

**NEWCOMERS
TO
KOSCIUSKO COUNTY**

**Prepared for:
1988-89
KOSCIUSKO COUNTY LEADERSHIP ACADEMY**

Warsaw Community Public Library
Vertical File

**Prepared by:
Vicki Martin
Dennis Cultice**

May 4, 1989

No
Records

OUTLINE

I. INTRODUCTION

- A. Objective of this study
- B. Identified the newcomer
- C. Survey
 - 1. Sampling technique
 - 2. Identified source of names
- D. Data produced a representative sample

II. SURVEY RESULTS

- A. Identified the questions
- B. Tabulated and indicated the responses

III. SUMMARY OF FINDINGS

- A. Newcomer profile
- B. Identified likes about the community
- C. Identified concerns about our community
- D. Identified what our community needs and is presently lacking

IV. RECOMMENDATIONS

- A. Accomplishments of our communities
- B. Housing
- C. Indoor Mall
- D. Moderately priced sit down restaurant

V. CONCLUSION

VI. APPENDICES

INTRODUCTION

The primary objective of this study is to identify the individuals who are new to our communities. Specifically, identify who they are, the reasons why they move to our communities, demographics of the individuals, what they like and dislike about our communities and suggestions of areas in which we may improve on as communities in Kosciusko County. This will enable us to develop a newcomer profile, identify areas of success and recommendations for improvement of Kosciusko County.

Kosciusko County has been experiencing tremendous growth in population, manufacturing and retail sectors, financial services and housing, just to identify a few. When experienced with growth we sometimes lose sight of the "big picture." We want to ensure a good quality of living in each of our communities.

We concentrated on the newcomers to Kosciusko County. The newcomers to our areas will be an important part of our communities' future. The other part being the growth of our existing community base. The newcomers are influencing the directions in which to pursue as it relates to social services, housing, employment, financial services, retail, and all other issues.

We must continue to recognize our most important asset, people. We will pinpoint areas in which our community can improve. This will assist us in the basis on which to formulate recommendations that can be implemented. This will enable us to satisfy the needs and wants of the newcomers, with the primary objective to retain our growing base, people, and to encourage and motivate the involvement of our newcomers in their communities. This may entail from shopping in town to volunteerism.

The vehicle we used to obtain our information was a survey which was mailed to newcomers in Kosciusko County. We included a cover letter which identified the Kosciusko County Leadership Academy, our purpose and why they should complete and return the survey in the self-addressed stamped envelope; see appendix 1. Our survey consisted of 10 questions, with some questions allowing the respondent to provide a thorough explanation; see appendix 2. The questions consisted of demographic information and specific questions as it relates to our objective. Our sample size contained 80, with 35 respondents completing and returning the survey. Thus, resulting in a success ratio of 43.8%.

The basis for this type of sampling technique was to allow the respondent to feel his/her responses would be confidential and totally anonymous. This would allow respondents to express their true feelings and provide detailed responses.

Our source of names was provided by the Welcome Wagon. We discovered that this is the only organization which allowed us to access these records, while other organizations were prevented due to rules and regulations regarding confidentiality. We obtained the names and addresses from Welcome Wagon of *individuals who have moved to our area during the past six months.*

The data from the survey produced a valid and reliable representative sample of the newcomers to Kosciusko County. We feel that it is impossible to determine the actual number of newcomers to Kosciusko County, but the survey produced an accurate subset of the total population of newcomers.

The authors of this paper will focus on the Warsaw Community, but, when possible, will expand to reflect our other communities.

SURVEY RESULTS

Answers to the following survey questions were tabulated. There were 80 surveys mailed and 35 (43.8%) were returned. The number following each response indicates the number of people who responded with the answer. The percentage is the percentage of all of the surveys received that responded with the answer.

1. In or near what Kosciusko Community do you now reside?

Warsaw	19	(54.3%)
Winona Lake	5	(14.3%)
North Webster	11	(31.4%)
Syracuse	11	(31.4%)
Silver Lake	11	(31.4%)
Etna Green	1	(2.9%)
Oswego	1	(2.9%)
Pierceton	1	(2.9%)
Milford	1	(2.9%)
Atwood	1	(2.9%)

For how long?

1 thru 3 months	6	(17.0%)
4 thru 6 months	9	(25.7%)
7 thru 9 months	8	(22.9%)
10 thru 12 months	9	(25.7%)
13 thru 18 months	3	(8.6%)

2. Do you rent or own you home?

Rent	18	(51.4%)
Own	16	(45.7%)
Neither	1	(2.9%)

3. How many people live in your home?

Average - 3.3 people Range 1 - 7 people

1 person	3	(8.6%)
2 people	11	(31.4%)
3 people	4	(11.4%)
4 people	10	(28.6%)
5 people	5	(14.3%)
7 people	2	(5.7%)

4. What are the ages of the adults living in your home?

Average - 38.6 Range 19 - 94

Under 20	1	(1.5%)
20 - 30	22	(33.8%)
31 - 40	18	(27.7%)
41 - 50	12	(18.5%)
Over 50	12	(18.5%)

5. What is your total household annual gross income? (Check a range)

Under \$15,000	6	(17.0%)
15,000 to 30,000	13	(37.0%)
31,000 to 50,000	12	(34.3%)
51,000 to 75,000	2	(5.7%)
76,000 to 100,000	1	(2.9%)
Over 100,000	0	

1 - no answer

6. Where did you move here from?

In State	20	(57.0%)
Out of State	15	(43.0%)

7. What were the primary reasons for moving here?

Job related	23	(65.7%)
To attend college	4	(11.4%)
Lakes	2	(5.7%)
Lower prices on homes	2	(5.7%)
Retirement	1	(2.9%)
Like the city	1	(2.9%)
A change	1	(2.9%)
Marriage	1	(2.9%)

8. Please list what you like about this community:

Recreational opportunities	14	(40.0%)
Employment opportunities	13	(37.0%)
Shopping	11	(31.4%)
Religious organizations & atmosphere	10	(28.6%)
Schools, education opportunities	9	(25.7%)
Community spirit, quality of people	7	(20.0%)
Cost of living	6	(17.0%)
Professional Services	6	(17.0%)
Lakes	6	(17.0%)
Housing	5	(14.3%)
Climate	2	(5.7%)
Culture, Fine arts	2	(5.7%)
Parks	2	(5.7%)
Economic Health	1	(2.9%)
Athletics	1	(2.9%)
Restaurants	1	(2.9%)
Civic clubs	1	(2.9%)
Chamber of Commerce	1	(2.9%)
The Mayor	1	(2.9%)
Nothing	1	(2.9%)

9. Please list what you dislike about the community?

Cost of living (utilities)	8	(23.0%)
No mall	8	(23.0%)
Not enough housing	6	(17.0%)
Road need repair	4	(11.4%)
Traffic congestion	4	(11.4%)
Not enough doctors	2	(5.7%)
Not enough middle range skill/ middle range pay jobs	2	(5.7%)
Not enough restaurants	2	(5.7%)
Bad drinking water	2	(5.7%)
Hard to meet people	1	(2.9%)
High priced groceries	1	(2.9%)
Deterioration of Winona Lake	1	(2.9%)
Not enough men's stores	1	(2.9%)
No singles clubs	1	(2.9%)
Nothing for kids to do	1	(2.9%)
Crazy drivers	1	(2.9%)

10. What does the community need and is now lacking?

Nice indoor mall	8	(23.0%)
More affordable rental housing	7	(20.0%)
More nice restaurants	7	(20.0%)
Better road repair	5	(14.0%)
Better waste & sewer system	5	(14.0%)
More Doctors	3	(9.0%)
Singles organization or club	3	(9.0%)
Civic Center	2	(5.7%)
Better Welcome Wagon	2	(5.7%)
Better traffic control	2	(5.7%)
More mid-range jobs: Skills & Pay	1	(2.9%)
County library system - expand Warsaw	1	(2.9%)
Discount grocery	1	(2.9%)
Value City Store	1	(2.9%)
Enhanced 911	1	(2.9%)
More public places with nonsmoking areas	1	(2.9%)
More Day Care centers	1	(2.9%)
Ice skating rink	1	(2.9%)
More family activities	1	(2.9%)
Teen bar (dancing - no alcohol)	1	(2.9%)
More nice men's store	1	(2.9%)
IU or PU extension	1	(2.9%)
Children's shoe store	1	(2.9%)
Maternity store	1	(2.9%)
Night club	1	(2.9%)

SUMMARY

The results of the survey infers that our newcomers to Kosciusko County have some common characteristics; see appendix 3. It was no surprise that the majority of newcomers to this County reside in Warsaw, however, many smaller communities were represented in the survey too. Our newcomer relocates to Kosciusko County from within the State of Indiana. The reason for moving to our county is a direct result of a job opportunity. Our newcomer is between the age of 20 to 30. The gross annual income is between \$15,000 to \$30,000 and our newcomer is presently renting a home for families of 2 or 4.

The fact that the majority of newcomers answering the survey have lived here more than 4 months and less than a year is good. The people living here less than 4 months have not really had a chance to experience life in our community and be objective.

Our newcomers to Kosciusko County indicated what they liked the best in their communities is the recreational opportunities. This represents 40% of those surveyed. This would be directly related to the number of lakes (101) that we are blessed with in Kosciusko County. Our survey indicated that 37% of the individuals liked the employment opportunities. Our county enjoys a diversified economy with respect to an agricultural base, manufacturing sector, retail base financial and professional services, to identify a few. Each sector is an important part of our total economy. In particular, the Warsaw Community is experiencing tremendous growth with respect to the retail sector. This is a benefit for our economy to retain the dollars in the communities as opposed to spending our dollars in Fort Wayne, South Bend or Indianapolis. Our newcomers indicated other likes about the community with some of them being the religious

organizations and atmosphere, school system and educational opportunities, and community spirit and quality of people. These represented 28.6%, 25.7% and 20% of those surveyed, respectively. This is a good reflection on each respective community in Kosciusko County.

The survey indicated that our newcomers stated some dislikes or improvements about the communities in the County. Our survey results indicated two equally primary dislikes about the communities in which both represented 23%. One of the primary concerns is the cost of living, specifically with respect to utilities. This would include water, natural gas, electricity and sewage. The majority were concerned with the high natural gas and electricity prices. This is a concern in which our communities have little input or control in the prices of these services, but it still is a perception of the community. The other primary concern is that Kosciusko County has no indoor shopping mall. All of our retail stores have separate entrances and facilities; some located within a cluster of stores. Other concerns of our newcomers are the lack of housing and repair needs of our highways and roads. These responses represented 17% and 11.4% of those surveyed, respectively. The roadway repair needs seems to be very prominent in most communities in Kosciusko County. This issue is a concern, but would best be addressed by our County Commissioners, City and State Officials. The concern with respect to housing needs is reflective of single family residential homes and low to moderate income multi-family housing. This is a great concern to our newcomers because they want a smooth transition to their new home in which to live and contribute in the community they reside.

The response to our question with respect to what the community needs and is presently lacking was responded to in the following ways. Our newcomers

stated that they would like to see a nice indoor mall. This represented 23% of those surveyed. This is similar to the response we received in reference to what they dislike about the community. Some other concerns which both represented 20% of those surveyed indicated a need for more affordable rental housing and more nice restaurants. The response with respect to housing was similar to the one we received in what our newcomers disliked about the community. Specifically, what our newcomers would like to see is a moderately priced sit-down restaurant. The example of a restaurant most often used was Red Lobster. The other concerns which both represented 14% of those surveyed stated a need for better road repair, water and sewer systems. The issue with respect to our water and sewer systems has been recently solved by the Warsaw Government. The issue with respect to our needed improvement of our highways is best addressed by our City, County and State Officials

RECOMMENDATIONS

Our survey results of our Newcomers to Kosciusko County reflected some accomplishments of our communities in effectively meeting the needs of these individuals. Some of our accomplishments, to list a few, are recreational and employment opportunities, religious organizations, schools, community spirit and quality of people. The ensuing paragraphs will directly reflect on some areas in which we as communities in Kosciusko County need to improve on.

Our first area of concern which needs to be addressed is with respect to quality housing. This is inclusive of residential and low to moderate income multi-family housing. We feel that our community of builders will effectively satisfy the housing market niche by working closely with the real estate

community while applying the principle of supply and demand. We need to encourage investors and/or individuals to build these quality low to moderate multi-family dwellings. One idea would be to have our respective communities offer incentives to these developers. These incentives may be in the form of tax abatements or the extension of our utilities. Also, we will need to properly zone undeveloped land to encourage this growth. Another possible solution would be to renovate older and/or existing homes into affordable rental properties for families of 2 or 4.

There is also a need for an indoor mall. We are recently experiencing a strong growth in the retail sector. Our retail shopping areas are concentrating in a common area, but not enclosed together for the convenience of the consumer. A mini-mall with several stores located in a common location would be a possibility in our communities. This would require the ingenuity of a group of investors or the common interest of merchants with some direction from our city officials.

Another concern which we feel would be solved through progress is a moderately priced sit down restaurant. Currently we are blessed with a variety of fast food restaurants. As our communities continue to grow this need will be accomplished by someone identifying this niche and responding to it.

In conclusion, we would encourage our community and civic leaders, friends and neighbors to welcome our newcomers into their respective communities and to motivate these newcomers to participate in their community. This will enable them to assist us in developing a stronger community base in which to grow and prosper in every area of our lives.

APPENDIX 1

May 4, 1989

Mr. and Mrs. John Henry
101 S. Union Street
Warsaw, IN 46580

Dear Mr. and Mrs. Henry:

Kosciusko Leadership Academy (KLA) is a civic organization representing a wide scope of businesses in the county. There is a different class of about 20 people every year who for 9 months learn all about the county and ways to serve it.

As members of this year's KLA class, we are conducting this survey to pinpoint areas in which our community can improve. As a newcomer to our community, you are the best judge and we ask your help.

Please answer these ten questions and return the survey to us in the self addressed postage paid envelope provided.

Thank you for your assistance.

Sincerely,

Vicki Martin
Kosciusko Leadership Academy

Dennis Cultice
Kosciusko Leadership Academy

Enclosures:

VDM/DEC:wlk

SURVEY

All responses will remain anonymous. Please return the completed survey in the self addressed stamped envelope provided.

1. In or near what Kosciusko Community do you now reside? _____

For how long? _____

2. Do you rent or own your home? _____

3. How many people live in your home? _____

4. What are the ages of the adults living in your home? _____

5. What is your total household annual gross income? (Check a range.)

- _____ Under \$15,000
- _____ \$15,000 to \$30,000
- _____ \$31,000 to \$50,000
- _____ \$51,000 to \$75,000
- _____ \$76,000 to \$100,000
- _____ Over \$100,000

6. Where did you move here from? _____

7. What were the primary reasons for moving here? _____

8. Please list what you like about this community. (i.e. - Employment opportunities, education, religious organizations, recreation, fine arts, athletics, financial services, shopping, community services, professional services, cost of living, social services, civic organizations, housing, climate, etc.)

9. Please list what you dislike about the community.

10. What does the community need and is now lacking?

APPENDIX 3

NEWCOMER PROFILE

- Relocates to Kosciusko County from within the State of Indiana.
- New job opportunity.
- Between the age of 20 to 30.
- Gross annual income is between \$15,000 to \$30,000.
- Presently renting for a family of 2 or 4.

89-6.32

CAREER AWARENESS AND LIFE PLANNING
IN THE MIDDLE AND SECONDARY SCHOOLS
IN KOSCIUSKO COUNTY

1989

Warsaw Community Public Library
Vertical File

CAREER AWARENESS AND LIFE PLANNING

The choice of a career or careers is an important factor in determining the happiness of an individual and that individuals usefulness and productivity in society.

Statistics show that most people will choose and change careers at least five times during their lifetime, and perhaps more. It is imperative that our youth have a basis for making those life altering decisions. With the appropriate skills they can turn a career choice or change into an opportunity for life enhancement rather than a dreaded experience.

In an article of the National Alliance of Business on "Perspective of the Problem" the following information about the work force was given.

QUALITY WORKER GAP

While technological and economic factors drive the changes in the demand side of our job market, the supply side has also been undergoing far-reaching demographic changes.

THE DEMAND SIDE: OUR CHANGING NEEDS

By 1990, more than 50% of all jobs will require education or technical training beyond high school.

By the year 2000, an estimated 5 to 15 million manufacturing jobs will require different skills, while an equal number of service jobs will be obsolete.

By the year 2000, the major contributor to new job opportunities will be small companies with less than 100 employees, yet small employers are the least able to provide remediation and training.

Workers will change jobs five to six times during their normal work lives.

THE SUPPLY SIDE: OUR NEW LABOR FORCE

82% of the new entrants to the labor force in the next twelve years will be women and minorities.

1 million youth drop out of school each year.

Dropout rates of many urban schools are 50% or more.

More than 50% of all Hispanic youth will drop out of school.

One out of every eight 17-year-olds is functionally illiterate.

1 child in 5 lives in poverty. Children in poverty are one-third less likely to graduate from high school.

More than one million teenage girls become pregnant each year.

Nearly half of all black females are pregnant by age 20.

More than 50% of all teenage mothers end up on welfare.

THE COST OF THE GAP

Employers already spend an estimated \$210 billion annually on formal and informal training.

\$41 billion is spent each year on welfare programs.

Teenage pregnancies cost the U.S. over \$16 billion each year in welfare costs alone.

Remediation and lost productivity cost U.S. businesses \$25 billion a year.

Each year's dropouts cost America \$240 billion in lost earnings and foregone taxes over their lifetimes.

Every \$1 spent on early prevention and intervention can save \$4.75 in the costs of remedial education, welfare, and crime further down the road. ¹

Obviously with the rapid change in the job market, there is an increased need for Career Awareness and Life Planning. This paper will focus upon educator's views of career awareness and life planning in the middle and secondary schools in Kosciusko County.

Historically, Career Awareness and Life Planning were introduced into the public school system in the early 1900's. School counselors or guidance counselors have been primarily responsible for Career Awareness and Life Planning within the schools. Not until the 1970's did career education take on major significance. At that time the federal government initiated and funded an extensive program in career education which was a proactive, preventive effort

helping people to cope with the situation rather than waiting until they became debilitated. The program involved people from all walks of life, including businessmen, government employees, farmers and educators, but it was conducted primarily through the school counseling centers. The funding for the major initiative has ended but the work continues---and there were some important lessons learned. First, they found that no one group of people can accomplish all the goals of Career Awareness and Life Planning and second, the most important people were the career counseling specialists. Third, and perhaps most importantly, there is no one right way to accomplish Career Awareness and Life Planning, but self-awareness on the part of the individual is extremely important---this leads to self-knowledge. Career Awareness and Life Planning cannot be accomplished simply by giving information and instruction. 2

Since most Career Awareness and Life Planning activity still occurs in the counseling centers in the schools, it is advantageous to know what is happening there, what the current programs are, who is responsible for those programs, whether student's needs are being met, how educators perceive Career Awareness and Life Planning, what suggestions or dreams they have for future programs, and if there is a need for more career education and life planning.

With these questions in mind, we began to assess the current status of Career Awareness and Life Planning in Kosciusko County. Our first assessment tool was simple observation and life experiences. This told us that although we could find some programs which supported Career Awareness and Life Planning, there was still much to be done. Our inquiries led us to the Chamber of Commerce, the Partners in Education Program and the schools in Kosciusko County. We soon realized that both the state and federal government have emphasized the need for more extensive programs in Career Awareness and Life Planning. The county is responding through its Partners in Education Program, a survey of industries and businesses by Kosciusko Development Incorporated, and through individual schools pilot testing programs which most closely fit their individual needs and goals. Action is being taken to enhance career education and life planning.

Throughout most of our inquiries, we found that government officials had expressed their opinions, students had been surveyed, business and industries had provided input in meetings with administrators from the public schools. However, the teachers, counselors and administrators---the educators themselves, had not been polled. We believed that this group might possess insight and direction worthy of consideration. Therefore, we designed a survey to assess educator's perceptions of those issues discussed above.

In the following report you will learn the results of the survey and the conclusions and recommendations based upon the results of the survey.

We chose to assess teachers, counselors and administrators views of Career Awareness and Life Planning programs and educational activities by means of a 12 question survey which would cover varied aspects of Career Awareness and Life Planning. We covered grades seven thru twelve, with one sampling of elementary level teachers and administrators. (Tippecanoe Valley). The school systems surveyed were Warsaw, Whitko, Tippecanoe Valley and Wawasee.

Questions 1 - 8 asked for respondents' opinions and attitudes toward and awareness of their school system's present Career Awareness and Life Planning programs, the effectiveness of those programs, who should have responsibility of initiating and implementing those programs, and teacher training in Career Awareness and Life Planning.

Questions 9 - 12 dealt with specific current life skills and career planning being taught in school curriculums or extra-curricularly, students' awareness of employment opportunities within broad fields, and ideas for implementation of Career Awareness and Life Planning. A copy of the questionnaire and results follow.

Questionnaire

To All Certified Staff: The following questionnaire has been prepared and distributed by members of the Kosciusko County Leadership Academy who are conducting a project on Career Awareness and Life Planning in schools in this county. They are required to complete a project or "White Paper" as part of their year long program in leadership. The committee is comprised of four individuals, two of whom are former educators. Their goal is to gain an understanding of current activities, needs and visions of "what might be" in Career Awareness and Life Planning.

Your assistance is requested in completing the survey. The results of the survey will be provided to you and the public by May of this year.

For purposes of data analysis, please indicate:

- a. What subjects you teach _____.
- b. What grade levels you teach _____.

Please circle the most appropriate answer.

A.	B.	C.	D.
A Great Deal	Very Much	Some	Very Little

1. To what degree do you feel the school should have a role in the area of Career Awareness and Life Planning?

A.	B.	C.	D.
----	----	----	----
2. What priority do you place on Career Awareness and Life Planning?

A.	B.	C.	D.
----	----	----	----
3. What Priority does your school place on Career Awareness and Life Planning?

A.	B.	C.	D.
----	----	----	----
4. To what extent are student and teacher materials, financial resources and help on Career Awareness and Life Planning available at your school?

A.	B.	C.	D.
----	----	----	----
5. To what degree are current program/courses effective in providing students with skills, knowledge, and the exposure necessary to plan, secure and maintain a satisfying career?

A.	B.	C.	D.
----	----	----	----
6. How much training is available to teachers, counselors, and administrators in the area of Career Awareness and Life Planning?

A.	B.	C.	D.
----	----	----	----
7. Who should have the primary responsibility for implementing Career Awareness and Life Planning?

A.	B.	C.	D.
Administrators	Counselors	Teachers	Community

8. Who should have the secondary responsibility for implementing Career Awareness and Life Planning?

- A. Administrators B. Counselors C. Teachers D. Community

9. List successful programs you are aware of or those with which you have been involved (such as 4-H, Explorer Scouts, Junior Achievement, library programs, career shadowing, etc.) which provide exposure to Career Awareness and Life Planning.

10. What ideas would you like to see implemented for Career Awareness and Life Planning? (Feel free to use the back of the page for writing)

11. What life skills and career planning are you currently teaching in your contacts with students? Please check those you are teaching.

- | | |
|--|---|
| <input type="checkbox"/> Enhance positive Self-esteem | <input type="checkbox"/> Knowledge of economics |
| <input type="checkbox"/> Evaluated knowledge of own skills, interests, potential | <input type="checkbox"/> Decision-making skills |
| <input type="checkbox"/> Steps in career life planning | <input type="checkbox"/> Verbal Communication |
| <input type="checkbox"/> Setting career goals and values | <input type="checkbox"/> Written communication |
| <input type="checkbox"/> Dependable work habits | <input type="checkbox"/> Research |
| <input type="checkbox"/> Resume/cover letter composition | <input type="checkbox"/> Computer literacy |
| <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Math |
| <input type="checkbox"/> Awareness of rapidly changing technology | <input type="checkbox"/> Interview skills |
| <input type="checkbox"/> Knowledge of education level required for specific career | <input type="checkbox"/> Importance of continuing education |
| | <input type="checkbox"/> Interpersonal skills |

Where covered? List courses/activities:

12. To what degree are students aware of the range of employment opportunities within these broad fields? Check those fields with which you feel students are most familiar.

- | | | |
|---|--|---|
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Science | <input type="checkbox"/> Business |
| <input type="checkbox"/> Self-Employment/Entrepreneurship | <input type="checkbox"/> Health Careers | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Military | <input type="checkbox"/> Social Services | <input type="checkbox"/> Government |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Education | <input type="checkbox"/> Skilled Trades |
| | <input type="checkbox"/> Agriculture | |

Thank you for taking the time to complete our questionnaire!!

Below you will learn the results of the survey, the conclusions which we reached as a result of the survey and our recommendations on Career Awareness and Life Planning.

1. To what degree do you feel the school should have a role in the area of Career Awareness and Life Planning?

A A Great Deal B Very Much C Some D Very Little

School Systems	Answers in Percentage			
	A	B	C	D
Tippecanoe Valley	47.8	38.4	10.2	3.6
Warsaw	40.0	52.3	7.7	0.0
Wawasee	36.1	45.9	18.0	0.0
Whitko	44.0	52.0	4.0	0.0
Tippecanoe Valley Elementary	47.4	50.0	2.6	0.0
Average Percentage	42.1	47.8	9.6	0.5

Significant facts were that all except Tippecanoe Valley had the highest on B "Very Much". Categories A "A Great Deal" and B "Very Much" ranked first on all systems surveyed. Elementary figures are similar in range.

Educators are strongly in favor of the school having an important role in Career Awareness and Life Planning, 89.9%.

2. What priority do you place on Career Awareness and Life Planning?

School Systems	Answers in Percentage			
	A	B	C	D
Tippecanoe Valley	30.0	50.0	17.5	2.5
Warsaw	29.2	40.0	29.2	1.6
Wawasee	26.7	40.0	28.3	5.0
Whitko	30.8	50.0	15.4	3.8
Tippecanoe Valley Elementary	20.0	22.0	52.0	6.0
Average Percentage	27.3	40.4	28.5	3.8

Majority of educators themselves place A "A Great Deal" or B "Very Much" priority on Career Awareness and Life Planning, with teachers from Tippecanoe

Valley and Whitko placing slightly higher priority than the larger two systems. B "Very Much" had the highest percentage, with C "Some" ranking slightly ahead of A "A Great Deal".

Educators are involved in and place moderate to high priority on Career Awareness and Life Planning, 67.3%, A "A Great Deal and B "Very Much".

3. What priority does your school place on Career Awareness and Life Planning?

School System	Answers in Percentage				
	A	B	C	D	
Tippecanoe Valley	7.7	33.3	56.4	0	*2.6
Warsaw	0	41.5	55.4	3.1	
Wawasee	11.6	45.0	36.7	6.7	
Whitko	4.0	44.0	52.0	0	
Tippecanoe Valley Elementary	2.4	24.4	63.4	7.3	*2.5
Average Percentage	5.1	37.7	52.8	3.4	1.0

*No Opinion

Most educators surveyed felt schools only place some priority on Career Awareness and Life Planning. Wawasee differed in that B "Very Much" ranked higher than "Some." A "A Great Deal" ranked slightly ahead of D "Very Little" with 1% of educators polled having no opinion at all. However, hardly any felt D "Very Little" emphasis by their school was placed on Career Awareness and Life Planning.

School systems place a low to moderate priority on Career Awareness and Life Planning, 56.2%.

4. To what extent are student and teacher materials, financial resources and help on Career Awareness and Life Planning available at your school?

School System	Answers in Percentage				
	A	B	C	D	
Tippecanoe Valley	10.3	33.3	48.7	7.7	
Warsaw	6.3	23.8	57.2	12.7	
Wawasee	8.3	28.3	51.7	11.7	
Whitko	3.8	15.4	73.1	7.7	
Tippecanoe Valley Elementary	0	13.2	55.3	28.9	*2.6
Average Percentage	5.7	22.8	57.3	13.7	.5

*No Opinion

The majority of educators felt C "Some" materials, financial resources and help on Career Awareness and Life Planning are available at their schools. The second ranking was B "Very Much" in all but the elementary school survey where D "Very Little" out-ranked B "Very Much". D "Very Little" ranked third with A "A Great Deal" last.

Educators felt more materials, financial resources and help are needed in the school systems in Career Awareness and Life Planning; it appears to be a low priority now as only 28.5% felt there is enough help.

5. To what degree are current program/courses effective in providing students with skills, knowledge, and the exposure necessary to plan, secure and maintain a satisfying career?

School System	Answers in Percentage				
	A	B	C	D	
Tippecanoe Valley	5.2	36.8	52.8	5.2	
Warsaw	6.4	28.6	54.0	11.0	
Wawasee	6.7	41.7	45.0	6.6	
Whitko	12.5	33.3	50.0	4.2	
Tippecanoe Valley Elementary	0	24.3	48.7	24.3	*2.7
Average Percentage	6.2	32.9	50.1	10.3	.5

*No Opinion

Most educators felt only C "Some" current program/courses are effective in providing students with skills, knowledge, and exposure necessary to plan, secure and maintain a satisfactory career. B "Very Much" ranked second, with D "Very Little" third and A "A Great Deal" fourth and 0.5% having no opinion. The elementary percentages were more negative with C "Some", D "Very Little" and "No Opinion" combining for 60.9%.

The current program/courses are not as effective as educators would like, only 39.1% ranked them in categories A "A Great Deal" and B "Very Much".

6. How much training is available to teachers, counselors, and administrators in the area of Career Awareness and Life Planning?

School System	Answers in Percentage				
	A	B	C	D	
Tippecanoe Valley	0	7.7	51.3	41.0	
Warsaw	3.4	16.9	47.5	32.2	
Wawasee	1.8	15.8	49.1	33.3	
Whitko	0	8.0	56.0	36.0	
Tippecanoe Valley Elementary	0	2.8	52.8	41.7	*2.7
Average Percentage	1.0	10.2	51.4	36.8	*0.6

*No Opinion

Overall ranking indicates teachers, counselors and administrators are poorly advised; or at least only somewhat trained. 85% of those responding said there is D "Very Little" or C "Some". Elementary was slightly more negative, 94.5% answering C "Some" or D "Very Little". Those surveyed felt training is needed for all educators to teach Career Awareness and Life Planning, 11.2% rank it as adequate.

7. Who should have the primary responsibility for implementing Career Awareness and Life Planning?

School System	A	B	C	D	
	Administrators	Counselors	Teachers	Community	
Tippecanoe Valley	17.0	39.6	26.4	17.0	
Warsaw	8.8	51.3	23.8	16.1	
Wawasee	18.4	35.6	24.1	17.2	*4.7
Whitko	10.5	50.0	26.3	13.2	
Tippecanoe Valley Elementary	13.5	50.0	25.0	7.7	*3.8
Average Percentage	13.6	45.3	25.1	14.2	1.8

*Parents

More felt B "Counselors" should have primary responsibility for implementing Career Awareness and Life Planning, with C "Teachers" in second place, D "Community" and A "Administrators" about even at third and "Parents" added by some respondents.

A "Administrators" were listed as more responsible than D "Community" by Wawasee and Tippecanoe Valley Elementary educators.

16% of the respondents felt D "Community" and "Parents" should be responsible for implementing Career Awareness and Life Planning. Wawasee rated this at 21.9%.

8. Who should have the secondary responsibility for implementing Career Awareness and Life Planning?

School System	Answers in Percentage				
	A	B	C	D	
Tippecanoe Valley	11.1	26.7	35.6	26.6	
Warsaw	7.8	23.4	45.3	23.5	
Wawasee	12.3	35.1	38.6	14.0	
Whitko	14.3	31.4	40.0	14.3	
Tippecanoe Valley Elementary	14.9	25.5	40.4	14.9	*4.3
Average Percentage	11.6	28.2	40.3	18.9	1.0

*Parents

C "Teachers" were the favored choice for secondary responsibility, B "Counselors" were second, with Wawasee giving them almost even secondary responsibility. D "Community" ranked third with A "Administrators", fourth and "Parents" receiving 1.0%.

Educators generally believe C "Teachers" have the secondary responsibility for implementing Career Awareness and Life Planning.

9. List successful programs you are aware of or those with which you have been involved (such as 4-H, Explorer Scouts, Junior Achievement, library programs, career shadowing, etc.) which provide exposure to Career Awareness and Life Planning.

PROGRAM RANKING	ANSWERS IN PERCENTAGE					TOTAL
	TIPPECANOE VALLEY	WARSAW	WAWASEE	WHITKO	TIPPECANOE VALLEY ELEMENTARY	
1. 4-H	1.95	2.68	13.17	1.70	3.90	23.41
2. Scouts (Explorer, Boy & Girl)	1.46	1.95	8.04	1.21	1.70	14.39
3. Career Day or Fair	1.21	2.19	6.58	0.73	0.24	10.97
4. Career Shadowing	0.73	2.19	4.63	0.73	0.48	7.49
5. Junior Achievement	0.00	0.97	3.65	0.73	0.48	5.85
6. Career Classes	0.48	0.00	1.95	0.24	0.48	3.17
7. Library Resource Center	0.48	0.48	1.46	0.00	0.24	2.68
7. Quest Program	0.73	0.00	1.70	0.00	0.24	2.68
9. Vocational Education	0.00	1.21	1.21	0.00	0.00	2.43
9. Visiting Resource Speakers	0.00	0.24	1.46	0.48	0.24	2.43
11. Church Programs	0.24	0.48	0.97	0.24	0.24	2.19
12. College Day or Night	0.48	0.00	0.97	0.48	0.00	1.95
12. Inter-disciplinary Cooperative Education Program	0.73	0.24	0.97	0.00	0.00	1.95
14. Adult Education	0.48	0.00	0.73	0.00	0.00	1.21
15. Choir/Band	0.00	0.24	0.48	0.24	0.00	0.97
15. Co-op Work Study	0.24	0.00	0.48	0.24	0.00	0.97
15. Future Educators of America	0.00	0.00	0.73	0.24	0.00	0.97
15. Future Farmers of America	0.00	0.48	0.48	0.00	0.00	0.97
15. Sports	0.00	0.24	0.48	0.24	0.00	0.97
15. Boys Club	0.00	0.00	0.48	0.00	0.24	0.97
21. Cadet & Exploratory Teaching	0.24	0.00	0.48	0.00	0.00	0.73
21. Field Trips	0.00	0.00	0.73	0.00	0.00	0.73
21. Partners in Education	0.00	0.00	0.48	0.24	0.00	0.73
24. Career Awareness Survey	0.48	0.00	0.00	0.00	0.00	0.48
24. Candy Striper	0.00	0.24	0.24	0.00	0.00	0.48
24. Hugh O'Brien Leadership Foundation	0.00	0.24	0.24	0.00	0.00	0.48
24. Job Training Partnership Act	0.24	0.00	0.24	0.00	0.00	0.48
24. Key Club	0.24	0.00	0.24	0.00	0.00	0.48
24. Optomists	0.00	0.24	0.24	0.00	0.00	0.48
24. Peer Tutoring	0.00	0.00	0.24	0.00	0.00	0.48
24. Schultz Program	0.00	0.24	0.24	0.00	0.00	0.48
24. Skills of Adolescence	0.00	0.00	0.48	0.00	0.00	0.48

9. Continued

PROGRAM RANKING	ANSWERS IN PERCENTAGE					TOTAL
	TIPPECANOE VALLEY	WARSAW	WAWASEE	WHITKO	TIPPECANOE VALLEY ELEMENTARY	
24. Student Council	0.00	0.00	0.24	0.24	0.00	0.48
24. Students Against Drunk Driving	0.24	0.00	0.24	0.00	0.00	0.48
24. Tri Kappa	0.00	0.24	0.24	0.00	0.00	0.48
24. Vocation and Industry Educational Scholarship Act	0.24	0.00	0.24	0.00	0.00	0.48
24. Junior Leaders	0.00	0.00	0.24	0.00	0.24	0.48
24. Gifted/Talent Program	0.00	0.00	0.00	0.00	0.48	0.48
39. Camp Fire	0.00	0.00	0.24	0.00	0.00	0.24
39. Career Search	0.00	0.00	0.24	0.00	0.00	0.24
39. Consumer Economics	0.00	0.00	0.24	0.00	0.00	0.24
39. Employment Skills Booklet	0.00	0.00	0.24	0.00	0.00	0.24
39. Guidance Program	0.00	0.00	0.24	0.00	0.00	0.24
39. Just Say No Program	0.00	0.00	0.24	0.00	0.00	0.24
39. Research Paper on Careers	0.00	0.00	0.24	0.00	0.00	0.24
39. Special Education	0.00	0.00	0.24	0.00	0.00	0.24
39. Youth for Christ	0.00	0.00	0.24	0.00	0.00	0.24
39. Super Saturday at Purdue	0.00	0.00	0.00	0.00	0.24	0.24

9. Continued

4-H and Scouting are by far the most well known programs for exposing youth to Career Awareness and Life Planning. The top five were listed well ahead of the others, with the possible reason that 4-H, Scouts, Junior Achievement and Career Shadowing were mentioned as examples. The exception is career shadowing which does have career as part of its title.

The general response to this question was low, indicating a lack of knowledge of successful programs. There were many good suggestions, but they were listed by only a few people. In general there does not seem to be a wide knowledge of Career Awareness and Life Planning related programs. A more intensive Career Awareness and Life Planning educational program for educators appears to be needed.

10. What ideas would you like to see implemented for Career Awareness and Life Planning?

UTILIZATION OF COMMUNITY RESOURCES

Program Ranking	Answers in Percentage					
	TIPPECANOE VALLEY	WARSAW	WAWASEE	WHITKO	TIPPECANOE VALLEY ELEMENTARY	TOTAL
1. Speakers	15.0	10.0	1.6	1.6	0.0	28.2
2. Career Days	6.7	13.4	3.4	1.6	0.0	25.1
3. Career Representation (Classroom Visits)	11.7	3.4	3.4	0.0	0.0	18.5
4. Job Shadowing	1.7	3.3	3.3	1.7	0.0	10.0
4. Field Trips	3.4	3.3	3.3	0.0	0.0	10.0
5. Interviews	0.0	5.0	1.6	0.0	0.0	6.6
6. Publicity for the Private Sector	0.0	0.0	0.0	1.6	0.0	1.6

LONG RANGE EDUCATIONAL PLANNING

Program Ranking	Answers in Percentage					
	TIPPECANOE VALLEY	WARSAW	WAWASEE	WHITKO	TIPPECANOE VALLEY ELEMENTARY	TOTAL
1. Start Planning at Elementary Level	3.8	3.9	3.9	2.0	0.0	13.6
2. More Individual Guidance and Counseling	0.0	1.9	5.8	1.9	0.0	9.6
Programs at Jr. High Level	0.0	5.8	3.8	0.0	0.0	9.6
Family-Parential Involvement & Education	9.6	0.0	0.0	0.0	0.0	9.6
5. Career/Self Awareness	0.0	1.9	1.9	3.9	0.0	7.7
Teaching Life Skills	3.8	0.0	3.9	0.0	0.0	7.7
7. Training and Information for Teachers	3.8	0.0	1.9	0.0	0.0	5.7
Resource Center	5.7	0.0	0.0	0.0	0.0	5.7
Aptitude Tests	0.0	5.7	0.0	0.0	0.0	5.7
Career Skills Taught In Every Subject	1.9	0.0	3.8	0.0	0.0	5.7
11. Program In Junior Year	1.9	0.0	1.9	0.0	0.0	3.8
Teach Economic Skills	0.0	0.0	3.8	0.0	0.0	3.8
K-12 Career Units Systematically Taught	0.0	0.0	1.9	1.9	0.0	3.8
14. More Money	0.0	2.0	0.0	0.0	0.0	2.0
Start Planning Freshman Year	0.0	0.0	0.0	2.0	0.0	2.0
Home Economics Dept Program	0.0	0.0	0.0	2.0	0.0	2.0
Teach Family Skills	2.0	0.0	0.0	0.0	0.0	2.0

These questions were summarized by two charts, one titled "Utilization of Community Resources" and the other titled "Long Range Educational Planning."

Under the first chart guest speakers and career days out distance the other Community Resources. Under "Long Range Educational Planning" there were many good ideas mentioned with starting at earlier levels ranking first, and more involvement with individual student by guidance counselors and parents.

There was very low general response to this question, again indicating a lack of knowledge or ideas of programs for Career Awareness and Life Planning.

It is important to note that not a great number of suggestions were given, therefore the results are somewhat askewed. Those who responded are probably those most interested in career education.

Leadership by educators which is traditionally expected continues to be expected; it was suggested by 33%. This would include traditional interaction between teachers and guidance counselors, incorporating planning that would involve individuals or groups of students.

Many suggested greater utilization of community resources such as speakers, mentorship, job shadowing, field trips to employers and actual interviews. A great many wish a greater involvement by the community, especially through personal contact with community members at the school, 25%, and secondly through students getting out into the work place, 14.3%.

Activities by the individual to help him get a grasp on planning his career were suggested by 28.6%, with some stressing more activity centered experiences such as field trips and outside interviews, working with guidance counselors, taking aptitude tests, and use of a career resource center.

Others suggested more traditional teaching units to enable individuals to make good career-life planning decisions. These included doing a career/self-awareness unit or paper, education on making moral decisions, taking responsibility and initiative, goal-planning, follow-through, and learning characteristics of a good employee.

There was a desire for contact with and leadership from adult individuals other than teachers.

Many suggested long-term planning, with 13.4% saying it should begin no later than the Freshman Year of High School, 6.3% said start in Elementary, 4.5% Junior High, 1% Freshman Year, and 1.7% Junior Year.

11. What life skills and career planning are you currently teaching in your contacts with students? Please check those you are teaching.

Enhance positive self-esteem
 Evaluated knowledge of own skills, interests, potential
 Steps in career life planning
 Setting career goals and values
 Resume/cover letter composition
 Leadership skills
 Awareness of rapidly changing technology
 Knowledge of education level required for specific career
 Dependable work habits

Knowledge of economics
 Decision-making skills
 Verbal communication
 Written communication
 Research
 Computer literacy
 Math
 Interview skills
 Importance of continuing education
 Interpersonal skills

Where covered? List courses/activities:

LIFE SKILLS AND CAREER PLANNING CURRENTLY TAUGHT	ANSWERS IN PERCENTAGE					
	TIPPECANOE VALLEY	WARSAW	WAWASEE	WHITKO	TIPPECANOE VALLEY ELEMENTARY	TOTAL
1. Enhance Positive Self-Esteem	1.589	2.744	2.118	1.059	1.734	9.244
2. Dependable Work Habits	1.541	2.648	2.311	1.059	1.588	9.147
3. Decision Making Skills	1.444	2.070	2.166	0.867	1.493	8.040
4. Verbal Communication	1.107	2.070	2.022	0.963	1.391	7.751
5. Written Communication	1.059	1.588	1.781	0.818	1.494	6.740
6. Interpersonal Skills	1.107	1.974	1.588	0.963	1.012	6.644
7. Evaluated Knowledge of Own Skills, Interests, Potential	1.107	1.781	1.396	0.722	0.675	5.681
8. Importance of Continuing Education	0.963	1.636	1.444	0.770	0.772	5.585
9. Knowledge of Education Level Required for Specific Career	1.107	1.733	1.540	0.867	0.194	5.441
10. Awareness of Rapidly Changing Technology	0.963	1.589	1.204	0.626	0.433	4.815
11. Math	0.722	1.155	1.059	0.385	1.354	4.675
12. Leadership Skills	0.529	1.444	0.577	0.481	1.494	4.525
13. Research	0.866	1.202	1.107	0.674	0.531	4.381
14. Setting Career Goals and Values	1.011	1.107	1.299	0.578	0.097	4.092
15. Computer Literacy	0.674	0.529	0.433	0.241	1.204	3.081
16. Knowledge of Economics	0.529	0.626	1.011	0.385	0.337	2.888
17. Interview Skills	0.529	0.915	0.674	0.433	0.290	2.841
18. Resume/Cover Letter Composition	0.625	0.722	0.577	0.337	0.030	2.291
19. Steps in Career Life Planning	0.578	0.674	0.433	0.337	0.056	2.078

Educators are currently using many different ways of teaching life skills and career planning, with enhancement of positive self-esteem as the number one item taught.

Very general life skills are being taught (numbers 1 - 6) and are very important. A person who has these skills will be self-confident, a good worker, and able to communicate verbally and on paper. He may not have specific skills that are required when applying for jobs that require technical, math and computer knowledge and may not be equipped with knowledge of what to do when a career change is desired or required.

Specific job search skills are seldom taught (#14, 17, 18, 19).

Knowledge of self and one's own skills, aptitudes, and abilities are only moderately or minimally stressed.

The importance of continuing education and educating ones self for a specific career is only moderately emphasized (#7, 8, 9, 10, 16, 19) and steps in career life planning is rated last.

12. To what degree are students aware of the range of employment opportunities within these broad fields? Check those fields with which you feel students are most familiar.

Fine Arts
 Self-Employment/
 Entrepreneurship
 Military
 Communication

Science
 Health Careers
 Social Services
 Education
 Agriculture

Business
 Manufacturing
 Government
 Skilled Trades

STUDENT AWARENESS OF EMPLOYMENT OPPORTUNITIES	ANSWERS IN PERCENTAGE					
	TIPPECANOE VALLEY	WARSAW	WAWASEE	WHITKO	TIPPECANOE VALLEY ELEMENTARY	TOTAL
Education	2.10	4.21	4.90	1.68	2.99	15.88
Military	2.24	3.92	3.50	1.40	1.70	12.76
Agriculture	3.22	1.82	2.10	2.80	2.12	12.06
Skilled Trade	1.96	3.78	2.52	1.26	1.27	10.79
Business	1.26	4.20	2.52	1.26	0.99	10.23
Health Careers	0.70	2.66	3.64	1.26	1.41	9.67
Manufacturing	1.54	2.66	1.82	1.40	1.42	8.84
Science	0.42	1.54	1.82	0.70	0.98	5.46
Government	0.14	1.52	1.12	0.14	0.81	3.37
Communication	0.28	1.40	0.84	0.00	0.43	2.95
Social Services	0.00	1.12	0.98	0.42	0.43	2.95
Fine Arts	0.28	0.56	1.12	0.42	0.14	2.52
Self Employment	0.28	1.12	0.70	0.28	0.14	2.52

High visibility of certain fields of employment seems to lead to high interest in and awareness of those fields. The great exposure of students to military recruiters at the high schools and to daily contacts with educators leads to great awareness of these fields. Many Kosciusko County students are from rural areas, hence interest in agriculture. Some exposure to skilled trades and manufacturing in Kosciusko County, business, health and science leads to a moderate knowledge of these fields. A lower exposure to the fields of government, communication, social services, fine arts, and self-employment leads to little awareness of these fields. Perhaps greater ties with the business and manufacturing community as suggested by educators in their response to #9 would give greater motivation to students to pursue careers here in Kosciusko County. The service industries (in the fields of health, social services and government) warrant more emphasis, since science is now more service oriented. Careers in music, art, and drama could be more stressed. Education in setting one's own goals and taking initiative would probably lead to greater interest in self-employment.

SYNOPSIS OF PROGRAMS CURRENTLY AVAILABLE IN CAREER AWARENESS AND CAREER LIFE PLANNING

New Career Awareness and Career Life Planning Programs are being developed in each of the school systems in Kosciusko County and adjacent areas.

Partners In Education

Kosciusko County "Partners in Education" was developed in 1987 by Kosciusko Development Incorporated, working with school superintendents from five school corporations and area businesses. Partially funded by a state grant, they helped design the program for Kosciusko County.

A general missions statement, objectives and an action plan were developed to carry out the program.

"To prepare today's student for tomorrow's business needs through initiation of a curriculum responsive to the future business climate attained by involvement of business and education in an exchange of information and resources in order to enhance productivity in the business environment of both the individual and the business community of the future."

Working through Partners In Education, local school districts have developed the following programs:

TRITON SCHOOLS - Triton Jr./Sr. High School is in the process of implementing an English Curriculum Development Program at the High School level. Through this program students are exposed to career awareness activities in grades 9 - 12. In addition, Triton is in the process of developing a similar program for the science department. This program will focus on self-discipline at the Jr. High level and problem-solving at the High School level. The science curriculum will be implemented in the fall of 1989.

WHITKO SCHOOLS - Whitko High School has developed a Job Center which will provide an employer with students who are aware of their assets and liabilities as an employee, as well as the expectations of the employer. In order to be hired by an employer, the student must first complete seven job-readiness packets and a job application. This adaptation of the Career Life Planning Process has been declared by the Indiana Partners in Education Office as one of the finest in the state.

WAWASEE SCHOOLS - Wawasee Schools are in the process of developing a Free Enterprise Unit to be used at the Eighth Grade level. This unit will take place over a three week period and will include the teaching of basic economic concepts to be applied both locally and globally. Students will be exposed to guest speakers and mentors during this program.

TIPPECANOE VALLEY SCHOOLS - TVHS has completed a Resource Directory which has been made available to all of the area school systems. This directory includes a listing of those businesses interested in interfacing with the schools. The listing includes the types of activities in which the business is interested in interfacing and the subject areas in which the business would feel comfortable sharing. This information is contained on a computer disc in order that it may be updated on a regular basis.

WARSAW SCHOOLS - Warsaw High School has developed an annual Career/Job Fair in which employers are invited to spend a day in the school gymnasium visiting with students regarding career and job opportunities throughout Kosciusko County.

TEACHER INTERNSHIPS - This summer approximately sixteen teachers will be placed in area businesses for a five day period. During this placement, the teachers will evaluate the types of skills needed by the graduates in order to enter the work

force. Following the experience, participating teachers from four area school corporations will meet to develop curriculum changes that they feel need to be made in order to better prepare students. Participating businesses will then have the opportunity to review the suggestions to make sure that they are in agreement with the actual needs of area businesses.

WARSAW HIGH SCHOOL/IVY TECH INTERFACE - Partners in Education and Ivy Tech are currently in the process of developing a program which will provide industries with much needed skilled machinists. The program will take place in two phases beginning with course work designed for entry level machining jobs. the second phase will address specialized course work in computer numerical controlled (CNC) machines. In addition to Ivy Tech students, this curriculum will also be made available to students attending Warsaw High School. Financial assistance to offset beginning costs has been received from the Ivy Tech Foundation. This grant amounts to 33% of the \$157,000 needed. The remaining funds are being raised locally.

For more information on Partners in Education contact the Kosciusko Development Incorporated Director at the Warsaw Chamber of Commerce.

OTHER SCHOOL PROGRAMS

LONG-RANGE STATE PLAN FOR VOCATIONAL EDUCATION - The 1987 General Assembly passed legislation creating the Indiana Commission on Vocational and Technical Education. The Commission was charged to "plan, develop policy for and coordinate the delivery of vocational and technical education services that help the citizens of Indiana actively participate in economic development efforts".³ Restated, the goal is to help Indiana citizens become productive members of our society through education.

The Long-Range State Plan is a global perspective of education, not only for youth in public schools, but for citizens of all ages and all walks of life. This Plan will set the course for Vocational and Technical Education in the State of Indiana for years to come. For further information, copies of the Long-Range State Plan are available through Indiana Commission on Vocational Technical Education, 325 West Washington Street, Indianapolis, Indiana, 46204, #317-232-1813.

VOCATIONAL TECHNICAL EDUCATION - As a pamphlet from one of the Vocational Education Coops states, Vocational Technical Education is "Education for Employment". It provides hands-on experience while challenging students academically and mentally giving them job skills, experiences and perhaps, pay.

There are over 100 programs ranging from accounting, aeronautics, dental lab technician to radio and television production. One of the most exciting forms of Vocational Technical Education is the I.C.E. Program or the Inter-disciplinary Cooperative Education Program. Where departments are large enough they may have their own cooperative program, but in smaller schools I.C.E. takes its place. Students go to school part of the day and the other part of the day is spent at work. They receive credit for their learning experiences and are co-evaluated by an instructor and their employer. At the same time, they receive job related training in the classroom and the student is generally paid for their work on the job.

Each Vocational Technical Program has an advisory committee which helps to determine direction of the program and offer support through providing employment opportunities, and financial support to develop and conduct special programs or opportunities for students. The educational process then is a true blending of community and education.

For more information, contact your local school's Vocational Technical Education Office.

SPECIAL EDUCATION - One of the goals of special education is to assist individuals in being able to function independently and productively in society. Therefore, those who work in the field of special education teach Career Awareness and Life Planning on a daily basis. Students are monitored, instructed, and assisted in learning to make decisions about their future, however, immediate or long-range that might be. Special Education has much to offer to the field of Career Awareness and Life Planning and it is a resource available to all public schools.

BOY SCOUTS - Annually, the Boy Scouts of America conducts a survey of students in most of the county's High Schools. The survey asks students to indicate their top 3 career choices from a list of 100 general careers.

Based on the information gathered from the career interest survey, students are invited to join "Special Interest Exploring", a program open to all young men and women 14-21 years old. An Explorer "Post" is formed with a specific career interest as the main theme of the group's activities. (i.e. medical careers,

law, law enforcement, auto mechanics) An adult "advisor", (usually a professional in the Post's career interest), is recruited and a program is developed with an eye towards "Hands On" experience in the chosen career field. Special interest Explorer Posts meet regularly and conduct field trips and seminars designed to give their members real insite into the workings of a chosen career.

A second program of the Exploring Division of the Boy Scouts of America is "Career Awareness Exploring". This program provides career speakers for "in school" presentation, and is available for students in grades 8 - 12.

For more information on Exploring, contact Jim Molebash at #269-2206 or call the Anthony Wayne Area Council, Boy Scouts of America at #1-800-BSA-AWAC.

JUNIOR ACHIEVEMENT - JA, long known for its evening "Develop A Model Business" program, now places its emphasis on "in school" programs in cooperation with local business leaders. Three such programs are being offered at Warsaw Community Schools:

BUSINESS BASICS - Is a teacher-led workbook program for students in 6th grade. Students learn the value of money, how to save money, the value of investment, and other "basic" money skills.

PROJECT BUSINESS - Presently offered to Warsaw 8th graders is a 10 week program in which a local business person provides basic economic and business education to students one day per week. Career opportunities, types of businesses, resume writing, interviewing skills and field trips to local businesses are highlighted.

APPLIED ECONOMICS - Is an ongoing program at Warsaw High School. One day per week, a local business person is asked to share real life business problems and solutions to the High School economics class. In addition, students participate in a "business modeling" scenario wherein groups of 5 students each, use a computer to "run" a fictional business. Capital investment, production rates, marketing, research and development, and product price are all factored into the computer. Each team is scored on the success of their fictional business.

For more information about Junior Achievement, contact John Sadler at #267-7123.

4-H - 4-H offers career insight through 63 different Project Fields available to students. In addition to livestock projects, there are projects in computers, forestry, wildlife, and even rockets. For more information on 4-H, contact County Youth Extension Agent Karen Lowery at #267-4444.

GIRL SCOUTS - The Girl Scouts Cadet and Seniors Programs, open to girls in grades 7 - 12 are primarily centered on making career information available to youth.

Girls learn about various types of careers through field trips and face to face meetings with persons active in a career of interest.

In addition, the local Girl Scout Council holds "Career Days" on a regular basis to give girls some career insight.

For more information on Girl Scouting, contact Anne Reel at #293-9568.

SCHOOL COUNSELING - School counselors were tabbed as the primary source of career awareness and life planning according to our KLA survey. A student sees his/her counsler at least once a year to plan his/her schedules for the following year. An example of a tool used by counselors is an individual Career and Academic Chart such as the one below which is utilized at Triton High School.

This chart tracks each individual's development along his/her career paths. Personality traits, interests, values, and abilities of each student are indicated along with career goals, career choice influences and post high school plans. Although these indicators may change from year to year, the record helps the counsler to guide the student toward his/her career goals.

NAME:					CAREER AND ACADEMIC CHART			
Freshman		Sophomore		Junior		Senior		
1. Personality Indicators (tests, observations, and expressed)		1. Interest Indicators (standardized tests and activities)		1. Values Indicators (tests, activities, and expressed)		1. Ability Indicators (tests, grades, and expressed)		
2. Career Goals		2. Career Goals		2. Career Goals		2. Career Goals		
3. Career Influencers (people, environment, or research)		3. Career Influencers (people, environment, or research)		3. Career Influencers (people, environment, or research)		3. Career Influencers (people, environment, or research)		
4. Post High School Plans College _____ Trade/Tech. _____ Military _____ Apprenticeship or Job _____		4. Post High School Plans College _____ Trade/Tech. _____ Military _____ Job _____ PSAT: Yes _____ No _____		4. Post High School Plans Colleges _____ Trade/Tech. _____ Military _____ Apprenticeship or Job _____ SAT _____ ACT _____		4. Post High School Plans Colleges _____ Trade/Tech. _____ Military _____ Job _____ Applications _____ Aid _____		
5. Freshman Requirements English 1 2 Math 1 2 P.E. 1 2 Health 1 Science 1 2		5. Sophomore Requirements English 1 2 Math 1 2 Science 1 2		5. Junior Requirements English 1 2 U.S. History 1 2		5. Senior Requirements English 1 2 Government 1 Citizenship 1		
6. Credits/year _____ (tentative)		6. Credits/year _____ (tentative)		6. Credits/year _____ (tentative)		6. Credits/year _____ (tentative)		
7. Credits/total _____		7. Credits/total _____		7. Credits/total _____		7. Credits/total _____		
Notes:		Notes:		Notes:		Notes:		

EXTRA CURRICULAR ACTIVITIES - All organized extra-curricular activities are beneficial to students in relation to career awareness and career life planning. Sports, band, special interest clubs, etc., all give students an opportunity to develop leadership and inter personal skills which will help them, regardless of their career choice.

INDIVIDUAL SELF HELP - Students are not limited to organized career awareness programs. Parents, friends, and acquaintances, local church members, etc. can all be resource for career information.

In most cases, students need but to ask, and career information will be readily available.

FUTURE PROGRAMS - The Kosciusko County YMCA is in the process of developing Career Guidance Programs for local youth. These programs will be available as we move into the 1990's.

SUMMARY OF RESULTS

Educators generally believe the schools have an important role in Career Awareness and Life Planning, with slightly less priority placed on their own personal role in it. It appears, however, that many of the ongoing activities and programs are not generally well-known among the teachers, nor are there many material, financial or informational resources available to them.

At present, it appears to educators that schools place only a moderate emphasis on Career Awareness and Life Planning, and, in educators' and our opinion, should stress it more.

Current school programs and curriculum aimed at preparing students for suitable careers and life enhancement are only moderately effective as judged by educators polled. Some outside organizations such as 4-H, Scouting and Junior Achievement, were prominently mentioned as providing some direction in these areas. In school programs especially noted by educators were career days or fairs, career shadowing, and career classes. It is noteworthy that these activities also involve utilization of resource people from the community.

A majority polled felt counselors had primary responsibility for implementing Career Awareness and Life Planning programs, teachers had secondary responsibility, and the community and administrators roughly tied for third place. Long-term educational planning and the utilization of community resources were both considered key factors in making students aware of possible career choices and of the

education/training required for those careers.

Teaching of the steps and skills in planning one's employment throughout the K-12 curriculum was suggested by a number of educators.

It is apparent, however, that although general skills are being taught, most educators do not strongly stress the specific steps for career preparation in their contacts with students.

It also appears that students are aware of the range of employment opportunities within a few broad fields, but mainly only to those to which they have received high exposure. They are unfamiliar with many others, and will probably remain so unless they receive greater exposure to them.

CONCLUSIONS AND RECOMMENDATIONS

This report has dealt with Career Awareness and Life Planning in the public education system because that is where most of our American youth get their preparation for employment and life's choices. According to a panel on Secondary School Education for the Changing Workplace, "The largest segment of the American work force consists of High School graduates who have not attended college, and the nation's economic well-being depends heavily on their performance..."⁴

Employers in that panel took the view that if a young person is to be employable, he must have certain necessary skills, he must prepare for a lifetime of change, and he must have a high quality secondary education as the minimum requirement to participate successfully in our economic system. In addition, whereas large employers may maintain an elaborate training program and will hire well-educated non-specialists, most young workers are hired by small employers who cannot afford such programs and are in need of employees who already possess specific job skills. Vocational skills and a sound education in the core competencies, therefore, certainly increases employability. The panel made its central recommendation that "all young Americans, regardless of their career goals, achieve mastery of this core of competencies up to their abilities. For those intending to enter the work force directly after completing High School, additional training in specific vocational skills will increase employability and is naturally desirable".⁵ The following competencies, dictated by the need for adaptability and life long learning, were considered critical to successful careers of High School graduates: "These competencies include the ability to read, write, reason and compute; an understanding of American social and economic life; a knowledge of the basic principles of the physical and biological sciences; experience with cooperation and conflict

resolution in groups; and possession of attitudes and personal habits that make for a dependable, responsible, adaptable, and informed worker and citizen."6

We would like to make the following recommendations:

If the students of Kosciusko County are to be prepared for fruitful careers and lives in the 1990's and beyond, career awareness and life should be made a higher priority by all involved; the counselors, teachers, administrators, students, parents, and community. It is gratifying to see an increased interest and action toward this goal occurring at present, but this is only the beginning. We suggest that for the momentum to continue, there is a need for increased involvement, motivation, and information.

We recommend that life and career planning skills which parallel core competency, such as those noted in question number eleven, be developed and/or emphasized. These competencies will allow the student to adapt to many different requirements during his/her working years.

This emphasis on life and career planning skills in the public school system should be expanded to include parents, either directly through course offerings or indirectly with students required to complete some assignments with parents. Such parental involvement will increase the awareness of the need to plan lives and careers.

We recommend that more specific training about career awareness and life planning, both present and future programs, and how to implement them should be made available to educators throughout the county. We recommend that career awareness and life planning become an integral part of each teacher's curriculum and goal setting. We recommend that the community, including service organizations, business, and industry take a more active role in supporting the programs, institutions and organizations that prepare our youth in making career and life and planning choices.

Finally, we would recommend the following specific steps toward the preparation of our county students for fulfilling lives and careers.

1. Career/Self Awareness materials units K-12 systematically planned and taught with counselor in charge of program.
2. Parent involvement and training to help parents reinforce goal setting and life planning skills at home.
3. More training for teachers who could then implement career awareness and life planning in their own course curriculum.

4. Mentorship and/or job shadowing training program to assist students with career selection.

5. Family Life Education including parenting skills; marriage and family courses, and human development courses.

6. More emphasis placed on functional living skills; for example, consumer education.

7. Better stocked central career resource centers with mini-centers in each classroom beginning with elementary school.

8. Curriculum of career awareness integrated into each subject area.

9. Career days, guest speakers, visits to college and university campuses.

10. Mock interviews which are video taped and critiqued.

11. Continued use of computer training from the earliest grade levels.

12. Increased number of counselors at the secondary level who specialize in career counseling.

13. Certified full time counselors for each elementary and middle school.

It is our sincere hope that these recommendations once enacted, will become one steppingstone toward the development of productive and happy lives and careers for the young people of Kosciusko county.

Sylvia Ryan Betty Jo Smith Roberts Jim Molebash Ronald Motycka

1 Dr. J. P. Lisack, Professor Emeritus of Technology, Purdue University, CHOICES FOR TOMORROW WOMEN, Seminar, April 22, 1989.

2 J. V. Peterson and B. Nisenholly, ORIENTATION TO COUNSELING, Boston: Allyn and Bacon, Inc., p. 237, April, 1987.

3 Indiana Commission on Vocational and Technical Education, EDUCATION AND JOBS FOR INDIANA'S FUTURE, State of Indiana, July, 1988.

4,5,6 Dr. J. P. Lisack, Professor Emeritus of Technology, Purdue University, CHOICES FOR TOMORROW WOMEN, Seminar, April 22, 1989.