

**SB**

**170**

<TARGET><BILL>SB 170</BILL><SUBJECT>SB  
170</SUBJECT><COMM>HEDC27</COMM></TARGET>



# FISCAL NOTE

STATE OF ALASKA cost # codes  
 2012 LEGISLATIVE SESSION

Bill Version SB170  
 Fiscal Note Number \_\_\_\_\_  
 Publish Date \_\_\_\_\_

Identifier (file name) SB170-EED-SSA-2-9-12 Dept. Affected Education & Early Development  
 Title "An Act requiring vocational education counseling in public schools." Appropriation Teaching and Learning Support  
 Allocation Student & School Achievement  
 Sponsor Senator Thomas  
 Requester Senate Education Committee OMB Component Number 2796

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
			FY14	FY15	FY16	FY17	FY18
<b>OPERATING EXPENDITURES</b>							
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>FUND SOURCE</b>		(Thousands of Dollars)					
1002	Federal Receipts						
1003	GF Match						
1004	GF						
1005	GF/Prgm (DGF)						
1037	GF/MH (UGF)						
1178	temp code (UGF)						
<b>TOTAL</b>		<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>POSITIONS</b>							
Full-time							
Part-time							
Temporary							

<b>CHANGE IN REVENUES</b>							

Estimated SUPPLEMENTAL (FY12) operating costs \_\_\_\_\_ (separate supplemental appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs \_\_\_\_\_ (separate capital appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version.

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 Approved by Mike Hanley  
Commissioner

Phone 465-2857  
 Date/Time 2/9/12 8:00 AM  
 Date 2/9/2012

FISCAL NOTE

STATE OF ALASKA  
2012 LEGISLATIVE SESSION

BILL NO. SB170

**Analysis**

This is an zero fiscal note. The amendment language in both AS 14.07.020 (a) (19) requires that: "if a school district is unable to provide vocational education and training counseling, the department shall provide additional resources and technical assistance that result in the delivery of the counseling; AS 14.14.090 (11) has similar language that states this training will occur in grades seven, nine, and eleven; if a district is unable to provide this counseling that they shall request the department to provide the resources and technical assistance necessary to deliver the counseling.

Currently web-based career guidance and counseling materials are available to all citizens of the state through the Alaska Commission on Postsecondary Education's support of AKCIS, the Alaska Career Information System. EED staff frequently recommends this resource to district and school personnel who are planning to implement Strategy 1 of the Alaska Career & Technical Education Plan.

In order to ensure this free resource meets the intent of this bill, a review of this available resource by counselors/teachers/advisors would be recommended. This review could include recommendations for specific staff training and identify how students are given sufficient time and guidance to learn its content. This review falls under the scope of allowable expenses under the current federal Career and Technical Education funding.

# ALASKA STATE LEGISLATURE



SENATOR JOE THOMAS

## **Senate Bill 170**

### **"An Act requiring vocational education counseling in public schools."**

One of the major functions of public education is to prepare our future workforce. During their school years young people make critical decisions which will ultimately affect their choice of a career later in life. Some young people have a clear idea of what they want to be doing after graduation, but many do not.

The adolescent years in particular are filled with many changes, making it a one of the critical phases of a person's life. If childhood is like traveling down a busy street, seventh grade is the junction. Recent research has specifically targeted the early adolescent years as a crucial point in development. It is a perfect time to introduce realistic career options.

Senate Bill 170 recognizes this junction in a young person's life, and provides for career counseling for every student in seventh, ninth and eleventh grades. Many schools are already offering this for all secondary students, but it should be available to every student in our state. The Department of Education and Early Development already has resources that can be directed toward this important task.

This bill would not prevent schools or districts from providing a more comprehensive program. It sets the minimum standards for career counseling, starting at seventh grade and continuing in ninth and eleventh grades. Seventh grade is when students start making important life choices. Ninth grade is the beginning of high school, when they are choosing courses which will affect their readiness for the workforce. In eleventh grade they are starting to look ahead to high school graduation, and what will come after commencement.

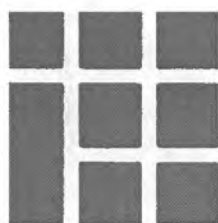
It is vital that we give our children the tools they need to prepare for their future, and to become a productive part of our workforce. SB 170 provides this for our students.

# School-Based Career Development: A Synthesis of the Literature

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February 2004



## Conclusion and Recommendations

In general, this review of the career guidance and academic counseling literature has produced many positive findings. Meta-analyses have found positive impacts of career guidance. Researchers have found benefits to students of comprehensive guidance programs, career courses, academic counseling and computer-based guidance systems. However, there are also limitations to these interventions and to the research methods studying them.

With regard to comprehensive guidance programs, much more research is needed. The attempts of Lapan, Gysbers and their colleagues to use statewide data to uncover relationships between the implementation of such programs and student outcomes are admirable. However, their research relies on self-report of variables such as student GPA, which would be better reported through transcripts. In addition, it would be useful to have a conceptual model explaining how the different elements of comprehensive guidance programs might impact students' grades and other variables.

Students do seem to benefit, both vocationally and academically, from participation in career courses. In particular, they seem to increase their knowledge of careers and their ability to make career-related decisions. On most career-related measures, students did see increased outcomes when compared with students not enrolled in a career course. In the one study exploring academic measures (Fouad, 1995), participants in a career course did improve academically. However, there is little evidence that any gains—either academic or career-related—are maintained over time.

The few studies on academic counseling or advising showed positive findings. It is interesting that this very common but rather low-profile intervention, helping students

plan their secondary school program, appears to be valuable according to certain academic measures. And the meta-analyses found that, of the different types of career guidance interventions, individual counseling interventions were most effective. This simple planning intervention may help students understand the connections between their goals and the necessary steps to take towards them. Thus this intervention is potentially very effective, but more research is needed.

Computer-assisted career guidance programs appear to contribute to students' career development, according to some career-focused inventories. However, these interventions were very short-term and the research tended to consist solely of pre- and post-test inventories, sometimes administered less than a week apart. As more than one author pointed out, the level of dosage of some of the interventions was quite low. With such small amounts of treatment, it is unclear what long-term benefits students might gain. It is also unclear whether computer-assisted programs alone or in combination with other interventions are most effective. Some have found that computer-based interventions by themselves fail to match outcomes produced in combination with some other intervention (Meier, 1991), while others have found that adding a computer program to a career course produces no additional benefits beyond the course alone (Garis & Niles, 1990).

One limitation found in common to many of the interventions and the research is that they focus on change in students' knowledge, and even more commonly, their attitudes. Students' actual behaviors were a minor focus, as in the studies that examined the effects of career courses on students' later course-taking, or research examining the relationship between academic counseling and later academic achievement. The element

of time was also a weakness in much of the research. Much like a history test that measures what students have learned in a half-semester of a history course, inventories were used to measure the digestion of career information, or a change in an attitude. In most cases no follow-up research was conducted over time to see the lasting nature of any knowledge gain or attitude change, or the relationship of these with actions taken later.

There is general agreement that career development is a desirable part of schooling, and there is evidence that many different types of career guidance interventions are effective, according to the measures chosen. Yet, the research overall does not help us in determining the optimum content of or method of delivery of career guidance. We have reviewed various interventions, but because of the diversity of goals, methods and measures, a clear direction for policy in this area is still unclear. We can, however, recommend the following:

Other career development activities that are more experiential in nature have been found to positively influence such variables as school attendance and completion. Compared to these types of activities, many of the guidance interventions reviewed seem inauthentic and artificial. Until additional research is done, students should engage in a variety of career development activities that complement one another.

Given the finding that career guidance and academic counseling is potentially very effective with middle school students, a greater investment in these activities in the middle schools should be made, and future research should be focused there as well.

Academic counseling appears to be a straightforward and cost-effective way to improve student outcomes. Resources should be targeted to ensure that all middle- and

high-school students have regular conferences with counselors to discuss their current and future academic programs.

Finally, research should focus on exploring the relationships between guidance interventions and positive student behaviors.