



REPORT

San Mateo County School-To-Career Partnership Second Year Evaluation

May 2000

Prepared for:
San Mateo County Office of Education
101 Twin Dolphin Drive
Redwood City, California 94065-1064

Prepared by:
Vanessa Lindler
Laura Hill

Project Director:
R. Mark Gritz

**The SPHERE Institute
1415 Rollins Road
Suite 204
Burlingame, CA 94010
Phone 650-558-3980
FAX 650-558-3981**

EXECUTIVE SUMMARY

This evaluation of the San Mateo County School-to-Career Partnership's year two grant activities is based primarily on a matrix of performance indicators that was developed by Dr. Eileen Warren as part of the evaluation of the first year activities of the Partnership. This performance matrix is comprehensive and incorporates many indicators of processes and activities that were identified as goals of the Partnership in the grant application. However, given this focus on processes and activities rather than easily measurable outcomes, the evaluation requires extensive documentation of the activities to assess the extent to which the Partnership is meeting the performance goals set out in the matrix. Unfortunately, the evaluation of the second year activities is hindered by a lack of documentation from the Partnership for many of the specified processes and activities. Much of the data required by the matrix were apparently not maintained at either the school, district, or Partnership level. It is recognized that the Partnership functioned with only an interim director for most of year two, and it is likely that this factor contributed heavily to the lack of coordinated documentation of activities by the various actors within the Partnership. Nevertheless, we would be remiss not to make clear that much of the data required for this evaluation was unavailable, and that in many cases the data provided was difficult to interpret, or did not appropriately address the issues specified in the evaluation matrix.

The lack of appropriate documentation makes it difficult to evaluate the program with surety. For example, existing curricula were reported to have been revised and new curricula developed based on the principle of integration between academic and technical/applied subject matter, and incorporating new, rigorous standards.. However, the specific number of integrated courses that were revised or developed was not available, and there was no information provided about the standards associated with these applied courses in San Mateo County. Similarly, articulation agreements between secondary and post-secondary institutions were reported to have been developed and executed, but copies of these agreements were not provided. Moreover, neither schools nor districts reported the number of students enrolled in college support programs, nor did they submit information about certificate programs relevant to career pathways. Further, schools reported that students received training in pre-employment competencies and completed job interview portfolios and resumes, however, only one school district provided the specific numbers of students who had achieved these outcomes. Schools also reported that several varieties of work-based learning programs and activities were developed, including paid and unpaid work experience (both related and unrelated to students' career pathways), job shadowing activities, and mentoring programs. However, the evaluation matrix requires schools and districts to document the number of students who participated in at least 20 hours of work-based learning activities, and no school or district provided this information. Finally, the matrix includes a number of staff development activities and the documentation provided to support these performance items was also inappropriate. Specifically, whereas the matrix requires sign-in sheets and minutes from various types of staff development activities, such documentation was not provided. Rather, workbooks were provided, with no information regarding the context in which they were used or substantiating that they were in fact used at all by the Partnership. In

short, if the Partnership is going to continue using the performance matrix developed by Dr. Warren, it is recommended that a more thorough and comprehensive record keeping system be developed and that documentation be catalogued in this system with references to the specific matrix items that related to the document.

While the Partnership did not perform well vis-a-vis the items in the evaluation matrix, the data collected by the Partnership using an instrument modified from the National School-to-Work Evaluation clearly shows that the Partnership made limited progress in several areas during the second year of the grant. Specifically, the information reported by school and district staff on this self-administered questionnaire indicate that the use of curriculum integration strategies increased in every school district in San Mateo County during this period, with the most frequently used strategy being the revision of technical courses to cover career-related issues. However, districts fell short with regard to using the same strategy in academic courses. This self-reported information also shows that districts increased their usage of career awareness strategies, with the most frequently used strategies being individual career counseling, use of career centers, and the integration of career development into classroom curricula. Further, each of the six career pathways offered in San Mateo County secondary schools was offered at a higher rate in year two than year one. It should be noted, however, that the most available career pathway is computer information systems, and it is available at only 63% of the county's secondary schools. Similarly, while the variety of workplace activities offered to the county's secondary school students increased, as did the number of students involved in these activities, the activity most frequently offered is workplace experience that is not related to a given student's career pathway or major. Overall, these data show progress over time and it is recommended that the Partnership continue the collection of the same information during subsequent years of the grants to assess whether this progress continues.

An evaluation of the ethnic/racial composition of the Partnership with the San Mateo County K-12 student population reveals that Hispanics, Asian/Pacific Islanders, and Native Americans are substantially under-represented in its membership. As one of the goals of the Partnership is to reflect the County's diversity, representation of these three ethnic/racial groups within the Partnership will need to increase in year three of the grant.

TABLE OF CONTENTS

Chapter	Page
I Introduction	1
II Second Year Evaluation Matrix Findings	3
Overview of Available Documentation	3
Standards and Curricula	4
Planning and Budgeting for Work-Based Learning	7
Assessment, Guidance, and Student Outcomes	8
Staff Development Activities	10
Collaboration with Community Colleges	12
Information Collection and Distribution	13
III School-to-Career Evaluation Data	15
Racial/Ethnic Composition	15
Curriculum Integration Strategies	15
Promoting School-to-Career Access	17
Career Awareness Strategies	17
Career Pathways	18
Workplace Participation	19
IV California High School Performance Data	22
Standardized Test Results	22
Appendix A: Evaluation Matrix: Second Year Performance Indicators	
Appendix B: Strategies to Increase School-to-Career Access	

LIST OF TABLES

Table	Page
1	Comparison of 1998-99 CBEDS Data to SMCSTCP Composition by Race/Ethnicity . 15
2	Percentage of San Mateo County Secondary Schools Using School-to-Career Curriculum Integration Strategies. 16
3	Percentage of San Mateo County Secondary Schools Using School-to-Career Career Awareness Strategies 18
4	Percentage of San Mateo County Secondary Schools Offering Specific Career Pathways 19
5	Number of 12 th Grade Students in San Mateo County Participating in Specific Career Pathways 19
6	Percentage of San Mateo County Secondary Schools Offering Workplace Participation Activities 20
7	Number of High School Students in San Mateo County Participating in Workplace Activities 21
8	STAR Test Scores for San Mateo County High School Students in 1998 and 1999 . . . 22
B-1	Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Minority Students B-1
B-2	Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Limited English Proficiency Students B-2
B-3	Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Students with Disabilities B-3
B-4	Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Educationally or Economically Disadvantaged Students B-4
B-5	Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Students who are Pregnant or Parenting B-5

LIST OF TABLES (continued)

Table		Page
B-6	Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Out of School Youth	B-6
B-7	Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Males or Females with Regard to Non-Traditional Occupations	B-7
B-8	Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Academically Gifted and Talented Students	B-8

I. INTRODUCTION

The San Mateo County School-to-Career Partnership was formed in 1997 to prepare the youth of San Mateo County for the employment challenges of the 21st century global economy. The Partnership is comprised of educators and educational institutions, local employers, community based organizations, state and local government agencies, parents, and students. The vision of the Partnership is to ensure that all students maximize their career potential, and become productive citizens and workers with the skills required to succeed in a high-tech economy.

The Partnership's primary goal is to ensure that all San Mateo County secondary schools be structured with identifiable career paths in the 11th and 12th grades, and that all students entering the 11th grade will have completed career assessments and selected a career path. The Partnership aims to integrate career development with academic curricula to increase the relevance of academic coursework for students, and to provide students with opportunities for work-based learning. The Partnership further intends to give students opportunities to demonstrate their academic and technical skills by earning certificates of mastery in both areas. Another goal of the Partnership is to see that San Mateo County school curricula meet new, rigorous state standards. It is expected that all members of the Partnership will actively work towards these goals, and that parents or other significant adults will be involved in the career path choices and progress of all students.

During its first year of existence, the Partnership, in collaboration with Dr. Eileen Warren of Sonoma State University, developed an evaluation matrix of performance indicators. These indicators emerged from a collaborative decision making process that involved the Partnership and the school districts of San Mateo County. The Partnership elected to utilize this matrix for an external evaluation in the 1998-1999 grant year, and contracted with the SPHERE Institute for this purpose. This second-year evaluation was designed to involve a review of minutes of meetings, attendance rosters, written documents and other materials specifically mentioned in the matrix. In addition, SPHERE will assess three other measures of the Partnerships activities during the second year of the project. These three measures are:

- A comparison of the racial/ethnic composition of San Mateo County's K-12 enrollment with racial/ethnic composition of the participating members of the Partnership.
- A comparison of data obtained during the first year of the project from the school districts based on Dr. Warren's adaptation of the National School-To-Work Evaluation instrument with these same data elements collected during the second year of the project.
- A comparison of standardized test scores obtained from the California High School Performance Reports over the first and second years of the grant.

This report presents the evaluation of the activities of the Partnership based on the matrix of second year performance indicators, which is reproduced in Appendix A, and these three additional indicators.

The evaluation matrix identifies a wide range of performance indicators including a large number of what are commonly referred to as process indicators (i.e., measures that assess processes and procedures) and a small number of outcome indicators (i.e., measures based on quantitative outcomes such as percentage of students graduating from high school). Overall, the matrix includes 59 items. To complete the evaluation, SPHERE requested that the Partnership provide all the documentation specified in the matrix. In response, the Partnership provided a large amount of documentation and indicated that 19 of the matrix items were either deleted from the implementation plan or deferred to the third year of the implementation. These 19 items will not be addressed in the second year evaluation.¹ Hence, this report summarizes the Partnership's performance in relation to just the remaining 40 matrix items.

The remainder of the report is organized into three sections. Section II summarizes the assessment of the Partnership based on the 40 matrix items. To focus this assessment, the discussion places these 40 items into six categories: (1) standards and curricula; (2) planning and budgeting for work based learning; (3) student assessment, guidance, and outcomes; (4) staff development activities; (5) collaboration of the Partnership with community colleges; and, (6) information collection and distribution. Section III presents the findings from the comparison of the racial/ethnic composition of K-12 enrollment and Partnership members and the results from the adaptation of the National School-To-Work Evaluation data collection instrument. Section IV presents the standardized test scores for San Mateo County covering the first two years of the project grant. In addition, there are two appendices. Appendix A reproduces the evaluation matrix developed by Dr. Warren and Appendix B presents additional tabulations of the data collected from schools that documents the use of various strategies to increase access to school-to-career activities for special populations.

¹ The matrix items that were identified as being deleted or deferred are 1.4.A, 1.4.A1, 1.5.A, 1.5.A1, 1.5.B, 1.6.B, 1.6.G, 1.7.A, 1.7.B, 1.8.B, 1.8.E, 1.8.F, 1.8.F1, 1.9.A, 1.9.A1, 1.9.B, 1.10.B, 1.11.A, and 1.13.B.

II. SECOND YEAR EVALUATION MATRIX FINDINGS

This section of the report presents the findings from an analysis of the documentation provided by the Partnership, related to the 40 items included in the evaluation matrix that were identified as relevant for the second year of the project. The section begins with a brief overview of the documentation. This is followed by an assessment of the individual matrix items organized around six major topic areas:

1. Standards and Curricula;
2. Planning and Budgeting for Work Based Learning;
3. Student Assessment, Guidance, and Outcomes;
4. Staff Development Activities;
5. Collaboration of the Partnership with Community Colleges; And,
6. Information Collection and Distribution.

Overview of Available Documentation

Overall, the information and documentation available for the second-year evaluation of the matrix items is incomplete. In many instances, the documents and/or data elements specified in the evaluation matrix were not available for review because the Partnership could not identify or locate the relevant documents. Moreover, some of the documentation provided was cross-referenced with items in the evaluation matrix that were not addressed by the document or the document was not appropriate for resolving the specific indicator contained in the matrix. One of these documents is the Partnership's self-assessment, dated May 1999. While this self-assessment is based upon the performance matrix, and was undoubtedly valuable in planning the activities for the third year of the Partnership, it is not entirely appropriate for the evaluation. First, it is not a primary data source and it is difficult to assess the extent to which the self-assessment provides an accurate representation of the primary data. Second, the information provided in the self-assessment is not expressed in the same terms that are specified in the matrix. For example, while the evaluation matrix specifies that the number of students enrolled in a particular program be used to evaluate an item, the self-assessment does not provide any numeric data. Instead, it places each activity or goal into four different "success" categories: (1) "barriers to achieving success," (2) "limited success," (3) "reaching success," and (4) "meeting success goals." These categorizations are useful for summarizing progress and for planning purposes, however, they are problematic for the evaluation because the actual data are not presented and distinctions in levels of achievement among the four categories are not clear.

In general, the second year evaluation relied almost exclusively on material submitted by the school districts to the Partnership. There are several matrix items which specify that written reports containing specific numeric data be obtained from each school. The material provided for the evaluation included a number of reports and a summary document titled "Assessment of Progress, Grant Year 1998-99." As with the self-assessment, these reports and the summary

provide less than complete evidence of Partnership activity related to the matrix items. For example, one problem with the material is that it is based on Dr. Warren's adaptation of the National School-to-Work Evaluation Instrument, which does not correspond directly with the items in the evaluation matrix. Additionally, the reports are at the district rather than the school level, and represent only five of the six high school districts in San Mateo County.² Further, these reports are not uniform in content, are minimally organized, and primarily consist of outlines rather than clearly interpretable narrative or numeric data.

Standards and Curricula

The key components of any school-to-career program are school-based learning (SBL), work-based learning (WBL), and connecting activities that facilitate students' understanding of the relationship between the two. Implementing a school-to-career program thus requires that school standards and curricula be adapted to the principles of school-based learning. As such, seven matrix items involve the process of modifying standards and curricula. These items are:

- 1.1.A Staff monitors state development of standards and/or academic mastery certification at the high school level and communicates information to partnership committee.
- 1.13.A Director will monitor development of state standards and certification process to ensure alignment of the Partnership's and the state's efforts.
- 1.1.B Schools will continue the process of adding integration and high expectations to existing or new courses.
- 1.1.B1 Districts will identify current or new courses that will be curricular changes for 1998-1999.
- 1.6.C Schools will develop strategies to increase number of applied courses offered.
- 1.6.D Education agencies will expand the number of articulated courses.
- 1.6.F Community college staff and high school advisors will jointly initiate introduction to college and career awareness programs.

² The represented districts are Jefferson Union, San Mateo Union, Sequoia Union, Cabrillo Unified and South San Francisco Unified. The La Honda/Pescadero Unified school district, which is a small district that received a relatively small amount of funding for School-To-Career implementation, did not participate in the data collection effort.

Overall, the material and documentation that were available for the assessment of these seven items suggest the Partnership is making limited progress in the modification of standards and curricula. This rather unfavorable assessment is somewhat at odds with the self-reported responses of school districts in the area of curriculum integration provided on the data reporting forms adapted from the National School-To-Work Evaluation survey reported below in Section III. However, even after considering both indicators of the Partnership's progress, only limited progress in adapting standards and curricula to high-expectations and school-to-career principles appears to have been made during the second year of the project. The assessment of the specific matrix items supporting this view follows.

There is no information available documenting the Partnership's efforts to monitor the development and implementation of state standards (Items 1.1.A, 1.13.A). Although these items were not identified as among those that were deleted or deferred, discussions with the new Director indicated that this expectation was waived because of the absence of a permanent director for the organization over most of the evaluation period. Hence, while the evidence suggests that the Partnership was not meeting this performance indicator during the second year of the project, it appears—as stated in the self-assessment—that the Partnership is currently “meeting” these goals.

To document items 1.1.B, and 1.1.B1 the matrix specifies that each high school will submit a written report on curricular changes that occurred in 1998-1999 to evaluate the Partnership's performance on adding integrated, high-expectation courses to school curricula. These reports are to include the number of integrated, high-expectation courses that were implemented and a description of each such course. They also are to cite the number of applied (Item 1.6.C) courses that each school offers. While each of the districts, with the exception of La Honda/Pescadero, provided a report with some information about integrated courses, these reports did not include all the information needed to assess the Partnership's performance as stated in the matrix.

To illustrate the type of information provided in the reports we briefly summarize the content of the reports that were available for review. The Jefferson Union High School District reported that in year two, 11 instructors developed their own integrated, applied curriculum units and 14 instructors revised academic courses to cover career issues and occupational pathways. From the information included in the San Mateo Union High School District report, it is unclear how many integrated, high-expectation courses were implemented in this district during year two. The report does state that two high schools offer an integrated course in English and social studies, and one school offered project-based physical science. The report from the Sequoia Union High School District makes reference to 18 integrated, career-related courses in the district, but no details are provided in the written report. The report from the Cabrillo Unified School District refers to curricular revisions in the Industrial Arts Department, but this is the only department that is discussed relative to this issue. The report from the South San Francisco Unified School District states that seven departments have developed applied curricula. None of the reports describe the courses or the level of academic expectation that is associated with them.

Overall, it appears that some progress is being made in the areas covered by these matrix items but it is impossible to make a full assessment of these items without additional information. Additional evidence suggesting some achievement in this area is being made is provided in the self-assessment. The self-assessment indicates that the Partnership is “reaching” the goals of continuing to add integration and high expectation to courses (Item 1.1.B) and identifying courses that have had curricular changes in these areas (Item 1.1.B1). It states that the Partnership’s success is “limited” in developing strategies to increase the number of applied courses offered (Item 1.6.C).

The matrix also specifies that the school reports are to contain the number of articulated (Item 1.6.D) courses that each school offers and the number of students participating in career and college awareness programs (Item 1.6.F). Again, the information provided by the district reports is not really appropriate, and none of the reports state how many students are enrolled in career and college awareness programs. For example, the Jefferson Union report refers to articulation agreements with community colleges, but does not cite the number of articulated courses in the district, nor does it describe any such courses. In this district, a career awareness course that previously lasted one quarter has been extended to cover an entire semester. Similarly, the San Mateo Union report states that each high school in the district has articulated agreements with a community college, and makes reference to five articulated courses, but it does not describe them nor does it identify any college or career awareness programs. The Sequoia Union report does not make any references to articulated agreements or courses, although it does state that schools address career development by offering “work experience education” classes, but does not specify how many such courses are offered. The Cabrillo Unified report refers to articulation agreements between the Industrial Arts Department and community colleges, as well as to “service learning,” or career awareness courses, but it provides no information on these courses. Finally, the South San Francisco Unified report states that faculty in five departments have met with community college faculty to develop curricula and refers to a career development course, however, it does not give the number of courses developed, make specific reference to articulated agreements with these colleges, nor does it provide a description of these courses.

Again, while there is evidence of some achievements in meeting these performance indicators, insufficient information is provided to fully assess the Partnership’s performance. This assessment of only partial achievement is supported by the conclusions in the self-assessment. According to the self-assessment, the Partnership is “reaching” the goal of expanding the number of articulated courses (item 1.6.D) and, achieving 100% participation of student enrollment in college and career awareness programs (Item 1.6.F).

Planning and Budgeting for Work Based Learning

Implementation of the work-based learning (WBL) component of school-to-career activities requires substantial planning to establish relationships with employers in the community. Five matrix items involve issues of planning and budgeting to implement WBL. These items are:

- 1.2.A Schools submit plan for expenditure of work-based learning integration funds.
- 1.2.B. Develop master list of work-based learning sites for large employers and plan for development of student placement in activities that relate to their career choice.
- 1.2.C Grant funds are provided to schools and matched by local resources to provide integrated work-based learning.
- 1.3.B Partnership Committee and Business Education Liaison will develop countywide marketing list of business involvement opportunities.
- 1.3.C Business Liaison will coordinate development of work-based learning activities.

While it is evident that progress has been made in the implementation of WBL in San Mateo County, the documentation provided by the Partnership suggests that there was little long-term planning in this area. The matrix specifies that a written plan and budget for WBL from each school district will be used for evaluating item 1.2.A. A memo from the Partnership's business liaison indicated that such plans were not available several months after the end of the second year of the project. The memo states an intention to conduct WBL readiness assessments at each school site with a goal of facilitating the development of WBL implementation plans. There was no evidence of specific budgeting for WBL activities in any school districts other the Sequoia Union High School district and this budget only specified a total amount for all school-to-career activities, including work-based learning, curriculum integration and other areas of school-to-career development.

A list of work-based learning sites and available placement opportunities was submitted as documentation for the development of a master list (Item 1.2.B). This list was attached to a memo dated September 16, 1998 from the Partnership's business liaison and addressed to the site coordinators at each of the secondary schools. The list appropriately identified the related career pathway and type of WBL activity on the majority of opportunities. However, there was no evidence of the development of plans to facilitate student placement in WBL activities related to their career choices.

For item 1.2.C, the matrix requires written reports from each school documenting the type of work-based learning experiences provided, the number of participating students, and the amount and types of matching funds provided by the district. Although school reports were not available for review, information regarding types of work-based learning provided and the participation of students is contained in the data obtained through Dr. Warren's adaptation of the National School-to-Work Evaluation instrument and will be presented in Section III. The evidence presented below suggests that a substantial number of students are participating in a wide variety of WBL activities. However, no information was available documenting the amount and types of matching funds provided by the district.

Limited progress appears to have been made in developing a countywide marketing list (Item 1.3.B), although the master list of WBL sites provides some marketing promise. In addition, the Partnership's business liaison informed local coordinators of the businesses that participated in a high-tech job fair held in the county. The memo informing local coordinators contained a list of business involvement opportunities.

Limited progress appears to have been made in coordinating WBL activities (Item 1.3.C) during the second year of the project. The business liaison has informed Principals of participating school-to-career high schools of the pilot projects to be implemented in the third year of the grant (1999-2000) and described the types of activities to be undertaken. Clearly, the plans for these activities occurred during the second year providing evidence that the Partnership's business liaison did coordinate some WBL activities during the second year.

Assessment, Guidance, and Student Outcomes

For school-to-career activities to affect student outcomes a number of activities related to the assessment of students interests and guidance of these students must occur. The connecting activities not only assist students in understanding the relationships between school-based learning and work-based learning, it also allows them to develop informed career goals. Specifically, students need to develop insight into their interests and abilities, and understand how to develop their skills to meet their career goals. Ten matrix items involve student assessment, guidance, and job skills outcomes. These items are as follows:

- 1.8.C Partnership will evaluate available career interest assessments.
- 1.8.E The SMCSTCP Career Guidance Committee will develop a model for an individual career plan instrument.
- 1.12.B Students complete a workplace handbook that includes basic pre-employment competencies, laws that govern a safe and healthy work environment, workers' rights and responsibilities.
 - 1.12.B.1 A rubric will be developed to assess students' competencies in the area of pre-employment skills.
- 1.2.D Students receive training in pre-employment skills and demonstrate competencies.
- 1.2.E Students have at least one work-based learning experience with a minimum of 20 hours.
- 1.4.B Students will successfully complete a career related job interview portfolio and resume.

- 1.4.C All students in an academy will complete a career pathway related course of study.
- 1.5.C All 10th grade students will receive school to career guidance counseling.
- 1.7.C The EDD will make available to youth ages 16-21 on an appointment basis the resources of the Jobs for Youth job finding workshop.

The documentation submitted for evaluation of these items shows that progress has been made in the area of student assessment, guidance, and outcomes. However, not all of the expectations set forth in the matrix were fulfilled. In some cases, the documents specified by the matrix were not submitted, while in other cases the documentation submitted provided only partial support for the relevant matrix item.

A list of career interest assessments (Item 1.8.C) was available but it does not appear that the Partnership evaluated any of these instruments. The Partnership has identified a sample individual career plan instrument (Item 1.8.E). This instrument actually contains a variety of worksheets, three of which are directly related to career planning. These are a pathway worksheet that shows how various school subjects and occupational groups are related to career pathways, a personal education plan that is intended to help students choose academic course work with their career path in mind, and a career plan worksheet that ties together the students school-based learning and work-based learning experiences. There is no evidence that this sample was used as a model or adopted by any of the participating schools. However, some schools did utilize career planning inventories obtained from other sources. For example, Menlo-Atherton High School used an instrument from the San Mateo County Community College District to assist students in developing an individual career plan.

No evidence of any real progress in the development and use of a student workbook was provided. A draft workbook distributed at a school-to-careers conference was submitted as documentation in this area, but it is a draft prepared by the conference presenter and there is no indication this workbook was actually used by schools. Besides, the workbook's primary purpose is helping students understand how skills learned in typical teenagers' jobs can be valuable for achieving career goals, and in so doing it addresses the topic of workers' responsibilities. However, it does not cover workers' rights, pre-employment competencies, or laws governing the workplace.

There is no evidence that a rubric to assess pre-employment competencies was developed (Item 1.12.B1). While the evaluation matrix requires the number and percentage of students that receive training and evaluation of pre-employment competencies be reported, it is not clear from any of the district reports that students ever received such training or evaluations (Item 1.2.D).

While some progress was made in student participation in WBL activities (Item 1.2.E), the information provided does not specify how many students had a minimum of 20 hours of WBL experience. Instead, the information reports which schools offer various types of WBL

experiences. Moreover, the district narrative reports show only that some students are having WBL experiences, but do not specify the number of students having 20 hours of experience.

The district reports also do not contain information about how many students have completed career portfolios and resumes that is needed to support item 1.4.B. However, supplementary information provided by the South San Francisco Unified School District reports that 700 9th grade students (all 9th grade students) and approximately 350 11th and 12th grade students successfully achieved these outcomes. Otherwise, however, it appears that no progress was made in this area during the second year of the project.

No documentation was submitted to support item 1.4.C. While 73 percent of the high schools in the county reported having developed career pathways and a total of 2,397 students already in career pathways, the district reports do not address this issue of academy students completing a career pathway. Although the self-assessment reports that the Partnership is “meeting” the goal of having 100% of academy students graduate from career pathways, without additional information it is not possible to assess whether or to what extent progress was made in facilitating the completion of career pathways by students enrolled in a school academy.

We are also unable to determine whether any progress was made in providing career guidance to all 10th grade students (Item 1.5.C). The district narrative reports only state that career counseling is available at most schools and do not indicate the extent to which 10th grade students are receiving career counseling. Hence, although the self-assessment states that districts are “meeting” the goal of providing career counseling to all 10th graders, we are unable to verify this claim from the information provided.

We are also unable to verify that the Partnership is making available the resources of the Job for Youth workshops to the extent reported in the self-assessment, which states that the Partnership is “meeting” the goal of having the schedule available in 100% of schools (Item 1.7.C). However, there is recent evidence that progress in this area is occurring as notes from a meeting that occurred August 31, 1999 show that a representative from the Jobs for Youth program made a presentation at a site coordinators meeting.

In summary, while the evidence suggest that progress has been made in the areas of student guidance, assessment, and outcomes, the incomplete and/or inappropriate documentation of these items makes it impossible to accurately assess the Partnership’s performance on them.

Staff Development Activities

Integrating the principles of school-to-career activities into all aspects of a school requires staff training and development. Five matrix items involve the Partnership’s staff development activities. These items are as follows:

- 1.1.C Identity best practices in region and establish visitations.
- 1.11.B Partners will bring together academic and vocational teachers in like pathways or academies to share successes, best practices, challenges, materials, etc. and plan for joint activity development.
- 1.11.C Teachers will have access to industry based career specific staff development including industry tours, internships, and job shadowing.
- 1.11.C1 Partners will identify existing local, regional, and state activities and develop activities for an on-going staff development plan.
- 1.11.C2 Continue on-site STC and related staff development activities to support integrated related system efforts.

While it is clear that staff development activities have occurred, it is again difficult to substantiate the extent to which these activities fulfill the requirements of the matrix because documentation provided for staff development activities is incomplete and inconclusive. The matrix specifies that, for evaluating item 1.1.C, each district will submit a written report on a minimum of one visitation to a school-based, integrated program. The reports are to contain the names of teacher-attendees and a description of the practices observed. No such reports are available, but the Partnership submitted a list of teachers who attended the IISME-Future Connections conference. There is no other information provided about this conference, which in any case occurred in the fall of 1999, therefore falling outside of the evaluation period.

For item 1.11.B, the matrix requires copies of sign-in sheets and minutes from all activities related to this goal. No sign-in sheets were available, but the Partnership submitted a copy of a workbook that demonstrates various methods of incorporating school-to-career principles into the classroom. However, it is not clear when, in what context, or to what extent this workbook was used.

For item 1.11.C, the matrix requires copies of sign-in sheets from all activities and minutes from all meetings related to this goal. In particular, sign-in sheets and contents from one county wide school-team inservice and from a one-day teacher job shadowing activity are required. No sign-in sheets or minutes were submitted, though the Partnership made available a workbook titled "School-To-Work: ALL Students As Participants." This workbook contains models of approaches to SBL and WBL, and related learning activities. Again, however, it is not clear to what extent the workbook was used. No documentation was submitted to support items 1.11.C1 or 1.11.C2.

Finally, although the matrix does not specify any documentation of planning and budgeting for staff development, the Sequoia Union High School District did submit an expenditure plan that included funds to pay for staff development activities during year two. However, while this plan

included estimated total expenditures for training and school workshop visitations, and a list of areas in which funds may be spent, details were not provided for the activities that were funded with these monies.

Collaboration with Community Colleges

An important part of school-to-career implementation is the development of relationships between secondary and post-secondary faculty and staff. Six matrix items involve collaboration between the Partnership, high schools and community colleges to expand student access to career development opportunities. These items are as follows:

- 1.6.A Partnership will work with schools and community colleges to expand Tech Prep opportunities.
- 1.6.E Partnership will explore the expansion of Step to College, Upward Bound, and AVID-type programs.
- 1.10.A Director and partnership committee will work with other existing partnerships to develop models of career path implementation.
- 1.10.A1 Director will place the career path implementation models on-line and send notices to all high schools, adult education sites and alternative education sites.
- 1.10.A2 Director will identify successful career path models or best practices and share with members, schools, key leaders, and parents.
- 1.13.C Partnership will identify and validate certificates which are relevant to each career pathway.

For items 1.6.A and 1.6.E the matrix again requires that each school submit a written report of progress containing information such as the number of pathways extended through Tech Prep, types of college support programs offered, and the number of students enrolled in such programs. Again, it is clear that progress has occurred, but evaluation of these items must rely on the district reports, and suffers from the same problems described in other sections of this report. For example, the report from the Jefferson Union School District states that secondary and post-secondary faculty have collaborated to revise Tech Prep courses and develop new courses at both levels, but it does not state how many courses were revised and developed or how many students enrolled in such courses. The other district reports also make no specific reference to any of the programs cited in these matrix items.

A more fundamental problem for the evaluation of these two items, however, is with the documentation required by the matrix. It is unclear why the schools are expected to provide the

documentation, because as written the items refer to the Partnership’s role as a leader in facilitating the links between career development in secondary and post-secondary education. It would have been more appropriate to require evidence from the Partnership documenting these activities rather than the schools reporting their independent activities.

It is impossible to assess the extent to which progress was made in working with other partnerships to develop models of career path implementation (Item 1.10.A). The matrix requires meeting notes and agendas which were not provided. It is likely that the absence of a permanent Director for most of Year Two hampered the Partnership from pursuing the development of career pathways as vigorously as it might have. Nevertheless, as discussed later in this report, the number of career pathways offered increased from Year One to Year Two in every district in San Mateo County. For example, documentation provided by Woodside High School shows that five pathways were identified with a survey of staff, students and parents assessing students’ needs and interests with regard to career pathways and these pathways were still under development in Year Two of the grant.

It appears that little progress was made in disseminating career path models and best practices. While there is a great deal of information on the Partnership’s website regarding different career paths—including the occupations that comprise the pathway, required education levels, and statistics from the local job market regarding the occupations—these do not appear to constitute the implementation models referred to in the matrix. Again, the absence of a permanent Director hindered the ability of the partnership to conduct these activities, but it is also unclear what is meant by the phrase “successful career path models” as stated in the matrix.

Finally, it appears that no progress was made in identifying and validating certificates relevant to each career path being implemented in the county (Item 1.13.C). No documentation, copies of certificates, or descriptions of the processes used by the Partnership to validate them were provided.

Information Collection and Distribution

Keeping stakeholders informed about the development and activities of the Partnership is crucial for the implementation of school-to-career activities. Seven matrix items involve the collection and distribution of school-to-career information within the San Mateo County school community. These items are as follows:

- 1.3.A Schools will adopt a post-graduation data collection tool.
- 1.8.A All schools will make presentations to their PTA or similar organizations on school-to-career implementation.
- 1.8.A1 Utilize existing parent organization meetings to inform parents about STC.

- 1.8.D The Partnership will inform parents of the expectation that beginning in 1998-1999 an individual career plan will be developed for each 10th grade student and signed by the parent or guardian.
- 1.8.G The director will make available a database of all employers in San Mateo County, arranged by industry.
- 1.12.A Partnership committee will gather employer input on needs for information in a school-to-career employer handbook, which includes workers' health and safety protections.
- 1.12.A2 Employer handbook (item 1.12.A) will be placed on-line for downloading and duplication by schools, business-education partnerships, etc.

The Partnership's performance on the collection and distribution of information appears to be quite poor. Generally, much of the information required by the performance matrix for this evaluation is unavailable, and documentation is available for only 1 of the 7 items. There is no evidence that schools have collected data post-graduation, because no documentation was submitted for item 1.3.A. There is also no evidence to suggest that school-to-career information was being disseminated to parents. No PTA or other parent organization sign-in sheets or presentation materials were submitted to document items 1.8.A and 1.8.A1. Further, no articles on school-to-career implementation were provided for item 1.8.B. Regarding item 1.8.D, while narrative reports suggest that individual career plans were discussed with parents of 10th graders at back-to-school-night, there is no documentation of what was discussed or that a career plan signed by a parent or guardian existed. Similarly, there is no evidence that a database of all employers in San Mateo County has been developed, much less arranged by industry. There is no evidence the Partnership gathered employer input on needs for information to be contained in an employer handbook. Finally, while the Partnership submitted a draft copy of their school-to-career employer's handbook (Item 1.12.A), it is not clear if the handbook was completed within the evaluation period, and it was not put on-line for downloading as specified by item 1.12.A2. However, it may be inappropriate for the Partnership to develop and place on-line such an employer handbook because the California Department of Education offers a its own work-based learning guide for employers that can be ordered at its website.

III: SCHOOL-TO-CAREER EVALUATION DATA

In addition to the evaluation matrix, Dr. Warren’s evaluation plan called for a comparison of the composition of the Partnership with the racial/ethnic composition of the student population in San Mateo County. Moreover, to further support the evaluation, the Partnership requested that each school complete a number of tables relating to school-to-career activities adapted by Dr. Warren from the National School-To-Work Evaluation being conducted by Mathematica Policy Research, Inc. This section presents these 2 additional aspects.

Racial/Ethnic Composition

Table 1 shows that the racial/ethnic composition of the Partnership is not in alignment with that of the San Mateo County student population. Whites are greatly over-represented as a proportion of the Partnership’s membership. Blacks are slightly under-represented while the other/multi-racial category is slightly over-represented. However, the differences in representation of these two groups are slight and may be negligible. Hispanics and Asian/Pacific Islanders are substantially under-represented, and Native Americans are not represented at all.

Table 1
Comparison of 1998-99 CBEDS Data (K-12 Enrollment),
to SMCSTCP Composition by Race/Ethnicity

Racial/Ethnic Group	CBEDS	%	SMCSTCP	%
Black, non-Hispanic	5,041	5.42	22	4.82
White, non-Hispanic	37,046	39.89	378	82.90
Hispanic	28,785	30.99	37	8.11
Asian/Pacific Islander	20,935	22.53	13	2.85
Native American	346	0.37	0	0.00
Other/Multi-racial	746	0.80	6	1.32
Total	92,899	100.00	456	100.00

Curriculum Integration Strategies

Table 2 demonstrates that San Mateo County secondary schools have made substantial progress in the implementation of school-to-career curriculum integration strategies. There have been gains in each of the eleven categories specified in the School-to-Career data instrument, adapted

by Dr. Warren from the National School-to-Work evaluation instrument. In year one of school-to-career implementation, only two of these strategies were utilized in San Mateo County at a rate greater than 50%, and none were utilized by 75% or more of the schools. However, by year two, eight of these strategies were in use at 50% or more of schools in the county, and three were in use at 75% or more of schools in the county.

Table 2
Percentage of San Mateo County Secondary Schools Using School-to-Career Curriculum Integration Strategies

Strategy	Y1	Y2
Purchasing/ implementing commercially available applied academics curricula	38	75
Teachers/schools developing their own applied learning curriculum units	67	75
Implementing state-provided project-based learning materials	33	58
Revising technical courses to cover issues related to a particular industry or career	63	79
Revising academic courses to cover issues related to a particular industry or career	29	50
Pairing academic and technical teachers for team teaching in classrooms	8	42
Grouping secondary teachers to develop joint curricula in specific career areas	25	50
Providing common planning periods for secondary teachers in same career major	25	42
Using block scheduling to create time for contextual and project-based instruction	29	33
Grouping secondary and post-secondary faculty to develop new course units	54	63
Grouping faculty and employer representatives to develop new course units	29	58
Other	4	8

At 79%, the most frequently used curriculum integration strategy in San Mateo county involves revising technical courses to cover particular industries or careers. The county is weaker in terms of making similar revisions to academic courses, with only 50% of schools using this latter strategy. Another notable contrast is between the percentage of secondary schools at which teachers collaborate with each other versus the percentage of secondary schools at which teachers collaborate with post-secondary faculty. While teachers at 63% of secondary schools have collaborated with post-secondary faculties, only 50% of secondary schools have had collaboration within their own faculties. There are other indicators that within-faculty collaboration is weak in San Mateo County. Only 42% of schools have paired academic and technical teachers together for team teaching in classrooms, and only 42% of schools provide

common planning periods for teachers in the same career area. Collaboration between secondary teachers and employer representatives is also high compared to within-faculty collaboration, at 58%.

Promoting School-to-Career Access

San Mateo County's School-to-Career Evaluation questions schools about the use of nine strategies to improve access to the school-to-career program, for eight special populations. These populations are minority students, limited-English proficient (LEP) students, students with disabilities, economically or educationally disadvantaged students, pregnant or parenting students, out of school youth, males or females with regard to non-traditional occupations, and academically gifted and talented students. The data from this section of the instrument are included in Appendix B of this document.

Generally, the percentage of schools in San Mateo County that use these strategies is low. There is no strategy that is used for any population at 100% of schools in the county. Special career guidance is offered to students with disabilities at 83% of schools, and 67% of schools have regularly scheduled progress evaluations for students in this population. Pregnant and parenting students are another group that receives special career guidance in 67% of secondary schools. Targeted promotional materials are offered to males or females with regard to non-traditional occupations at 67% of schools.

Minority and LEP students clearly are the targets of more strategies to increase their participation in school-to-career activities. There are three strategies that are used by 67% of secondary schools in San Mateo County to reach both of these groups. These strategies are the use of culturally specific curriculum materials, the use of targeted promotional materials, and special career guidance. Additionally, 67% of schools offer materials and/or instruction in students' native language to minority students, and 67% of schools have regularly scheduled progress evaluations for LEP students.

A few special populations are relatively less likely to be the recipients of strategies to improve school-to-career access. Among three of the special populations, no strategy is used at a rate greater than 50%. These populations are students who are economically or educationally disadvantaged, out of school youth, and gifted and talented students.

Career Awareness Strategies

Table 3 demonstrates great progress in the use of career awareness strategies in San Mateo County secondary schools. There have been increases in the usage of each of the eight categories. In year one, only three of the strategies were used by 50% or more of schools, and

none were used by 70% or more of schools. In year two, all of the strategies were used by 50% or more of the schools, and six of them were used by 70% or more of the schools in the county.

Table 3
Percentage of San Mateo County Secondary Schools Using School-to-Career Career Awareness Strategies

Strategy	Y1	Y2
Separate career development or career awareness classes	38	71
Separate work readiness classes	13	71
Career development activities integrated into academic and/or vocational classes	54	75
Development of individual student plans with relevant courses	29	54
Completion of career interest inventories/surveys	63	71
Regularly scheduled use of career center for student research on careers	46	75
Individual career counseling	29	75
Career fairs	54	67

Career Pathways

Table 4 shows increases in the number of career pathways offered at San Mateo County secondary schools. Each of the six pathways are represented at a higher rate in year two than in year one. However, the highest rate at which any pathway is represented in the county is 63%. This indicates a lack of diversity that likely limits students’ interest in participating in school-to-career activities and hinders the overall effectiveness of the program.

Table 5 demonstrates that student participation in career pathways increased substantially from year one to year two, with the number of participating students increasing in each pathway. As expected, the representation of career pathways within schools corresponds very well with the representation of students within pathways. In year two, the most widely represented pathway was computer and information systems, and the largest number of students chose this pathway. This relationship holds at every level of representation of pathways in schools and students in pathways.

Table 4
Percentage of San Mateo County Secondary Schools Offering Specific Career Pathways

Pathway	Y1	Y2
Arts, Media, and Communication	17	58
Health and Human Services	25	50
Transportation (hospitality, tourism, recreation)	17	38
Computer Information Systems (retail, wholesale, international)	38	63
Trade and Marketing (industrial technology, construction, engineering)	13	42
Environmental and Natural Resources	8	29

Table 5
Number of 12th Grade Students in San Mateo County Participating in Specific Career Pathways

Pathway	Y1	Y2
Arts, Media, and Communication	69	591
Health and Human Services	141	559
Transportation	50	214
Computer Information Systems	125	684
Trade and Marketing	64	285
Environmental and Natural Resources	24	41

Workplace Participation

Table 6 demonstrates that progress has been made in the variety of workplace participation activities offered to students by San Mateo County secondary schools, although the overall diversity of available opportunities tends to be low. The largest increase occurred in the availability of workplace activities unrelated to a career major or pathway, making it the most highly represented category of work activity. Other widely available activities are worksite visits and job shadowing, and community service-type activities. Thus, San Mateo County is most likely to offer students opportunities for unpaid work, and in particular work that is unrelated to students' chosen career pathway.

Table 6
Percentage of San Mateo County Secondary Schools Offering Workplace Participation Activities

Activity	Y1	Y2
Worksite visits and job shadowing	33	54
Paid school year jobs related to chosen career pathway	21	25
Unpaid school year internships related to chosen career pathways	4	25
Paid summer jobs related to chosen career pathways	24	29
Unpaid summer internships related to career pathways	4	8
Community service, service learning, or volunteer work	33	46
Any other workplace experience unrelated to a career major or pathway	29	63
Assignment to a workplace mentor	17	25
Other	0	17

Table 7 shows tremendous increases from year one to year two in student participation in work activities. There were increases in every category of work activity, the largest being in workplace experience unrelated to chosen career pathways. Here again, there is some degree of relationship between the availability of different categories of opportunity and the representation of students within those categories.

Table 7
Number of High School Students in San Mateo County Participating in Workplace Participation Activities

Activity	Grade	Y1	Y2
Worksite visits and job shadowing	9-11	28	763
	12	22	692
Paid school year jobs related to chosen career pathways	9-11	7	180
	12	15	148
Unpaid school year jobs related to chosen career pathways	9-11	0	194
	12	0	105
Paid summer jobs related to chosen career pathways	9-11	12	45
	12	13	90
Unpaid summer internships related to chosen career pathways	9-11	2	14
	12	10	25
Community service, service learning, or volunteer work	9-11	253	1006
	12	187	831
Any other workplace experience unrelated to chosen career pathways	9-11	90	1592
	12	165	1869
Assignment to a workplace mentor	9-11	0	172
	12	0	530
Other	9-11	0	14
	12	0	14

IV: CALIFORNIA HIGH SCHOOL PERFORMANCE DATA

It is implicit in the school-to-career philosophy that helping students understand the relationships between what is learned in the classroom and what skills are needed in the workplace will improve academic performance. However, given that the SMCSTCP is still in its implementation phase with very few students participating, there is little reason to expect that the program would yet have produced changes in academic performance in the county's schools. This may be especially so for high school students, because their involvement in the school-to-career program has occurred relatively late in their academic careers.

Table 8
STAR Test Scores for San Mateo County High School Students in 1998 and 1999

Grade	Year	Reading	Math	Language	Science	Social Science
9	1998	692.1	695.0	677.4	674.4	654.9
	1999	693.1	699.6	679.1	677.2	656.0
10	1998	694.4	700.9	676.1	680.3	655.8
	1999	696.5	705.0	678.6	683.8	657.7
11	1998	701.8	705.6	683.9	685.6	670.0
	1999	700.7	709.4	685.3	687.1	670.5

Although the standardized test results presented in Table 8 generally show small improvements in academic achievement in San Mateo County, it is unreasonable to attribute any of these changes to the implementation of school-to-career programs and activities. However, these data provide a baseline to assess the extent to which school-to-career programs and activities may affect future academic achievements.

Appendix B

Table B-1
Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Minority Students

Strategy	Y1	Y2
Advocates/representatives are required members of partnership governing board	17	NR
Partnership allocated grant funds for special services, accommodations, or activities	17	0
Training provided to business community on working effectively with this population	0	0
Materials and/or instruction in students' native (non-English) language	50	67
Culturally specific curriculum materials	33	67
Interpreters for non-English speaking or hearing impaired students	17	33
Targeted promotional materials	33	67
Special career guidance	5	67
Regularly scheduled progress evaluations	33	50
Other	17	50

Table B-2
Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Limited English Proficiency Students

Strategy	Y1	Y2
Advocates/representatives are required members of partnership governing board	33	NR
Partnership allocated grant funds for special services, accommodations, or activities	17	0
Training provided to business community on working effectively with this population	0	0
Materials and/or instruction in students' native (non-English) language	50	50
Culturally specific curriculum materials	33	67
Interpreters for non-English speaking or hearing impaired students	33	5
Targeted promotional materials	33	67
Special career guidance	5	67
Regularly scheduled progress evaluations	33	67
Other	17	50

Table B-3
Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Students with Disabilities

Strategy	Y1	Y2
Advocates/representatives are required members of partnership governing board	17	NR
Partnership allocated grant funds for special services, accommodations, or activities	0	0
Training provided to business community on working effectively with this population	0	0
Materials and/or instruction in students' native (non-English) language	33	33
Culturally specific curriculum materials	33	50
Interpreters for non-English speaking or hearing impaired students	5	5
Targeted promotional materials	17	5
Special career guidance	5	83
Regularly scheduled progress evaluations	5	67
Other	17	33

Table B-4
Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote
School-to-Career Access for Educationally or Economically Disadvantaged Students

Strategy	Y1	Y2
Advocates/representatives are required members of partnership governing board	17	NR
Partnership allocated grant funds for special services, accommodations, or activities	17	0
Training provided to business community on working effectively with this population	0	0
Materials and/or instruction in students' native (non-English) language	33	33
Culturally specific curriculum materials	33	50
Interpreters for non-English speaking or hearing impaired students	17	17
Targeted promotional materials	33	33
Special career guidance	5	5
Regularly scheduled progress evaluations	33	50
Other	17	50

Table B-5
Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote School-to-Career Access for Students who are Pregnant or Parenting

Strategy	Y1	Y2
Advocates/representatives are required members of partnership governing board	0	NR
Partnership allocated grant funds for special services, accommodations, or activities	0	0
Training provided to business community on working effectively with this population	0	0
Materials and/or instruction in students' native (non-English) language	17	50
Culturally specific curriculum materials	33	50
Interpreters for non-English speaking or hearing impaired students	0	17
Targeted promotional materials	17	33
Special career guidance	33	67
Regularly scheduled progress evaluations	33	33
Other	0	17

Table B-6
Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote
School-to-Career Access for Out of School Youth

Strategy	Y1	Y2
Advocates/representatives are required members of partnership governing board	0	NR
Partnership allocated grant funds for special services, accommodations, or activities	0	0
Training provided to business community on working effectively with this population	0	0
Materials and/or instruction in students' native (non-English) language	33	33
Culturally specific curriculum materials	33	50
Interpreters for non-English speaking or hearing impaired students	0	17
Targeted promotional materials	17	50
Special career guidance	33	67
Regularly scheduled progress evaluations	33	33
Other	0	33

Table B-7
Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote
School-to-Career Access for Males or Females with Regard to Non-Traditional
Occupations

Strategy	Y1	Y2
Advocates/representatives are required members of partnership governing board	17	NR
Partnership allocated grant funds for special services, accommodations, or activities	0	0
Training provided to business community on working effectively with this population	0	0
Materials and/or instruction in students' native (non-English) language	17	50
Culturally specific curriculum materials	33	33
Interpreters for non-English speaking or hearing impaired students	0	17
Targeted promotional materials	33	67
Special career guidance	33	50
Regularly scheduled progress evaluations	33	33
Other	0	33

Table B-8
Percentage of San Mateo County Secondary Schools Using Specific Strategies to Promote
School-to-Career Access for Academically Gifted and Talented Students

Strategy	Y1	Y2
Advocates/representatives are required members of partnership governing board	17	NR
Partnership allocated grant funds for special services, accommodations, or activities	0	0
Training provided to business community on working effectively with this population	0	0
Materials and/or instruction in students' native (non-English) language	33	33
Culturally specific curriculum materials	33	50
Interpreters for non-English speaking or hearing impaired students	0	17
Targeted promotional materials	17	5
Special career guidance	33	50
Regularly scheduled progress evaluations	33	33
Other	17	33