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### **Growing Popularity of Person Match**

Learn about Person Match, one of the most powerful tools within the *Kuder* system to teach students about careers.

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Online CDF courses are becoming increasingly popular. Learn where and when the next classes will take place.

Mark your calendars! See what conferences we will be attending this spring.

We are moving! Make note of our new address.

## The Economic Impact of Career Planning



**Catalina D'Achiardi, Ph.D.**  
NCASI Research  
Consultant

For years, great attention has been given to the educational system and the impact it has on the economy. Issues such as student attrition, retention, the globalization of the world's economy, and other similar issues have been the priority of many educators and policymakers. However, it appears that now more than ever, there is awareness of the fact that students and workers are in need of significant changes in the educational system if we want to prevent the country's economy from sliding. These modifications in the educational system will require that students have better career planning skills and vocational education (New Commission on the Skills of the American Workforce, 2006). Moreover, some of the issues raised in the past such as retention and attrition, must also continue to be addressed if we want to continue to help students attain higher educational goals (this is particularly true for those students who are not college bound). The purpose of this article is twofold: 1) to provide readers with some background on the issues described in this brief introduction; and 2) to provide a couple examples about the impact that career planning can have on a state's economy.

### **A National Initiative**

In recent weeks the National Center for Education and the Economy (NCEE; 2006) released a report, *Tough Choices or Tough Times*, in which they take an "aggressive" stance in outlining recommendations regarding the skills that will be needed of the new American workforce. These recommendations describe the views of many, including educators, leaders in business, policymakers, and former secretaries of labor and education. In this report, it becomes transparent

that there are education deficits we are facing which present some serious economic threats to the country. Mostly, these education deficits are in the skill-level of American workers and the age at which they transition into technical/community or four-year colleges, if they even make this transition. There is no doubt that a large number of students drop-out prior to transitioning into higher education and even those who do make the transition have difficulty, in large part, because of their lack of early career planning.

The positive side of this report is that it also provides a refreshing perspective on an educational reform. For example, the NCEE clearly articulates the ways in which we should be able to help students gain the skills and knowledge needed to compete with highly educated and younger workers from other countries who are willing to work for low wages. One suggestion has been to cut local property taxes in order to afford the implementation of a new reform. While the recommendations made in this report will not be outlined here in great detail (although I recommend it to all educators), it is worth citing because it provides a foundation for explaining the focus needed in career planning and workforce development.

### **Literature on Student Attrition and Retention**

Student attrition and retention at all levels of the educational system have also been a problem for years, not only because of the low-skill level that these students attain by the time they enter the workforce, but because they too have a great impact on the states' economies. These issues are pervasive across the country and no existing educational system or economy has been able to escape the impact they can have on communities.

An extensive body of research already exists on retention and attrition but much of it is descrip-

*(Continued on page 5 & 6)*

## The Growing Popularity of Person Match

When people think in terms of occupations, they most often think of just that – an occupation, a job, a title. Rarely does one consider the person behind the occupation, and the characteristics he or she embodies to make them successful in their career.

One of the most innovative parts of the *Kuder Career Planning System (KCPS)* is the Person Match feature. Person Match takes away titles and gives users a view of the person behind the job. A Per-

son Match profile may include the person's education, likes and dislikes about their job, how it fits their personality, and the day-to-day work they do. Instead of outlining a generic job description, Person Match is an intimate look at a real person's career and why it's important to them.

Individuals can access the Person Match feature through the *Kuder Career Search with Per-*

*(Continued on page 7)*

# Supporting Career Development Using the ASCA National Model



**Nancy S. Perry, MSEd., NCC, NCSC (Retired)  
NCASI Senior Consultant**

For decades, counselors were asked, “Just what is *IT* you do?” The answer usually depended on the model in which the counselor was trained but could be summed up as *EVERYTHING*. This included master scheduling, test coordination, discipline, class coverage, clerical responsibilities, and other administrative duties as well as those normally associated with guidance and counseling. It was obvious that the profession had to set standards. In the 90’s, the American School Counselor Association (ASCA) launched a national project to determine what these standards should be. Rather than concentrate on the individual counselor, it was decided that the standards should reflect what students should know and be able to do as a result of a good school-counseling program.

Thousands of school counselors, counselor educators, administrators, teachers, and parents were interviewed. As a result, in 1997, the National Standards for School Counseling Programs (Campbell and Dahir, 1997) were published. School counseling programs were divided into three equally important areas of development – career, academic, and personal/social. The three areas are not discreet but are interconnected. For example, a student’s personal/social development affects how they perform academically and thus what their career choices might be. The three standards in the area of career development are:

## **Standard A**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

## **Standard B**

Students will employ strategies to achieve future career success and satisfaction.

## **Standard C**

Students will understand the relationship between personal qualities, education and training, and the world of work.

From these standards, competencies were to be developed for students. The standards were embraced nationally by state departments of education, local school districts, and local schools. However, it soon became obvious that a second step needed to be taken. A national consensus had been reached on *WHAT* students should know and be able to do as a result of a school counseling program, but the question remained of *HOW* it should be accomplished. Thus, in 2001, ASCA called a summit of national leaders to begin the process of developing a model program reflecting *One Vision, One Voice*. In 2003, the *American School Counselor Association Model: A Framework for School Counseling Programs* (ASCA, 2003) was published. This model provides the mechanism through which school counseling teams can design, implement, manage, and evaluate a comprehensive school-counseling program.

What does this mean to you? As a *Kuder* user I assume that you think that helping students make informed decisions about their

futures is important. You now have national research to back your desire to help students, a template to help you design, implement, manage, and evaluate such a program and, through the *Kuder* system, information and activities to support your efforts. Specifically, through *Kuder* you have:

### **Develop Your Future®**

Curricula for middle/junior high and high school career development programs that provide strategies and activities aligned with the National Standards for School Counseling Programs. *Develop Your Future I and II* are available in print and online versions.

### **Kuder Career Planning System**

Student assessment in the areas of interests, skills, and work values as well as information in areas such as career exploration including career descriptions and educational requirements, college and/or training selection, online career search, and a multitude of helpful guidance.

### **Person Match**

A unique feature of the *Kuder* interest assessment that allows students to learn from real life people who match their interest profiles.

### **Kuder Career Portfolio**

A secure, online personal portfolio for each individual to access throughout his or her lifetime. This provides students with exploration and planning resources and a storage facility for all the information that individuals have gathered throughout the *Kuder* system, including assessments, education plans, resumé, and favorite occupations, colleges, and scholarships.

### **Administrative Database**

An invaluable tool in program planning and accountability. It provides composite information on assessment results, education level, ethnicity, and gender for all individuals within a database.

You now have the research to back your program, a template to design an effective program, and tools to implement and evaluate your efforts. What more do you need? Nothing. Just do it. It’s how you get there!

*“We need to be the change we want to see happen. We are the leaders we have been waiting for.”*

*Mahatma Gandhi*

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# Missouri Connections: Expanding Resources for Missouri Residents

A career game board, a virtual travel agency, and a cutting-edge look have put *Missouri Connections* on the forefront of career exploration.

Missouri has already made great strides toward providing their students with top-notch career planning tools with the *Missouri College and Career Planning System*, powered by Kuder (MC-CPS). The transition to *Missouri Connections* comes as a result of seeing the need to accommodate all citizens of the state, not just students.

"The idea for Missouri was that instead of many educational and job placement systems, this would be a unified site for all citizens, free of charge, and it would truly provide a lifelong career portfolio for them," Dr. JoAnn Harris-Bowlsbey, Executive Vice President of Development for Kuder, said. "Missouri will be the first state where we will roll out an additional piece so that adults who are job-seekers or job-changers will log into the same site, but find content unique to their current career planning needs."

By making *Missouri Connections* a resource for both students and adults, the system takes on a whole new meaning for state leaders. Bragg Stanley, Director of Guidance and Placement for the Missouri Department of Elementary and Secondary Education, has been instrumental in the collaborative agreements.

"*Missouri Connections* is a valuable new resource for the citizens of Missouri," Stanley said. "Through *Missouri Connections*, students and adults will have web-based tools and resources for meaningful educational and career planning, and job placement. Emerging technology will allow Missourians of all ages to utilize *Missouri Connections*, and have at their fingertips the opportunity to identify their interests and skills, explore careers and educational opportunities related to those careers, and develop relevant personal plans of

study to assist them in reaching their goals. The Missouri Department of Elementary and Secondary Education in partnership with the Missouri Department of Economic Development is proud to be able to provide *Missouri Connections* to the citizens of our state."

Missouri schools will begin using *Missouri Connections* later this month and adult job-seekers or job-changers will be able to access resources this summer.

But *Missouri Connections* is viewed as more than just an innovative education and career planning system. Many are taking a look at what this will bring for the state's economy and employment rates.

"If we get one more kid through high school, what does that do to the economy?" Phil Harrington, President for Kuder, said. "Think about it - one more student in college with a degree, who stays in state to work - it could mean a lot. Or, a student who goes to college and completes their degree in four to five years instead of six to nine - these are actions that could dramatically affect the state's economy, as well as boost graduation rates and lower unemployment numbers."

From students in the sixth grade to adults hitting retirement, Missouri citizens will have all the tools necessary to build an online career portfolio that will stick with them for their entire lives. Current MCCPS users will be able to log into *Missouri Connections* with their established user name and password and view all previously completed work, as well as explore the new site. Schools new to *Missouri Connections* will be able to implement the system by attending a regional training or through the new site.

*Missouri Connections* was piloted in 25 schools during the fall of 2006. According to Dr. Bowlsbey, because a lot of the content will stay the same for school-age users, she said the transition will

Missouri Connections  
AN EDUCATION AND CAREER PLANNING SYSTEM

New users register here!  
Login

Welcome

Missouri Connections, an education and career planning system, helps individuals of all ages explore, plan, and find college and career success. The system is currently available to students, grades 6-14, but will be expanded in the coming year for all residents of Missouri - **sixth grade through retirement**. It allows individuals to build and maintain a lifelong online portfolio in which a record of career exploration and planning, assessment, work experience, and academic achievement can be stored and updated.

The site provides:

- ▶ Assessment to define personal interests, skills, and work values
- ▶ Information about occupations and how they can be organized
- ▶ Assistance with planning for high school courses and selection of postsecondary majors
- ▶ Assistance with choosing and applying to postsecondary schools
- ▶ Assistance with finding and applying for financial aid
- ▶ Assistance with finding and applying for jobs

Missouri Career Education  
ESSENTIAL SKILLS FOR ALL STUDENTS

A virtual one-stop career planning center for Missouri citizens!

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be easy. Another aspect of the system that will ensure a smooth changeover is the trainings that will be available for educators in regions throughout Missouri.

John Michael, Missouri state field trainer for Kuder, is optimistic about the advances in the *Missouri Connections* system. He is also looking forward to the collaborative efforts between state agencies to bring adults a reliable and trustworthy product to assist with job transitions.

"Once people see the value of this, it's really going to go over well and be a great product on the adult education market," Michael said. "I think when we get it fully implemented, it will be wonderful."

While adults can take advantage of Missouri Workforce and the Missouri Department of Labor resources, students also have a number of fun and innovative ways to explore career development.

Middle school students will use the Career Path game to look at the six Missouri Career Paths, and further explore those areas within the context of the game. This age group can also take the *Kuder Career Search with Person Match*, *Kuder Skills Assessment*, explore occupational and

postsecondary options, make a personal plan of study, and build an online portfolio. Many of these features were also in place with the MCCPS, and the *Missouri Connections* system continues to expand on a high-quality product with an updated look and easy-to-use site navigation.

High school students will also have access to a graphically-pleasing and informative site. Instead of the Career Path game, they will discover careers and postsecondary options through the "MC Travel Agency." This virtual hub of exploration contains information on the six career paths and how they relate to the 16 Career Clusters and the different kinds of career options, plans of studies, and majors of that cluster. A college search, resumé builder, online portfolio, personal plan of study, career search engine, and assessments over interests, skills, and work values prepare high school students for the next step in their lives.

"Missouri is the first system of its kind to have all of these components," Dr. Bowlsbey said. "We'll be going farther with these kinds of concepts for future states and projects. Overall, it is a much more motivational approach to career development."

## Using Cultural Stories to Encourage Career Planning

**Abe and Fran Correia**  
**Pacific American Foundation**  
**Honolulu, HI**

Aloha! Recently, 120 sophomore students from Castle High School in Honolulu, HI, utilized the *Kuder Career Planning System (KCPS)*, to complete the three assessments on interests, skills, and work values.

As part of Pacific American Foundation's (PAF) partnership with *Kuder*, we have been working very closely with Aloha Academy students and faculty at Castle High School. The purpose is to develop a new culture-based curriculum integrating traditional knowledge with modern day science and technology. Our goals for our program, "Bridging the Gap," share the same goals of National Career Assessment Services, Inc., to guide students and parents through successful post-high school transitions; increase retention and graduation rates; and provide career planning, guidance, and development to last a lifetime.

Preparing the students by getting them into the right mindset to take the *KCPS* assessments was not one of simplicity, but rather challenging and demanding. Many of the students lack the motivation, knowledge, and opportunity to serve their community in meaningful ways. A great deal of planning was needed in order to fully address all the needs of our students and still achieve the desired outcomes.

The first week, a curriculum was put in place, which resulted in the creation of a new level of excitement that started with creating a relationship with the students. Our goal, as leaders, was to give the students something to envision and stride toward. Our plan called for a visual concept of team building. The demographics of our area are 70 percent Native Hawaiians and a mixture of a unique blend of cultural diversity. Polynesians are spiritually connected with the land and ocean, and our first step was to re-establish a sense of classroom management and protocols by perpetuating a tradition in Hawaiian culture – the story of the Ho'kulea.

### **Day One - KCPS Preparation**

The story of the Ho'kulea tells of double-haul canoes that sailed across the Pacific Ocean with only the guidance of the constellations.

In exchange of the Ho'kulea, our classroom became the double-haul canoe and their mission was to launch their canoes to new horizons. The purpose was to re-connect the students to their ancestors in hopes of getting them into the right perspective and mindset of goals, ambitions, and success. Leadership was then placed in the hands of the students by asking for volunteers to jump into the fire, take charge, and command the "voyage." Several hands went up, and by the end of the day, every class period had selected a skipper.

### **Day Two - KCPS Preparation (Continued)**

We began with live testimonies. We shared a little bit about our life experiences and how we cope with it. Many of them were able to relate to our life challenges, which made them anxious to get started. We divided the classes into groups; with six classes it equaled out to six sailing canoes. We discussed the importance of kuleana (responsibility) on the Ho'kulea, and how the lives of each team are interdependent of each other. We lined them up in rows, and each crew member

volunteered for the following crew positions; rudder, master navigator, mask and sail, kitchen and meal, and communications.

We made sure that every drill was well rehearsed, especially when the going gets tough. We agreed that the energy level was just where we wanted it to be. The classes were ready to begin testing with a clear vision of what they should get out of it.

### **Day Three - Kuder Testing**

Our day began with butterflies. For the most part, many of the students lacked the computer skills required to take the assessments.

Those who were computer literate required little assistance. We knew we had to stay focused and confident to get them to the next level. We could see the frustrations in their faces. All the drills and training started to kick in and we were able to get them registered with user names and e-mail addresses.

### **Day Four - Kuder Testing**

The students were given their laptops with proper instructions and they responded very well to the *KCPS* interest and skills assessments. By mid-day, most of them had completed the first two assessments and a few of them were wrapping up the work values assessment. By the end of the day, more than half of them had completed all three assessments.

We needed to come up with a driving force and finish the assessments. We utilized every means of our resources and called on additional staff to assist students in completing the *KCPS*. The staff was impressed with our progress and the level of achievement the students had reached.

### **Day Five - Kuder Testing**

This is the day we had all been waiting for. With 90 percent completion, it was time to make the announcement. Students waited anxiously for their results. An aggregate report placed Finance as the number one career cluster. We interviewed every class based on the aggregate reports with their top five clusters. Many of them were very pleased with their results and felt the project was truly something of their own. We believe in the *KCPS* because it works, and more importantly, because it makes a vital connection with their parents.

### **Day Six - Final Debriefing**

There is a new level of excitement taking place, and consequently it has created a special bond between parent, child, and teacher. Parents were elated to hear about the *KCPS* implementation. Our plan now is to continue our journey in hopes of reaching further into our geographical communities.

Next month we are having our first "Bridging the Gap" parent, child, and teacher workshop. We believe parents are a critical part of our school community. When we reach out to the parents, we have accomplished 50 percent of the legwork.

This has been an incredible experience. We're excited to announce that plans have been made with the Ho'kulea for a field trip scheduled in the near future, further enforcing the lessons students of the Aloha Academy and Castle High School have learned in regards to career planning and preparation for the future. Mahalo.

**“We believe in the KCPS because it works, and more importantly, because it makes a vital connection with their parents.”**

# The Economic Impact at the State Level

(Continued from page 1)

tive in nature. However, a few of the empirical studies conducted have been able to identify the relationship between both of these issues and student characteristics or institutional traits. More specifically, intent to persist in school has been found to be mediated by other variables such as GPA, academic integration, faculty contact, encouragement from family and friends, and institutional commitment (e.g., Perry, Cabrera, & Vogt, 1999). Perhaps more relevant to our mission is the research that has emerged specific to the relationship that exists between the use of career counseling and other career planning resources on retention.

Most of the outcomes of these studies indicate that for those students who use these resources, there is a positive relationship between that use and their scholarly achievement/retention (e.g., Anderson, 2002; Garni, 1980; Noel, 1985). For example, Pantages and Creedon (1978) reviewed the literature on attrition studies between 1950 and 1975. They found that many of these studies described the use of career planning resources as helpful because they allowed students to have vocational goals which are connected with remaining in school, perhaps because they provide motivation. In fact, not having defined career goals has been one of the number one reasons for dropping out. Astin (1964) conducted a study of 6,660 high school students where 10.4% of them dropped-out. Results indicated that 62% of the males and 32% of females who dropped out said that the number one reason for leaving was being unsure about what to study. Even though this study is now outdated, some more recent publications have provided support for this finding (e.g., Anderson, 2002; Tinto, 1993).

Oliver & Spokane (1988) conducted a meta-analysis of 58 studies containing 7,311 participants that examined the effect of career planning and intervention. Most of the participants in these studies were either high school or college age students. One of the most important results of this study was that those students who had career planning and intervention were 47% more likely to persist in school than their counterparts. Moreover, they found that, on average, these career interventions had, on average, a medium (effect size of .40) to a large (effect size of .60) effect on students.

In summary, many studies in the research literature identify students with unclear, uncertain, or undecided educational and occupational goals as more prone to attrition. Even though it is impossible to isolate a single variable as responsible for explaining student persistence or attrition, we can be certain that

the prolonged uncertainty about a student's goal often leads the student to question the reasons for their presence in the educational institution. Career planning must take a more important role in education if students are to feel less uncertain and more secure about their educational and career outlook.

## **Economic Impact at the State Level**

Iowa and Texas are two states which we have been researching and evaluating recently. Both of them are good examples to illustrate how the lack of change in the educational system and career planning can lead to a stagnant economy. Below is a summary of some of the research we have encountered.

Most of the challenges faced by the state of Iowa are very similar to those being faced by many other states across the country. For example, even though Iowa's economy is growing and diversifying, and job growth is ubiquitous, it has uneven benefits for workers. Iowa's workers are still working several jobs and longer hours to maintain their same lifestyle. This is, in part, because of the rapid changes in the state's population: 1) currently, there are approximately 137,000 fewer Iowans under the age of 19 than there were in 1980; 2) about 9,500 students from Iowa colleges and universities annually leave the state upon graduation; 3) the average age of an Iowa farmer is 58; and, 4) 40% of the state's workforce is comprised of John Deere workers, many of whom will be "retiring boomers" by the year 2010 (Swenson, 2006). It is anticipated that Iowa will be next to last in population growth among the upper Midwestern states after 2010 and employment needs by that same year will exceed the worker capacity. More specifically, Iowa has a projected attrition of 369,000 workers by 2010 and it also anticipates that there will be a growth of 12% in employment needs (i.e., about 567,000 workers will be needed by that year); however, the projected population growth for the state is only 115,000 workers. In addition, Iowa's working-age population (i.e., ages 18 to 64 years old) is already employed at nearly full capacity (Siegelman, 2002). Low wages in Iowa is one of the reasons for the high rate of out-migration. The decline in population has prevented large industries from wanting to come to Iowa, which in turn, also leads to the absence of higher paying jobs. Moreover, the decline in the population, particularly that of young Iowans, is obviously leading to a quick and significant shortage of workers (Swenson, 2006; Siegelman, 2002).

So, how do these changes impact the state's economy? The economy of the state will not lead to community stability unless the state is able to attract new industries, make Iowa

more receptive to international migrants, make the state more attractive to its educated youth and to young families, and prepare students to make career transitions at an earlier age than in the past. The latter is crucial because attracting youth to remain in the state will not be sufficient. We must help them prepare to attain higher educational and career goals so they are employable by new and existing industries within the state. This is going to be a challenge because not many youth are trained to make smooth career transitions even in their early educational training. Most do not know enough about themselves and about the world of work.

Another good example is the state of Texas. Even though there is great vitality in the Texas economy because of the labor market's job growth in combination with a decline in unemployment rates, this does not preclude Texas from also being a state at risk of future stagnation (Texas Workforce Commission Annual Report, 2006). The National trends described earlier by the NCEE and the literature on retention and attrition suggest that all must take action if workers are to compete in the 21st century workforce.

The Texas Comptroller released a special report in February 2005 in which she provided some support through her research regarding the remarkable return on every dollar spent on education. She described that "every dollar invested in the state's higher education system returns more than \$5.50 to the Texas economy." It is not difficult to conclude based on this figure that if the state is able to increase the number of students that reach higher education goals, then the Texas economy should see a better return on its money. For example, it is explained in this report that in 2003, even just one year post graduation from a Texas higher education institution with a bachelor's degree, the average internal rate of return for a male is of \$21,846 and for a female is \$12,422. Perhaps most interestingly, the Texas higher education system yielded an average gain of just over \$27.3 billion dollars in 2003, but of this amount, \$21.3 billion was gained by undergraduates (i.e., community college certificates, some college, or an associate's degree). We suspect that if we go even a step further, it would be possible to produce the approximate dollar amount that is generated in the Texas economy by students who have only attained their high school diploma.

So, what would be the economic impact if we helped to get just one more student through high school and help them with the transition into higher education? The Texas Comptroller also provides us with a sense of the dollar

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# An Example of How Career Planning Can Make an Economic Impact

(Continued from page 5)

amount that just one student's revenue would have on the economy of the state. She explains that the net productivity gain per student prior to graduating from higher education (but post-high school degree) is \$3,500 per year. However, persistence in school obviously leads to increase educational and income gains. The latter gains rise throughout the years with inflation, which is assumed to be 3% annually. If we consider that the Texas workforce is presently of 490,000, then working students that are taught by higher education institutions within the state will yield a net gain of \$18.9 billion dollars in the Texas economy (Office of the Comptroller Special Report, 2005).

## A Hypothetical Example

At NCASI, we wanted to know what the real economic impact would be on a state's economy if we could help decrease attrition rates by 10% at the high school level. Moreover, we wanted to know what would be the impact if we helped those students make a transition into higher education. The National Center on Educational Statistics (NCES) publishes a report every year of national trends in education and labor markets. This report highlights the relationship between educational attainment and income. Both of the Tables below reflect real national statistics and average annual incomes; however, for the purpose of this illustration we assumed a sample of 1,000 students.

Table 1 describes the total annual income earnings generated by a sample of 1,000 students. On average, across the nation we have a 35% dropout rate at the high school level. Using the sample described above this would mean that approximately

350 of the 1000 students do not complete their high school education. The average annual income that a student who drops from high school generates is approximately \$19,364.80 (\$6,777,680.00 total for 350 students). Obviously, the other 650 (65%) students who do graduate from high school have to make decisions of whether to pursue more education or enter the workforce. From this 65% of students, approximately 36% (234) of students do not go to college and the other 64% (416) do go on to pursue some advanced education. The average annual income for a student who has a high school degree but no other education is approximately \$29,185.00 (\$6,829,290.00 total for the 234 students). The average annual income for a student who has a high school degree and pursues some higher education but does not complete a degree is approximately \$35,068.80 annually. The latter is true for approximately 53% (220) of the students yielding a total annual income of \$7,731,969.02. About 33% (51) of students who go on to community colleges do complete a degree or certification. These students earn an average annual income of \$35,590.00; meaning that these 51 students yield a total earning amount of \$1,807,744.22. Finally, about 55% (144) of students who go on to four-year colleges do complete a bachelor's degree. The latter generates a total income earning of \$7,654,478.83. *If we add the total annual income amounts generated by these 1,000 students at different levels of educational attainment, the total income earning amount is approximately \$30.8 million a year.*

Table 2 was developed to demonstrate the potential economic impact that the *Kuder Career Planning System* can have on the state if we

are able to help decrease 3% of the dropout rate at the high school level and help that 3% in making the transition into higher education. This hypothetical 3% is based on the sample of 1,000 students, meaning that we could potentially help retain 11 out of the 350 students who dropout. Moreover, we also suggest that by helping some of these students make the transition into higher education, we may also increase the number of students who get some college education even if they do not go on to complete their degrees (hence the 3% improvement rate under the subheading "some college". As results of Table 2 indicate, this small difference in a sample of 1,000 students would yield a 4% increase in total earnings (approximately \$1.1 million dollars). Please refer to this table for specific figures.

## Acknowledgements

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	Percent	Total Individuals	Annual Income	Total
<b>Total Students</b>	100%	1000		
<b>Drop Out of High School</b>	35%	350	\$19,364.80	\$6,777,680.00
<b>Graduate High School</b>	65%	650		
<b>Go to College</b>	64%	416		
Don't go to College	36%	234	\$29,185.00	\$6,829,290.00
<b>Community College</b>	37%	154		
<b>Complete</b>	33%	51	\$35,590.00	\$1,807,744.22
<b>4-Year Institution</b>	63%	262		
<b>Complete</b>	55%	144	\$53,103.00	\$7,654,478.83
Some College	53%	220	\$35,068.80	\$7,731,969.02

**\$30,801,162.08**

	Percent	Percentage Point Change	Percent with Kuder	Total Individuals	Annual Income	Total
<b>Total Students</b>				1000		
<b>Drop Out of High School</b>	0.35	-0.03	32%	320	\$19,364.80	\$6,196,736.00
<b>Graduate High School</b>	0.65	0.03	68%	680		
<b>Go to College</b>	0.64	0.04	68%	462		
Don't go to College	0.36	-0.04	32%	218	\$29,185.00	\$6,350,656.00
<b>Community College</b>	0.37	0.00	37%	171		
<b>Complete</b>	0.33	0.02	35%	60	\$35,590.00	\$2,131,157.67
<b>4-Year Institution</b>	0.63	0.00	63%	291		
<b>Complete</b>	0.55	0.04	59%	172	\$53,103.00	\$9,127,029.27
Some College	0.53	-0.03	50%	231	\$35,068.80	\$8,088,447.58

**\$31,894,026.53**

Percent increase in total earnings **4%**  
Dollar Amount **\$1,092,864.45**

# Person Match: Connecting Students to Real Life Career Stories

(Continued from page 1)

son Match (interest inventory). After completing the assessment, system users receive a series of Person Match sketches, or profiles, from real life working adults that are satisfied in their careers. Assessment takers are matched to these particular sketches based on their scientific assessment results.

Although Person Match continues to be discovered everyday by new users, it is not a new component to the KCPS. Dr. Fredric Kuder introduced the concept of Person Match in presentations at two national conventions of psychologists and vocational counselors in the late 1980s, but the idea did not gain acceptance. Then again, he tried to interest major test publishers in Person Match, but it was met with no success. It wasn't until Phil Harrington, president of National Career Assessment Services, Inc., took a different marketing approach that Person Match really started to catch on.

Dr. Kuder's associate, Dr. Don Zytowski, has worked on Person Match since its conception. Today, Dr. Zytowski continues to work with project, updating the Person Match pool of applicants and studying the effects of Person Match.

"We operate on the assumption that no two jobs are alike, so we ought to have a variety of people who have the same occupations, but are using their skills in different ways," Dr. Zytowski said. "We also don't see any job as too unusual, so we have a baseball mascot and two astronauts. We try to represent careers that anyone aspires to be."

In the realm of careers, just about anything is possible. Anne Cerny, Editorial Director of Person Match, has encountered many interesting people through the process of collecting sketches. From identifying a desired occupation to getting the profile ready for viewing, Cerny plays a crucial part in Person Match.

"I usually find people to interview by reading about individuals featured in the news, by receiving referrals from others, and by researching occupations. Dr. Zytowski has generated lists of occupations to target as well," Cerny said. "When we are seeking specific occupations to represent, we contact businesses or professional organizations for potential candidates. Once we find an interesting person to feature, he or she is contacted and asked to take the Kuder assessments. Once that is complete, I interview the person via phone or e-mail. Then, I make sure everything is complete, all the questions are answered and I put it into a question-and-answer format, which is how it appears to system users reading the profiles."

From astronauts to gemologists, greeting card writers to church bishops, Cerny has encountered many interesting stories in the five years she has worked with Person Match.

"People are usually very flattered that we have asked them," Cerny said. "I've found that once they start telling me about their job, I get quite a bit of information. Our jobs are a big part of our day, and people have a lot to say about what makes them enjoy their jobs and how their careers have evolved over time. Overall, most have a desire to help. They remember what it was like to decide upon a career and are glad to help others with that process."

The Person Match feature is used in schools and counseling/career centers across the country. And while it is just one part of the *Kuder Career Search with Person Match*, it can have profound impact on the people who read the profiles. Sarah Toman, Ph.D., is a private-practice psychologist in Ohio and faculty at Cleveland State Univer-

sity, and wrote about the effects of Person Match on one particular client in her scholarly article, "Advantages To Vocational Counseling When Using The Kuder Career Search With Person Match."<sup>1</sup> Through her work, she has been able to see the connection people make with other people's work.

"As the process of the counseling session shifted from a focus on numbers or rank ordered scales to a focus on the works of stories, discussion opened to a consideration of the meaning of work in Joel's [client] life."

Toman goes on to conclude that Person Match approaches career planning in a completely different way than other methods.

"The person to person matching philosophy of the Person Match section makes it possible to elicit a different type of information from our clients. The telling of the vocational story can help keep the client involved in a dialogic process of discovery, rather than listening to the interpretation of the test results. Storied intervention offers an exciting approach to an old, traditional form of vocational counseling, interest inventory assessment."

This new approach to counseling and career planning is not only popular with adults, but also with students and their educators. Tanya Ickowitz, Director of Student Outreach Services for Edsouth, often explains and demonstrates the Person Match feature for counselors and students.

"What I like about the Person Match feature is that it highlights careers that might not be on the radar of most high school students," Ickowitz said. "It lets them think outside the box and consider occupations that are not on a typical career chart."

Sometimes, running across a different kind of career can take students by surprise.

"We had one student whose closest match was a funeral director," she said. "This is a career they hadn't ever considered, but when we were able to strip away the title, and get down to the qualities that a funeral director had, the student saw why it was a match. This feature expands the thought process beyond first impressions."

From personal to practical, Person Match has many uses, and finds its true fit among students – opening their eyes to a realm of career possibilities.

As Person Match approaches the 20-year mark, users can expect to see it keep up with changing occupations and current career information. Renewed interest from the professional and educational market has spurred a need for a more extensive pool of profiles.

"We will try and be as representative as possible," Cerny said. "The labor market is always changing and we hope to be able to continue to add more occupations that reflect job trends, like those in health science, homeland security, and international work."

For Dr. Zytowski, this is a wanted workload.

"The idea is gaining acceptance," he said. "People are catching on to this and finding out it's a good idea. Fritz [Dr. Kuder] would have been extremely pleased, as Person Match was the idea that he was most proud of."

<sup>1</sup>Toman, Sarah. "Advantages To Vocational Counseling When Using The Kuder Career Search With Person Match." Career Trainer. 3 Nov. 2006 <<http://www.careertrainer.com>>

### Scholarship Applications Now Available

The Harrington Foundation strongly promotes postsecondary education. A college scholarship fund has been established to offer support to students in the career of their choice. Three national scholarships and seven state scholarships totaling up to \$10,000 may be awarded annually.



The Foundation encourages applications from high-performing students that may be entering a variety of postsecondary institutions or programs, including career and technical training programs or schools, community colleges, and four-year universities.

The application deadline is April 30, 2007. All application documents should be submitted between March 30, 2007 and April 30, 2007. Applications received outside of this time period will be discarded.

For more information, eligibility requirements, and the scholarship application visit [www.theharringtonfoundation.org](http://www.theharringtonfoundation.org). We encourage schools to post a link to our scholarships on their school's web page.



#### iPods

The monthly drawings for an iPod Nano from the Foundation continue to be popular. Over 6,500 individuals have registered to win an iPod since the start of the academic year. Opportunities to win an iPod will continue monthly until the end of the school year.

Congratulations to the November and December Winners:

- ▶ **November:** D.R., Greenbrier High School, Greenbrier, TN
- ▶ **December:** T.S., Clinton High School, Clinton, SC

### Online CDF Training Gaining Momentum

Online Career Development Facilitator (CDF) Training from Educational Training Associates, Inc. (ETA) is quickly becoming the sought-after method for obtaining this important training. Our Memphis, Tennessee class got underway last week with several eager participants.



#### Next Training Class Opportunities

- ▶ Course dates: 2/27/07 to 7/17/07; FTF session 4/20-22/07 in **Birmingham, Alabama**
- ▶ Course dates: 3/13/07 to 7/31/07; FTF session 5/4-6/07 in **Fort Smith, Arkansas**
- ▶ Course dates: 3/27/07 to 8/14/07; FTF session 5/18-20/07 in **Baltimore, Maryland**

Don't forget the majority of the 20-week class is taught online with only one, three-day face-to-face (FTF) session. You can choose a class with a FTF session close to home or one farther away for vacation spot. To learn more about our online CDF training course and view additional course options, visit [www.etainc.com](http://www.etainc.com).

### Look for Us at These Upcoming Conferences

#### February

- ▶ Feb. 5-6: Nebraska Labor Relations Conferences, Kearney, NE
- ▶ Feb. 5-6: Tennessee Association of Career and Technical Education Conference, Nashville, TN
- ▶ Feb. 12-13: Tennessee School Counselor's Institute, Franklin, TN
- ▶ Feb. 16-20: First-Year Experience® Conference, Addison, TX

#### March

- ▶ March 1: Knox County Schools Career Fair, Knoxville, TN
- ▶ March 1-2: Arkansas Career Education Conference, Eureka Springs, AR
- ▶ March 4-7: Innovations Conference, New Orleans, LA
- ▶ March 8-9: New Directions in Student Development, Greenwood, SC
- ▶ March 12-14: Virginia Transitions Forum, Norfolk, VA
- ▶ March 13-14: Connections Conference, St. Charles, IL
- ▶ March 14-16: Virginia School Counselors Association Conference, Richmond, VA
- ▶ March 18-20: Missouri Council of Career and Technical Administrators Conference, Lake Ozark, MO
- ▶ March 20-24: National Association of State Directors of Career and Technical Education Consortium Spring Meeting, Washington, DC
- ▶ March 25-26: Missouri Association of Secondary School Principals Conference, Lake Ozark, MO
- ▶ March 29-31: Virginia New Horizons Conference, Roanoke, VA

#### April

- ▶ April 14-17: American Association of Community Colleges Conference, Tampa, FL

Learn more about these conferences from our Conferences and Conventions Calendar in the [Training, News, and Events](#) area.

### We are Moving!

We will move into a new office in early April 2007. Our new address will be **302 Visions Parkway, Adel, IA 50003**.

We encourage you to continue to use our preferred method for mail, our post office box: **PO Box 277, Adel, IA 50003**. Our toll-free phone numbers will *not* change: **800.314.8972** (sales and information) and **877.999.6227** or **866.993.2052** (customer support).

### We Want to Hear From YOU:

Submit your comments, article ideas, and best practices by e-mail to [news@kuder.com](mailto:news@kuder.com). Selected best practices submissions are awarded \$50.

#### Kuder User News

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