescents:

³Here these business executives stipulated "reading and writing" skills as necessary employment entrance requisites rather than choosing writing skills as necessary employment advancement requisites.

the High School Academies, JobSearch, and the Vocational Support Services for Limited English Proficient Students⁴ (Holmes & Collins, 1988).

High School Academies

The "High School Academies" were schools-within-schools to provide "at-risk" students with courses interrelated in academic and vocational skills to ease the transition from school to work. The program's success has been credited to:

1. Forming a partnership with businesses and industry,
2. Integrating academic and vocational instruction,
3. "Block rostering" or having students change classes as a group,
3. Team teaching,
4. Part-time work,
5. Assisting students to obtain full-time employment or admission to a post secondary learning institution upon graduation.

Another part of program's success derived from the gained self-confidence and self-pride the adolescents obtained from their jobs. For adolescents who completed grade twelve, the ten Academy programs averaged 90% attendance, near-zero dropout,⁵ and an 85% employment or post-secondary education placement (Holmes & Collins, 1988).

⁴ The author did not include the academic alternative of Vocational Support Services for Limited English Proficient Students because all WOW participants spoke fluent English.

⁵Unfortunately, Homes & Collins did not give the numeric dropout rate.

Jobsearch

"Jobsearch" provided adolescents courses in life-skills of how to prepare for, find, and hold a job. In Jobsearch, the student first identified a survival job (one that was not ideal but could be obtained without further education). Next the student tailored an effective job search for the survival job and obtained it. Finally, the student researched further career alternatives based on being economically secure (having obtained the survival job), and on being willing to progress in stages to the student's career objective. Stages may include returning to school part-time whilst working full-time. Jobsearch also helped adolescents identify and apply to suitable post secondary institutions (Holmes & Collins, 1988).

Alternative Programs in Canada

Youth Employment Skills

"Youth Employment Skills" (YES) Canada Incorporated was similar to EEI in that it was:

1. A national non-profit organization founded⁶ by a group of business and community leaders,
2. Designed to integrate disadvantaged young people across Canada into the workforce (Government of Canada, 1988a).

YES was funded primarily by the Innovations Secretariat of Canada Employment and Immigration Commission (CEIC) with some private support. The 12 week program offered training and experience to compete for entry-

⁶YES was founded in June 1986, a year after EEI.

level jobs by combating individual employment barriers such as illiteracy, low self esteem, and poor work attitudes.

The instruction components of YES were:

1. Initial and on-going assessment,
2. Motivational seminars,
3. Academic upgrading,
4. Employment preparation classes,
5. Courses in life-skills,
6. On-going encouragement and support.

Academic Upgrading

The participants' basic educational abilities were assessed and then the participants were placed on an individualized, self-paced, computerized, comprehensive competencies program which had five academic areas: reading, language, mathematics, social studies, and science. The non-credited educational component was geared to the individual, and had frequent mastery tests of the covered material.

Pre-employment Training consisted of instruction in job awareness, exploration, retention, and advancement.

Survival Skills were communication skills, problem-solving, small-group interaction, and community involvement.

On-going encouragement and support

YES, unique in employment training programs, provided support to participants after they had completed the program. YES made every

participant a life-time, non-due-paying member of the YES Canada Career Association (YESCA), through which, exparticipants could earn certificates and awards for personal endeavours in academic, life-skills, and community leadership (Government of Canada, 1988a).

Alternative Programs in BC

Rehabilitative Programs

Many BC alternate schools were funded jointly by the Education and Social Services Ministries and were referred to as "Rehabilitative Programs"⁷ by these Ministries. Rehabilitative Programs were for adolescents who

"... for social and/or emotional reasons, are having great difficulty in [public high] school or who have dropped out of the [public high] school system. The goal of the Rehabilitation Program is to provide these students with academic and social skills which will (sic) lead to re-entry into the regular school system, further types of vocational training, and/or employment" (Summary Report, 1988, p. 1).

⁷**BC Government Memorandum: February 28, 1989.**

From: Patty Buchanan, Director of Social Services and Housing, and Shirley McBride, Director of Special Education; **To:** Sandy Peel, Deputy Minister of Education, **defined the Rehabilitation Programs as follows:** "The Rehabilitation Resource programs Review completed in January, 1988, concluded that two types of services have evolved. One stream is preventive while the other is rehabilitative." ...

Most BC Rehabilitative Programs did not prepare individuals for academic learning beyond grade ten. This forced individuals who wanted to attend a post secondary institution having an entrance requirement of grade twelve graduation to return to the large, regular high school environment. To merely register for grade twelve, ex-rehabilitation students⁸ must return to the large regular high school system. There is a touch of irony here: this was the same system which caused such significant academic and social difficulties that these individuals were recommended by school counsellors to take their education elsewhere. The question is: can a forced return to a learning environment in which there had been a mutual student/school rejection not also be construed as disadvantageous? Especially labelled as coming from a "rehabilitation program?"

Over thirty-eight hundred students were enrolled in 181.5 Rehabilitative Programs in 1987-88 and approximately half of the programs had a majority of students between 15 and 18 years of age. Ninety-seven percent of the students worked at the seven to nine grade level and only 10 percent worked at the grade ten level or above. Most had low self esteem and community-related problems; 85% of the students had academic problems, and by the referral criteria, all had some social or emotional problems.

Of 92 BC school districts, the 11 school districts with the largest high schools, located in the most populated municipalities, had fifty-four percent

⁸The original meaning of "Rehabilitate" meant to restore to the former privileges, rank, and possessions (Oxford English Dictionary, as cited from Fowler's Modern English Usage, revised 2nd Ed. 1986. p. 513). One can then ponder 'anew,' how "rehabilitated" are these students?)

of the Rehabilitation students (B.C. Ministry of Education & Ministry of Social Services and Housing, 1988). In spite of these statistics, the year-end joint ministerial report, stated that "... information on student follow-up was not consistently available." (B.C. Ministry of Education & Ministry of Social Services and Housing, 1988. p. 8).

Work and Learn

The Work and Learn Centre in Surrey (School District No. 36) was for both adolescents "at-risk" of dropping out and young adults who have dropped out. The program provided academic opportunities appropriate to the individual need. That is:

1. Grades 10, 11, and 12, were allowed to be completed through the Work and Learn program, a larger school system, or by passing the General Educational Development (GED) High School Equivalency Examination.
2. Counselling was available to assist transitions to paid employment⁹, government-sponsored learning institutes, apprenticeship programs, or on-the-job training.
3. There were specific programs to raise esteem through personal achievement, plan life goals, and promote community membership and responsibility.

⁹The Work and Learn Program counsellors viewed experiential "employment" as a transition to paid employment.

The Work and Learn methodology

The Work and Learn program had an academic component in which the students completed a large number of small academic units within a tutorial setting. To begin a new unit, the students were required to pass a competency-based examination on the previous unit. Theoretically the method gave the students "mini-successes," or a mastery of small units in specific subjects. However, this methodology did not foster creativity, holistic comprehension, or subject-application integration.

The work component was either an unpaid work experience set by the school, or a regular job obtained by the student. In either situation, the students were allowed to transfer work acquired skills into academic credits. However, students were not allowed to graduate on work component "academic" credits alone.

RECOMMENDATIONS FOR CHANGES IN BC'S PUBLIC EDUCATION

Four Professional Recommendations for BC

In 1988-89, the three most influential sources of recommendations for changes in the public school curriculum in BC, were:

1. McClaren (1988), who recommended eight educational curriculum focuses as "21st Century Basics,"
2. Sullivan (1988), whose Royal Commission recommended more academic choice (particularly in the senior grades) to achieve high

school graduation, and for individuals not intending to proceed immediately to a post secondary learning institution,

3. Brummet (1989), who as Minister of Education stated implementation plans for some recommendations of the Royal Commission (notably, increasing academic choice, assisting academically "at-risk" adolescents, and involving the local adult community in education decision-making).

The fourth professional source for changes in BC public education was approximately thirty teachers employed in School District #40 who volunteered to review the current BC curriculum after the teachers had read McClaren's (1988) article and heard him speak on the necessity for curriculum change. The recommendations of School District #40 extended McClaren's 21st Century Basics into specific teaching goals, strategies, and evaluation methods. The recommendations of School District #40 were also a statement to the Ministry of Education, that School District #40 would proceed with innovative attitude changes in the 1988-1989 academic year.

McClaren's Recommendations

McClaren (1988) offered a list of eight learning skills and attitudes he called the "21st Century Basics" for a curriculum that he stated would be essential for most individuals to work in the information-deluged urban society of the 21st century. McClaren's 21st Century Basics (abbreviated) were:

1. A commitment to life-long learning,
2. An ability to generate and thoughtfully choose alternatives,
3. An ability to participate effectively in various social and cultural settings,

4. An ability to access information from various sources, and to distinguish between media and meaning,
5. To have pride in a personal set of generic skills and to set aside time to develop and perform them,
6. An ability and inclination to think critically about values,
7. A commitment to the environment,
8. A capacity for engagement and adaptation to life (McClaren, 1988).

McClaren warned that since the Canadian and American citizen was being increasingly deluged with information, the inability versus the ability to obtain needed information from a variety of sources, critically evaluate this information, and most importantly, apply this information to solve a range of problems (also becoming increasingly inner-affected and complicated), will be socially and occupationally critical. The inability versus the ability in this area, McClaren warned, will likely create a high degree of social inequity in the future. This social inequity will take the form of a two-tiered society in both the United States and Canada: the informed social and economic manipulators, and the uninformed, socially-governed, impoverished.

"If a small percentage of people are becoming more and more wealthy while the majority are becoming less well-off in actual dollar terms then social inequities of a variety of types are likely to develop. . . [such as] . . . the possible erosion of the middle class in Canada." (McClaren, 1988, p. 5).

McClaren supported his "Two-Tiered Society" hypothesis by citing numerous publications which stated present trends in technology and employment (i.e., Royal Bank, 1988; Economic Council of Canada, 1987; Iozzi,

1987; Naisbitt, 1982; Quinn, Baruch, and Paquette, 1987). Other more recent publications, such as the US Census Bureau 1987 (as cited in The Province, March 30, 1989) and the Canadian Census 1980 figures (as cited in The Province, April 21, 1989), also stated that the gap between the rich and the poor is widening.

For example one of McClaren's references, Naisbitt (1982), predicted that the educated individual would be the person who is able to access information (primarily through the home computer) from direct sources (international scientists, farmers, industrialists) and apply this information to local concerns. Thus in Naisbitt's vision, information of international developments would be made globally available almost instantly. Naisbitt's "educated person" would, after accessing such information, modify it so that it could be used to serve the local situations. This restructured information would remain in the computer's network system to be repeatedly modified, added to, and used, in local communities within the computerized global community.

With the coming of the information society, we have for the first time an economy based on a key resource that is not only renewable but self-generating (p. 23).

. . . . Information technology brings order to the chaos of information pollution and therefore gives value to data that would otherwise be useless. If users-- through information utilities-- can locate the information they need, they will pay for it. The emphasis of the whole information society shifts, then, from supply to selection (p. 24).

The home computer explosion is upon us, soon to be followed by a software implosion to fuel it (p. 26).

It is projected that by the year 2000, the cost of a home computer system (computer, printer, monitor, modem, and so forth) should only be about twice that of the present telephone-radio-recorder-television system. Before then, computers in homes will approach the necessary critical [level to have] community-wide information services (p. 26).

Quoting studies by the Carnegie Council¹⁰ (1979) and the US Department of Education¹¹ (1980) Naisbitt stated that public schools are causing an ever increasing high school dropout rate but that high school graduates of today are "less skilled than [their] parents. . . . to make their way in American society" (p. 31). Thus because "the schools [are] turning out an increasingly inferior product, corporations have reluctantly entered the education business" (p. 32).

Fortunately in BC, corporations have accommodately joined local school districts in providing instruction and experiential exposure in the adult work world; BC public education has also not reduced academic competency in basic skills, and scientific, literate, and mathematical excellence (Austin, 1989)

However the BC public did have concerns about how the public education system handled the academically disadvantaged, high numbers of dropouts, and the perceived lessening of equally valued academic choices (Kilian 1985, 1987, 1988a, 1988b, 1988d, 1989a; Staff 1988c.

¹⁰The Carnegie Council Study is reported in the Washington Post, November 28, 1978. Estimates of illiterates appear in a Ford Foundation report, "Adult Illiteracy in the United States," The Washington Post, September 9, 1979.

¹¹The Education Department/National Science Foundation study's conclusions were reported in "US report fears most Americans will become scientific illiterates," the New York Times, October 23, 1981.

Naisbitt offered the same solution to the educators that he gave to the workers who were becoming non-unionized, the professionals who were losing their expertise importance, and the general public who were unable to influence their children. That is, buy a computer, become computer literate, and use the computer for accessing information of every kind. Naisbitt stated that computers were the parade to future security and he advised workers, professionals, and the general public to get to the head of this parade.

It is projected that by the year 2000, the cost of a home computer system (computer, printer, monitor, modem, and so forth) should only be about twice that of the present telephone-radio-recorder-television system. Before then, computers in homes will approach the necessary critical [level to have] community-wide information services (p. 26).

.... Computers are being designed to be simple to operate and will eventually be programmed in English [that is the computers will be voice directed]. In the meantime, children are playing with computers, and learning to be comfortable with computers without even realizing it. Furthermore, the computer is slowly finding its way into the public school system. Although the cost is prohibitive for most school districts, computer use in schools is on the upswing for a variety of reasons.

First, computers offer a cost-effective albeit capital-intensive way of individualizing education. Second, computers simplify the extensive record keeping required for individualized instruction. Third, familiarity with computers is now considered a strong vocational advantage, a saleable skill (p. 33).

We are moving from the specialist who is soon obsolete to the generalist who can adapt [to the computer catalyst] (p. 37).

The vertical to horizontal power shift that [computer] networks bring about will be enormously liberating for individuals. Hierarchies promote moving up and getting ahead, producing stress, tension, and anxiety. Networking empowers the individual, and people in networks tend to nurture one another (p. 204).

Naisbitt's solution to educators (and the rest of society) illustrates how far behind the disadvantaged student could be in Naisbitt's parade to future security. None of the disadvantaged households of this study owned a computer or had any plans to obtain computer equipment.

Naisbitt maintains, "we are drowning in information but starved for knowledge" (p. 23). However, the "disadvantaged" have also stated that they are frustrated with information fed to them, and starved for the opportunities to apply their knowledge to their local needs (Kilian, 1988a 1988d, 1989b; Battistoni, 1988; Moore, 1989). How much computer information does it take for a neighbour to know that the next-door kids are hungry, dirty, and left alone?

Parents and educators should also not assume that increased writing and editing ease necessarily produces increased writing quality. Several studies had results suggesting that word processors do not improve the writing process nor the end products, and for average students, writing (and editing) with paper and pencil actually produced better written products (Joram, Woodruff, Bryson, and Lindsay, 1988). However Computers have through desk-top publishing, greatly increased the readership of young people with promising writing abilities (Kilian, 1989b).

McClaren's Curriculum Recommendations

According to McClaren (1988), to educate individuals to problem-solve in a society subjected to an accelerating rate of change and this change affecting

increasingly more society members— public education shift from specialization to generalization in the following ways:

1. The curriculum must have horizontal integration. That is, all academic subjects should have a unifying theme, or philosophy, so that all of public education can be understood as an interrelated enterprise. McClaren admits that horizontally integrating the curriculum will require team rather than individual teaching, since: "Teachers in departmentalized schools often have little, if any knowledge of the curriculum of other subject fields" (McClaren, 1988, p. 18).

McClaren maintained that BC's present compartmentalized public high school curriculum must be horizontally integrated, especially in the latter secondary grades, to enable most students to comprehend a holistic sense of their education.

2. Instead of having competitive, content-based examinations, academic progression should be based on demonstrated application of new knowledge.

The current grade 12, which has been completely destroyed by governmental (*sic*) examination pressures, would be made functional . . . as a time for students to integrate their learnings from 4-11 (or 4-12) and to demonstrate mastery of the curricular elements, especially the core areas of communication skill, inquiry, critical thinking, and essential knowledge. The key words here are "mastery" and "demonstration," words having quite different connotations from the passivity of "examination" or "passing."

. . . Many of the most educationally valid and powerful experiences of schooling in the last year have been jettisoned because of the pressure of preparing for content based examinations (McClaren, 1988, pp. 19-20).

3. The amount of factual information one is required to learn should be reduced so that time may be gained to develop excellence in understanding as opposed to recall.

Nowhere is there a need for more content, or more information. Everywhere there is a need for teachers and students to have more time to discuss, criticize, examine, and mediate what is being learned (McClaren, 1988, pp. 12, 14).

4. The curriculum should provide the same 21st Century basics to every student, not just the few who will attend a university.

It is important to understand that for the majority of Canadians, the secondary school is still the most significant educational institution they will attend. . . . Only a minority of Canadians [will attend a post secondary learning institution, or be given any significant amount of "on-the-job training"] (McClaren, 1988, p. 11).

. . . To design and operate the curriculum for 9% of the students, while providing little to the remaining 91%, . . . is simply destructive. Moreover, I haven't mentioned the students who dropout of high school before completion, a proportion reaching as high as 30% in some parts of this province. In a sense they have "voted with their feet" concerning the value they assign to the secondary school experience (McClaren, 1988, pp 11 & 12).

5. The curriculum must equip students with the skills to adapt to rapid and continuous work and social changes; to have the adult population not necessarily become trapped in a cycle of retraining for specific jobs (which continue to change), but an adult population who can obtain information independently and be able to apply new knowledge to new situations.

We need to shift the [curriculum] focus from either content or process to human educational development. . . . Students who learn how to communicate . . . and inquire . . . effectively . . . seem to be best equipped to direct their own lives and act to change their circumstances and those of others for the better. In addition, it is important for students to learn to [apply their knowledge]. Often we confuse learning about, with learning how, and assume that students who have knowledge can translate it into appropriate, effective action. This is not likely so. Very often we have segregated the process of schooling into streams, electives, and modified programs. . . . By giving up on entire classes and categories of students we lock them out of the "great conversation" of our culture and consign that to an elite few (McClaren, 1988, p. 14).

Recommendations from The Royal Commission

The BC Royal Commission (Sullivan, 1988) recommended that curriculum changes be instigated to promote life-long learning, personal development, and career preparation. The researchers in the Royal Commission discovered that British Columbians generally perceived BC's educational system as being too limiting in curriculum choice for "at-risk" students. It is particularly lacking in relevant learning-to-earning linking (instead of merely post-secondary preparation); effectively dealing with the dropout issues, and being supportive or including the outside "real" work world community around the school itself in either the academic curriculum or the social awareness of the students generally.

Life-Long Learning

The Government of British Columbia believes that education is a lifelong process embracing many facets, including personal development, career preparation, . . . creativity, . . . and a broad range of life skills, Education, therefore, is not limited to an institutional setting . . . (Sullivan, 1988 p. 1).

Problem Solving

The Royal Commission recommended (as did McClaren) that learning how to locate, evaluate, and apply information to solve a problem, is more important today than spending time memorizing massive amounts of rapidly obsoleted information:

... because the world's stock of information is now doubling every two years, specific knowledge and skills are giving way in importance to the ability to process and assess information quickly and effectively, and to apply it to solving problems and in making decisions (Sullivan 1988, p. 14).

Personal Development

The Royal Commission stated that students must be encouraged to form personal goals for their adult lives, otherwise no amount of education will be purposeful. Parents also must be made aware of the numerous academic possibilities for their children or there will continue to be little parental enthusiasm for public education in BC.

The commission was troubled by the number of youngsters who expressed no goals for themselves. This was more apparent in children from disadvantaged . . . backgrounds. [Also] . . . many of the children who could state clear personal goals were unsure on how to achieve their goals. Similarly many parents were uninformed about possible career paths open to their children (Sullivan, 1988, p. 19).

Along with personal development, the Commission would like the Ministry of Education to work on:

1. restoring young people's awareness of their community businesses,
2. encouraging students' community identity and pride.

Recent social changes have renewed public interest in the school's capacity to preserve, or even restore, ideas about community. The growth in urbanization, population, occupational and social differentiation, and social diversity and ethnicity have led in recent years, to a vanishing sense of community and to a weakening of the bonds that hold us together (Sullivan, 1988, p. 14).

Career Preparation

The Commission recommended that a broader range of adaptation skills to the continuous and accelerating employment changes in BC be developed in the curriculum.

Statistical data on employment and the economy suggest . . . a decided provincial decline in employment in export industries, which in earlier days traditionally provided work opportunities for young, unskilled labour; . . . the recent growth in provincial employment has taken place in service industries, . . . that require . . . workers with some form of advanced skills volatility within the overall economy itself which suggests the need for a broader range of skills and competencies on the part of young people especially(Sullivan, 1988, p. 12).

Choices

The Royal Commission recommended an increase in the different but equal academic directions and goals for academically "at-risk", socially disadvantaged, adolescents

. . . The curriculum is startlingly inadequate at the senior secondary level for learners not planning to attend a post-secondary educational institution. Most secondary students sought greater variety, choice, and relevance in source selection (Sullivan, 1988, p. 19).

Great attention should be paid to the area of alternative programs. The Commission considers that such programs offer genuine alternatives to students and should . . . be expanded. We wish to stress the work experience component of such programs and suggest that this component be extended and intensified (Sullivan, 1988, p. 33).

The larger challenge for the provincial system is to establish other career paths without introducing streaming by academic ability, watered-down courses, and dead-end occupational programs-- all of which result in the reduced expectations that so often characterize alternative programs. Our proposal then, is to have programs that are different in kind but equal in status to those of the common core (Sullivan, 1988, p. 33).

Alternatives

The Royal Commission recommended that the variety of course-options to qualify for high school graduation, be enlarged. Of course if teachers expect their students to regard different ways as equal ways, teachers must encourage individual ways different from the teacher's way.

If various alternative programs are to exist and are to meet the diverse needs of learners at all ages, then graduation requirements must be made more flexible, (Sullivan, 1988, p. 34).

Ministry of Education Policy and Planning

Brummet (1989a) admitted in his presentation to the BC School Trustees that BC's education system is presently inadequate to handle the present and accelerating social and economic changes in BC.

You will know that Mr. Sullivan's basic message was that we now have a good education system that has served us well. [But Mr. Sullivan] also noted that [BC's education system] has shortcomings. For example, roughly 1/3 of our students, for a variety of reasons, don't complete their secondary education (Brummet, 1989a, p. 6).

We have to find ways of reaching our present drop-outs. [BC's education] system is simply failing to meet [their] needs . . . (Brummet, 1989a, p. 15).

The [BC] education system must not only welcome but encourage the wider community to participate in its processes and deliberations, at both the provincial and local levels, not merely with glossy

newsletters but by actually seeking their input on major issues of direction, soliciting their aid to address specific issues, and inviting them to participate in the learning experiences of the students. In every one of our communities there are people who are able and willing to help deliver meaningful learning experiences to our students, not just on an annual "career day" but on a regular on-going basis. Similarly, there are many things that our students can contribute to the community as part of a meaningful education. We will have to accept that schools are not the only place where children can and do learn. . . . We will concentrate more on taking our students from where they are when they enter our class to where their potential will take them, rather than prescribing a complete set of hoops they must jump through. We will instill in our students the love of learning and the ability to learn lifelong. . . . We will see a teaching force that reflects the ideal of "facilitating learning" rather than the delivery of pre-packaged teaching modules that our students are expected to ingest, (Brummet, 1989a, pp. 15-17).

Brummet's (1989b) news release stated that he accepted most of Sullivan's (1988) recommendations and the news release synopsis of Brummet's presentation of the new BC curriculum to:

1. Be phased into the schools over the next ten years,
2. Place greater emphasis on problem solving, creative thinking, . . . [and] computer technology,
3. Provide a [greater] choice of pathways leading to graduation,
4. [Encourage] school partnerships with the community and business,
5. [Focus on producing] educated people . . . who can adapt to [social and economic] change (Brummet, 1989b, pp. 1-2).

Brummet's (1989c) new Mandate for the school system in BC was divided into two parts: the "Mission statement" (or the purpose of education in BC) and the "General Policies" (or the instigation of the stated mission of education).

Mission Statement

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy (Brummet, 1989c, p. 3).

General Policies

.... Schools in the province [of BC must assist] in the development of citizens who are:

1. thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
2. creative, flexible, self-motivated, and who have a positive self image;
3. skilled and who can contribute to society generally, including the world of work;
4. productive, who gain satisfaction through achievement and who strive for physical well being;
5. cooperative, principled and respectful of others regardless of differences;
6. aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world (Brummet, 1989c, p. 4).

Brummet in agreement with Sullivan's Royal Commission, also declared that the public education in BC must have a wider selection of equal-valued alternatives.

Diversity and Choice

In an effort to accommodate varying parental and student expectations of school services, public schools, within available resources, will provide parents and students with choice of programs. . . [that] are current, and relevant to the needs of the learner (Brummet, 1989c, pp. 4-5).

Brummet's (1989d) statement of his response to Sullivan's (1988) recommendations was his "Policy Directions." In this, Brummet gave first a background on the Royal Commission's task, significance, and

recommendations; followed by his policy directions to guide future decision-making in all aspects of education in BC.

Task

The Commission's task was to examine all aspects of the public and independent school system, and to make recommendations that would guide the system into the 21st century (Brummet, 1989d, p. 5).

Significance

In Canada, Royal Commissions on Education are generally regarded to be important educational milestones, events that signal a point of departure in our thinking about education and its importance to our lives. These commissions provide an important opportunity for people to express their views and in doing so, to shape educational policy and the values and priorities we place on learning in our society (Brummet, 1989d, p. 5).

Recommendations

The Commission's report, A Legacy for Learners, . . . contains 83 recommendations . . . [concerning] Major changes [that] have taken place in British Columbia's society and economy over the past 20 years, changes that are placing new demands and expectations on our schools. The restructuring of our economy, from resource-based to a mixed economy with increasing emphasis on the information processing and service sectors, has meant important job and business opportunities for British Columbians. . . . As a result, the workplace itself has changed and will continue to change. Not only do workers today need to be creative and adaptive, they require solid grounding in basic literacy skills that will support life-long learning as demands for skills change and as new employment opportunities arise. [Also] able to access and share knowledge (Brummet, 1989d. pp. 5-6).

The policy directions were given in the form of: a mission statement, an appointed Education Advisory Council, preparation for a new School Act, and a new provincial curriculum structure.

Mission Statement

The goals of education are the intellectual, human, social, and career development of students. The system will focus on the preparation of educated citizens, who have the ability to think clearly and critically, and to adapt to change (Brummet, 1989d, p. 8).

Appointed Education Advisory Council

. . . To ensure that directions in provincial education policy and practice remain sensitive to the needs of the community and [to] reflect the best advice of professionals and members of the public. . . representatives on various sectors of society, will be asked to participate in the Education Advisory Council that is to be recognized in the School Act (Brummet, 1989d, p. 9).

The new School Act

In order to provide the legislative framework for the new policy directions, a new School Act will be introduced . . . [and] will be broadly enabling in nature, to provide for flexibility in the implementation of the new directions (Brummet, 1989d, p. 9).

A new provincial curriculum structure

Assessment studies over the past ten years indicate that overall student achievement in the basic skill areas is improving, and that B.C. students tend to perform very well when compared to other provinces and other countries. Nevertheless, the Royal Commission points out that about one third of B.C. students drop out of school before [grade 12] graduation. . . We know that dropouts, unemployment, under-employment, delinquency, and illiteracy are all intertwined and exact heavy financial and social costs to the province. The curriculum will [therefore] place much greater emphasis on the individual learner. . . [and] be designed to . . . allow communities to give emphasis to the study of topics of particular local interest or need. Teachers will be encouraged to learn new instructional strategies so that the new curriculum can be taught in an integrated way to diverse groups of students, with increasing emphasis on problem solving and creative thinking skills (Brummet, 1989d, pp. 9 & 10).

[The dominant family structure has changed.] The number of single parent and blended families is [increasing]. The role of the school, in

light of changing family structures, needs careful definition (Brummet, 1989d, p. 6).

Curriculum Recommendations from School District #40

Although not extensively acknowledged, approximately thirty teachers from New Westminster (School District #40), voluntarily wrote recommendations for significant changes in public education in the province of BC. Titled "Graduates 2001," these recommendations were subsequently submitted to the Ministry of Education months before the release of Sullivan's Royal Commission, and of course, Brummet's announced changes.

[Graduates 2001] . . . contains recommendations for future planning, as well as for specific action during the school year 1988-1989 (School District #40, 1988, preface).

The teachers who wrote "Graduates 2001" found much inspiration from McClaren and they quoted him extensively throughout their work.

The Planning Committee [of School District #40] embraced the 21st Century Basics outlined by Dr. Milton McClaren when he spoke at the Public Forums on February 17, 1988. The committee believes, with Dr. McClaren, that they are appropriate to serve as organizing principles in developing a curriculum for our children (School District #40, 1988, p. 4).

Citing Ministerial reports of Alberta Education (1984), and Saskatchewan Education (1985), and Arthur Lewis (1981), these New Westminster School District teachers stated that they wanted to design and implement a curriculum that had less information mass in courses in order to promote application skills in education.

"Information alone is not enough to solve problems. [What is needed is] . . . "the ability to comprehend, . . . [analyze, . . . and apply . . . [selected information in ethical ways.] (Lewis, 1981; Cited by Saskatchewan Education, 1985, p. 10; Also cited by School District #40, 1988, p. 3).

Traditionally, the methods of instruction in our schools have been designed for teaching facts or knowledge. These may be inappropriate for developing skills and values which require an environment which allows for practice of those skills (School District #40, 1988, p. 9).

The Planning Committee embraced the 21st Century Basics [believing] with Dr. McClaren, that they are appropriate to serve as organizing principles in developing a curriculum for our children [in New Westminster] (School District #40, 1988, p. 4).

In taking steps to use the 21st Century basics as organizing principles in developing a curriculum, there are significant implications for the entire school system. The District 2001 Planning Committee worked to expand the list of basics into the curriculum goals . . . which a student needs in order to adapt to the changes which occur in his/her lifetime. Specific content prescribed by the Ministry of Education would be used as the body of knowledge taught while gaining 21st Century Basics (School District #40, 1988, p. 5).

The Planning Committee recognizes the need for specific evaluation strategies compatible with a curriculum founded on the 21st Century Basics. Such evaluation would:

1. be child-centred— assessing growth, (not comparing child to norm)¹²— and tailor-made for the student (School District #40, 1988, p. 8).

Strategies would include:

1. evaluation of performance through demonstration of skills and abilities;
2. student self-evaluation (School District #40, 1988, p. 8).

¹²The author inserted brackets to prevent the negative "not comparing" running into the positive "tailor-made."

Each learner child, as he/she matures, should develop a sense of purpose, be encouraged in the pursuit of (sic) excellence, and encouraged to gain skills in:

1. personal goal setting,
2. involvement in decision-making,
3. project management,
4. self direction . . . student-directed learning,
5. responsibility for learning,
6. independent study,
7. peer tutoring (School District #40, 1988, p. 10).

A variety of physical settings for learning inside and outside the classroom should be available. Greater use should be made of community facilities. It will be important to foster an attitude that:

1. encourages risk-taking in the development of new ways of working with students, and
2. permits innovation in the schools (School District #40, 1988, p. 12).

The school should become more involved in the community by endeavouring to:

1. identify ways schools can serve the needs of the community in more flexible ways,
2. involve students regularly in the life of the community,
3. make greater use of community . . . resource people . . . to assist with individual children (School District #40, 1988 p. 12).

Most importantly, the thirty volunteer school teachers, School Board, and Superintendent of School District #40 expanded McClaren's eight 21st Century Basics into curriculum goals. Thus skills that a graduate of School District #40 should possess were listed beside each of McClaren's eight 21st Century Basics. Examples follow.

21st Century Basic:

The graduate of School District #40 is able to:

1. Life-Long Learning

... determine when new learning is needed, ... acquire the new learning, and ... apply it to a particular situation (School District #40, 1988 p. 5).

2. An ability to generate and thoughtfully choose alternatives

analyze a situation, identify, and define the problem, consider alternatives, make decisions, plan courses of action, and carry a plan toward solution (sic) of the problem (School District #40, 1988 p. 6).

3. An ability to participate effectively in various social and cultural settings

work cooperatively in groups in the family, the workplace, and the community (School District #40, 1988 p. 6).

4. An ability to access information from various sources, and to distinguish between media and meaning.

manage, interpret, and apply information effectively (School District #40, 1988 p. 6).

cope with the new media of information, persuasion, and indoctrination (School District #40, 1988 p. 6).

5. To have pride in a personal set of generic skills and to set aside time to develop and perform them.

access information, using the new technologies (School District #40, 1988 p. 7).

6. An ability to think critically about values.

analyze and question change rather than accepting it as inevitable (School District #40, 1988 p. 7).

7. A commitment to the environment.

[remain] aware of the environmental concerns of the day (School District #40, 1988 p. 7).

8. A capacity for engagement and adaptation to life.

[comprehend] the effect of change on the family unit, the workplace, and the community (School District #40, 1988 p. 7).

CONCEPT, OPERATION, AND DATA COLLECTION

Chapter divisions

1. The concept of the Work Orientation Workshop (WOW) program,
2. The operation of a local WOW program,
3. The evaluation instruments and data collection methods used in this study.

Part One: THE WORK ORIENTATION WORKSHOP (WOW) PROGRAM

Introduction

The Work Orientation Workshop (WOW) Program consisted of summer workshops, work tours, and work-experience placements for academically capable adolescents contemplating leaving school before high school graduation.¹ Funded across Canada, on a one-time, but repeatable, grant

¹Here high school completion means grade 12 graduation. Interestingly, the CEIC expresses a concern that contradicts Sullivan's (1988) seventh recommendation ("Recommendation #7," B.C. Royal Commission on Education p. 32).

Sullivan recommended in his Royal Commission's Summary of Findings, that students who successfully completed grade 10, be awarded an official *certificate of entitlement* to an additional two years of secondary education which could be redeemed at any time throughout the individual's life. However, the CEIC WOW booklets (Sponsor's Handbook p. 4; Trainer/Instructor's Handbook p. 1), stated a concern that adolescents leaving school before completing grade 12 would reduce the individual's chances of obtaining employment and of later returning to school. Therefore CEIC representatives recommended that Canadian adolescents should be encouraged to complete grade 12, without a time of school absence. Thus, CEIC representatives and Sullivan's commissioners disagreed on the value and repercussions of taking an absence from school after grade 10 but did not disagree on the importance of completing grade 12.

basis, by the Employment Development Branch (EDB) of the Canadian Employment and Immigration Commission (CEIC), each local WOW was designed to be run autonomously by community sponsors. However, there were numerous CEIC obligations for local community sponsors to run a WOW program. The local CEIC Program Officer also completed an expenditure audit, a methodology review, a results confirmation, and two evaluation reports on the local WOW program for the CEIC.

The CEIC grant allowed the local WOW sponsor to pay the participants two types of wages: a set ten dollars a day to attend workshops and the provincial minimum hourly wage² to work in placements with appropriate local businesses.

At the end of the local WOW program each participant was to express clear plans for his/her educational and career goals.

Obligations set by CEIC for running a local WOW program

Three booklets³ put out by the CEIC specified the obligations for running a local WOW program (Government of Canada, 1988a, 1988b, and 1988c). Each booklet directed specific obligations to one of the three WOW program organizers: the applicant, sponsor, or trainer/instructor. Three areas critical to this study were:

²Minimum wage in B.C. on July 1, 1988 was set at \$4 /hr. for people under 18 years of age and \$4.50 for 18 years and over.

³The three WOW booklets are: Guide to Applicants, Sponsor's Handbook, and Trainer/Instructor's Handbook. These are available from a local Employment Development Branch (EDB), of the Canadian Employment and Immigration Commission (CEIC) office listed in the federal section of the "blue pages" of a local Canadian telephone directory.

1. The workshop,
2. The work experience,
3. The personal planning seminar which was on the last day of the WOW program.

The Workshop

1. Should focus on life-skills, communication skills, and future employment needs planning (Government of Canada, 1988c, p. 1).
2. Activities should be based upon group discussions, seminars conducted by guest speakers (such as bankers, employment counsellors, or union representatives) and field trips to large and small industries (Government of Canada, 1988b, p. 3).
3. The workshops must not take place in a classroom setting⁴ and preferably not in a school (Government of Canada, 1988b, p. 3).

The Work Experience

1. [Is to enable participants to] . . . acquire the necessary experience to help them identify good work habits and attitudes which, when developed, will enable them to compete more effectively for jobs (Government of Canada, 1988c, pp. 1-2).
2. . . . Provide participants with an awareness of their current skill levels in general, and in particular their skill levels in relation to careers they may wish to pursue (Government of Canada, 1988b, p. 4).

The Personal Planning Seminar:

1. [Is to be the last day of the project] during which participants summarize what they have learned about the work world, their future employment goals, and how these goals might be attained" (Government of Canada, 1988b, p. 4).
2. The day might include a luncheon, during which WOW completion certificates and the incentive awards could be provided (Government of Canada, 1988b, p. 1).

⁴The booklet writers' (not the author's) underlining.

Additional Procedures for a local WOW

Referral

Initially, the author contacted all four New Westminster high schools: Purpose Alternative School, Relevant High (a private school), and Regular and Alternate Public High Schools. The Purpose and Relevant schools did not become involved,⁵ but New Westminster's Regular and Alternate schools collectively referred some 40 students.

The author spoke with the counsellors⁶ before and after the referral process. In the pre-referral interview, the author outlined the type of participant WOW was designed to assist, but the author did not mention a method for selecting the students for referral. Thus, the author allowed each counsellor his/her own method to decide who would be referred.

After the author received the referrals, the author questioned individual counsellors on what "referring factors" he/she had used. Interestingly, all three New Westminster Secondary Regular School counsellors used grades to determine students at "academic risk," and a personal interview to determine academic ability. Whereas all three Alternate School counsellors used the personal interview to determine

⁵A counsellor from Purpose said their students were not academically capable (of graduating from high school) and the principal of Relevant told the author that none of the students at Relevant were "at academic" risk (as long as their fees were paid).

⁶The author used the term "counsellor" to include all school personnel who made referrals including teachers of the NWSS Alternate School.

"academic risk," but academic effort⁷ to determine academic ability. Either way, these counsellors thought that a discrepancy existed in which the referred students presented greater academic ability than academic productivity indicated or social problems allowed.

Hiring an Assistant

Three days before the program was to begin, the CEIC Program Officer stipulated that for each ten WOW participants there must be an adult coordinator. Since the author had designed the WOW of School District No. 40 for twenty participants, the author was obligated to hire an assistant.

The author notified several Lower Mainland agencies employing childcare counsellors, of the available position. On the first day, the Lower Mainland agencies recommended a total of six childcare counsellors to the author. The following two days, the author travelled to these childcare counsellors' residences and conducted interviews.

The selected assistant had appropriate academic training (BA in criminology) and work experience (presently employed as a childcare counsellor in a group home). Throughout the WOW program, the author and this individual worked well as a team sharing the responsibilities and mutually supporting each other in the nature of the work.

⁷In the New Westminster Alternate School, the student was not letter/percentaged graded when the student took "alternate courses" (modified versions of the regular courses offered in New Westminster's Regular High School). Since the Alternate School counsellors had daily contact with each student that they taught "academic-effort" was discussed as an informal discussion between student and teacher weekly besides being formalized each term on the report card as "G," "S," or "U."

Participant Selection Rationale

Since there were many dropout preventive programs presently in operation in the United States, Canada, and the Province of BC, the author reasoned that the selection of WOW participants should be based on what the literature revealed were the critical criteria of academically "at-risk" adolescents. The author decided further that local adolescents of highest academic risk should be the ones accepted into the WOW program. Primarily and ethically, those who needed assistance most should be assisted first. Secondly, if a program could produce significant social and academic improvements with the most problematic local adolescents,⁸ then aspects of the program might assist those with similar but less noticeable difficulties in other programs.

Selection Procedure and Criteria

1. The adolescent applicant (15 to 18 years) was referred by high school counsellors in School District No. 40 (New Westminster), who determined that the student although attending school, was:
 - a) likely not to return to school in September.
 - b) academically capable of completing grade 12.

⁸That is adolescents who were both at academic risk (as defined by the review literature) and the most socially needy (as determined by the author) of those referred to the local WOW program.

2. The adolescent applicant completed an applicant questionnaire.⁹ The questionnaire was designed by the author to reveal if the adolescent had:
- a) a lack of job search skills,
 - b) a lack of plans for summer activities,
 - c) a financial need (e.g., the family is on income assistance, the adolescent has no spending money of his/her own).
 - d) numerous time-demanding family responsibilities (e.g., caring for younger siblings, cooking meals, grocery shopping, and providing supplemental family income¹⁰).¹¹
3. The adolescent applicant attended a personal interview with the author which substantiated the applicant's questionnaire and screened for:
- a) expressed enthusiasm for participating in the WOW program (an indicator of program completion),
 - b) expressed disenchantment with school and work,

⁹Appendix A contains examples of the Applicant Questionnaire and all other instruments (with the exception of interviews and report card grades).

¹⁰Some adolescents provided extra family income by babysitting neighbours' children.

¹¹Two adolescents came from economically secure middle class families and eighteen came from families of economic need.

- c) expressed summer job expectations being unrelated to expressed career goals (an indicator of the adolescent having a lack of understanding of successively building upon relevant work experiences and the step approach to achieving a career goal).

Since the author did not have initial access to family or school records, the author determined, rated, and selected the most "visibly needy" applicants from the counsellor's referrals. The author coined the term "visibly needy" to describe his method of selecting participants based on what could be obtained through application and interview questions and direct observation. The personal, visible-needs seen not to be met (such as personal money, personal time, and an adult who personally cares), were noted (by the author and his assistant), and referred adolescents who had the highest number were deemed the most "visibly needy" and hence the most appropriate for the WOW intervention program. As an example, applicants who in the interview, stated they had plans for other healthy summer activities besides WOW (such as weekend excursions), the author deemed less visibly needy than those who had stated they had no other summer plans besides applying to the WOW program. The author postulated that adolescents unable to plan a variety of enjoyable summer activities in conjunction with WOW, revealed a greater need to learn at least planning skills in the WOW program.

The Participants

Twenty participants were accepted into the WOW program from 40 school counsellor referrals in three days of screening applicant questionnaires and of conducting personal interviews.¹² The participants:

1. were between 15 to 18 years (four were 15, five were 16, nine were 17, and two were 18),
2. were perceived to have the intellectual ability to at least complete their high school program,
3. were referred by public high school personnel,
4. had expressed a decision of not returning, or a complication of returning to school in September.
5. had numerous personal, family, and social factors, rather than learning disabilities, impairing his/her academic productivity.

School District #40 and the Municipality of New Westminster

In 1988-1989, School District #40 and the Municipality of New Westminister had some contradictory appearances and statistics. School District #40 only serviced students within the boundaries of the City of New Westminister. New Westminister appeared to be a well established, quiet, relatively small municipality (population = 39,972;¹³ area = 1,268 hectares of land) with walking-distance to shopping centres and many community facilities (Ministry of Municipal Affairs, Recreation, and Culture, 1987). New Westminister also appeared to have a middle-income, mostly white,

¹²for adolescents having high economic need, personal difficulties, family obligations, and low self esteem

¹³1986 Census

population (Financial Post, 1989). The municipalities immediately to the north (Coquitlam: pop.- 69,291; area - 12,662 Hectares of land), south (Richmond: pop.- 108,492; area - 8,582 Hectares of land), east (Surrey: pop.- 181,447; area - 22,648 Hectares of land), and west (Burnaby: pop.- 145,161; area - 5,680 Hectares of land), were all much larger with more social/income diversity, and faster growth rates (Financial Post, 1989; Foot, 1989). New Westminster appeared to be the calm spot in the lower-mainland municipalities' social/dwelling hurricane. However statistically, New Westminster in 1987, had the highest crime rate in the Province of BC (Pappajohn, 1988a). In 1988, the city of New Westminster, one of the smallest Lower-Mainland municipalities, had 218 federal Criminal Code offences (excluding traffic) per 1,000 population (Pappajohn, 1988a). In comparison New Westminster's bordering neighbour, Surrey, Canada's largest, and fastest growing municipality, had 141 federal Criminal Code offences (excluding traffic) per 1,000 population.¹⁴ (Pappajohn, 1988a).

New Westminster also had the highest police costs in the Province of BC. In 1986, "it cost each man, woman, and child in the City of New Westminster \$156 each to operate the New Westminster Police Department" (Pappajohn, 1988b)

The New Westminster high school had many unique recreation facilities in or adjacent to the school itself, such as the largest BC high school theatre auditorium (The Vincent Massey Theatre), three gymnasiums,

¹⁴Other municipalities near New Westminster had the following federal Criminal Code offences (excluding traffic) per 1,000 population: Burnaby: 169; Coquitlam: 105; Richmond: 113; Vancouver: 175)

impressive track and field grounds (The Mercer Field and Stadium), and an ice skating rink. The New Westminster High school (one of the largest public high schools in Canada) had numerous counselling personnel. The University of British Columbia housed its Counselling Psychology Graduate Program practicum in the New Westminster High School.

Despite that, New Westminster High School's adolescent student enrolment had a downward trend over the last ten years and although only nine more adolescent students enrolled in 1989 than 1988¹⁵ the New Westminster School Board had increased the residential tax 6.7 per cent for the 1988-1989 academic year to arrive at a \$16-million budget (Hilborn, 1988). Trustees justified the tax increase to bring more programs to the High School such as "a Career Preparation course for potential high school drop-outs" (Hilborn, 1988). However, there was very good cause for this school board to budget for and focus on assisting their academic "at-risk" adolescents because in the previous academic year (1987-1988), New Westminster (School District #40) had the highest overall withdrawal¹⁶ rate in the Province of British Columbia (e.g., New Westminster - 8.92%; Burnaby - 2.42%; Coquitlam = 3.00%; Delta = 2.03%; Surrey = 3.26%; Richmond = 3.11%; Vancouver = 3.46%) (BC Ministry of Education, 1988). Not only that but New Westminster (School District #40) had the highest withdrawal rate in the

¹⁵School District #40's, high school enrolment (as reported by the New Westminster Public Library by phone August 10, 1989) were: 1978: 2,092; 1979: 1,985; 1980: 1,911; 1981: 1,672; 1982: 1,493; 1983: 1,435; 1984: 1,437; 1985: 1,464; 1986: 1,365; 1987: 1,426; 1988: 1,356; 1989: 1,365.

¹⁶The BC Ministry of Education reported the students who ceased to attend any public school in BC in the academic year 1987-1988 as "withdrawals" instead of "dropouts."

Province of British Columbia specifically for the grades eleven and twelve (e.g., New Westminister: grade eleven - 22.40%, grade twelve - 26.65%; Burnaby: grade eleven - 8.39%, grade twelve - 5.17%; Surrey: grade eleven - 11.98%, grade twelve - 9.54%) (BC Ministry of Education, 1988).

Part Two: THE LOCAL WOW PROGRAM IN (SCHOOL DISTRICT NO.40)

Goal/Quest Distinction

The WOW Program Guide booklets for running a local WOW Program stipulated that the WOW participants be able to state their occupational goals and how they might obtain these goals. However, the Government of Canada also permitted creative modifications to local WOW Programs. The author received permission that the New Westminister WOW should not only have discussions on long-term career goals but also have discussions on medium-term personal "quests" that could be accomplished in one academic year (ten months). Quest discussions were group and one-to-one explorations of philosophical questions such as:

1. What do I honestly want to do this year?
2. What do I think I need to do at this time for my own life?
3. What could I accomplish in ten months that would make me proud to be me?

Thus the participants' quests were not appended to other people's expectations. The quests were for the participants to understand that some strivings were for personal reasons, and justifications to others should not be required. The quests were also for the adolescents to appreciate themselves:

their own decision-making and reality. Obviously with such freedom, some of the adolescents' "Post-WOW quests" were not what the WOW program was designed to have adolescents strive toward. However the author reasoned that all personal quests, whether successful or not, should be followed to provide a more insightful understanding into the dropout phenomenon.

The Schedule

The author's schedule for this local WOW program was as follows:

1. The program began with two weeks of daily workshops, Monday through Friday,¹⁷ starting July 4th and ending July 15th.
2. The adolescents individually participated in two separate work placements (Monday through Thursday, July 18th to September 1st.).
3. Throughout the adolescents' work experience, Fridays were set aside for reconvening as a group to discuss how the work experience was proceeding and how one's educational and career plans were developing. Fridays also involved tours of industry, small businesses, and post secondary education institutes.
4. Fridays provided time to discuss how personal problems affect educational options. Counteractive coping-techniques were included to develop personal problem-solving skills.
5. Fridays were also a time to plan the WOW Graduation Banquet as a special fun event.¹⁸ (See also the author's "Schedule Overview" diagram on the following page):

¹⁷Workshops varied in length depending on the material to be covered (e.g., the Survival First Aid Workshop began at 8 am and finished at 5 pm. However, the Employment Standards Workshop lasted one and a half hours, from 10 am to 1130 am and was on the same day as the Unlocking Your Potential Workshop also lasting one and a half hours, from 1230 pm to 2 pm).

¹⁸ The WOW Graduation Banquet was held at an impressive downtown Vancouver hotel, and the Superintendent of School District No. 40 gave the graduation speech.

WOW Schedule Overview

July 4th to 8th

1st week of workshops

five days Mon. to Fri. >

4	5	6	7	8
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July 11th to 15th >

2nd week of workshops

five days Mon. to Fri.

11	12	13	14	15
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July 18th to Aug. 4th

1st work placements

three weeks

four days per week

18	19	20	21
25	26	27	28
1	2	3	4

22
29
5

1st set of reconvening

Fridays

22, 29, 5

Aug. 8th to Sept. 1st

2nd work placements

four weeks

four days per week

8	9	10	11
15	16	17	18
22	23	24	25
29	30	31	1

12
19
26

2nd set of reconvening

Fridays

12, 19, 26

September 2nd

2

planning
afternoon
&
**Awards
Banquet**

The Two Workshop Presentation Methods

The workshops were two five-day weeks at the program's beginning and every Friday thereafter, for seven consecutive weeks. The seven Fridays were also called reconvening Fridays.

The entire first two weeks of workshops were given by field experts¹⁹ recruited from local community businesses, unions, government departments, and agencies. The first five-day set of workshops used didactic (talk to), methods and covered: "What is work about?" That is, what are the intricacies of obtaining, maintaining, and advancing in one's work world?

The second five-day set of workshops used discussion (talk with), methods and covered: "What has one's personal life got to do with a successful career?" That is, how does one's personal life interconnect with, and support, a successful working life? The second five days of workshops had field experts leading discussions, giving tours at training institutions, and directing simulated life situations on nutrition, and personal- and financial-planning. At the conclusion of each presentation the participants rated the learning experience on the author's five point scale.²⁰

¹⁹All field experts who spoke to the WOW participants throughout the workshops were referred to as "invited guest speakers" to encourage the participants to take an active host/hostess rôle.

²⁰The author's five point scale is described in part three: instrumentation: Data Handling.

The Setting and Tone of the Workshops

WOW workshops and reconvening meetings were held in an easy-chaired lounge of New Westminster's Queen's Avenue United Church. The facilities at the side of the church proper, had the appearance and feeling of a small community centre. The church was centrally located, had an adjacent bus-stop, and was a short walk away from the light rapid transit system. The WOW program also used the facilities' gymnasium (during an all-day first aid workshop) and the main kitchen (during the all-day food purchasing/preparation/nutrition workshop).

The easy-chaired lounge was considered to be the participants' "home base" to which community representatives were "invited" as guests to present and/or discuss work and social topics. Although the author scheduled the workshops and did the actual inviting, the author discussed with the participants why certain guests were selected and why their topics were important. Afterward the author asked the adolescents to:

1. evaluate the information and the presentation (not the presenter), keeping in mind the author's two guidelines of positive criticism: "Can it be changed?" and "How does it help?"
3. list how the information could be useful to, or modified for, oneself,
4. list ways of getting the information from alternative sources (other than going to a library) that would likely also have different views about the information.

Preliminary Workshops' Dates and Topics

First week's theme: "What is work all about?"

Mon. July 4: "Getting and holding a job"

A representative from Simon Fraser University's Dept. of Communication discussed: "Problem-solving/action planning techniques for employment (e.g. job searching, résumé writing, interview preparation, and showing work related vitality)."

Tues. July 5: "Job Safety"

A representative from the Workers' Compensation Board (WCB) presented: "Typical physical dangers at the work place, job injury statistics, selected case histories, WCB's rôle, regulations, responsibilities, and the right to refuse unsafe work."

Wed. July 6: "A Balanced Perspective of the Work World: Part One"

A representative from the Canadian Union of Public Employees (CUPE) discussed: "Unions generally: What do they do for you and what do they ask you to do for them?"

Thurs. July 7: "A Balanced Perspective of the Work World: Part Two"

A representative from BC's Public Legal Education Society discussed: "Provincial employment standards and labour laws (or, 'What are your work rights?' and 'What actions can you take if your rights are infringed?')."

In the afternoon of Thursday July 7, a representative from the New Westminster Chambers of Commerce discussed: "How to develop your business/entrepreneurial ideas (or 'Worker to industrial representative: How to get there.').".

Fri. July 8: WCB Certified training in: Survival First Aid and Cardiopulmonary Resuscitation was given to all the WOW participants.

Second week's theme: "Some things besides work"

Mon. July 11: The participants bused out, as a group, to the BC Institute of Technology and toured the Food Services, Steel Trades, and Career Planning Counselling Services.

Tues. July 12: "Personal Health and Nutrition"

A consultation nutritionist presented a hands-on cooking lesson on preparing healthful meals (or "The so called 'eating habits:' How to enjoy the best of them.").

Wed. July 13: Three counsellors promoted an open forum on: "Personal questions and answers."

1. A Downtown Vancouver youth counsellor discussed: Life on the Street: Questions and answers
2. A drugs and alcohol abuse counsellor discussed: Drugs and Alcohol: Questions and answers,
3. A sexual counsellor discussed: Sexual norms: Questions and answers.

Thurs. July 14: "Mental Health"

A psychiatrist discussed: "What is normal: A discussion on psychiatry and personal coping skills."

Fri. July: 15: Personal Financial Planning

Two loans counsellors from the Royal Bank of Canada gave a rôle-playing workshop on applying for a bank loan under various simulated life conditions (or "The so called material pleasures of life: What are they and how might they be obtained?" and "The demanding rules of working, earning, spending, and personal debt.").

Work Placements and Job Positions

Work placements and job positions were:

1. Animal hospital: Veterinary Assistant,
2. Autobody repair (2 shops): Autobody Repair Assistant,
3. Bank (4 Branches): Records Clerk, Filing Clerk, Bank Teller,
4. Boys and girls club: Recreation Leader,
5. Department store: Clerk,
6. Interior design agency: Interior Designer Assistant,
7. Light industry: Labourer, Swamper,²¹
8. Newspaper: Freelance Reporter/Journalist,
9. Parks board: Horticulturalist Assistant, Park and Public Grounds Keeper,
10. Restaurants (4): Cashier, Cook, Delivery Person,
11. Small store (2): Salesperson, Cashier,
12. Travel agency: Confirmation Clerk, Ticket Salesperson.

²¹A "Swamper" is a truck-driver's assistant: one who guides awkward, weighty, loads that must be winched on and off the truck.

The Interactive Methodology

Throughout the two weeks' workshops and the reconvening Fridays, The author had the adolescents participate in four distinct interpersonal skill-building "stages" which step-wise increased in complexity and intimacy

These stages were:

1. familiarization,
2. functioning within small groups,
3. interpersonal skill-building within a large group,
4. forming individual support partners.

Familiarization

On the first day,²² the participants came to a cake and iced tea "introduction"²³ to familiarize themselves with the surroundings, get to meet the other participants, individually select three preferred work placements, and complete CEIC documentation. The participants were also asked to select membership in one particular five-membered group out of four such groups.²⁴ It was in these small five-membered groups, that participants would work cooperatively (learn to function within group limits), throughout the first two weeks of the program.

²²Wednesday, June 29, 1988.

²³The introduction/familiarization took place at a Church in New Westminster. The workshops and reconvening sessions were also held there.

²⁴The small-groups were denoted as numbered tables (Tables 1, 2, 3, & 4)

Small-Group Functioning

The first two sets of workshops²⁵ consisted of community representatives coming to the participants' "place"²⁶ and conducting a one day specialized workshop. Each small-group in turn had the responsibility on two separate days, of providing "home-comfort" for all present and of assisting these adult guests to fulfil their presentation goals. The individual hospitality tasks²⁷ were decided by the small-group responsible for the "smooth sailing" of that particular day's activities/workshop.

At the end of the day's workshop the group that was responsible for that day's "smooth sailing" would debrief the events, peer-evaluate its cooperative efforts, and make recommendations of situations needing special attention. The debriefings were also to prepare the small-group for a another day (in the second week), of assuming the responsibility of "smooth sailing." The group responsible for tomorrow's presentation would plan (with either the author or assistant observing), what each member of that group would do.

Since there were four groups, two of which would be active as a group on the same day, the author and assistant each observed two separate

²⁵July 4th to July 15th 1988.

²⁶The author promoted the concept that the room in which the WOW workshops were conducted was in essence the participants' place: that is, the participants did not have to ask an adult permission to do normal activities such as leave for a few minutes. In true form, the adolescents were to be hospitable to their guests.

²⁷The specific tasks were: preparing refreshments, ensuring presentation equipment was set up and working properly, introducing the presenter(s) to the other participants, making sure the facilities were tidy before and after the presentation(s), and mailing the presenter(s) a thank you letter.

groups per day. The author followed two groups through their two sessions of planning and performed their responsibilities, then self-evaluating their cooperative efforts. The assistant followed the other two groups' through their two session cycles. Thus, all four groups had an adult observe and support, but not lead, their full two cycles of cooperative productivity.

Interpersonal Skill-Building

The reconvening workshops of the first four job placement weeks focused on establishing a forum for sharing work placement experiences. There were two purposes for the sharing of work experiences. The first was to develop participants' interpersonal skills: that is, how to offer and receive constructive criticism and to enable the coordinators to detect and mediate negative work placement situations. The second was to have the participants develop individual support partners.

Throughout this interpersonal skill-building stage, common but nonexistent and humorous life scenarios were given to the participants. The participants would, as a group, rate the scenarios' players individually (on a five point, -2 to +2 rating code). The rationale behind the rating was then discussed.

Individual Support Systems

In the seventh week of the program, individual participants were encouraged to share September plans with their support partner (who hopefully would attend the same school).

Part Three: INSTRUMENTATION

Evaluation

The evaluation questions were:

1. **Academic:** Did the participants return to school? If so, were they able to perform better than the previous year?
2. **Work:** Did the participants learn something functional about the adult world of work? Specifically, did they learn how to obtain, maintain, and gradually improve their work-skills throughout their work experience?
3. **Family:** Did the participants improve their family relationships?
4. **Peers:** Did the participants improve their interaction with their friends; school, and work associates?
5. **Society:** Did the participants improve their interactions with their local community? Specifically, did they learn how to respectfully benefit from the public resources and the adults²⁸ of the community?

²⁸BC's ponderously slow court system adversely affected two adolescents' positive social changes. As an example, participant *20 was apprehended for auto theft during the first week of WOW, but did not receive sentence until well after the WOW program— a three month delay in cause and effect. During those three months however, this young individual made highly significant improvements in work and social relations, and had started an apprenticeship program when he/she was sentenced to six weeks containment.

The numerous individuals making these evaluations could be broadly classified into one of two groups: trained evaluators (e.g., teachers, counsellors, and direct supervisors of specific employers), and untrained evaluators (e.g., family members, friends, and others in society). Thus, an evaluation system was developed that could be used commonly by both trained and untrained evaluators. The evaluation system used was a five point rating of observable behaviours:

1. Specific behaviours were rated as: +2 - tops; +1 - good; 0 - okay, but . . . could be better; -1 - needs improvement; -2 - unsatisfactory.
2. Behavioural change was rated as: +2 - a very high positive change; +1 - a noticeable positive change; 0 - no change; -1 - a noticeable negative change; -2 - a disturbing negative change.

This five point rating system was used in all evaluation questionnaires including the adolescents' self-assessments.²⁹

Data Collection

Overview

Most of the data collected throughout the program was qualitative through opinion questionnaires, personal interviews, and observed interactions. However, the author's five point rating scale was used in 12 of the 22 given questionnaires to numerically compare academic effort, work-skills, family and social relations. Pre/post academic grades were also numerically tabulated and graphed.

²⁹See: Appendix A for sample questionnaires.

Data Collection Sequence

1. School personnel referral questionnaire and interviews
2. Applicant questionnaires,
3. Applicant interviews,
4. Observations on workshops,
5. Participants' evaluations on presenters, workers, and workshops,
6. Participants self-evaluations on contribution,
7. Individual evaluations of first week's work,
8. Direct supervisors' work evaluations,
9. Teachers' academic evaluations,
10. Participants' work evaluations,
11. Interviews with direct supervisors,
12. Interviews with participants,
13. Questionnaires and interviews with teachers,³⁰
14. Questionnaires and interviews with peers, parents, and guardians,
15. Pre/post school report cards,
16. Four and ten-month post-WOW adolescents', teachers', and parents/guardians' questionnaires.

Data Evaluation Methods

1. The author used his five point rating scale in eleven of the 22 questionnaires.³¹

³⁰N.W.S.S. disallowed the author interviews with teachers and counsellors. However, three participants transferred from N.W.S.S. and these other schools (see above footnote) permitted the author interviews.

³¹Appendix A gives examples, identifies, and explains the purpose of each of the 22 questionnaires

2. All evaluation questionnaires for teachers, work-placement supervisors, and participants' self-evaluations of work, rated the same categories (i.e., attendance, punctuality, compliance with rules, employee/peer relations, and work: quality, quantity, and attitude).
3. Questionnaires were handed-out and completed at the:
 - a) beginning of the WOW program,
 - b) middle and end of the two weeks' workshops,
 - c) end of the two work placements,
 - d) end of the WOW program,
 - e) start of the academic year (September),
 - f) conclusion of the first academic term (mid November),
 - G) mid academic year (mid December),
 - f) academic year-end (beginning of July).
4. The "evaluation" questionnaires numeral values were tabulated, and graphed.³² These graphed differences were then tabulated and graphed to produce the total change between successive evaluations for that particular participant in that evaluation category (such as work skills). All total changes for all participants were then graphed to produce an overall graph of the total changes for all participants.

Work-Skills During the WOW Program

Work-skills were rated by the direct supervisor of the individual participant. Two types of work-skills evaluations were made. The first was an

³²See: Appendix C for examples of work evaluation tabulation, graphed differences, and the sum of the differences.

evaluation of the improvement of the second WOW work placement over the first WOW work placement. The second was an evaluation of individuals who left school and found a full time employment after WOW. The second evaluation was to see if the participants had retained or improved their work-skills after the WOW program was concluded. In this second evaluation, the first work placement was compared with full time work.

Generally, the direct supervisor's ratings³³ on specific job skills³⁴ for WOW's first and second work placements and, where appropriate, the full time Post WOW employment ratings were graphed. Each work skill rating of the first placement was then subtracted from a matched work skill from the second work placement and, where appropriate, the full time Post WOW employment ratings and the numeral difference between the two also graphed as the numeral change in work skill improvement.

³³See: Appendix A, WOW Work Placement Evaluation Form.

³⁴ Work-Questionnaire graphing codes are: Attend = attendance; punct = punctuality; qual =work quality; quant = work quantity; attit = work attitude; E rel = Employee relations; r/p com = Compliance with rules and policies.

Teacher Questionnaire Assessments of Academic Changes

Teachers from New Westminster's alternate school and from three regular high schools outside of New Westminster, completed questionnaires and personal interviews on student academic change. This involved ten of the twenty WOW participants. Of these ten WOW participants five had returned to school. Hence of the five:

One had both an Alternate and Regular school teacher assessment (Participant #1),

Two had only an Alternate school teacher assessment (Participants #11 & #14),

Two had a Regular school teacher assessment (Participants #3 & #4).

Comparing Pre/Post Academic Productivity

1. The first term school report cards of the previous year (September to December 1987) were compared with the current academic year (September to December 1988).
2. "Core" academic subjects were used over "elective" academic subjects for the comparisons. Core academic subjects were defined as subjects necessary for high school graduation.³⁵ Electives would be chosen for a pre/post comparison (because of the semester system), if academic courses taken in the first term last year were not taken in this year's first term.

³⁵Math, English, sciences, social studies (Canadian viewpoints), and languages; as opposed to "electives" such as drama, art, physical education, and public speaking.

3. Subjects repeated in the current academic year (September 1988) were compared with last year's endeavours (September 1987) but were also distinguished from subjects newly tackled by placing a "(re)" after the subject category.
4. With individuals attending a regular high school, their academic productivity was equated to the letter grade they obtained in each core subject as these schools used the "A" to "E," "Percentage-Letter"³⁶ grading system. Thus, the two academic terms were graphed and the Pre/Post, matched subject, academic letter grade, change numerally subtracted. The derived value was also graphed to depict an individual's academic change (positive or negative academic productivity) and the participants' relative academic change.
5. Using a three point scale, pre and post academic "Work Habits"³⁷ were compared for all individuals. This was because all the schools involved evaluated academic work habits using three subjective letter grades.³⁸

³⁶The "A" to "E" letter grading system is a method of theoretically equating a particular percentage range (of either marks obtained from examinations, or number of students registered in the course) to particular letters "A" through "E" where "A" = 86 to 100% ; "B" = 73 to 85% ; "C+" = 67 to 72% ; "C" = 60 to 66% ; "C-" = 50 to 59% ; "D" = 40 to 49% ; and "E" = 0 to 39% of an examination mark. The system is the standard throughout Canada and the United States, although it is not scientific, often inaccurate and inappropriate, and the results sometimes "adjusted" to arrive at the expected 'bell curve' or pass/fail numbers. Percentage Letter Grading is the standard BC public school measuring instrument for academic endeavours.

³⁷"Work Habits," are also known as "individual effort," (as opposed to group effort, cooperative effort, or support effort). Working in isolation to obtain and demonstrate one's knowledge may not be what this society needs today, where participation, information sharing, and problem-solving must involve many specialized fields of knowledge working cooperatively to arrive at truly operable compromise or groups of solutions. It may also be highly unfair to focus and grade individual effort for socially problematic adolescents who often feel isolated and confused within a large system and

6. Work-placement work habits and skills were compared. Individuals who obtained post WOW full time employment had their two WOW work placements compared with their present employment. These evaluations were made by the individuals' direct supervisors in the adult work world, using the work evaluation forms of the WOW Program. Thus whenever possible the author used the same work world categories³⁹ for the teachers to determine school "work habits."
7. For students who had returned to the Regular New Westminster High School, the author equated one school "Work Habits" evaluation letter to one numeral rating (on the author's five point scale). Hence, a change of "U" to "S" comparing last year's first term with this year's first term, produced a "+1" rating change on the author's five point scale.

who have mostly survived within the society by pooling family and peer resources. Hence, individual, as opposed to cooperative, "Work Effort" may be non-relatable and counter productive to low income existence.

³⁸"G" = good; "S" = satisfactory; and "U" = needs improvement based on the subjective impressions of each subject teacher. Often, and not surprisingly, a "passing" academic productivity letter grade brings with it an "S", or satisfactory work habit or individual effort, assessment. Similarly, higher academic productivity usually brings a higher assessment of "G" Work Habits/individual effort, and lower than "passing" academic productivity is attached to the lowest assessment of work habits/individual effort a "U". This matching of academic productivity with academic effort happened without exception in some forty observed regular courses. One wonders if regular high school teachers are merely recording additional academic productivity in the work habits/effort category.

³⁹See: WOW Work Placement Evaluation Questionnaire in Appendix A.

8. For students who had transferred to a high school outside of New Westminster, the author asked each subject teacher to complete a work effort evaluation questionnaire (identical to the work effort evaluations completed by the direct supervisors of the two WOW placements) and the author interviewed each teacher with regard to his/her concerns/recommendations about the student. These were compared with the school's work effort (report card) evaluations.

Tabulating Pre/Post Academic Productivity

The regular high schools in this study⁴⁰⁴¹ use the "A" to "E" letter grading system to evaluate academic productivity.⁴² Normally, this system is transferred into a Grade Point Average (GPA) evaluation system in the last two high school years (grades 11 and 12), to determine an overall academic rating. The GPA rating however, is not for high school concerns but to allow post-secondary institutions admission personnel to rate and compare high school graduates. As such, the GPA system has four inadequacies to measure academic changes between sequential first-term report cards of academically at-risk adolescents:

1. The GPA system does not rate the lowest letter grade or "E" grade. However, many academically at-risk adolescents are given "E" grades.

⁴⁰Namely: New Westminster Secondary (school district #40), Queen Elizabeth Secondary (school district #36), Burnaby Central Secondary, and Burnaby South Secondary (school district #41).

⁴¹Where, according to the participants' teachers, a rating of "2" = Top academic effort; "1" = good academic effort; "0" = satisfactory but could do better, academic effort.

⁴²The author uses "academic productivity" rather than "academic ability" because the referring counsellors have noted a discrepancy of ability and performance with the academically at risk adolescents and the GPA actually measures only the academic products received and marked by teachers. Hence ability is not the same as performance, and general performance is not the same as segmented performance specifically applied for academic marks. For example, a student may have the ability to daily lead class discussions in the reading assignments, but not be able to produce a high mark on the final written exam.

2. The GPA system does not focus on individual subject changes but measures overall academic productivity. However, a study concerned about academically at-risk adolescents must measure individual subject changes to determine focused academic effort towards improving difficult, demanding, and/or more needed courses.
3. The GPA system does not measure changes in the lower grades highly significant changes. However, with academically at-risk students, a change from "D" to "C-" is more important than a change from "C" to "A." "D" to "C-" is a change from failure to passing.
4. The GPA system does not significantly indicate small changes in academic productivity. Small changes in academic productivity is important for at-risk students. A large increase in academic effort may bring relatively small changes in academic productivity.

For the aforementioned reasons the GPA academic standing system was not used to determine academic productivity changes in Pre/Post letter graded report cards. Instead, change in academic productivity was determined by graphing the letter grades of matched academic subjects taken in the first term of both Pre and Post report cards. The differences in Pre/Post, matched academic subjects' letter grades were tabulated by assigning a change of one letter grade equal to one numerical value. The numeral values of each student were then graphed.

4

ACADEMIC, WORK, AND SOCIAL FINDINGS

Part One: THE ACADEMIC FINDINGS

Introduction

The Academic findings had three components:

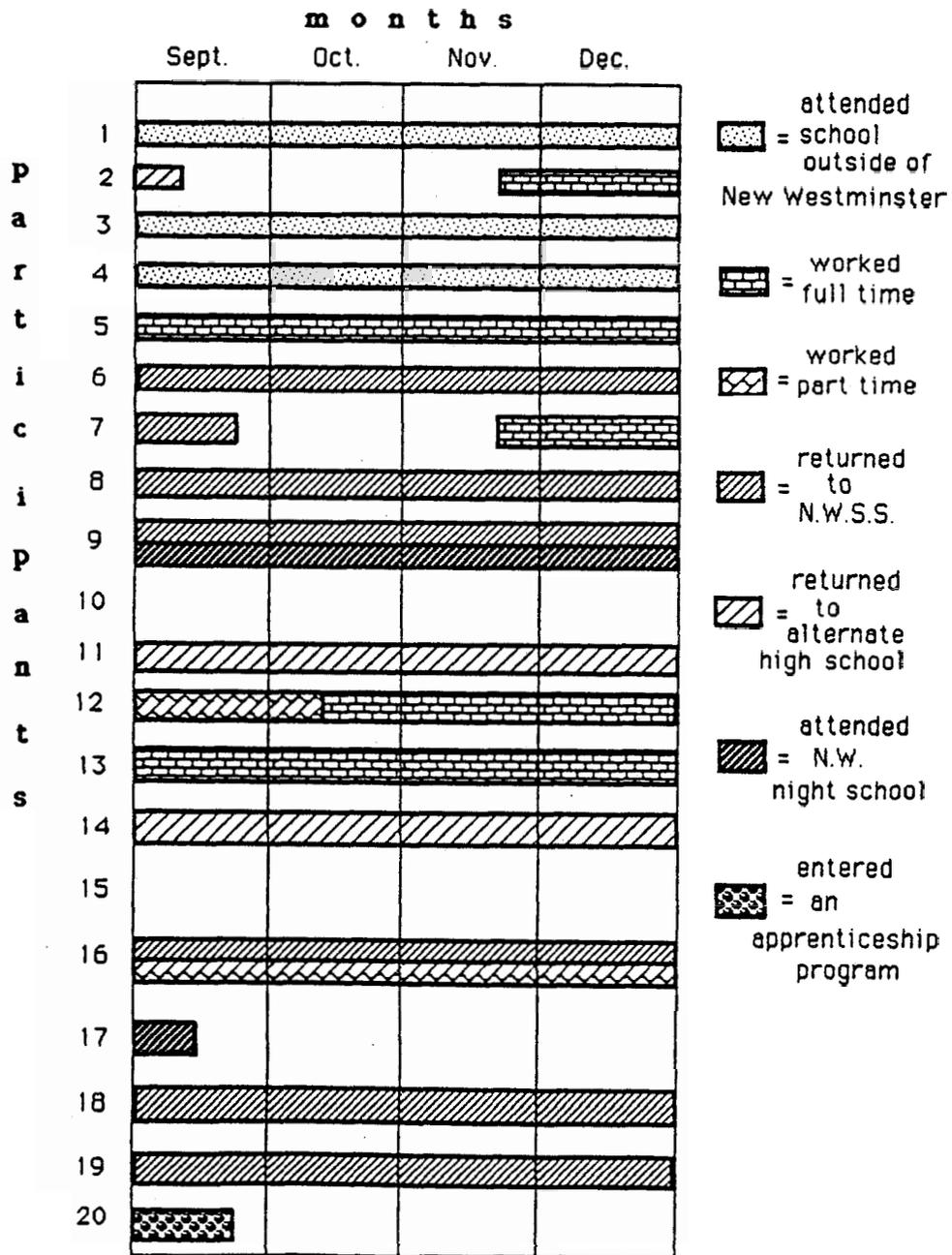
1. Returning-to and staying-in an academic environment after the WOW program and a summer absence period,
2. Making a concentrated initial academic effort (rated by the returnees as well as the teachers),
3. Continuing the academic effort for the duration of a specified period of studies,

Work-Skills Only Participants

Participants #10 and #15 were included in only the work-skills improvement part of the WOW program because these individuals decided to strive for personal goals other than employment or academic studies. Number 10 decided to research his/her native background and #15 decided to provide a supportive home environment for his/her partner who was focused on an income generating career outside of their home.

Graph 4A

The Participants' Individual Post WOW Academic and Work Endeavours

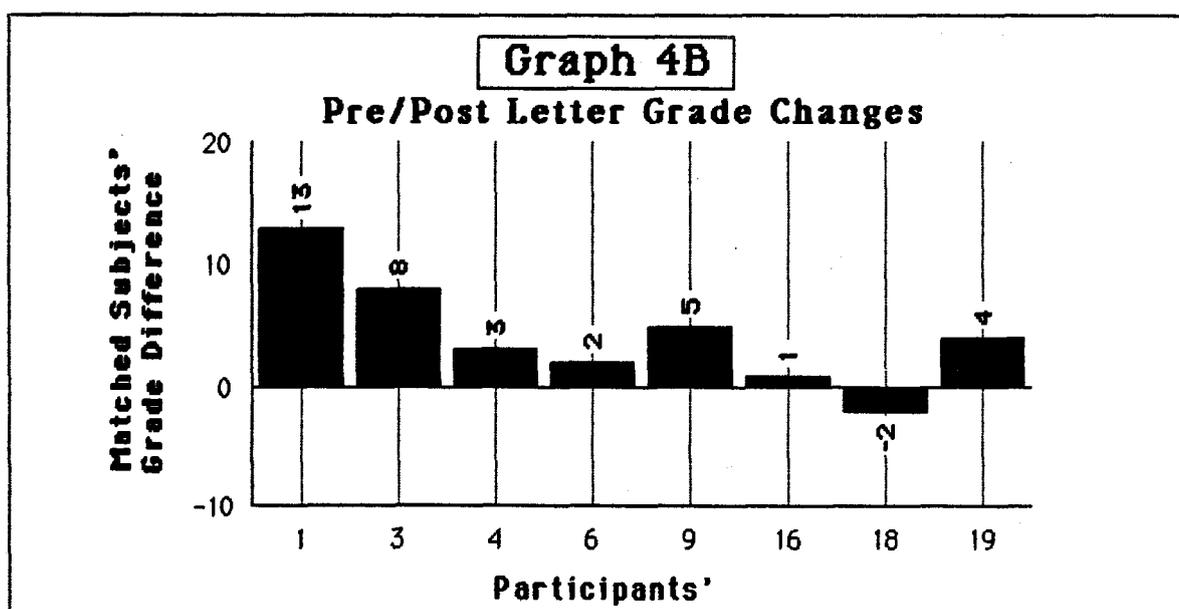


Returning-to and Staying-in School

School records and interviews showed that 15 of the 20 WOW participants entered some type of school program in September, and four of these 15 returnees (participants #2, #7, #17, & #20) left their school program within that first month. Thus, 11 of the adolescents who completed the New Westminster summer WOW program returned to a learning environment and continued to attend school for the first half of a new academic year (See: Graph 4A, previous page).

Initial Pre/Post Academic Grade Change

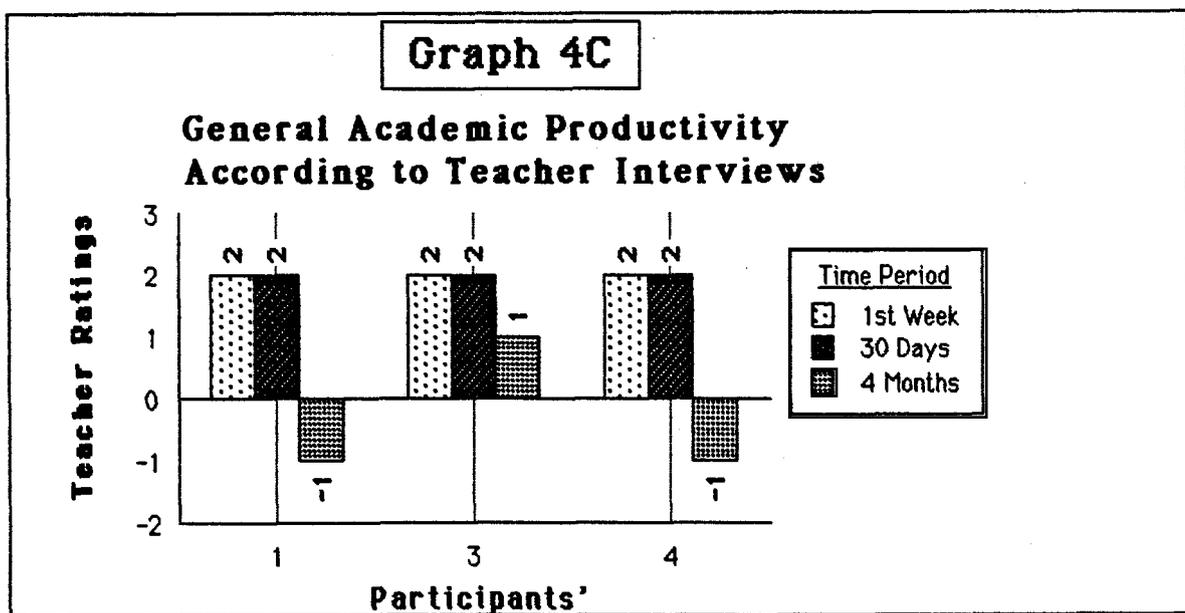
In tabulating and graphing the initial pre/post academic letter grade change, the grades compared were the grades received in the first report card of the year previous to WOW (September to November 1987), with the grades of the first report card received by the participants after taking the WOW program (September to November 1988). Participants #8, #11, and #14 could not be included in this tabulation of course, as these participants took alternate academic courses which did not use letter grades for evaluation purposes. The results show that seven of the eight participants made some grade improvement in their first report card from the year previous to WOW (See: Graph 4B, below).



Teacher Opinion of Academic Effort in three Regular School Returnees

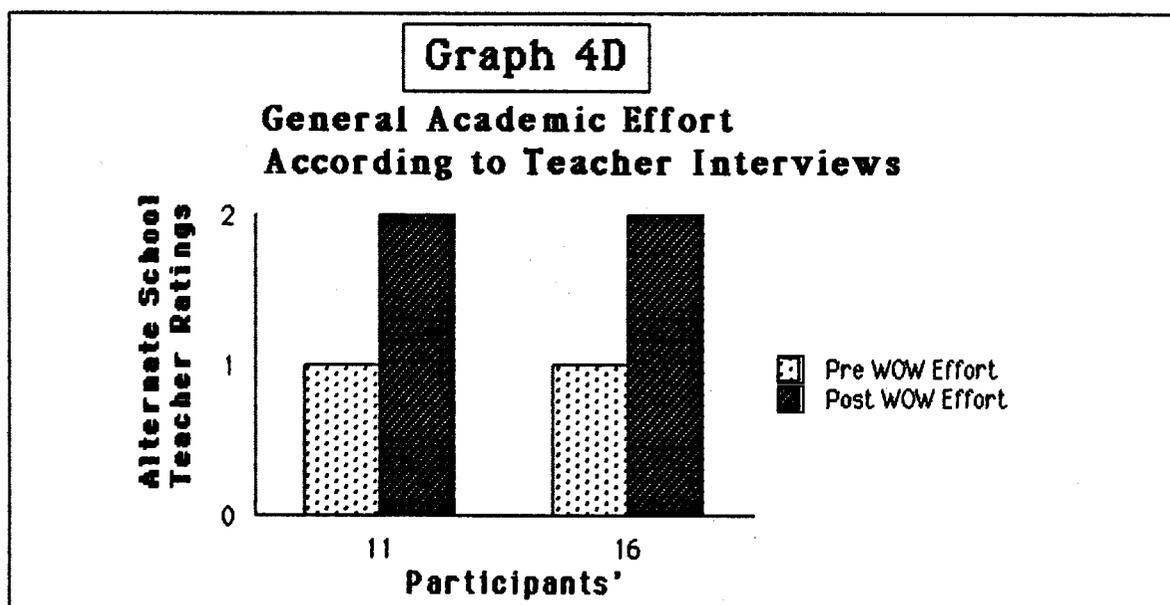
Individual questionnaires and interviews with fifteen teachers of three WOW participants who returned to a regular school (participants #1, #3, & #4), showed that these individuals put considerable effort into their studies for the first four weeks of school, but after this their efforts diminished with increased absences, tardiness, and non-completions and non-submissions of assignments (See: Graph 4C, below).

This academic effort decrease was not recorded in the first term's Post WOW report card because the schools' assessment for the first report card came before the students efforts decreased.



Teacher Opinion of Academic Effort in two Alternate School Returnees

Interviews with two alternate teachers of two WOW participants who returned to an alternate school (participants #11, & #14), showed that these individuals put considerably more effort into their studies for the entire four months of the new school year than all of the previous academic year (See: Graph 4D, below).



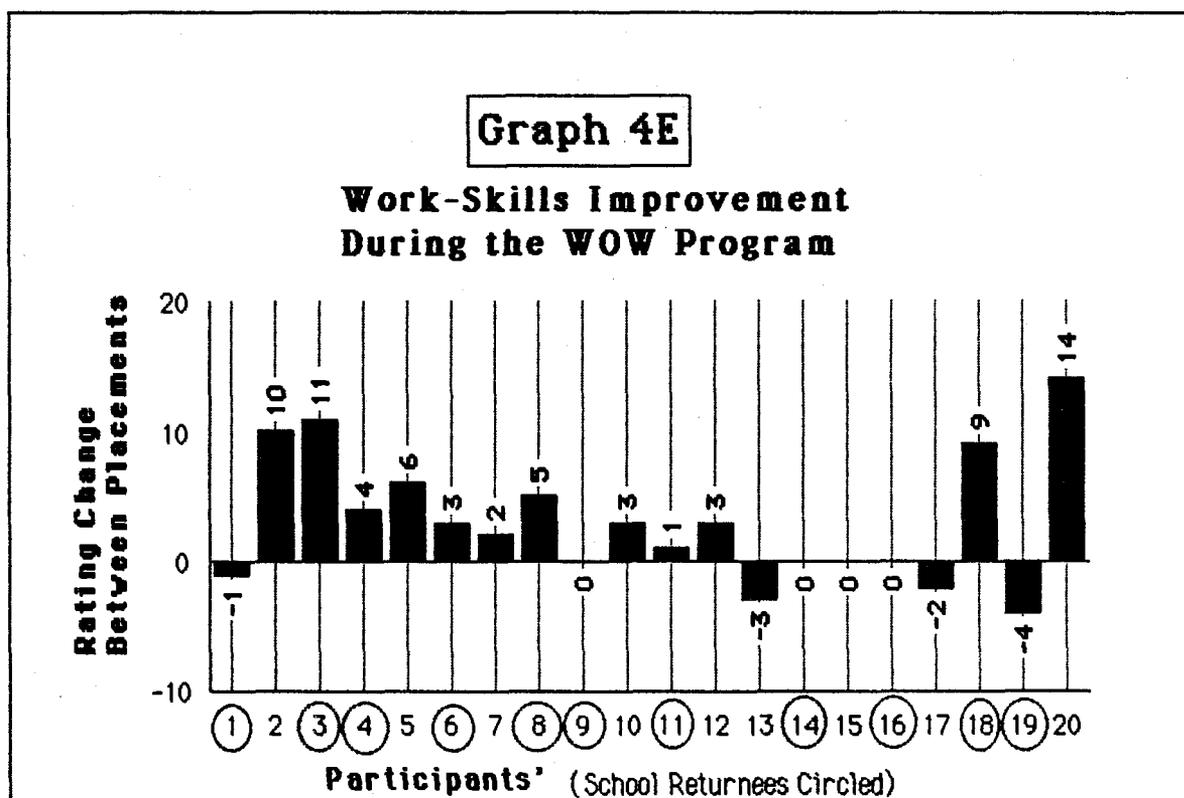
The two teachers also rated the two WOW participants as "noticeably improved" in social and life-skills (This evaluation was included in Graph 4H).

Part Two: THE WORK FINDINGS

Work Skills Improvement During the WOW Program

Individual work assessments were completed by all direct supervisors of the employers of the twenty WOW participants in their first and second job placements. The "Work Skill Improvement" was the difference between the ratings of the second work placement rating minus the first work placement (on the five point system created for this study). The subsequent tabulation and graph showed that out of twenty participants:

1. Twelve received a higher rating in their second work placement than in their first work placement;
2. Four received the same rating in their first and second work placements;
3. Four received a lower rating in their second work placement than in their first (see: Graph 4E).



In graph 4E, the participants who returned to and stayed in school are circled. These two pieces of information showed that work skills improvement within the WOW program did not indicate whether participants would or would not return and stay in school. Specifically, six participants who received a higher work-skills rating in their second work-placement over their first did not stay in school (i.e., participants: #2, #5, #7, #10, #12, & #20). However, there were also six participants who received a higher work-skills rating in their second work-placement who did stay in school (i.e., participants: #3, #4, #6, #8, #11, & #18).

Similarly, five participants who received the same or lesser work-skills rating in their second work placement as their first, stayed in school

(i.e., participants: #1, #9, #14, #16, & #19). Contrarily, three participants who received the same or lesser work-skills rating in their second work-placement as in their first did not stay in school (i.e., participants: #13, #15, & #17).

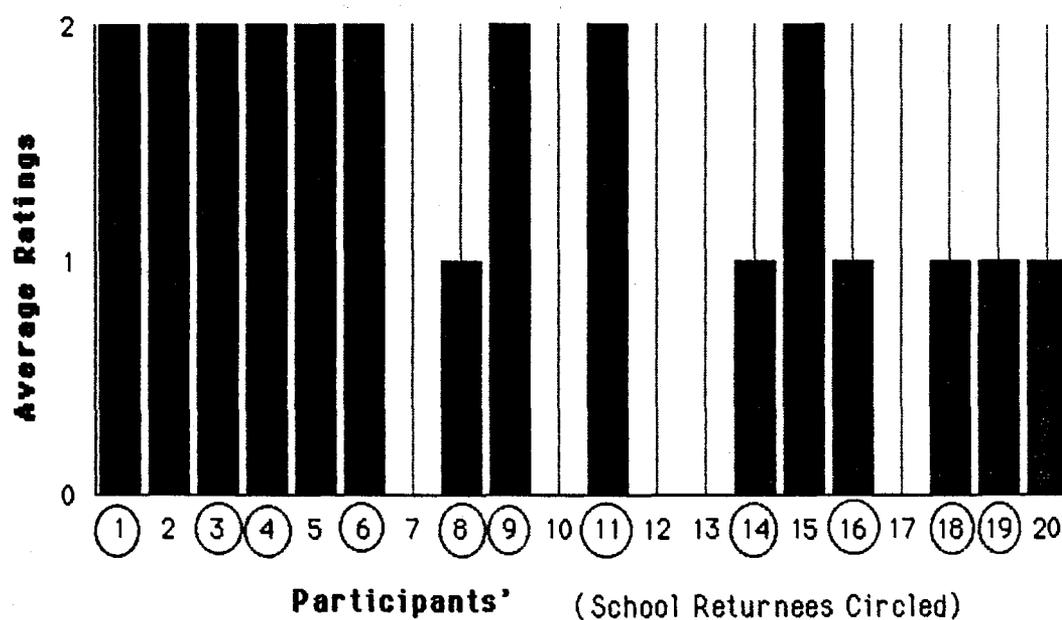
Work Skills an Indicator of School Returning

The individual work-skills assessment questionnaires completed by the direct supervisor of the work placement had a rating scale from -2 to +2. Both the first and second work skill assessments were added, averaged, and graphed. Thus, Graph 4F (see: following page) disregards the change in work skills and merely shows the individual participant work skills as assessed by the direct supervisors of both work placements. The school returnees, who also remained in school, are circled in Graph 4F.

There is quite a difference here. Six of the participants who rated "2" returned and remained in school (i.e., participants: #1, #3, #4, #6, #9, & #11), whereas three participants who rated "2" did not remain in school (i.e., participants: #2, #5, & #15). Five of the participants who received a "1" rating stayed in school (i.e., participants: #8, #14, #16, #18, & #19) and only one who received a "1" rating did not stay in school (i.e., participant: #20). Finally all five of the participants who received a "0" rating did not stay in school (i.e., participants: #7, #10, #12, #13, & #17).

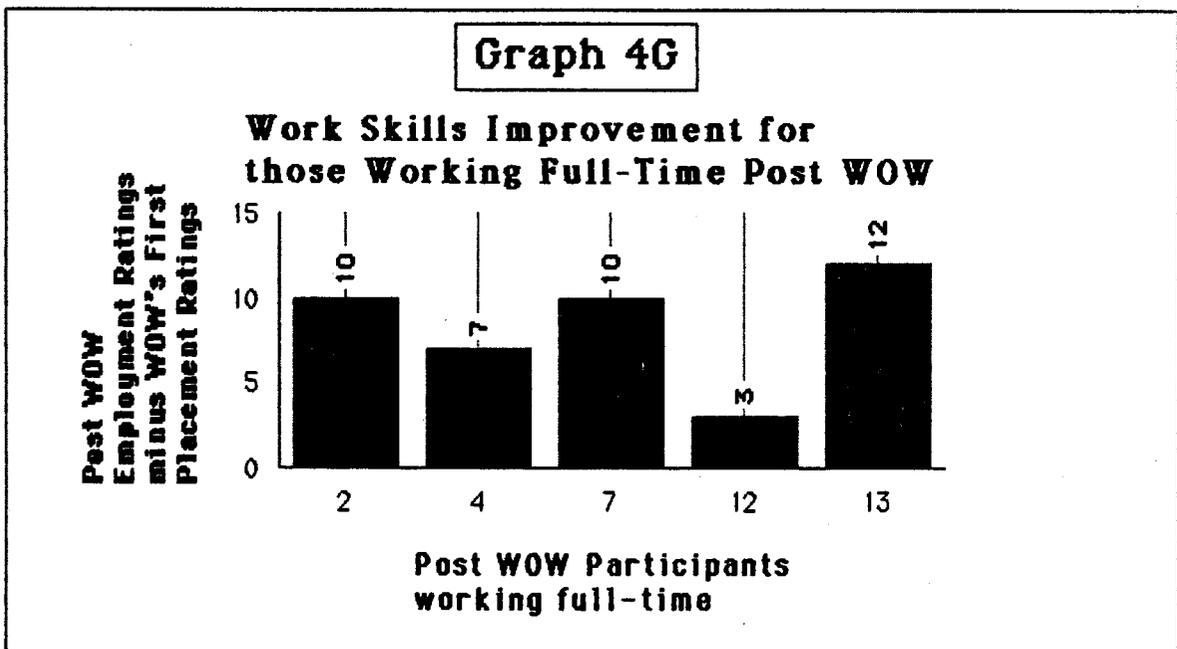
Graph 4F

Relation of High Work-Skills to School Returning

Work Skills Improvement for those Working Full-Time.

Graph 4A showed that of the nine participants who either did not return to school or left school within the first month, two continued to work full-time and three more obtained full-time work within two months of leaving school.

These five individuals agreed to have their full-time direct supervisors rate them on their work skills using the same questionnaire as that used in the WOW program. By such means a fortuitous extension of these individuals work skills improvement was tabulated and graphed. Graph 4G showed that in comparison with these individuals' first work placement, all of them made some work skill improvement.

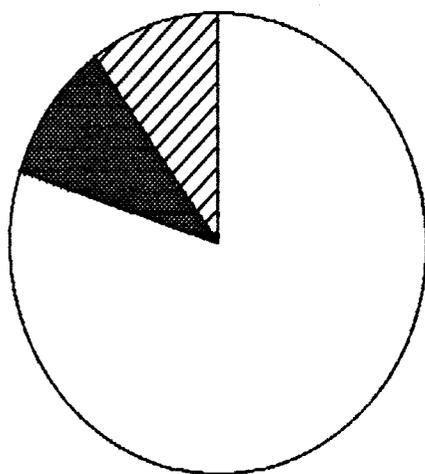


Part Three: THE SOCIAL FINDINGS

Family Relations

The participants' guardians rated the participants as to the noticeable "family relationship" improvement through individual interviews conducted by the author at the completion of the WOW program and at the start of the new academic year. The same -2 to +2 five point rating system was used, the results tabulated and graphed. Graph 4H (below) showed that 80% of the participants' guardians rated the Post WOW family relations "very noticeably improved."

Graph 4H

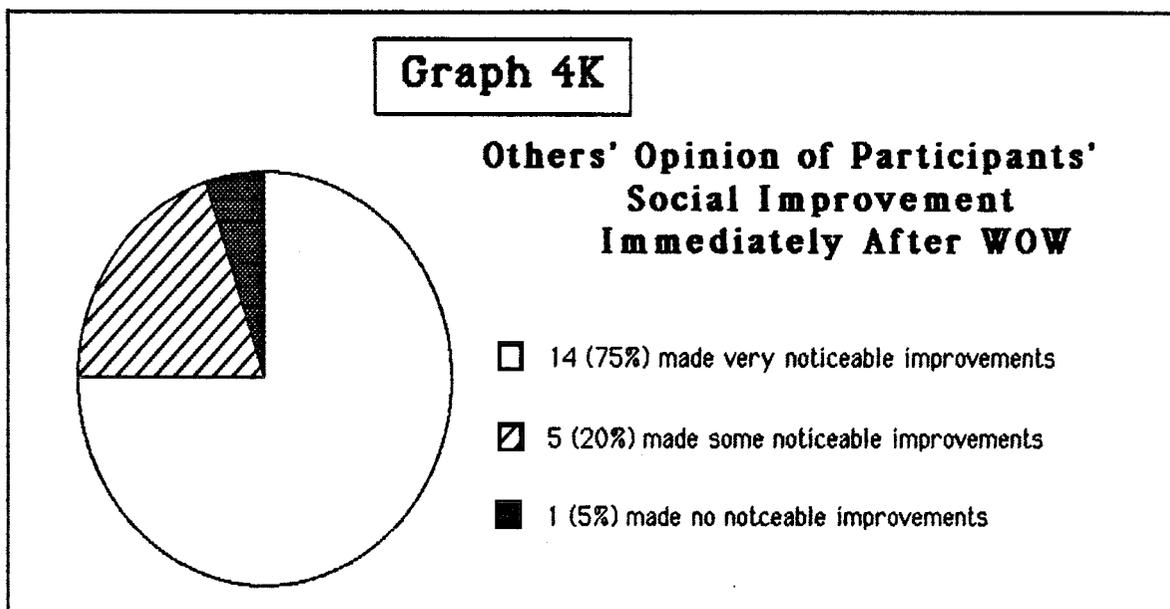


**Guardians' Opinion of
Improved Family Relations
Immediately After WOW**

- 16 (80%) a very noticeable improvement
- 2 (10%) some improvement
- 2 (10%) no improvement

Social Improvement

The participants' friends and fellow WOW participants were individually interviewed by the author and asked to rate participants they had known for over one year. The resulting Graph 4K (see below) showed that 75% of the participants' significant others rated the participants' Post social actions as "very noticeably improved."



5

DISCUSSIONS AND RECOMMENDATIONS

Results Summarized

Part One: Academic Returns, Continuees, and First Term, Pre/Post Comparisons

1. All 20 WOW participants completed the WOW program and stated plans to obtain a personal goal within ten months of the completion of the WOW program.
2. Fifteen of the 20 WOW participants entered some type of school program in September.
3. Of the 15 participants who entered some type of school program in September, four left their school program within the first month.
4. Of the 11 participants who continued in their academic programs, nine could be compared with pre/post, first term report card grades alone, two could be compared with pre/post academic effort alone, and one could be compared with both academic grades and effort.

Comparisons of pre/post, first term report card grades, showed ten out of eleven participants made higher overall grades in their core subjects (subjects necessary for high school graduation).

In the opinion of the two teachers who had taught and academically evaluated the two participants both prior and post WOW, these two adolescents (#11 & #16) had increased their academic effort in the first term when compared to their pre-WOW effort.

5. Fifteen teacher interviews from three separate "regular" high schools concerning the three most academically-capable continuees (#1, #3, & #4) revealed that the highest academic effort occurred in the first month of the new academic year. After the first month, the three participants' academic efforts rapidly decreased. Thus, in four months (by Christmas) these most capable continuees were at risk of producing failing grades in one or more subjects. This was similar to pre-WOW conditions.

Part Two: WOW Workshop, Work Placements, and Post WOW Work

1. Participants working cooperatively within small five membered groups made self-evaluations on the group's productivity in looking after the needs of the "invited guest speakers."
2. Of the 20 participants evaluated on their work skills by his/her direct supervisor, 12 received a higher overall rating in their second work placement; four received the same rating; and four received lower ratings in their second work placement.

3. There was no correlation between participants who improved in work skills and those who returned (or did not return) and/or stayed in school. However, there was a correlation between the participants who received the lowest overall work evaluations and those who did not return or stay in school.
4. Five out of the eight participants who did not continue in school, obtained full-time work within two months and obtained higher overall work-skills in comparison to their first work placement.

Part Three: Family Relations and Social Problems

1. Parents and guardians of the participants interviewed immediately after the WOW program expressed the opinion that 18 (90%) had improved family relations during and immediately after the WOW program when compared to relations previous to the WOW program.
2. Friends and significant others of the participants also interviewed immediately after the WOW program expressed the opinion that 19 (95%) had improved social relations after the WOW program when compared to social relations and/or problems previous to the WOW program.

Discussions of the Results

Discussions of the results are in three categories:

1. Three most important needs of socially problematic, academically capable, "at academic risk" adolescents revealed by the literature review; namely: personal money, personal adult support, and personal relevant curriculum.

2. In light of the four sources of professional recommendations for changes in BC's public education system; namely: Milton McClaren, curriculum designer; Barry Sullivan, head of the BC Royal Commission on Education; Tony Brummet, BC Minister of Education; and Teachers working in BC School District No. 40.
3. The study's uniqueness, limitations, and peripheral data around the major findings.

Results Discussed with regards to personal needs

Personal Money

Interviews showed that both the parents/guardians and the participants were pleased with:

- a) the participants' increased maturity,
- b) work-related successes,
- c) improved family relationships.

The author maintains that it was not merely the adolescents' having personal money but the process of successfully working in the adult work world to gain their personal income that brought about a perceived increase of maturity, personal successes, and relationship improvement with their parents/guardians.

Parent/guardian-participant interviews revealed that most WOW participants appeared to receive more parental/guardian praise from working in the adult work world, and earning money than working in school and receiving improved grades. The author's impression was that working

in the adult work world, earning wages, and spending money wisely was in the eyes of the parents/guardians of the study's lower-income families, a stronger, more identifiable, and more direct indicator that the adolescent had achieved a level of maturity and responsibility than that of improved school grades. A father's comment about his son describes one family's attitude. "Yes, he isn't good in school, but he's not afraid of work."¹ This was spoken with definite pride.

Many adolescents informed the author that they thought that working in the adult work world was easier than school work. "I like working better— you get paid for it." (#16, Ten Month Follow-up Questionnaire). Many of the adolescents also told the author that they simply assumed a more mature attitude because that attitude "went with the work responsibilities." Despite some adolescents' after-the-fact bravado,² there appeared to be a more demonstrated positive attitude in the work world setting than the school setting. "Ya can't party [the night before] 'cause ya can't just sit at work [as one does in school]." (#8, Ten Month Follow-up Questionnaire). Most of the study's participants regarded the high school setting as isolated from the real work-world and concerned with attempting to change the real work-world to fit the "world" of education. "School's school and they [teachers and administrators] never get outside it." "So

¹ When the father said "work," he inferred "employment." "Work" to most employed in lower-income jobs means "monotonous and physically tiring, manual labour" or "hard-work." Hence a parent's whimsical reply to an adolescent complaining about school work: "You don't work hard in school, you work-hard at work." [inferring that students complaining about "hard-work" is simply silly naiveté].

²Comparisons between the first and second job placements showed that learning-cum-practice was necessary for work-skills improvement.

they've got this computer that phones your parents if ya skip a class; but most of the parents work you know. . . . But the computer keeps on phoning, even on Sunday when your parents are trying to sleep-in or something." (#9, Ten Month Follow-up Questionnaire/interview.)

The author pondered: if the adolescents were praised on their work-efforts both at the WOW work placement and at home, and criticized on their work-efforts at school and at home, could these conditioning factors have influenced the weaker-willed adolescents to dropout? "Everybody [at work] was so helpful and thanked me and said I was doing things right; and I came home and everybody was suddenly so proud. Like I couldn't believe it." (#11, discussing her/his first work day, recorded Friday, July 22, 1988).³

Early WOW Program interviews revealed that all of the study's parents/guardians were pleased that their adolescent would "tackle a real job." However, post-WOW Program interviews revealed most parents were more than pleasantly surprised that their adolescent could also "hold a real job." Indirectly perhaps, the parental/guardian praise (particularly with the father/male-guardian) appeared to favour staying-in the job and maintaining oneself, rather than staying-in school.

Interestingly, out of 13 female participants in the WOW Program, seven (#1, #3, #5, #8, #15, #17, & #18) left the family's dwelling place to create their own living-space within ten months post-WOW. Four were forced to leave their family's dwelling place (#1, #3, #5, & #17) because they

³#11 returned to school, received Alternate School honour roll 'grades,' transferred mid-year to the Regular School, dropped out, and was working at the time of the Ten-Month Follow-up Questionnaire (July, 1989).

refused to abide by the family's rules. Two females (#11 & #14) had left the family's dwelling place to live with their boyfriends but had returned to their single-parent mothers. Thus three out of thirteen female participants had chosen to create their own living-space over a ten month period. Of five interviewed who had left their family's residence (#1, #5, #8, #17, & #18)⁴ four stated that they were happy about moving out and with their own living-space (#1, #5, #8, & #18). Four stated that their living-space included their boyfriend (#1, #5, #17, & #18) (although the author received peer-reports of five females living with boyfriends (#1, #5, #15, #17, & #18)).

In comparison, only one male participant was forced, by group-home circumstances, to leave the "family's" residence and establish his own place. However, this male adolescent was unhappy about this occurrence and his residence became problematic for him.

The author observed in this study's lower-income families that much conversation (seemingly at the dinner table) revolved around the daily work-world situations. For adolescents who obtained work, they would also be included in such ritual conversations. They would be listened to as equals, truly share their parents' work-world concerns and, most significantly, be a member the family's financial sovereigns.

⁴of which only one (#18) left voluntarily

Since the lower-income families' spending demands almost always exceed spending ability, the income earners are also the spending decision-makers. Those not making a financial contribution such as children, must beg for spending⁵ privileges. Thus a dramatic and immediate social reward for working adolescents of lower-income families is to be a member of the family's power group. Similarly to return to school must also be, in the manual-labour social class adolescents' reality, a return to the lowly beggar-child family status after a brief taste of power, performance recognition, and independence.

A Caring Adult in the Work-World Community

Work evaluation questionnaires revealed that some employers had unrealistic expectations of the adolescents and evaluated the adolescents as regular employees. The adolescents unanimously stated that they disliked to work with such employers and gave reasons for their dislike as being unfairly supervised, and not having someone to whom they could ask questions about the correct way to do things. The placements the adolescents enjoyed the most and in which they received the highest evaluations, were placements in which they received one-to-one work guidance, explanations about why the work was done a certain way, and where few conduct rules were stipulated. In the latter placements, the direct supervisor was accessible, friendly, and expressed confidence that the adolescent could accomplish the work without constant supervision.

⁵Of the twenty WOW participants, the two who received an allowance also came from middle-income families. The eighteen other adolescents came from lower-income situations.

Parental/Guardian Support

Although the author explained to the participants' parents/guardians that the local WOW program had several purposes (such as encouraging adolescents to reconsider dropping out of school and to allow adolescents to merely experience a variety of occupations), most parents/guardians thought that learning to adjust to work-world generally was the most important work-skill. It appeared to the author that many of the lower-income parents of the study equated the skills of quickly obtaining, accepting, and adjusting to the work market as a important indicator of adult maturity. "Well if you can choose [the type of work you want] fine; but if [only a limited type of] work's available, you've got to be able to do it-- especially if you've got responsibilities." (#13's mother recorded Tuesday, November 1, 1988.)

Caring Teachers and Curriculum Relevancy

Of the eight participants who continued their academic year in New Westminster high schools (#6, #8, #9, #11, #14, #16, #18, #19), five stated they knew a teacher who took a personal interest in their academic and personal successes that year. One said that school was better than last year and one (but not the same student) said that school course work was more relevant than last year. These results do not show that the WOW program necessarily brought increased relevancy to academic courses or improved the continues opinion of school generally. These results do indicate, however, that five continues recognized that at least someone in the high school system this past year cared about them as whole persons within the high school system.

Results Discussed with regards to the professional recommendations for changes in BC's Public Education system.

With Respect to McClaren's 21st Century Basics

The author promoted the skills of life-long learning through the local WOW program's workshops because the author thought McClaren's 21st Century Basics important survival skills for the changing adult work-world. As well, Life-skills, communication skills, and future (adult) employment planning were required foci by the Federal WOW program developers (Government of Canada, 1988b, "The workshop," p. 3).

Eight ex-WOW participants who had completed their school year in school district #40 were asked in the Ten Month Follow-up Questionnaire whether they had instruction, discussions on, or opportunity to receive McClaren's 21st Century Basics. The results showed that:

1. Seven adolescents stated that they received some instruction about the environment,
2. Five adolescents said they had subjects and course work alternatives offered to them. However the five also commented that they could not negotiate (with school personnel) their own academic alternatives (such as study independently) but had to choose from an academic "menu."
3. Four adolescents stated that they could be given time during and after school to develop their own skills in a non-academic area. However, the non-academic area had to be a school-offered extra-curricular activity; namely sports.

4. Only one adolescent (per category) declared that he/she was encouraged to pursue the skills needed for life-long learning, accessing information sources (other than the public library), or to discuss how to adapt to social/economic changes (see: Graph D1 in Appendix D).

Thus according to these eight adolescents, School District #40 in the 1988-1989 academic year:

1. Considered environmental issues extremely important,
2. Offered numerous academic alternatives but did not assist the adolescents to develop their own academic alternatives (critical for independent learning),
3. Offered time during and after school to develop the adolescents' generic skills-- in sports,
4. Provided very limited encouragement to the adolescents to develop their skills in life-long learning.

The author also thought that WOW-workshop theme-discussions on coping as a development of one's own life-long learning process, would transfer into academic coping skills. Thus, pre-exposure to the skills of life-long learning (that teachers of School District #40 (1988) had stated they were enthusiastic to instigate), should have given ex-WOW participants an advantage over non-WOW students in School district #40's 1988-1989 learning environment. However, since seven out of eight adolescents (of the WOW Program who continued in School District #40) stated that they did not receive school instruction in Life-long Learning skills, the WOW promotion of Life-Long Learning skills "... to direct their own lives and act to change their

circumstances and those of others for the better " (McClaren, 1988, p. 14), had probably limited effect within the (returned) academic year.

Although the Ten Month Follow-up Questionnaire results concerning whether McClaren's (1988) 21st Century Basics were taught in the post-WOW academic year are from a minuscule sample, they are interesting because the teachers of School district #40 used McClaren's 21st Century Basics as a foundation for their own recommendations of needed curriculum changes. Thus one might still expect that relatively more students taught in School District #40 would receive more instruction in McClaren's 21st Century Basics— especially in that key basic: life-long learning skills. Especially too in that the teachers before sending their recommendations to Victoria (BC's provincial capital), met once more to recognize that their recommendations fitted well with the Royal Commission's recommendations and the BC Education Minister's directives. That is, both the Royal Commission and the Minister of Education spoke of promoting life-long learning, personal goals for adulthood, and career preparation in BC's public high schools (Sullivan, 1988, pp. 1, 12, 19; Brummet, 1989b, pp. 1-2, 1989c, p. 4).

Because of long "failure" histories, and heavy social and parental status quo adjustment-conditioning, socially problematic, academically at-risk, adolescents are students least likely to create life-relevant academic alternatives without adult assistance. Thus, teachers must not merely allow academic time for "processing" academic relevancy but must first teach how to process. That is, how to develop alternatives and how to present their

alternatives as having academic merit (e.g., having academic content, evaluation methods, and completion dates).

With Respect to Personal Goals

The Government of Canada stipulated that each WOW participant be able to state his/her occupational goal and how he/she might obtain the goal. The Royal Commission was also troubled by the number of disadvantaged adolescents who could not state clear personal goals and did not know how to achieve their goals when they could state them. The local WOW program⁶ promoted two types of goal-planning: very long-term occupational goals and medium long-term personal "quests.". The advantage of an academic year's personal "quest," is that there could be a follow-up to see if the adolescents

1. remembered their quests
2. accomplished their quests.

In comparison a reliable follow-up on occupational goals, would take much longer than a year and since the subjects were highly mobile, the prolonged tracking would also become extremely difficult. Thus at the end of the WOW program, every WOW participant stated both his/her adult occupation goal and a personal "quest" to accomplish within the next academic year. The personal "quest" was not limited to academic or occupational goals but pursued the questions: "What would be a personally satisfying achievement? What do I really need to do at this time in my life?" and the theme: "Know thyself." Interestingly, two ex-WOW participants

⁶as was stipulated by the CEIC,

arranged and journeyed to their family's place of origin (#10 to a Manitoba, Native reservation; #7 to Italy), for personal heritage research. One ex-WOW participant wanted to assist her/his love-one to achieve his/her (the love-one's) personal quest. Interestingly, only one of the eight adolescents who continued in School District #40 stated⁷ that he/she was given instruction or discussed personal goals with his/her teacher(s).

Out of the thirteen ex-WOW participants who completed the Ten Month Follow-up Questionnaire,⁸:

1. **All** stated that they enjoyed, had benefited from, and would recommend the WOW program.
2. **Ten** stated that they remembered their post-WOW "quest."
3. **Six** stated that they had achieved their quest.
4. **Four** stated they had achieved their academically-directed quest of achieving higher grades, completing the year, and/or graduating.
5. **Two** stated they had achieved stable, satisfying, living conditions which they did not have pre-WOW.⁹

⁷as revealed in the Ten Month Follow-up Questionnaire.

⁸Obviously, #7 and #10 were unavailable to complete the Ten Month Follow-up Questionnaire.

⁹*18 said (July 10, 1989) that she/he had also achieved a stable, satisfying condition-of-living. However, as the situation was only a week old, the author did not include it.

Results Discussed with regards to the study's limitations and peripheral data

The Limitations

The study's unique limitations were:

1. The variance of "academically capable" adolescents who participated in the WOW Program. The author defined an "academically capable" adolescent as a high school student who in the professional judgement of a school counsellor has minimum ability to graduate from high school. However some school counsellors referred several youths who were completing a very modified version of the senior grades. There was no specific screening process for such youths in the WOW Program admission questionnaires and interviews so a youth on a very modified academic program was accepted into the WOW Program. Later, supervisors at a bank work placement determined that the youth had difficulty following instructions in this particular work setting. Had the author been forewarned of the youth's limitations, a more appropriate placement would have made. However, the youth discovered that he/she did not want to be a banker as he/she presupposed.
2. The author decided to accept into the WOW Program the most visibly needy academically capable adolescents. This criterion created WOW-group uniqueness. A control group could not have been formed with local individuals possessing the same characteristic and severity of social/academic problems.

- 3 This study's purpose was to evaluate the local 1988 WOW Program as an alternative, within-the-community, dropout preventive program. Thus the local WOW Program's ability to prevent adolescents from dropping out of school was of high importance. However, four professional evaluations of BC public education recommended that the BC high school curriculum be changed radically. The author decided to evaluate WOW as a dropout preventive for the school system as it was in the 1989 academic year, and discuss how the WOW Program might fit in with the recommended school curriculum changes.

4. The rightful following of ethical policies protecting participants' identity, privacy, and personal concerns made the conveyance of information in this study (about personal problems) an exacting balancing procedure. The author's "quest" was to convey real world personal situations without revealing real identities. Often the numeral comparatives and impersonal generalities were poor describers of group or individual blossoming.¹⁰

Significant Occurrences

Two important social disadvantages observed throughout the WOW Program and into the post academic year were certain adolescents' frequent moving from dwelling place to dwelling place and the extremely high number of crises that involved certain adolescents.

¹⁰ "Blossoming" here is a sudden and observed burst of awareness that occurred with the adolescents of the study.

The following is a list of the known social misfortunes occurring to the participants during the two month WOW program: car accidents (2); robberies (5); sexual assault (1); deaths in the family(3); medical emergencies (3); participants provided critical translations of English medical and/or legal advice to non English speaking parents(3); arrest and imprisonment (1); court appearances (2); family without money and food (7); forced from previous dwelling place (11); family preference moves (4).

The author noted that most of the social misfortunes appeared to occur to only half the participants. That is, ten participants had numerous misfortunes and ten were rather calamity free. Nevertheless, by the end of the participants' nine week WOW involvement, fifteen participants had moved at least once!

The continuous high number of personal crises as one-time events or as re-occurring cycles must have produced a significant academic disadvantage to these adolescents. The author discovered in discussions with participants #1 and #20 (the WOW group leaders and the two highest-crises, victimized individuals of the study) that they had in overall appearance the same survival method. This was:

- a) To expend short bursts of total effort to affect a positive, but not necessarily permanent, change.
- b) To recoup physical stamina and personal hope by withdrawing afterwards.

It may be that those individuals who have successfully used their survival techniques to repeatedly come through extremely disruptive events may have transferred part of these methods to academic learning. Both, for example, put forth high initial academic effort and both had difficulty in completing the entire academic task, especially if the task required constant application for a long duration. The present high school system does, however, reward students who can persevere through the whole academic year, continually hand in completed assignments, and demonstrate improved and continuing interest and effort.

Peripheral Data

The "Ten Month Follow-up Questionnaire" was completed by eight adolescents in New Westminster high schools, and by one student outside of this district.

1. All eight adolescents of New Westminster thought they:
 - a) had benefited from the WOW program,
 - b) would have liked to participate in the WOW program again this year, but also expressed that they did not need to do so. They retained the skills needed to obtain and keep a job,
 - c) declared that the local WOW program was enjoyable and they would not change anything except a pay increase.

2. Five out of the eight SD#40 academic continuees, remembered their quest (which was accepted during the WOW Program and to be completed in ten months) and three of this group of eight completed their quest. Of thirteen adolescents who were contacted after the academic year (ten months), ten remembered their quests and six completed their quests. Significantly, four of the total six quest completions, (or three of the eight SD #40 continuees), were academically directed quests (i.e., completed the academic year or successfully returned to the Regular High School (#1 outside of SD #40 graduated)). Therefore, the author maintains that the local WOW program did produce a positive academic focus at least in the minds of the ex-WOW participants.

Recommendations for Future WOW programs

The WOW as a summer program should be extended into the academic year for the following reasons:

1. To continue the personal income of the adolescents. The lack of personal income is an on-going problem. Despite the increased aspirations that the WOW program instigated within the participants the four month follow-up showed that all of the participants had their financial difficulties return during the critical re-adjustment period of starting the new academic year. Payments could be given to ex-summer WOW participants to receive workshops on academic skills, either after school or on the weekends.
2. An extension of the summer WOW program could provide the strong support needed during the critical first month of the academic year

for academic returnees to remain in school. A WOW instructor could encourage the students towards the third month of school to maintain their high academic efforts which this study showed to be needed most after the second month of school.

The WOW program must equip the adolescents with the academic skills by which to effectively use their energy of raised aspirations. Being academically capable does not mean the individual knows how to learn academic material. Through the summer WOW Program youth were carefully prepared to succeed in the adult work-world but the summer WOW Program neglected to prepare the youth to return to the academic world. The author agrees with the WOW program designers, that summer is not the time to instigate workshops on academic skills but at the start of a new academic year a program that paid ex-WOW participants to attend workshops on academic skills could transport WOW's summer successes into accumulative Life-Long Satisfactions.

APPENDIX A

THE INSTRUMENTS

Instrument Notes

1. All the instruments were formatted on "Microsoft Works," a different software program than "Microsoft Word," (the software program on which this thesis was formatted). Unfortunately, most of the Works graphics (PSIP, TEXT, PICT), was nontransferable to Word. Thus, the overall appearance of the instruments was changed when information was moved from the first program to the second.
2. To have as close to one page per form/questionnaire as possible, some original "answering spaces" (___) have been greatly reduced (e.g., #14).
3. The numbers in front or above the titles have been added to assist identification.
4. Information identifying persons or places has been replaced with three "x's" (XXX).
5. Copyrighted cartoons (which made the questionnaires much more appealing to answer) had to be deleted.

Nevertheless these five modifications do not change the general information obtained from the instruments. Thus, the following should be useful for reviewing the study's questionnaires.

Identification	Use
#1 Referral Questionnaire	The questionnaire given to the high school teachers/counsellors to refer intellectually capable/Academically at risk students to the WOW program. Using this questionnaire over 40 students were referred
#2 WOW Applicant Form	This form was given to the referring teacher/counsellor so that school personnel could explain WOW to their students and the students could explain WOW to their guardians. Parental/Guardian consent was also included so that the coordinators would be assured that the appropriate adults were aware of the WOW program.
#3 WOW Applicant Questionnaire	This questionnaire was given to prospective WOW participants who arrived at a church hall to be interviewed individually by the author and his assistant. The pseudo job interview (along with completing the questionnaire), was designed to select the worst interviewees, or those who demonstrated the worst interview skills, with the possible two exceptions of enthusiasm for the WOW program and arriving to the interview (not necessarily on time).

#4 The WOW Work Placement Agreement

Although the participating local business people agreed verbally with the cooperative arrangements of the WOW program, the CEIC Program Officer insisted that a formal written agreement be completed. The written agreement purposes were: rôle clarification and exoneration from personal liability. However, the rôles were before the program started and in BC, personal liability can not be waived by an agreement between the employer(s), and employee(s) (See: Workers Compensation Act, Chapter 437, Part 1, Section 13: "Compensation cannot be waived." pp. 11-12.). This agreement's true usefulness was to allow direct contact to be made with the parents/guardians regarding the WOW program's operations. After such contact, all of the parents/guardians supported the program in its entirety. (The author wondered if high school teachers should instigate similar "agreements" to make direct parental/guardian contact/support for regular educational programs?)

**#5 Debriefing
Sheet**

This was used in the workshops and reconvening Fridays for recording observations on group interactions, planning the "guided discovery" activities, and the author's self evaluation on outcomes. The author found that a routine of daily debriefing with co-workers, volunteers, guest presenters, other adults involved in the program, beneficial in connecting the theoretical with practical, (providing meaning to adolescent behaviour, boosting morale, and adult cooperation, unifying the overall goals of the program, and most importantly, calming the adults (including the author) after the day, through, analytical discussions (often humorous after-the-fact), and planning). The author recommends such daily debriefing sessions, for enhancing work: cohesion, effectiveness, and responsiveness, with socially problematic adolescents, in high activity settings.

**#6 Participant's
WOW workshop
Evaluation
Questionnaire**

This questionnaire obtained specific, unidentified, participant: feedback, discontent, and/or involvement using the study's five point rating scale.

- #7 Participant's Evaluation of the First Week's Work This questionnaire was to have the adolescents think specifically about work demands and their adaptation to them so far. This questionnaire was also to identify, early in the first work placement, participants' individual: difficulties, and involvement levels, to permit if needed, rapid, non-disruptive intervention, however, one-to-one contact revealed more, earlier. The questionnaire did provide some discussion topics at the first reconvening, although the adolescents discussed "the first week's work" more away from the presence of the adults.
- #8 Work Placement Evaluation Form for Adolescents' Direct Supervisor This form, using the study's five point rating scale was used for all evaluations of the adolescents' work skills.
- #9 Participant's Evaluation of the Work This questionnaire was used by the participants after each work placement as a vehicle for group discussions, self evaluation, and individual empowerment.

- #10 Participant's Feeling into Thoughts and plans. This questionnaire was used to stimulate, through group discussion, second placement preparation, work skills improvement, an understanding of what is good supervision (on-going, constructive, and inclusive of positive judgements) and a buffer to poor supervision (unrealistic, disrespectful, and autocratic). The author found that these adolescents critically needed the buffering effect.
- #11 Participants' Evaluation of the author's Work Skills. This questionnaire was used to empower the adolescents. That is, the ideology that no one is above nor cannot benefit from, constructive criticism.
- #12 Participants' Evaluation of the adult co-worker's Work Skills. Same as previous questionnaire.
- #13 Participant's Individual Questionnaire This questionnaire was used as a topic starter on the interconnecting support influences, daily existence, and general happiness (Re: Systems Theory (Laszlo, 1972) & Peer Support.

- #14 Goal /Disadvantages Questionnaire This questionnaire was used to determine individual participant's personal disadvantages to achieving his/her goals. The author then discussed with the individual, applicable coping "methods."
- #15 A Story of Relationships This was used to open a group discussion on values. "RC" stands for Rating Code or the study's five point evaluation system used throughout.
- #16 The Developmental Questionnaire This questionnaire involved three participants who in the latter stages of the program, individually dominated other members of the "group." Thus, the author "promoted" the three to group leaders; to cooperatively and formally, introduce the guests of honour in the graduation banquet.
- #17 Participant's One Month WOW Follow-up This questionnaire was obtained participant evaluation of the overall program. The author decided that a one month follow-up allowed a certain distancing of events for objectivity and relevancy (to the academic, work, or social occurrences), but not such an absence to present program distortion or event forgetting problems.
- #18 Participant Christmas Questionnaire This four month follow-up questionnaire supplemented the first term report cards, and questionnaires and/or interviews completed by relatives, work supervisors, teachers/counsellors, and friends.

- #19 Friend of the Participant, Christmas Questionnaire An example of one of the questionnaires mentioned above.
- #20 (other than New Westminster) Teacher's Evaluation An example of one of the questionnaires. See #18.
- #21 New Westminster Teacher /Counsellor's Evaluation Although this questionnaire asked for non-identifying information, the author received student-specific ratings.
- (#22) Ten Month follow-up of WOW Participants This final questionnaire was given (July 10 to July 14), two weeks after the end of the 1988-1989 academic year.

(#1)
Referral Questionnaire

All questionnaire information will be used exclusively for facilitating a better WOW program, analyzing comparative data, and completing a follow up. All information will be considered privileged and confidential, and shared only with my assistant Ms. XXX. After the the above purposes have been concluded, all completed questionnaires will be destroyed.

_____ 1988 New Westminster

WOW coordinator

1) School Personnel: _____

2) Student's name: _____ age: _____ Grade: _____

3) Student's school program: _____

Please list and rate what factors you used to determine that this student is:

4) academically capable of completing his/her academic program

(Please use a separate sheet of paper if you wish);

5) capable of participating in and completing the WOW program; _____

6) at risk of leaving school.

What in your opinion, are the student's three:

7) most prominent strengths;

_____; _____; _____

8) most critical areas.

_____; _____; _____

(#2) **WOW**

(Work Orientation Workshops)

If you are 16, 17, or 18 years old, thinking of quitting school, and would like to know what's out there in the world of work before you actually leave school-- then perhaps you should talk to someone about **WOW**.

WOW will be a summer program held at Queen's Avenue United Church (starting July 4th and ending September 2nd), that will give you considerable knowledge about the competitive work world. So when you do leave school (whenever you decide that will be), you'll know how to get, keep, and advance in the job of your choice.

Essentially, if you do not know the basics of the adult work world before you start working, you may have to learn this knowledge the long, hard, frustrating way-- at work. So why not **WOW**?

WOW is not summer school nor a work referral program. It is a three part experience.

- * First, work experts will give you (and nineteen other teens) presentations on specific aspects of work (such as, what are your rights) and life skills (such as financial skills). If you wanted such information in the working world, you would probably have to find the expert, make an appointment, and then pay a service fee. Instead, **WOW** will bring in the experts and pay you!
- * Secondly, **WOW** will get you a job (or two), so you can try out the information you learned in the workshops.
- * Thirdly, you will plan and do some very interesting activities along with your fellow participants, such as tour the CBC Television studios-- and who knows what might happen from there?

>>-OVER->

(WOW continued)

Schedule

4	5	6	7	8
---	---	---	---	---

 July 4th to 8th: 1st week of workshops:
 (Work's advantages and disadvantages)

11	12	13	14	15
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 July 11th to 15: 2nd week of workshops:
 (Life's possible advantages)

18	19	20	21	22
25	26	27	28	29
*	2	3	4	5

 July 18th to August 4th: 1st work placement

8	9	10	11	12
---	---	----	----	----

 August 8th to September 1st: 2nd work placement

15	16	17	18	19
22	23	24	25	26
29	30	31	1	

Fridays 22, 29, 5, 12, 19, & 26th group happenings

2

September 2nd: End of program banquet

For more information please phone _____ at _____

WOW Application Form

NAME: _____ TEL: _____ AGE: _____ GRADE: _____

PRIOR WORK: _____

I, _____, the PARENT/ GUARDIAN
 of the youth named above give my consent for his/her participation in the
 Canada Employment funded, **WOW (Work Orientation Workshops) Program.**

(#3)

WOW Applicant Questionnaire

This questionnaire, and the interview afterward is just to introduce each other, and for you to start thinking about **WOW**. So don't worry if you can't answer a question or two. You can always tell us later. By the way, all identifying information about you, in this questionnaire and interview is considered confidential (told to no one).

Name: _____

Address: _____

Living with (Adult): _____

Phone number (where we can reach **you**) _____

Best time to phone you: between the hours of _____ & _____;
on the days of _____

Parent/Guardian(s) address (if different from yours):

Phone number and address where we can reach your parent/guardian(s)
during the working day:

In an emergency who should we notify in your family: _____

Do you have a medical condition or are you taking medication that we should
be aware of? _____

Your doctor's name (and telephone No.): _____

Do you have your Social Insurance Number? _____

What jobs have you worked at before? (list the most recent first)

more on the back >>-->

What "ideal" job would you like this summer? _____

What abilities and personal qualities do you have that would enable you to do that work? _____

Suppose you can't get that job; list three other jobs you would like to do this summer for the experience? _____

For the future: What would be your "dream" career? _____

Why? _____

Have you explained what **WOW** is to your parent/guardian(s)? _____

If you can, list three things you could do to assist other WOW participants get more enjoyment out of the WOW program? _____

Are there some questions you want us to answer about WOW or this questionnaire? _____

(#6) Evaluation Code: 2= tops; 1= good; 0=okay but . . .could be better;
-1= needs improvement; -2= unsatisfactory

The Workshop part of the **WOW** program has been:

- 1 Interesting _____
- 2 Educational _____
- 3 Useful in understanding the adult work world _____
- 4 Useful in understanding adults in the world _____
- 5 Useful in understanding different work agencies _____
- 6 Useful in understanding myself better _____

Strong Points not listed _____

Weak Points not listed _____

In my opinion, the best presentation was _____

Because _____

In my opinion, the least interesting presentation was _____

Because _____

Further Comments _____

If I were planning a WOW program for next year I would change/have

(#7)

_____ 's Evaluation of the first week's work placement

A) Three very important requirements asked of me in my first work placement were: (Example swimming ability)

- 1) _____
- 2) _____ 3) _____

B) To me, my work placement has these strong and weak points (Example: free coffee but no free coffee cups.)

C) This week I found my supervisor . . .
(Example: Helpful in explaining what I should do and how to do it)

D) This week I think that my supervisor has the following opinion of me . . . because . . . [be honest now] (Example: That I'm allergic to her because I blushed every time she looked at me.)

E) Some of the most "difficult/challenging" areas my first work week were (Example: Going to bed early)

F) I think that to be competent in the work of my first placement one must .

G) Generally, I feel _____ about the first week of my work placement and I think that next week things will _____

F) A funny/strange/notable thing happened to me this week . . .

(#8)

WOW Work Placement Evaluation Form

Participant: _____ phone: _____

Placement: _____

Supervisor: _____ phone: _____

Evaluation Code: 2= tops; 1= good; 0=okay but . . .could be better;
 -1= needs improvement; -2= unsatisfactory

Supervisor,

Please evaluate your **WOW** participant's work skills by completing this form.

Place the appropriate evaluation code number beside each of the following nine categories:

- 1) Attendance: _____ 2) Punctuality: _____
 3) Compliance with rules and policies: _____
 4) Compliance with safety practices: _____
 5) Employee relations: _____
 6) Public relations: _____
 7) Work quality: _____ 8) Work quantity: _____ 9) Work attitude: _____

Strengths not listed: _____

Weaknesses not listed: _____

Would you advise the participant to continue in this line of work? _____

Why? _____

Other constructive comments:

(#9) Participant's WOW Work Placement Evaluation

Participant: _____ phone: _____

Placement: _____

Direct Supervisor: _____

Now that you have completed your first work experience and are about to move on to your second work experience, you have some useful knowledge that you could tell the next participant to the placement you have just completed.

You could also evaluate the placement and share you feelings, thoughts, and future plans in light of your placement experiences. Remember, knowing what you don't want is just as important as knowing what you do want, in heading for a career.

But just before you evaluate your first placement, will you rate yourself on how you think you did in the nine categories given below. Place the appropriate evaluation code number (2= tops; 1= good; 0=okay but could be better; -1= needs improvement; -2= unsatisfactory) beside each of the following nine categories:

- 1) Attendance: _____
- 2) Punctuality: _____
- 3) Compliance with rules and policies: _____
- 4) Compliance with safety practices: _____
- 5) Employee relations: _____
- 6) Public relations: _____
- 7) Work quality: _____
- 8) Work quantity: _____
- 9) Work attitude: _____

In your opinion what are your work strengths?: _____

In your opinion what are your work weaknesses?: _____

In your opinion do you think additional workshops, training, or education could have helped you? _____

Why? _____

Did you want to continue in this work placement? _____ in this line of work? _____ Why? _____

What things were different from what you thought they would be before you worked there: _____

Now that you've had your first work placement, what things might you do differently with your second work placement? _____

 Part Two

 (#10) **WOW Participant's Feelings into Thoughts into Plans**

Participant: _____

Placement: _____

Now that you have evaluated yourself, you should evaluate your workplace, your supervision, and the type of work that you performed. (Remember your feelings guide you throughout the world and other people's feelings become important only when your actions affect their world.)

Place a "Code rating" when you see a **CR** before the space
 What do you feel about the workplace itself (that is, just the building, the work area, or surroundings without the people there) **CR** _____

Why **CR**?

What do you feel about your supervision— not the person but the quality of work he/she did. (Remember supervision is not the report at the end, but the constructive criticism that you ask for and receive along the way, so that you can learn what is expected of you and improve through making adjustments) **CR** _____, the other workers (Remember that we are only alone in this world if no one makes an effort to be there (helps you in the beginning) **CR** ____ Why? _____

What do you feel about the type of work that you performed? (Is this work important to our society? **CR** _____ **Is** this work important to your family?

CR _____ Is this work important to your friends? **CR** _____

Is this work important to you? **CR** _____

So your overall feeling about your first work placement is **CR** _____

Why? _____

Thoughts: What useful things would you tell the person who is about to take your work place? What should the person work hardest on? _____

What other things should the person watch out for? _____

If you were going to work at the placement again what plans would you make to have the work be easier than last time? _____

(*11) Participant's Evaluation of the Coordinators' and of the **WOW** Program
 Evaluation Code: 2= tops; 1= good; 0=okay but . . .could be better;
 -1= needs improvement; -2= unsatisfactory

XXX [the author's] Evaluation [by the participants]

1 Quality of Work:

Knowledge of the job _____

Ability to plan work _____

2 Effectiveness:

Ability to adapt to new circumstances _____

Ability do get the job done _____

3 Attitude: Toward the participants _____

Toward the guest speakers _____

Toward the job _____

4 Public Relations:

Appearance on Duty: _____

Manner toward the Participants _____

Manner toward individuals outside of the program _____

5 Work Habits:

Attendance record _____

Punctuality _____

Cooperation _____

Supervisory Ability:

Ability to develop teamwork _____

Ability to train _____

Strong Points not listed _____

Weak Points not listed _____

Further Comments _____

Would you advise the participant to continue in this line of work? _____

Why? _____

(#12) Participant's Evaluation of the Coordinators' and of the **WOW** Program
 Evaluation Code: 2= tops; 1= good; 0=okay but . . .could be better;
 -1= needs improvement; -2= unsatisfactory

XXX [the co-worker's] Evaluation [by the participants]

1 Quality of Work:

Knowledge of the job _____

Ability to plan work _____

2 Effectiveness:

Ability to adapt to new circumstances _____

Ability do get the job done _____

3 Attitude: Toward the participants _____

Toward the guest speakers _____

Toward the job _____

4 Public Relations:

Appearance on Duty: _____

Manner toward the Participants _____

Manner toward individuals outside of the program _____

5 Work Habits:

Attendance record _____

Punctuality _____

Cooperation _____

Supervisory Ability:

Ability to develop teamwork _____

Ability to train _____

Strong Points not listed _____

Weak Points not listed _____

Further Comments _____

Would you advise the participant to continue in this line of work? _____

Why? _____

(#13)

Participant: _____ Date: _____

1) What in your opinion, is the most important thing in
work? _____

2) What in your opinion, is the most important thing in life? _____

3) What would you do if a good friend of yours told you a wonderful
thing had happened? _____

4) What would you do if a good friend of yours told you a terrible
thing had happened? _____

5) What are reactions to life's events? _____

6) What is the sorting out of feelings? _____

7) What is the sorting out of thoughts? _____

(*14) These questions are of a personal nature, but I think you know by now that XXX and I would never reveal identifying or embarrassing information about you.

First, your answers will help XXX and me, assist you to step closer to some of your goals. Secondly, your answers will assist me in my research of alternative learning (one of my goals) and to make recommendations for future alternative learning programs. The above purposes concluded, all your answered WOW questionnaires will be destroyed. So I hope that you are not anxious of answering honestly.

Your name: _____

Please make a check mark in the space that applies to you.

- 1) I am presently residing with my mother _____ and father _____ foster mother _____ foster father _____ with a relative _____ a friend _____ in a group home _____ on my own _____.
 - 2) A recent death has occurred in my family _____ (time) of _____ (person).
 - 3) I am the _____ child born of _____ children.
 - 3a) I do/don't have any knowledge of my natural mother/father/family _____
 - 4) Recently my (family member) _____ has been seriously ill.
 - 5) (People around me) _____ worry a lot about not having enough money.
 - 6) (People around me) _____ don't care if I graduate from high school
 - 7) (People around me) _____ don't think that I will go to a post secondary learning institution such as Douglas College, VVI, BCIT, SFU _____
 - 8) (People around me) _____ don't think that I will obtain a very satisfying career _____; make much money _____
 - 9) I doubt if I will go back to school this year _____, get my grade 12 _____, go to a post secondary learning institution _____
 - 10) If I do go back to school this year it will be difficult because I need to work to get money _____ I don't know where I will be living _____ I have many responsibilities in helping out my family _____ I have other personal situations that will disrupt my academic efforts (such as, court appearances, counselling sessions, medical treatments (specify)) _____
 - 11) Some of the things I didn't like about school last year were: the teachers _____ the other students _____ the academic subjects _____ the assignments _____ (other stuff--specify) _____
- (CR and specify) This year (Sept. to June) I want:
- _____ a job that _____
- _____ a school that _____
- _____ friends that _____
- _____ a girl/boy friend that _____
- _____ (other stuff--specify) _____

(#15)

A Story of Relationships

Eunice and Greg were lovers. He was a woodcutter who had to cross a river to get to his job of cutting wood. Each day as he left to go and cut wood he would lovingly kiss Eunice farewell. Eunice and Greg planned to marry soon.

One day while Greg was across the river a tree fell on him, pinning him under it. He was injured seriously and could not get out from under the tree. So he yelled for help. Eunice heard his screams for help but could not get across the river to help him as she had no boat and she was terrified that the river was teeming with alligators.

So she ran upstream to their friend Ivanoe for help, as he had a boat. Eunice was near hysterics when she explained the situation to Ivanoe. Ivanoe then told Eunice that he had always secretly loved her and if she would go to bed with him this one time, he would go and help Greg.

Eunice said she wouldn't do such a thing and ran down river until she met a person named Bud, whom Greg and she didn't know. Bud listened to Eunice's plight, but finally said he didn't want to become involved.

Eunice was tired now, so she went back to Ivanoe and met his demands. Ivanoe kept his word and took Eunice across the river and together they rescued Greg and took him to the hospital.

After Greg had recovered from his injuries, he came home to Eunice. Eunice then told Greg the whole story of what happened on her side of the river, including what she had done with Ivanoe. Greg became very upset and he told Eunice that she had wronged him and besides he thought there weren't any alligators in the river. Greg then left Eunice.

Heartsick, Eunice turned to her friend Abigail with her tale of woe. Abigail then told the story to her very big brother Boggie, who feeling compassion for Eunice, found Greg and beat him up enough to send him back to the hospital.

Abigail then told Eunice what Boggie had done to Greg explaining that Boggie had given Greg his due. Eunice then started going out with Boggie.

USING WOW's **RC** HOW WOULD YOU EVALUATE THE PEOPLE IN THIS STORY?

WHY?

(#16)

The **Developmental** Leadership model using **Guided Discovery** methods

Discussion Questions: 1) A good leader's goal is to _____

2) How does a good leader accomplish this goal? _____

True/False Questions: 3, 4, 5, 6, & 7.

3) The best leaders always know what to do _____ 4) An effective leader maintains a forceful personality _____ 5) Physical appearance has a lot to do with leadership _____

6) Leaders should stick to their decision even when it is unpopular _____ 7) Being able to make quick decisions is very important in leadership. —

Guided Discovery Methods:

1) Outline what must be done in logical segments (separate tasks) so that everyone in the group understands what must be accomplished.

2) allow for suggestions on how to accomplish these tasks.

3) allow individual members to assume responsibility for accomplishing individual tasks their way.

4) see that all the tasks or segments fit together so that everything is accomplished (and everyone feels good about being part of the accomplishment. What needs to be done this afternoon: Complete the Plans for a successful Awards Banquet (see below); debriefing what happened with XXX.

1) Everyone must know the required attire, the location, and the time. 2) Everyone must arrange for safe transportation to and from ~~XXX~~.

3) Three new guests should be invited. 4) Table flowers should be brought (XXX/XXX) (I would also like a flash for a 35mm camera--XXX's).

5) Everyone should know the awards banquet's procedure (arrive, wait until everyone else has arrived; eat the dinner, wait until everyone else has finished eating; one of you go up to the podium, wait until there is silence.

Briefly announce that you and the other two leaders would like to present the New Westminster Work Orientation Workshop **Special Effort awards** (we, da, da, and I, da-da would like to present. . .); after the awards have been presented one of you will introduce the Banquet's guest speaker (so obviously one of you will find out the name and title of the guest speaker);

after the speaker has spoken XXX and I should be introduced (you can do this with humour (kidding), and XXX (co-worker) and I will present the WOW Certificates of Achievement (and the workshop cheques with probably some kidding of our own), wait until the last Certificate has been awarded-- then

rush around and have other people, besides XXX and I, sign your **Special Effort Award** (not your certificate); finally make certain that everyone still has a safe method of getting home (that is, if a person has to take public transport he/she has money and a friend).

(#17) **Participants' One month WOW Follow-up**

Participant: _____ phone: _____

Now that you've done many things since **WOW**, you should have a good idea of what really happened, was important, and how you've changed in **WOW**. So for **you**:

What one event of **WOW** stands out most? _____

Why? _____

Besides that event what was **WOW** really all about for you? _____

What did you really learn through **WOW**? _____

How does it assist you now? _____

In thinking about how others think of you and how you see yourself; do you see a change in how you present yourself to others, and how you think of what you are and can do (explain)? _____

Were there some unfavorable feelings, thoughts, happenings you had before **WOW** that are cleared up now because of your **WOW** experiences?

What three things about **last year** made academic learning difficult? _____

What would be a good school change? _____

Did participating in **WOW** change or reaffirm your career goals (explain)? _____

Is your life better now because of **WOW** (explain)? _____

(#18) **WOW Participant's Christmas Questionnaire**

Name: _____ Phone: _____

Not another Questionnaire?! Yep— two in fact, one for you and one for your friend.

But of course by now you're an expert at them. In fact you could easily tell your friend what they're for, and how to use the Evaluation Code (**EC**)—please. And the rumour's not true, that I only like you for your completed questionnaires . . .but I do need them.

So you've done a lot more things since last we've "questionnaired," such as . . .

and you're in school (yes/no) _____ and getting better _____, same _____, poorer _____ grades than last year.

In fact, this semester Your teachers are (better/the same/poorer) _____ than last year, because: _____

This semester, you have: (using the old **EC**) improved greatly (+2); improved some (+1); stayed the same (0); gone down somewhat (-1); gone down greatly (-2) in the following ten categories:

- 1) School Attendance: _____
- 2) School Punctuality: _____
- 3) School Work: quality, _____ 4) quantity, _____ 5) attitude, _____
- 6) Handling school rules: _____ 7) Getting along with school personnel: _____
- 8) Getting along with family members: _____
- 9) Getting along with other students: _____
- 10) Getting along with people outside of school: _____

After the Christmas Holidays you think you will generally: get better _____ stay the same as now _____, or go downhill from now _____, in your academic endeavours.

Other comments on school: _____

Other comments on **WOW** or anything else: _____

(#19) **Friend of Participant's Christmas Questionnaire**

Friend of: _____ Known for: _____ mos./yrs.

Thank you for answering this. Your answers are important in my study of alternative learning, to get a third opinion on how things really are for Ex-WOWers in school, and with family and friends. All your answers are confidential (not told to anyone) If you have any concerns or questions please talk to me.

Using the Evaluation Code given below, how would you rate your friend in the following ten categories:

Evaluation Code: 2= tops; 1= good; 0=okay but . . .could be better;
-1= needs improvement; -2= unsatisfactory

- 1) School Attendance: _____
- 2) School Punctuality: _____
- 3) School Work: quality, _____ 4) quantity, _____ 5) attitude, _____
- 6) Handling school rules: _____
- 7) Getting along with school personnel: _____
- 8) Getting along with family members: _____
- 9) Getting along with other students: _____
- 10) Getting along with people outside of school: _____

In your opinion what are your friend's strengths?:

In your opinion what are your friend's weaknesses?:

Other comments on **anything** you've seen or heard about **WOW**:

(#20)

[other than New Westminster] Teacher's Evaluation

Your time and opinions are appreciated in this MA research on Alternative Learning.

I _____ taught _____ from _____
to _____ in (subject area(s)) _____

Using the given evaluation code, please rate the student in terms of his/her own academic capability/productivity. Please do not compare the student with classmates. Supplementary comments would also help.

Evaluation Code: 2= tops; 1= good; 0=okay but . . .could be better;
-1- needs improvement; -2- unsatisfactory

Place the appropriate evaluation code number beside each of the following nine categories:

- 1) Attendance: _____ 2) Punctuality: _____
3) Work quality: _____ 4) Work quantity: _____ 5) Work attitude: _____
6) Peer relations: _____ 7) Compliance with Rules: _____
8) Creativity: _____ 9) Likelihood of passing this academic subject: _____
Strengths not listed: _____

Weaknesses not listed: _____

Would you advise the student to take higher courses in this subject? _____

Why? _____

Other comments:

(#21)

New Westminster Secondary School WOW Follow-Up Questionnaire

Last summer a group of NWSS students participated in the Work Orientation Workshop (WOW) Program. I am requesting your assistance, as a counsellor who referred a number of students to this program to provide me with follow-up information. I do not want to invade privacy and I do not need information relating to specific individuals; but your general impression about the ex-participants you know around the following variables will assist me in assessing the effectiveness of the program.

Use the following scale to rate, the degree to which this group's behaviour is different than it was last year.

2 = Greatly improved; 1 = Slightly improved; 0 = No improvement;
-1 = slightly worse; -2 = significantly worse

Place the appropriate evaluation number beside each of the following categories:

- | | |
|--|---------------------------------|
| 1) Attendance: _____ | 2) Punctuality: _____ |
| 3) Compliance with rules and policies: _____ | |
| 4) Compliance with safety practices: _____ | |
| 5) Peer relations: _____ | 6) Teacher relations: _____ |
| 7) Academic quality: _____ | 8) Academic productivity: _____ |
| 9) Academic attitude: _____ | 9) Academic risk: _____ |
| 10) Academic effort: _____ | 11) Academic future: _____ |

Please add information for:

Strengths not listed: _____

Weaknesses not listed: _____

Other comments: _____

Thank you for your assistance, Bryan Stephenson.

(#22) **Ten Month follow-up of WOW participants** _____

1. If you were given the opportunity to participate in WOW again this year, would you? ____ Why? _____
2. What part of WOW would you keep the same as last year's? _____
3. What part of WOW would you change? _____
4. What part of WOW was the most helpful for you? _____

For those who went to work after WOW:

5. Are you employed now? _____

For those of you who returned to school after WOW

6. Was school worse ____ the same ____ or better ____ than last year?
7. Why do you think that (the above answer) is so? _____
8. During your school year, did you know an adult who worked in your school, who regularly showed you that he/she cared about what happened to you?

Did this year include instruction or class discussions in:

9. How to continue learning when you leave school? _____
10. How to find new ways of doing things? _____
11. How to work with people of different race, religion, country of origin, and/or family background than the ones you have? _____
- 12a. How to get information from the government, private companies, and/or information/data banks (such as computer network/information source)?

- 12b. How to tell the difference between what is a selling-job (propaganda) and what is the real (probably unsaid) message (information)? _____
13. Where you given free time in school, or assistance after school, to work on your own talents? _____
14. Where there classes about how one can decide what are "good" or "bad" actions in today's world? _____
15. Where there classes about the changes in the earth's environment, that could effect one's physical and mental health? _____
16. Where there classes about how you can best prepare for and meet changes generally? _____
17. Did you receive (better, the same, poorer) final grades than last year?
18. Was there a teacher who took a personal interest in your personal successes this year? _____
19. Do you remember your personal goal/quest? ____
20. What was it? ____
21. Did you achieve it? ____
22. Were the academic courses that you took this year more ____ the same ____ or less ____ relevant (for your life) than last year's?
23. Were your parents/guardians kept informed by the school of possible career directions that the school has courses for? ____
24. How were your parents/guardians kept informed by the school? _____

APPENDIX B

INDIVIDUAL, FIRST-TERM, PRE/POST, REPORT CARD GRADES

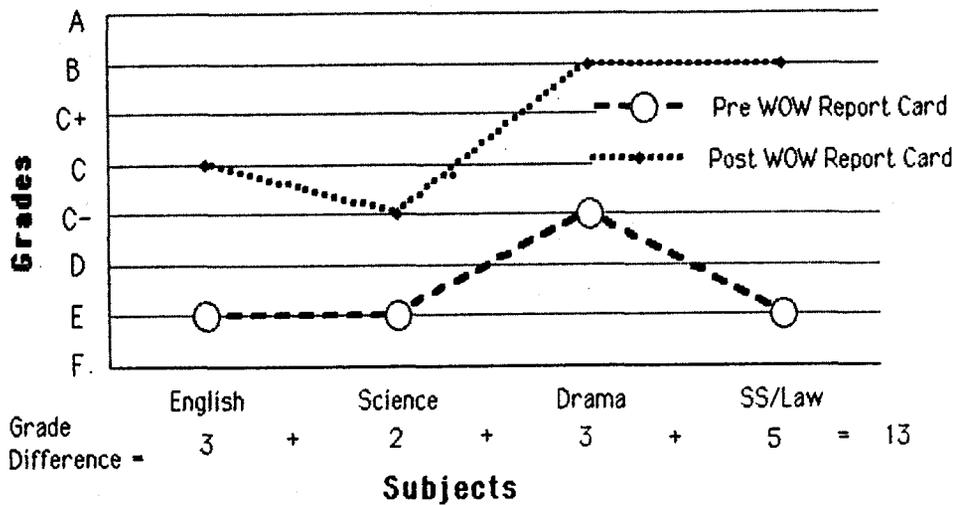
Graph Notes

The Participants' **Pre** WOW First term Report Card grades are marked -o-

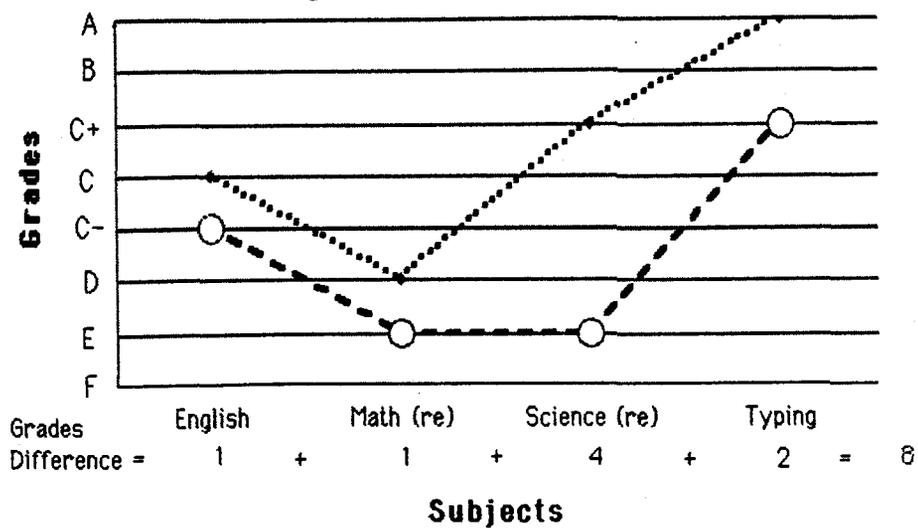
The Participants' **Post** WOW First term Report Card grades are marked -●-

The subjects for the comparison are those taken in sequentially academic years (1987-88 and 1988-89). Subjects repeated have "(re)" afterward. Since individuals differed in taking the same subject areas in the two academic term examined (due to the semester system and numerous electives), the number of subjects graphed per individual student also differed. The "Grade Difference" number (found in the graph's lower right corner), is the sum of post/pre differences.

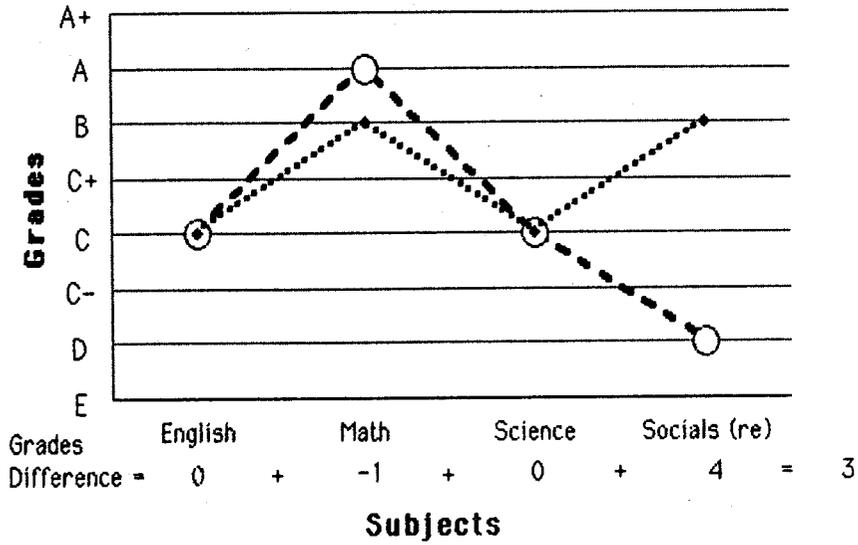
#1's Comparative First Term Grades



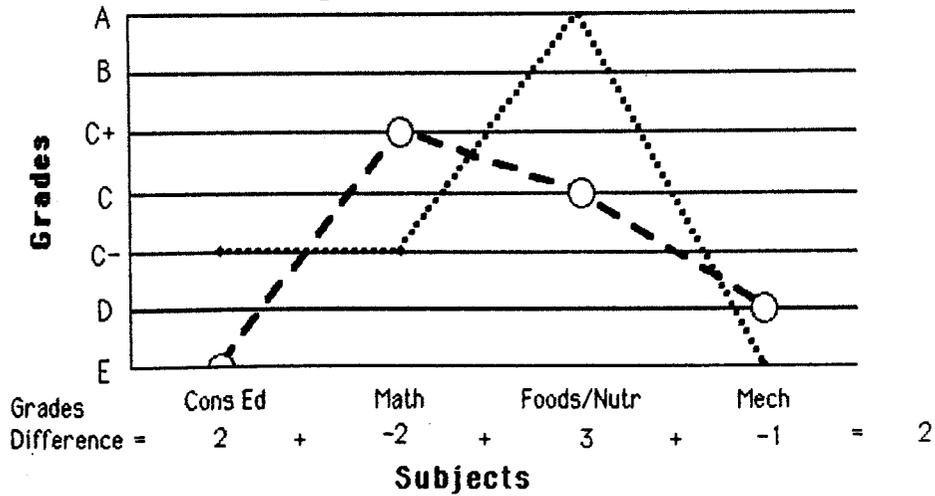
#3's Comparative First Term Grades



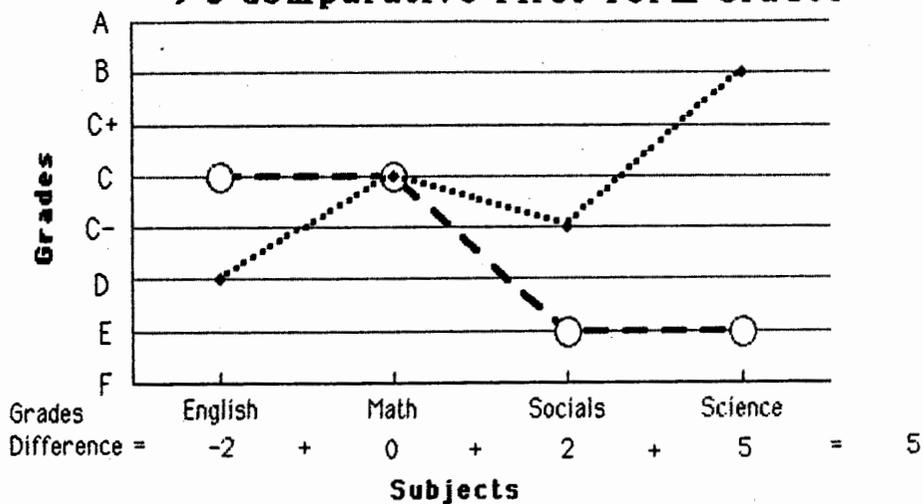
#4's Comparative First Term Grades



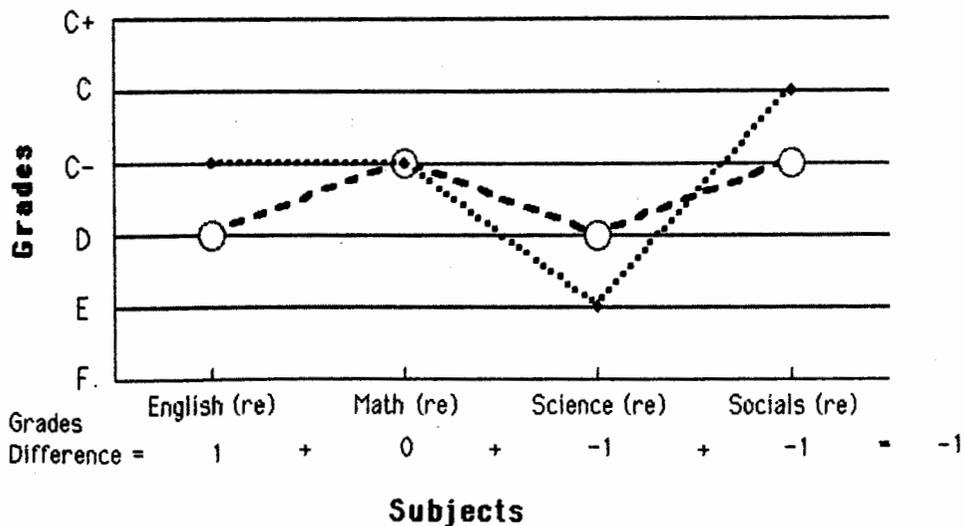
#6's Comparative First Term Grades



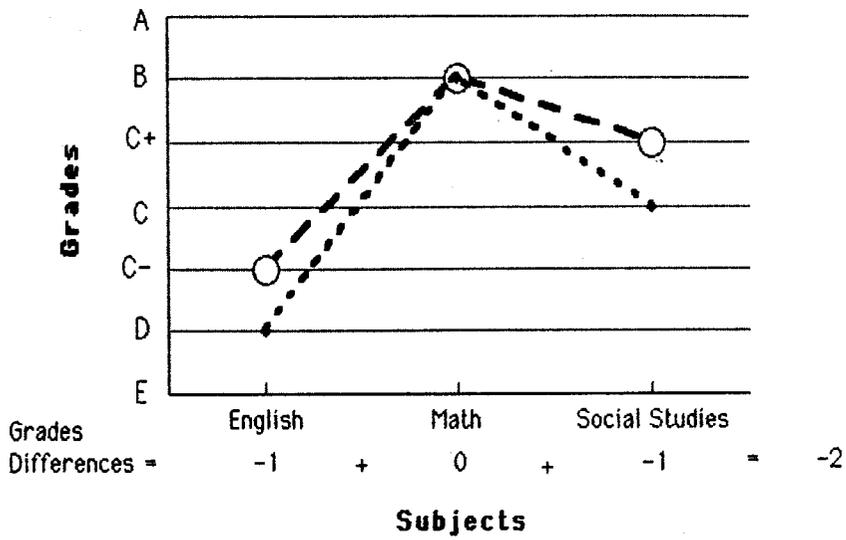
#9's Comparative First Term Grades



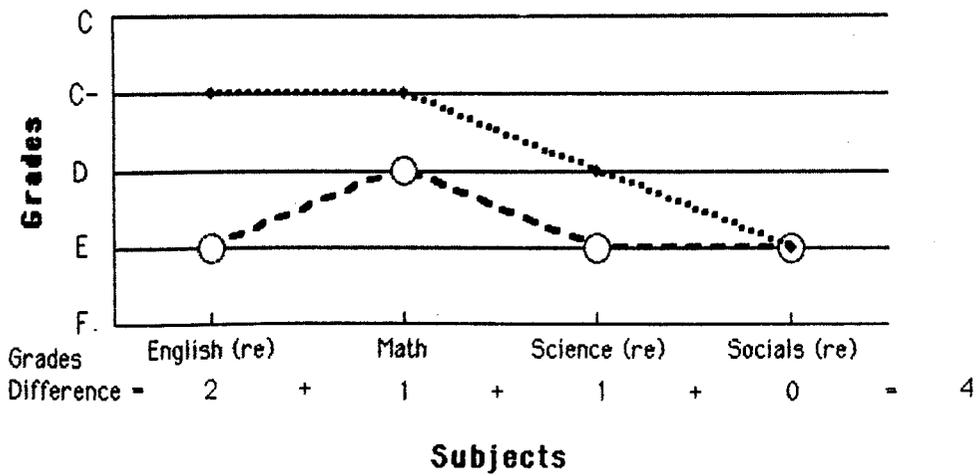
#16's Comparative First Term Grades



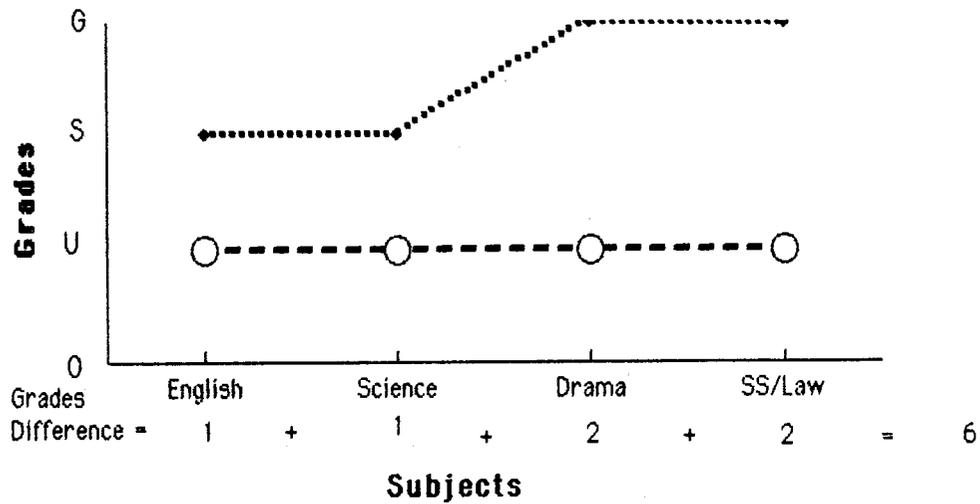
#18's Comparative First Term Grades



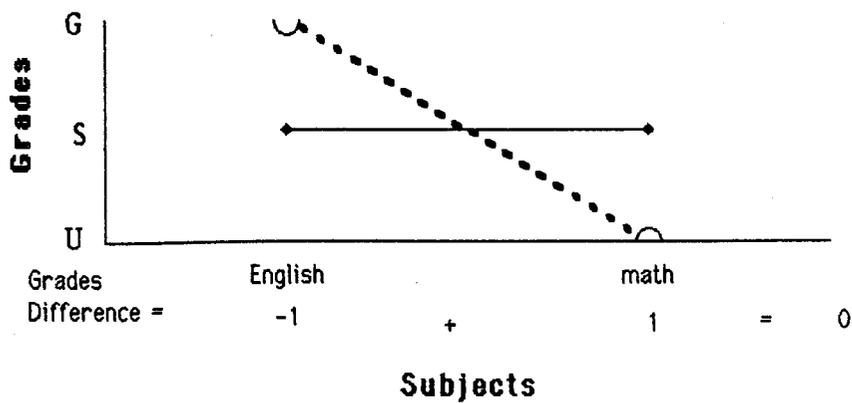
#19's Comparative First Term Grades



**#1's Comparative, First Term,
Academic Effort**



**#8's Comparative, First Term,
Academic Effort**



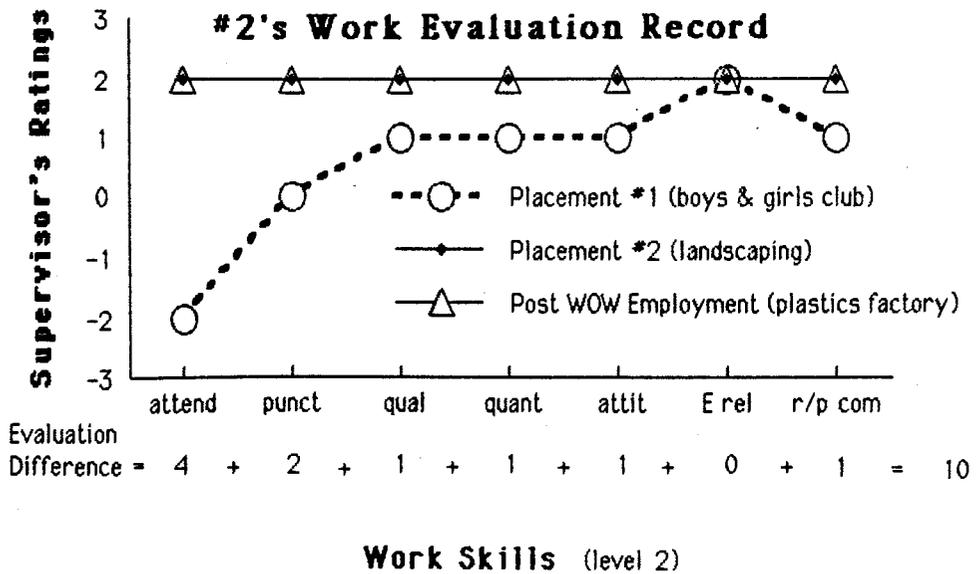
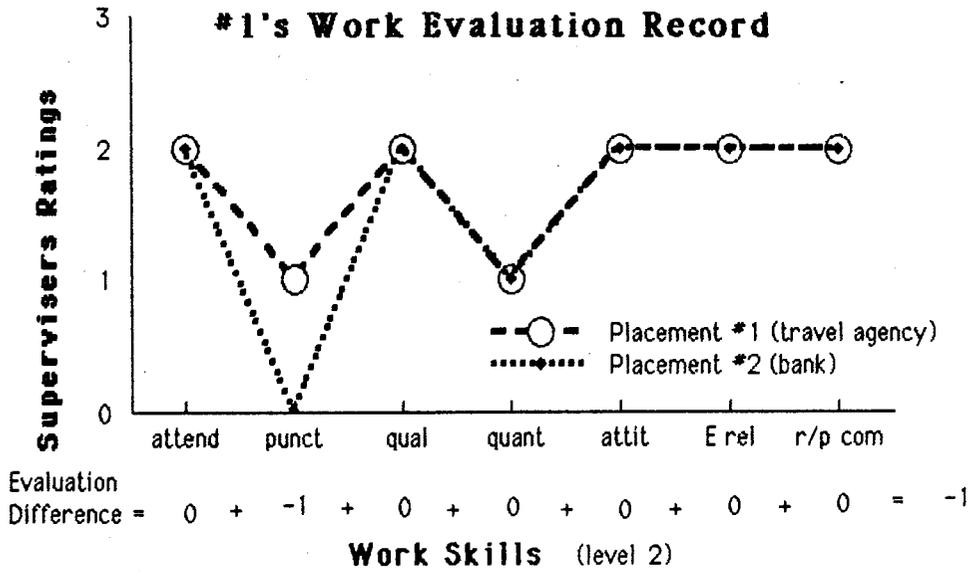
APPENDIX C

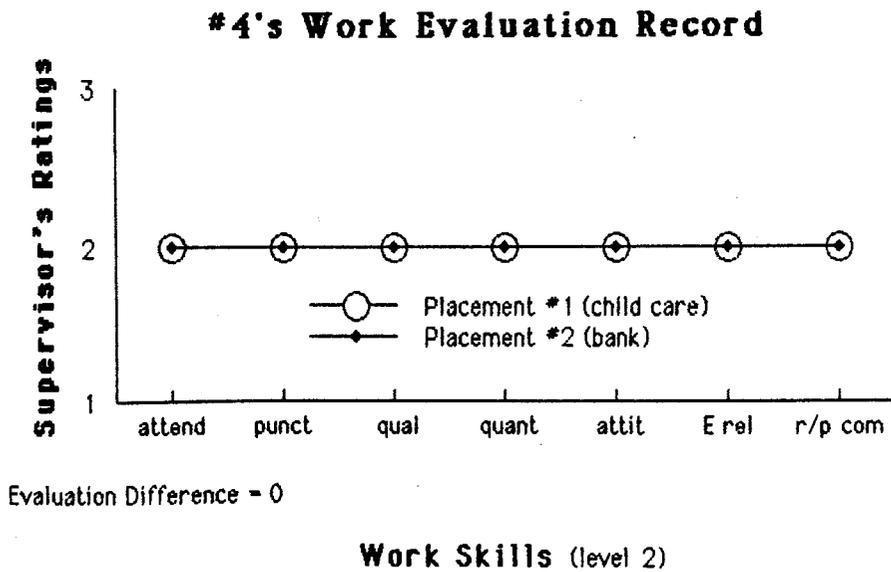
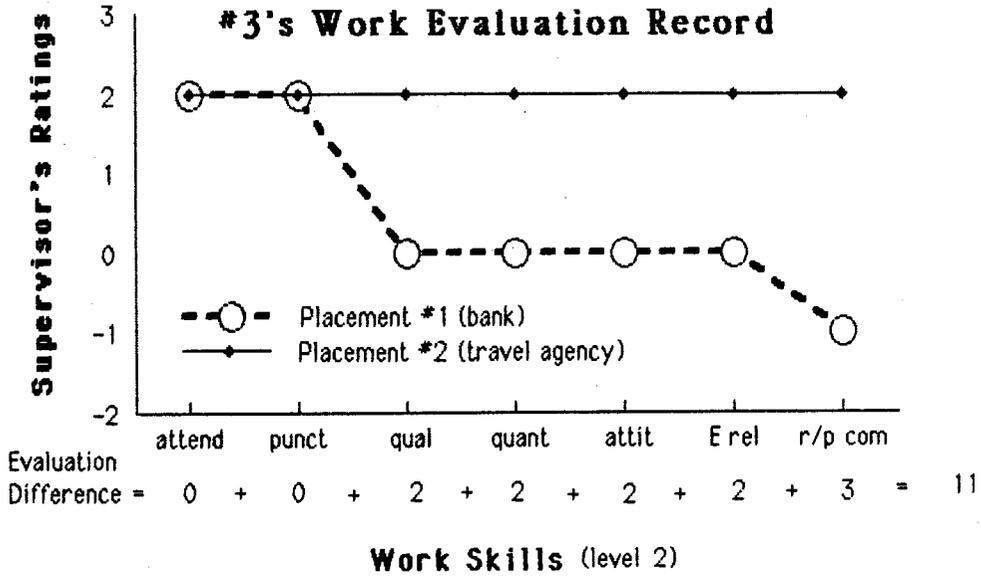
INDIVIDUAL Comparative WORK-Evaluations

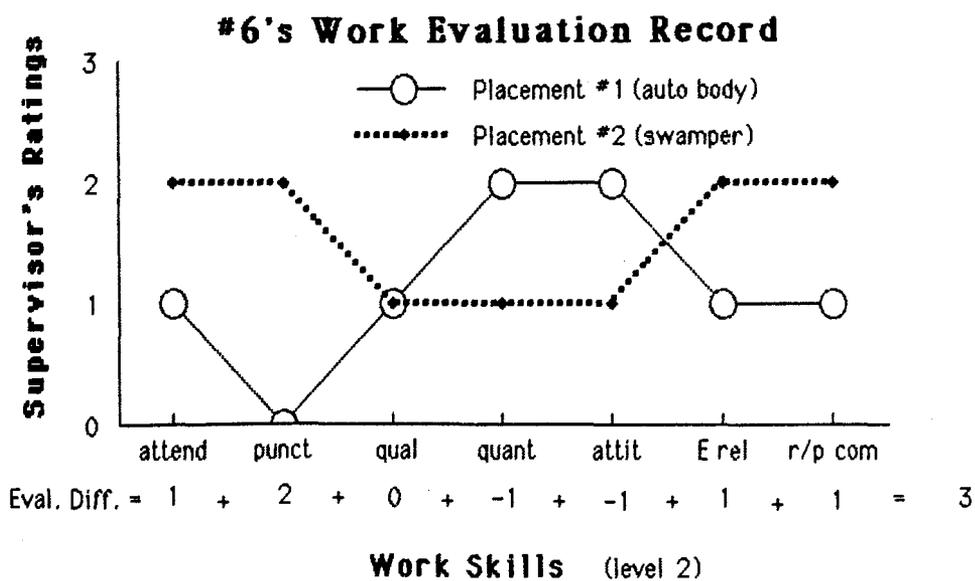
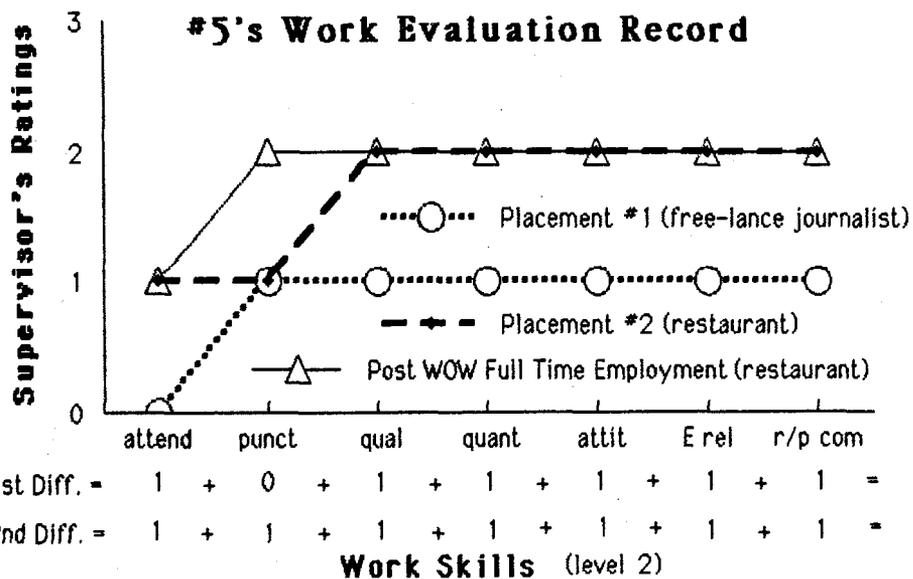
Graph Notes

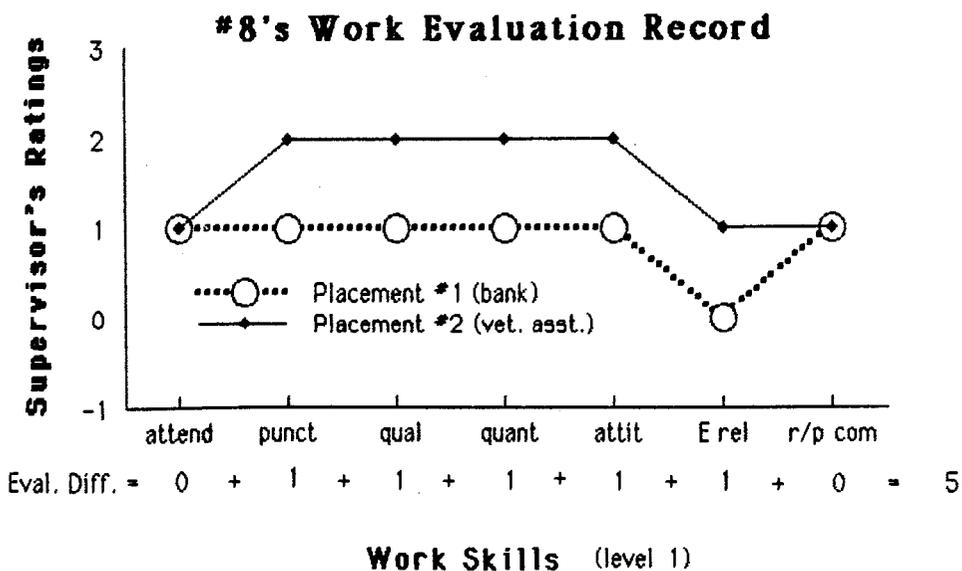
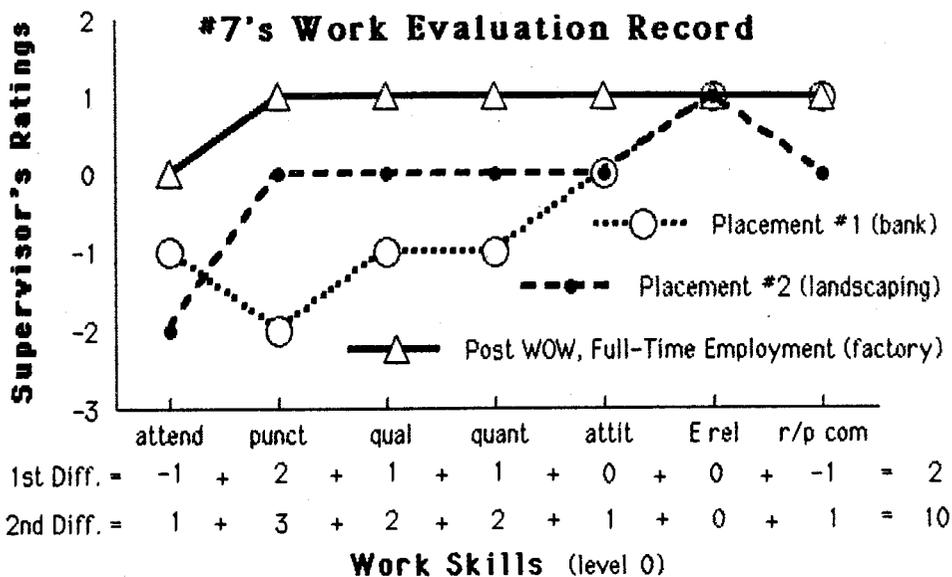
1. Limited space on the "x axis" necessitated the following codes:

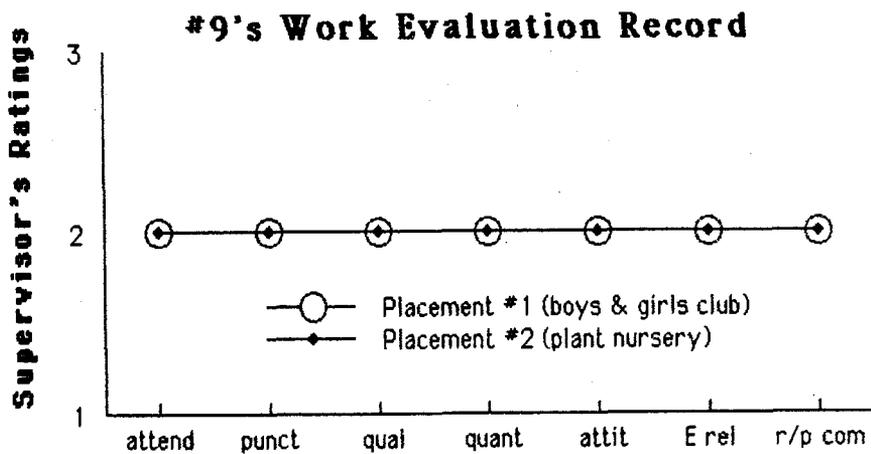
attend	=	attendance
punct	=	punctuality
qual	=	work quality
quant	=	work quantity
attit	=	work attitude
E rel	=	employee relations (getting along with one's fellow workers and the public)
r/p com	=	compliance with rules and policies of the business or agency
2. Eval. Diff. (Evaluation Difference) equals the sum of the work category differences for the 1st, 2nd., and sometimes Post, WOW employment evaluations.
3. Work Skills levels (2, 1, and 0) are evaluations of overall work performances, where:
 - level 2 = \geq five "2"s (an overall "Top" work evaluation),
 - level 1 = \geq five "1"s (an overall "Good" work evaluation),
 - level 0 = \geq five "0"s or less (an overall "Okay but could be better" work evaluation).





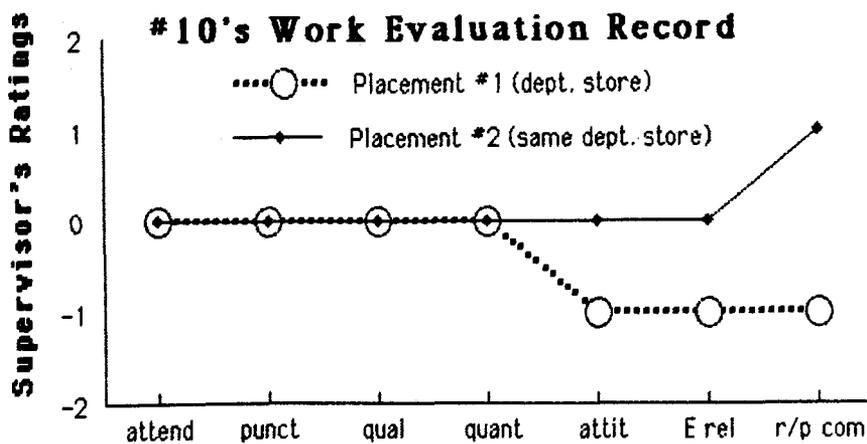






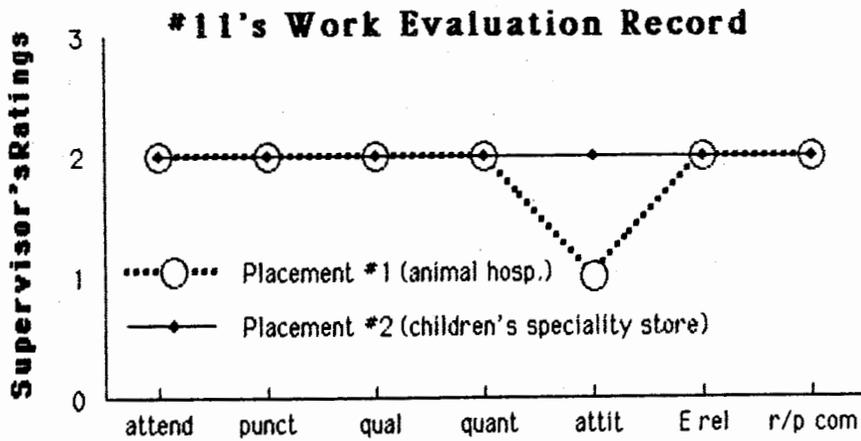
Evaluation Difference = 0

Work Skills (level 2)



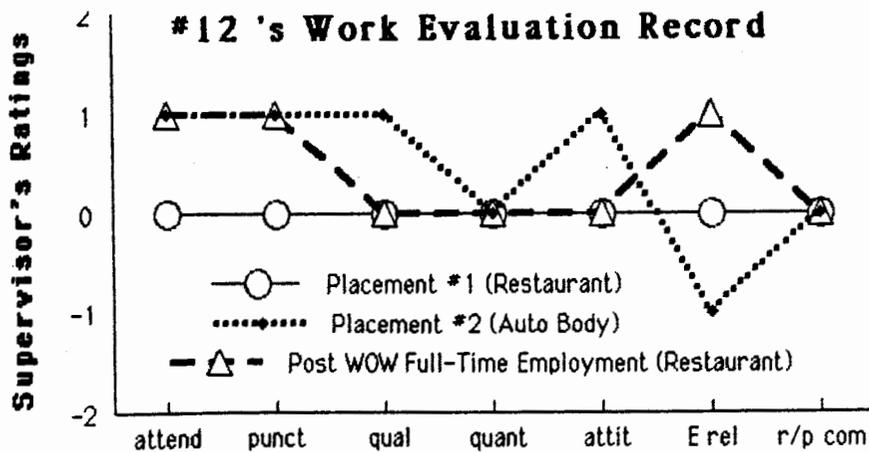
Eval. Diff. = 0 + 0 + 0 + 0 + 1 + 1 + 2 = 4

Work Skills (level 0)



Evaluation Difference = 1

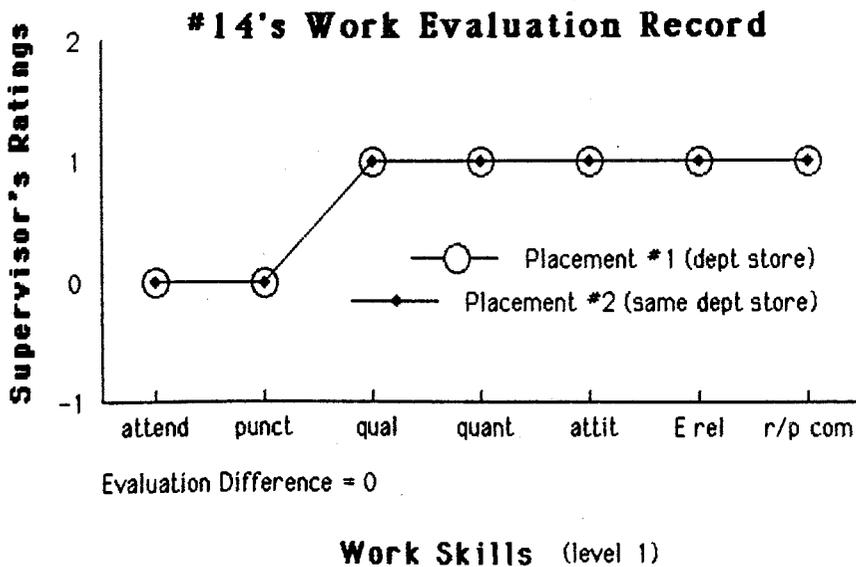
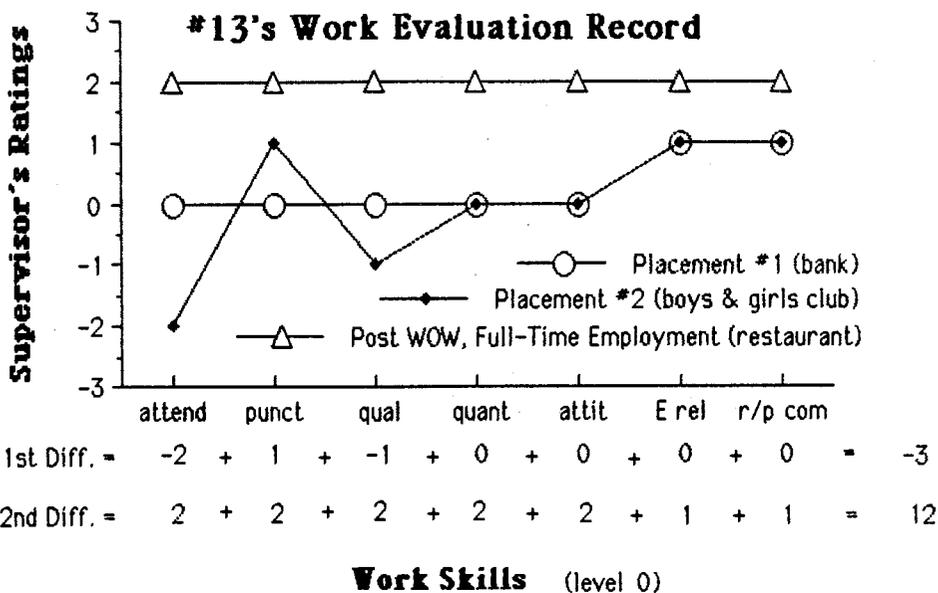
Work Skills (level 2)

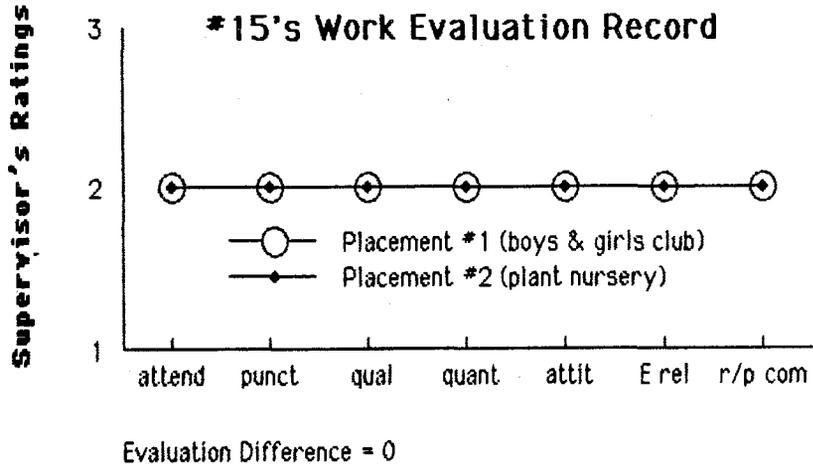


$$1st\ Diff. = 1 + 1 + 1 + 0 + 1 + -1 + 0 = 3$$

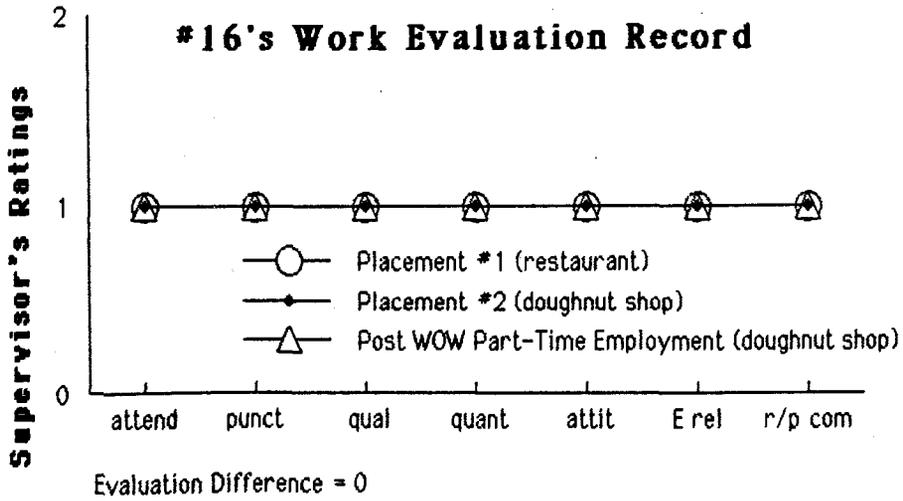
$$2nd\ Diff. = 1 + 1 + 0 + 0 + 0 + 1 + 0 = 3$$

Work Skills (level 0)

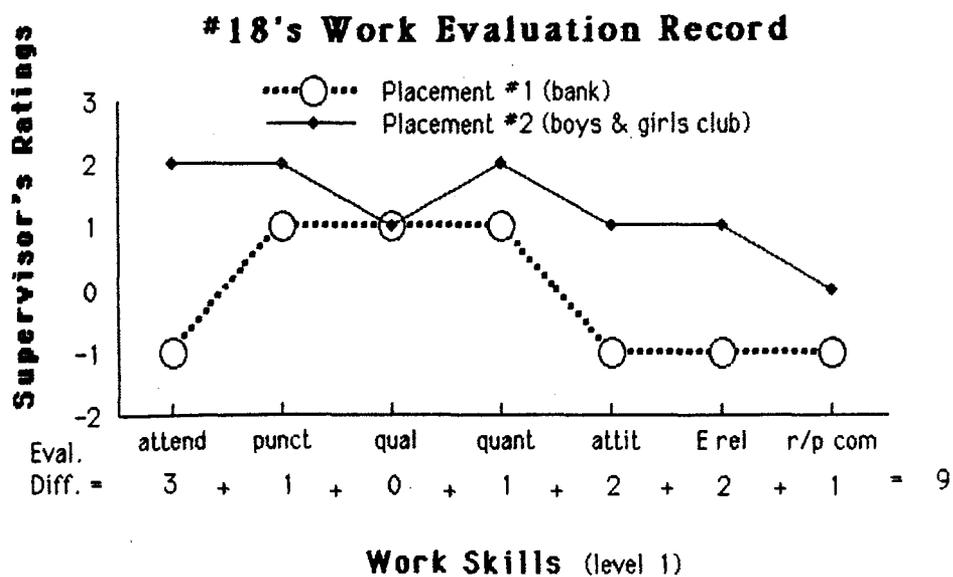
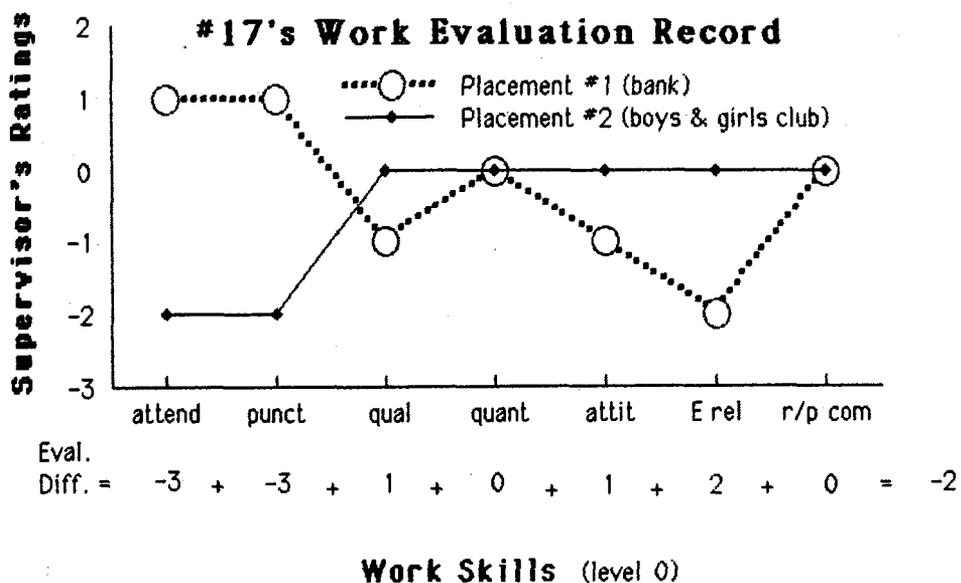


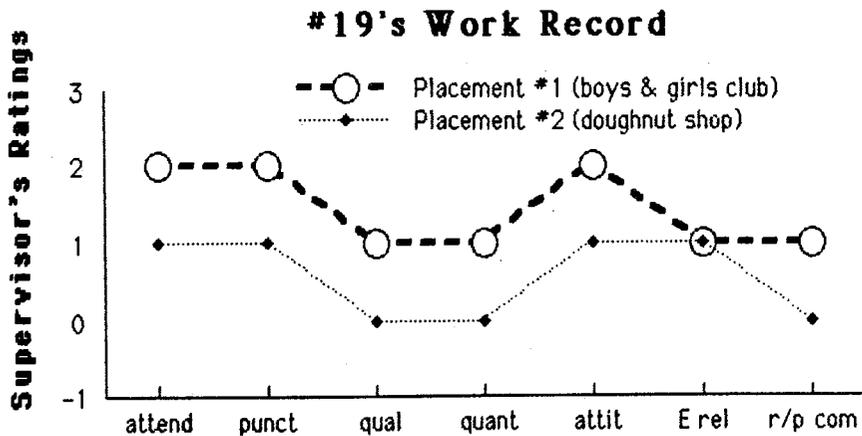


Work Skills (level 2)



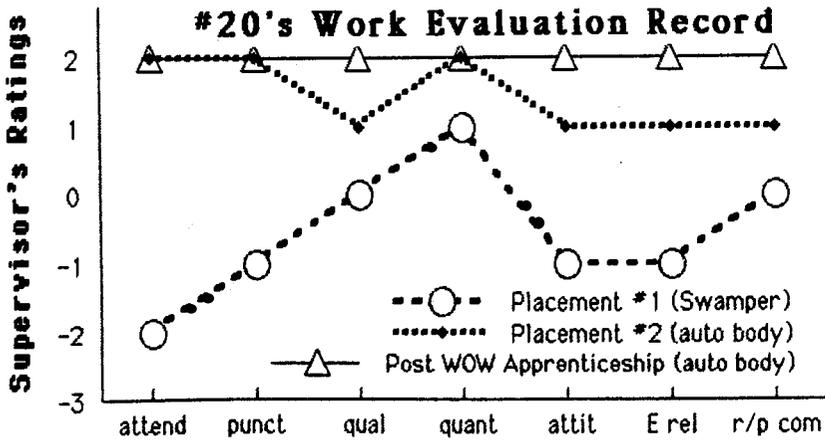
Work Skills (level 1)





Eval. Diff. = -1 + -1 + -1 + -1 + -1 + 0 + -1 = -6

Work Skills (level 1)

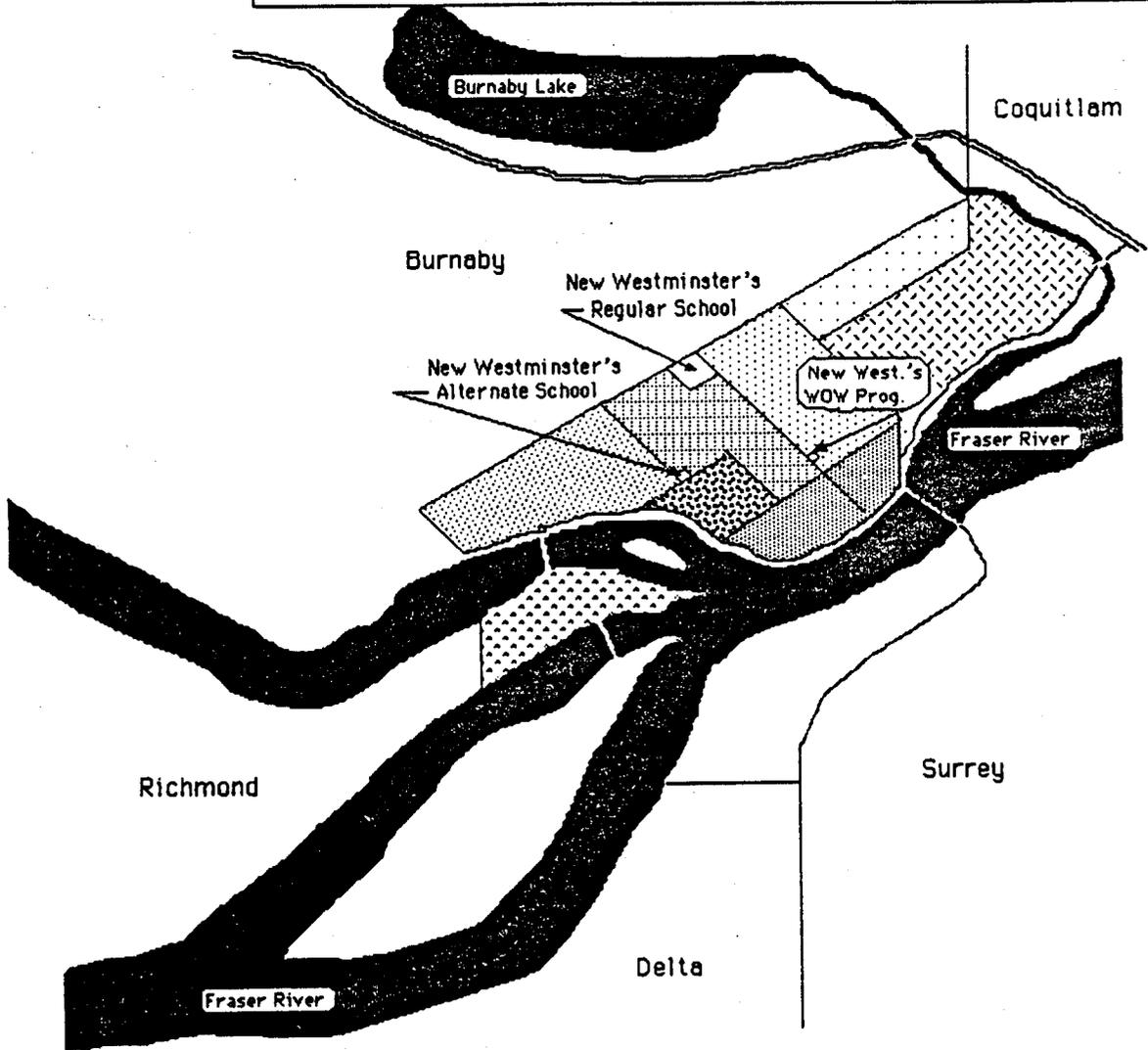


1st Diff. = 4 + 3 + 1 + 1 + 2 + 2 + 1 = 14

2nd Diff. = 4 + 3 + 2 + 1 + 3 + 3 + 2 = 18

Work Skills (level 1)

A Map of New Westminster and surrounding Municipalities circa 1989



Three Important New Westminster Neighbourhoods

-  = "Victory Heights" with \$200,000 housing (one WOW participant)
-  = "Uptown/Queen's Park" with \$100,000 housing (one WOW part.)
-  = "Brow-of-the-Hill" with low-rent apartments (13 WOW part.)

APPENDIX D

Ten Month Follow-up

Ex-WOW Participants' Perceptions and Activities One Academic Year Post-WOW

Notes for Graph D1

Limited space on the "x axis" in the graph Adolescents' Perception of

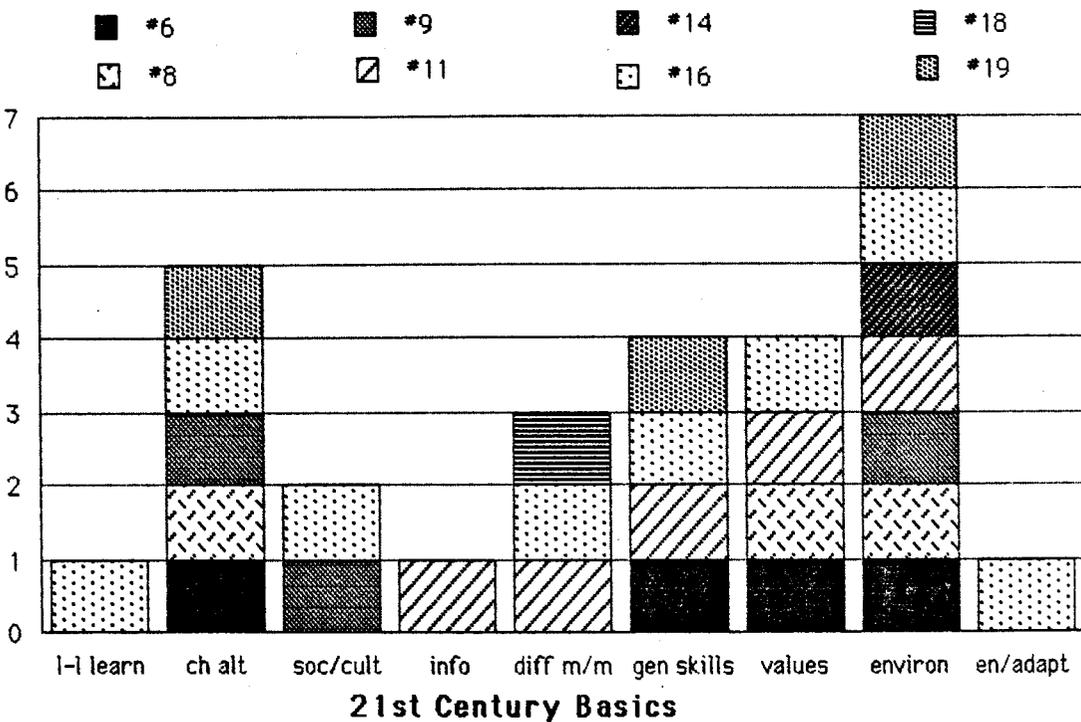
Receiving (teachers' instruction, discussion time, or personal assistance in

Milton McClaren's) "21st. Century Basics" necessitated the following codes:

- | | | | |
|-----|------------|---|--|
| 1. | l-l learn | = | develop a commitment to life-long learning |
| 2. | ch alt | = | Generate and choose alternatives |
| 3. | soc/cult | = | Participate effectively in various social and cultural settings |
| 4a. | info | = | Access information from various sources |
| 4b. | diff m/m | = | Distinguish between media and meaning |
| 5. | gen skills | = | To have time to develop and perform a personal set of generic skills |
| 6. | values | = | An ability and inclination to think critically about values |
| 7. | environ | = | A commitment to the environment |
| 8. | en/adapt | = | Engagement and adaptation to life |

Graph D1

SD #40 Continuees' Opinion of Receiving "21st Century Basics"



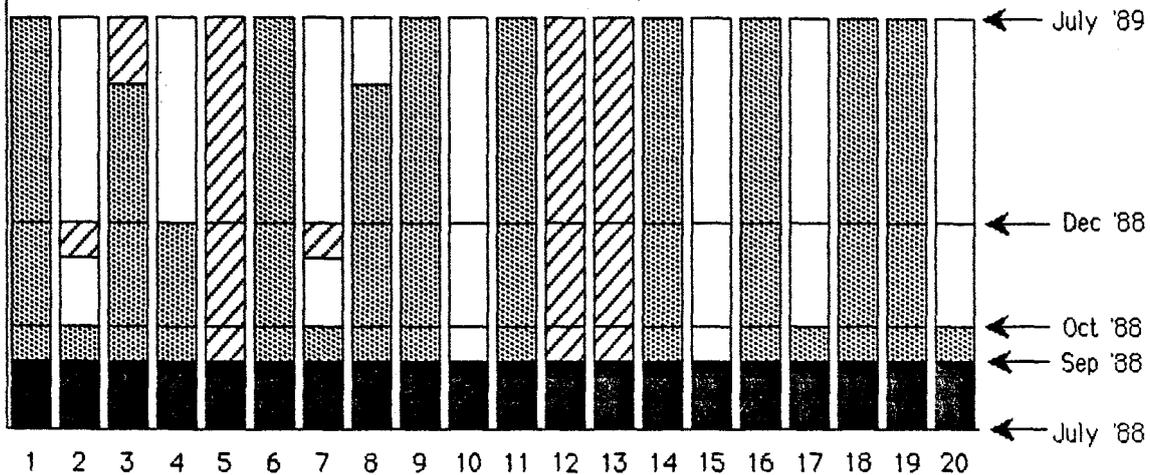
**Notes for Graph "Summary of adolescents' Activities
from July 1988 July 1989"**

The graph below shows that eight adolescents completed their academic year in school and three adolescents maintained a full-time job for ten months. However this graph does not show that:

1. Ex-WOW participant #8 continued her/his studies through correspondence courses and was assessed by a high school counsellor as having reduced her/his academic-risk (see: Graph D2),
2. Ex-WOW participant #16 maintained two part-time jobs for ten months as well as completing her/his academic year.,
3. Ex-WOW participant #15 achieved a personal quest outside of work and school (see: Graph D5),
4. Ex-WOW participants' #7 and #10 also initiated quests outside of work and school but were unavailable to respond personally in the Ten Month Follow-up Questionnaire.

**Summary of Adolescents' Activities
from July 1988 to July 1989**

- WOW (July/Aug) ▨ School (Sept) ▩ School (Oct/Dec) ▪ School (Jan/June)
- ▧ Work (Sept) ▤ Work (Oct/Dec) ▥ Work (Jan/June)
- Other (Sept) □ Other (Oct/Dec) □ Other (Jan/June)

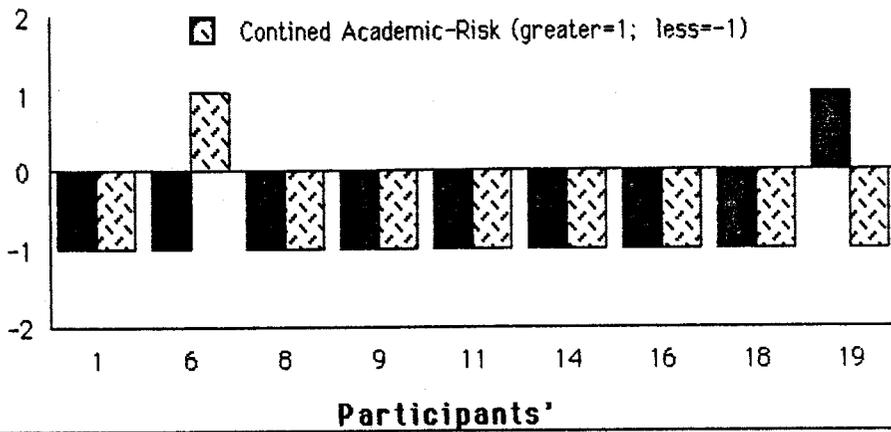


Adolescents'

Graph D2

Family-Incomes/Continued Dropout risk

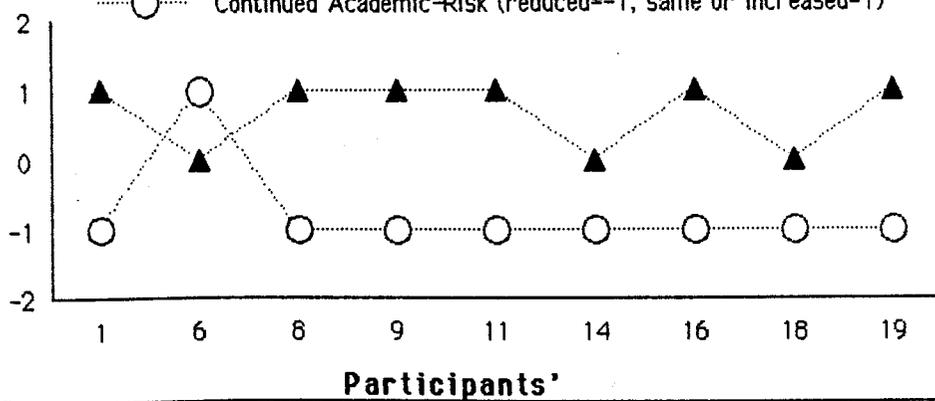
■ Family Incomes (above \$30,000/yr=1; below \$30,000/yr=-1)
 □ Continued Academic-Risk (greater=1; less=-1)

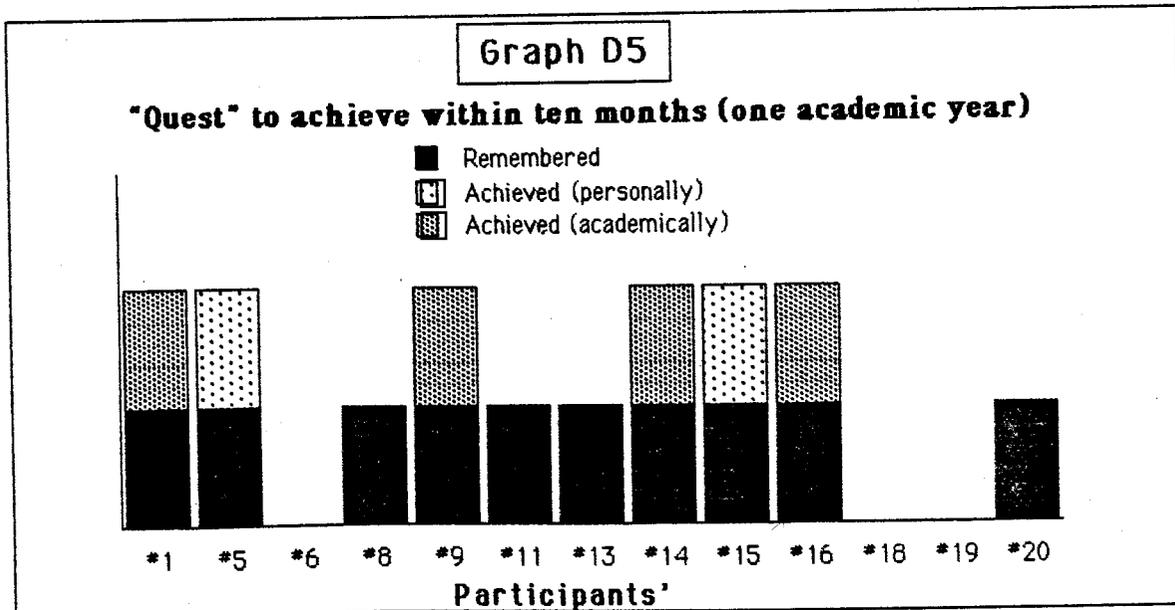
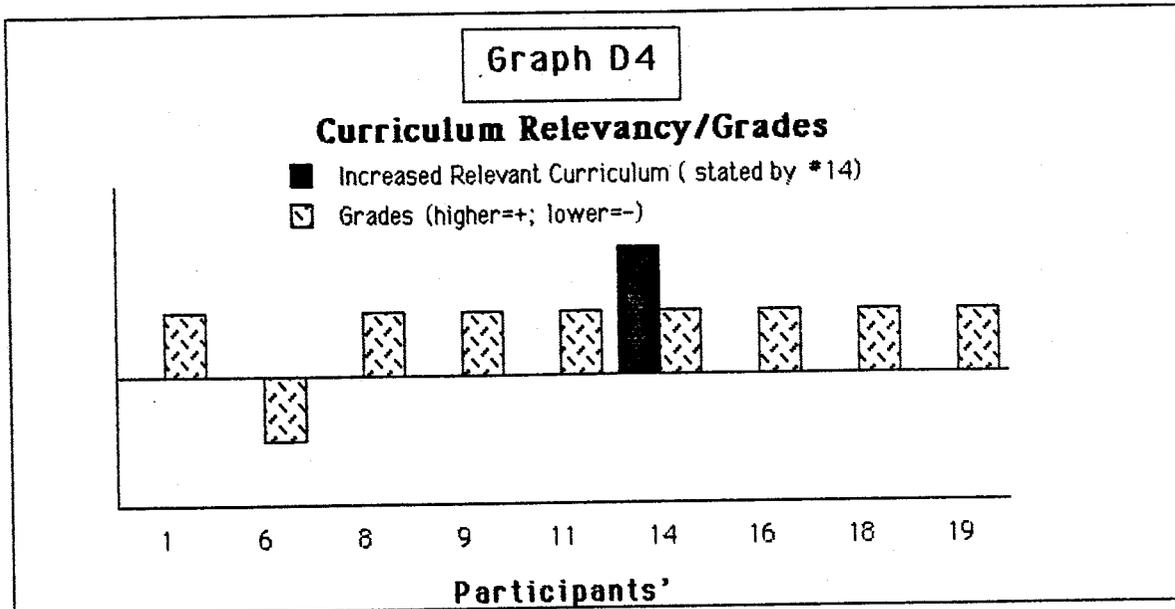


Graph D3

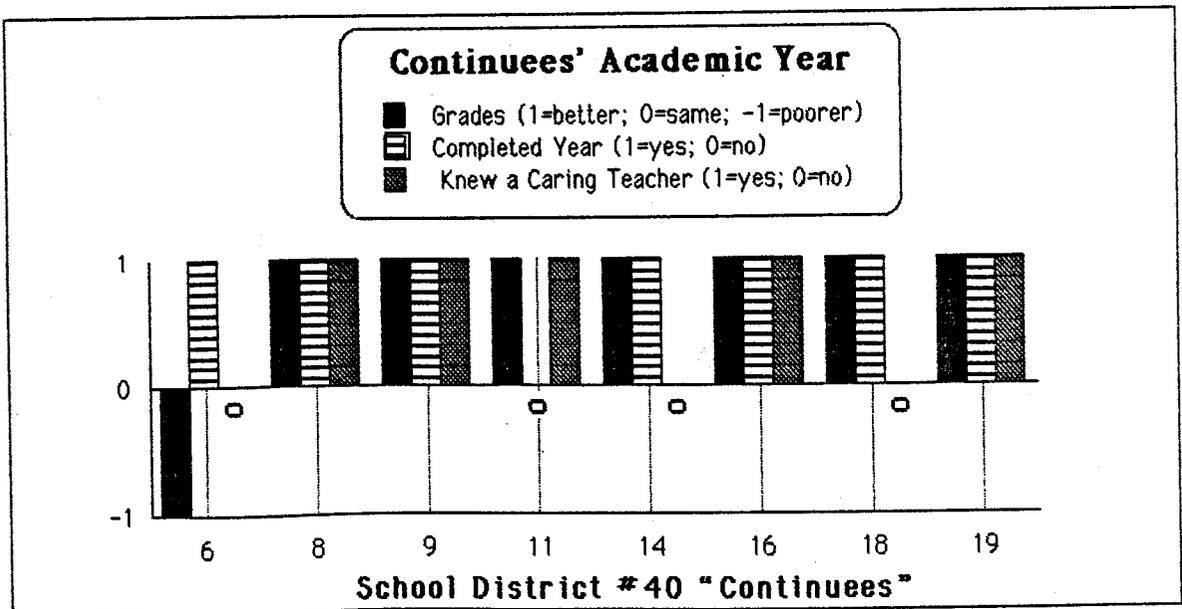
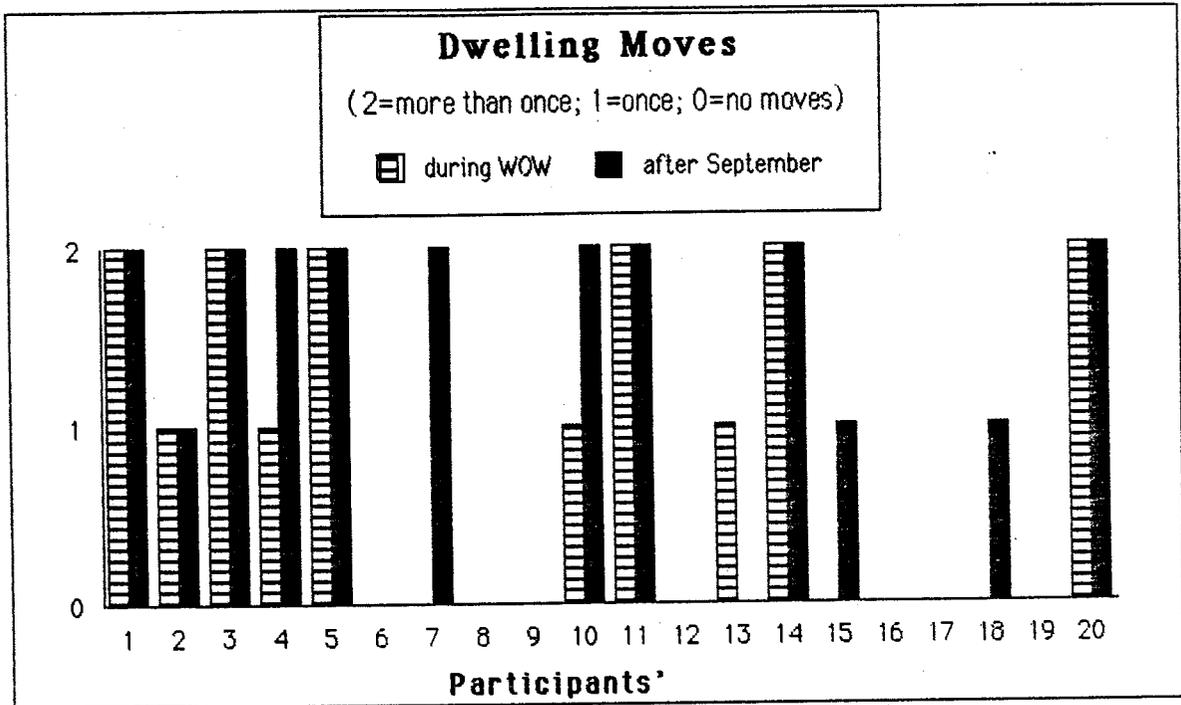
Knew a Caring Teacher/Completed Year

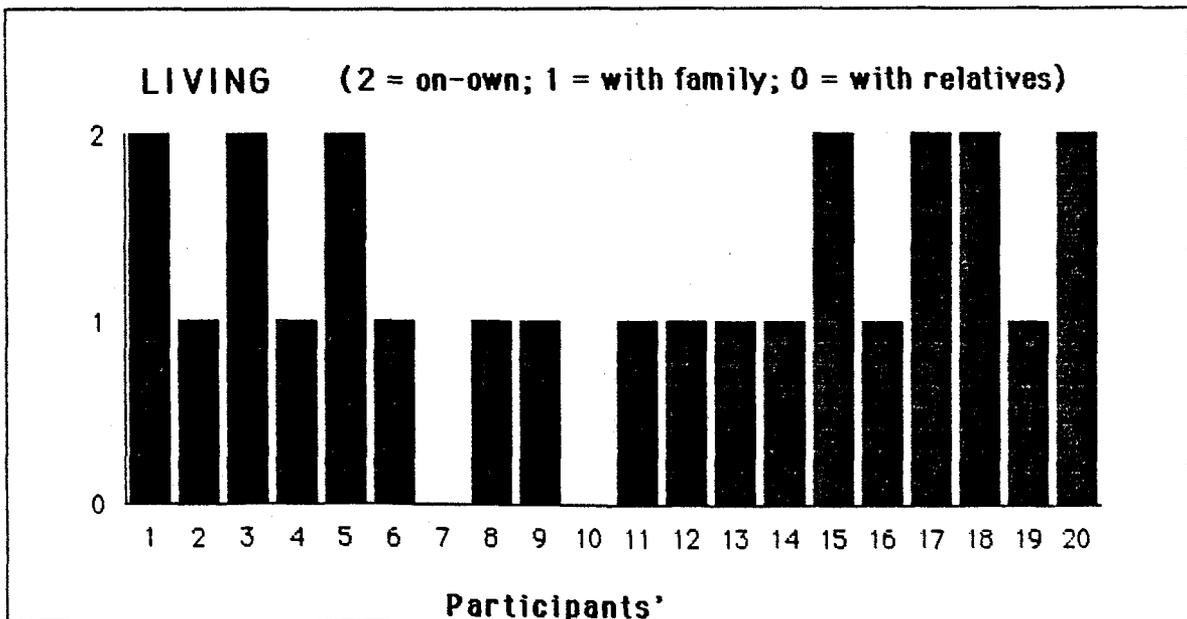
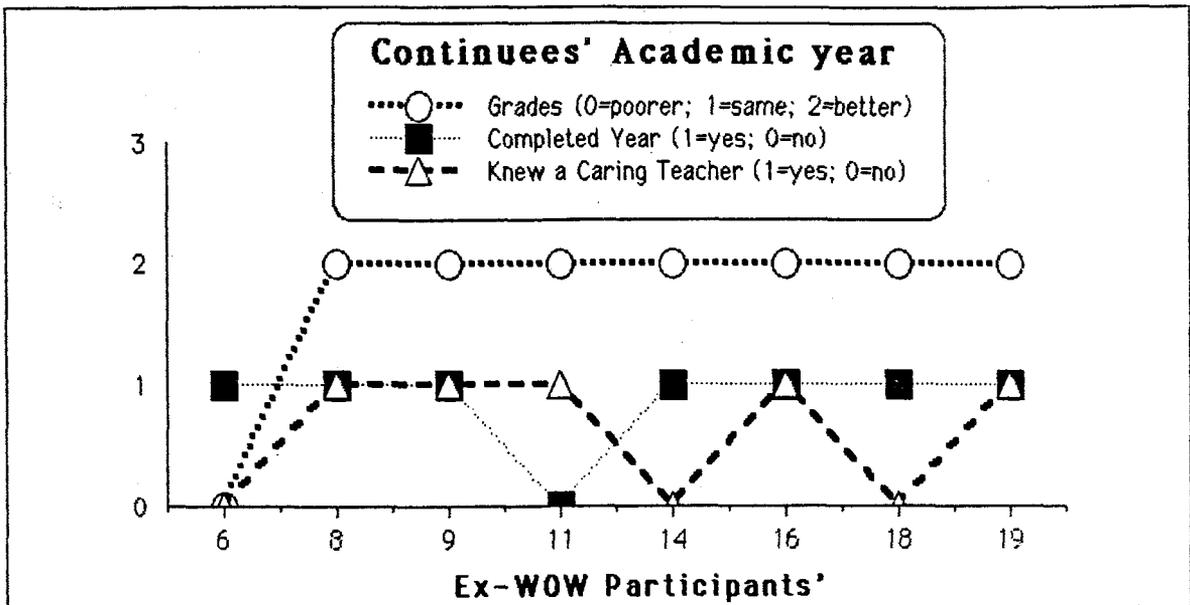
▲ Knew a Caring Teacher (yes=1; no=-1)
 ○ Continued Academic-Risk (reduced=-1; same or increased=1)

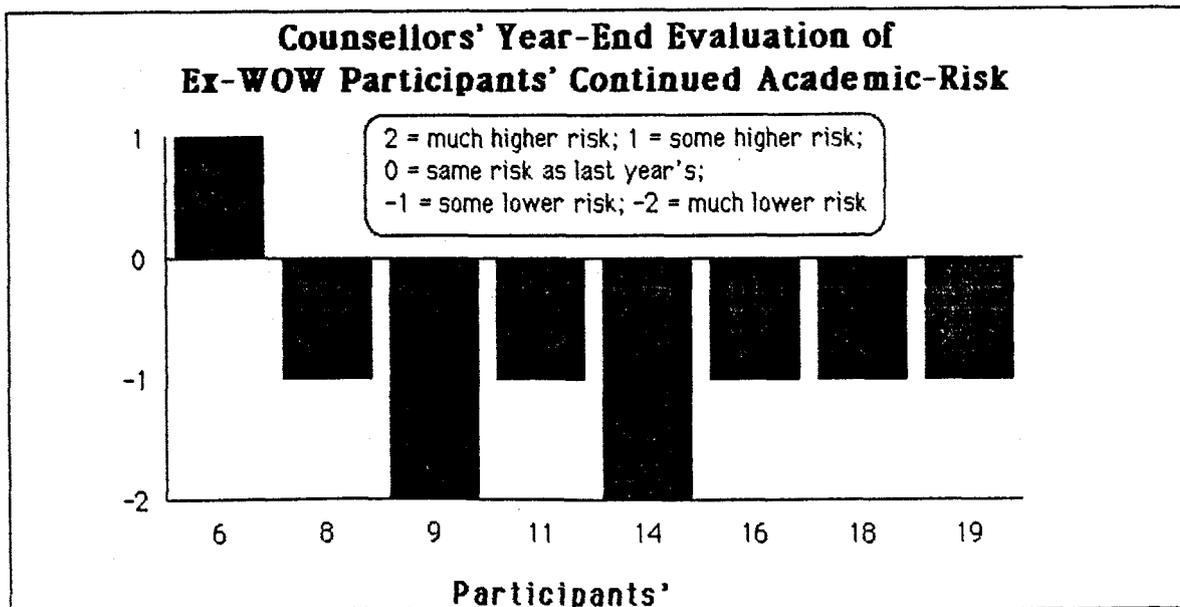
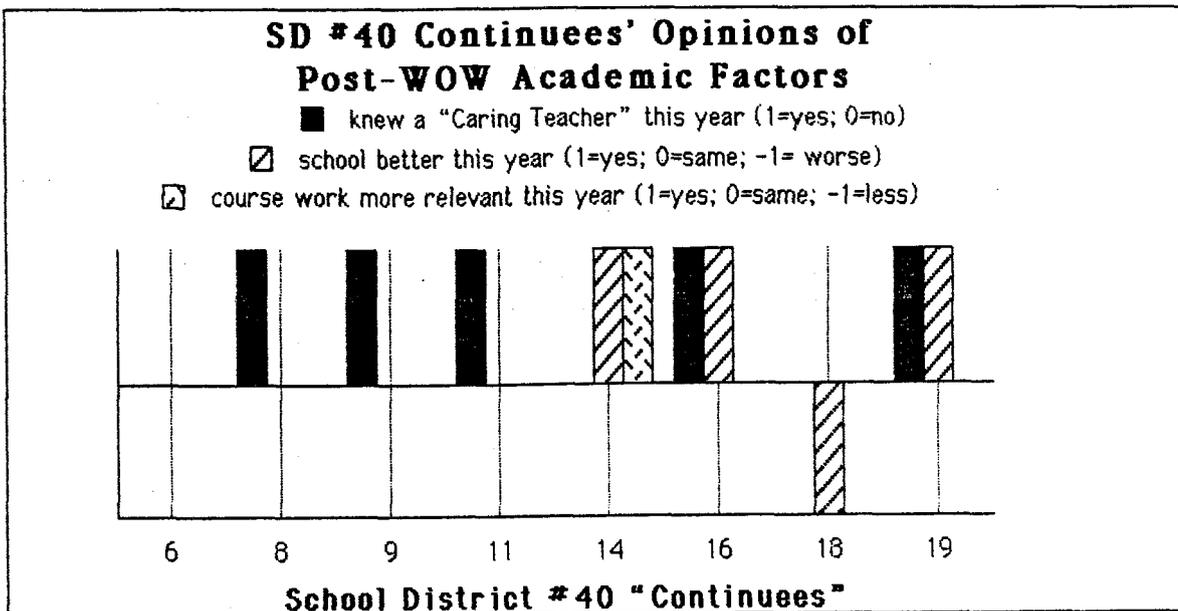




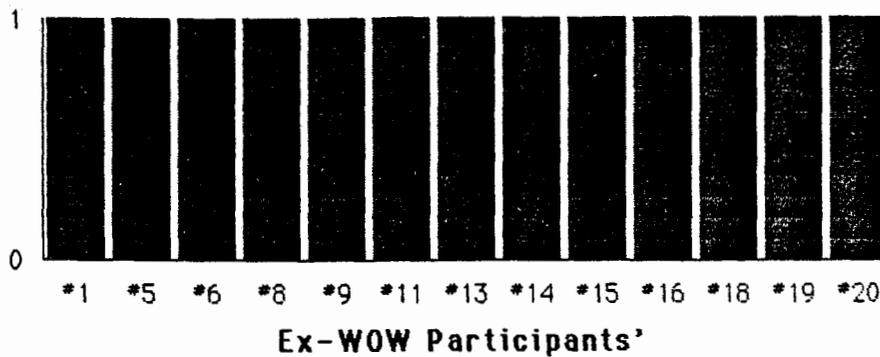
Peripheral Data







**All Ex-WOW Participants who completed
the Ten-Month Follow-up
said they benefited and would recommend
the WOW Program to other youths**



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