



KEYNOTE ADDRESS BY DR V. SCOTT SOLBERG, ASSOCIATE DIRECTOR OF RESEARCH, CENTER ON EDUCATION AND WORK, UNIVERSITY OF WISCONSIN-MADISON, AT THE LAUNCH OF THE EDUCATION AND CAREER GUIDANCE PORTAL, ECAREERS.SG, FOR PRIMARY SCHOOLS, ON WEDNESDAY, 24 FEBRUARY 2010, AT 3.40PM, AT ST. ANDREW'S JUNIOR SCHOOL, SINGAPORE.

S/N	Speech Text	Powerpoint
1.	<p>MR MASAGOS ZULKIFLI BMM, SENIOR PARLIAMENTARY SECRETARY, MINISTRY OF EDUCATION AND MINISTRY OF HOME AFFAIRS</p> <p>Ms Sum Chee Wah Director, Education Programmes Division, Ministry of Education</p> <p>Ms. MISS NG WUN HAR GRACE Deputy Director for Guidance Branch</p> <p>ECG Portal Development team from the Guidance Branch and Guidance Branch Officers</p> <p>Members of the Center on Education and Work ECG Portal Development Team</p> <p>Distinguished Guests Principals, Vice-Principals, Teachers Parents Ladies and Gentlemen</p> <p>Thank you to all of the businesses who have made the ecareers.sg a success.</p>	

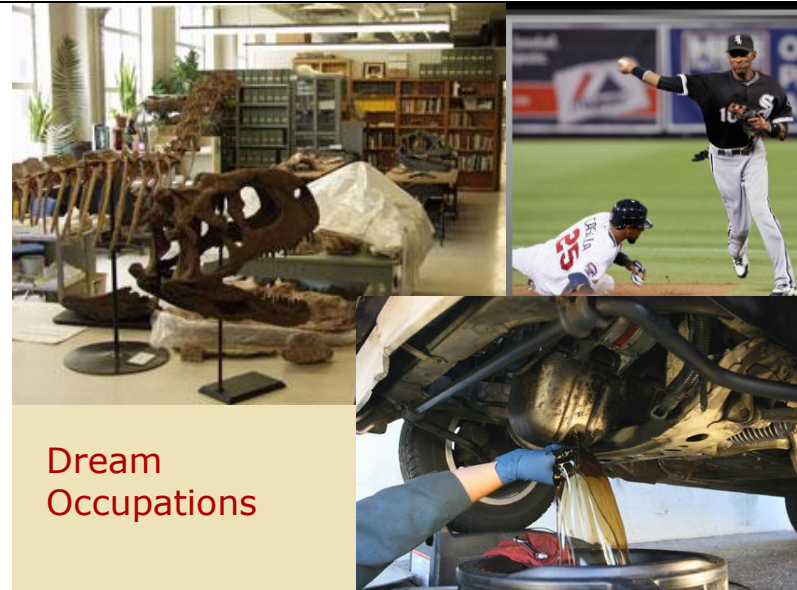
2.	<p>The world of work continues to become more uncertain yet filled with so many emerging opportunities. The Guidance Branch of the Singapore Ministry of Education has echoed calls from Europe and the United States to focus education and career guidance efforts on graduating students who are:</p> <p>1) proactively engaged in shaping their learning and career opportunities; 2) able to adapt to changing circumstances; and 3) able to stand strong and resilient when faced with life and work challenges. Our graduating students must be ready with the skills, knowledge and dispositions necessary to realize their dreams.</p>	
3.	<p>“I dream a dream.” I DREAM – I imagine. The foundation of all career development begins with dreaming – children being encouraged to use their imagination. Children’s imagination blossoms naturally when we as educators and parents try on different costumes representing the different industries of the world of work. As children grow older, we support their imagination by visiting places of work, seeing the fruits of labor in museums, in books, and the buildings, shopping malls, and marketplaces of our community. The world of work is alive everywhere in our neighborhood and our role as educators and parents is to help our children imagine themselves as one of more of the many opportunities that surround them.</p> <p>And we as educators and parents must encourage our children to dream by imagining all kinds of possibilities. We</p>	<div data-bbox="1100 756 1883 1341" style="background-color: #f0e68c; padding: 20px;"> <h2 style="color: #c00000; margin: 0;">Dreaming</h2> <p style="text-align: center; margin: 10px 0;">Educators, Parents, and Children imagining a future full of high aspirations and tremendous opportunities.</p> <div style="text-align: right; margin-top: 20px;">  <p style="font-size: 8px; margin: 0;">THE CENTER ON EDUCATION AND WORK University of Wisconsin-Madison</p> </div> </div>

	<p>must refuse to use the word “realistic” because you never know what is possible. A child may not develop the skills to be a rocket scientist but it does not mean they cannot have a career in rocket science. A child may not develop the skills to run a Fortune 500 company, but it does not mean they cannot work inside a Fortune 500 company, or be the CEO of a smaller company. We must have the courage to allow our children to dream and imagine the places they could go, the exciting things they can do, the endless possibilities of who they can become.</p>	
4.	<p>“I dream a DREAM.” The dream we visualize refers to our aspirations and goals. My dream is that every child, no matter their ethnicity or income level, will aspire to the highest dreams imaginable. To accomplish this we as educators and parents must create the learning experiences needed to help each child develop their full range of talents. We are responsible for preparing all youth with the tools, abilities, and knowledge necessary to realize their dreams.</p>	
5.	<p>Donald Super describes the importance of providing early exploration opportunities for all youth. Super felt that exposure to career development activities at the primary and early secondary education levels was especially important for fostering a healthy self-concept. “I dream a dream” expresses Super’s aspirations for a healthy self-concept. A healthy self-concept is one in which children are able to freely explore the world of work that lies all around them and imagine themselves in a variety of occupational roles.</p>	

6. Having a love of dinosaurs, baseball, and cars, at age four my oldest son wanted to grow up to be a paleontologist, a short-stop for the Chicago White Sox, and to work underneath the car to change the oil at the local service station.

The content of the occupations was not important because children change and evolve their career goals as they grow older. What was important? It was the excitement, wonder, and exploration that we all engaged in as a family to learn about dinosaurs, play baseball, and race cars around the house. He was dreaming and we supported his imagination through books, toys, visits to museums, and playtime activities.

With access to the internet, the wonder of discovery is at our finger tips as we can learn about any topic, see pictures, watch video, or read about it. When we as educators and parents take time to become excited about children's dreaming, about using our own imagination to create new possibilities for ourselves, then we have joined with them and encouraged them to become the best they can be.



Dream
Occupations

7. As scientists and researchers, we are now beginning to learn about how children think about careers and the implications of this research point to the importance of offering opportunities for career exploration and development activities starting in the primary grades.

Dr. Kimberly Howard from the University of Wisconsin – Madison has found that children’s conceptions about careers follow a developmental sequence and become more complex as children mature and as they gain access to career information. Young children are unable to describe more than a title of an occupation and will add information that connects nonessential elements of occupational activities.

For example, when asked what she wanted to be when she grew up, my 3 year old daughter replied that she wanted to be a Princess. When asked what a Princesses does, she replied, “they sing and dance.”

Media images in Singapore along with the rest of the world has been promoting princess images in movies, magazines, and dress-up clothes so it is no wonder that she chose princess as an occupation of choice. And as a parent interested in whether my retirement funds will exist, her becoming a princess could work out well for my wife and I if there is a part of the Castle that is offered up for the in-laws.

As parents we were a little concerned that my daughter was being overly influenced by these media images, set out on a “let’s learn about science” campaign. My daughter was

Developmental Sequence

- Pure Association and Magical Connections
- External Activities and Internal Processes/Capacities
- Interaction and Systemic Interaction

Howard & Walsh, 2010



	<p>drawn to space ships, planets and stars and so we brought home big books about Space. At four we asked her again what she wanted to be when she grew up and she replied: “an Astronaut Princess.” When we asked what an Astronaut Princess does, she replied: “They sing and dance in Space.”</p>	
<p>8.</p>	<p>According to Dr. Howard’s research, my daughter’s response is consistent with making magical associations between occupations and conceptions about what they involve. At this age, children are attracted to elements of an occupation that may or may not be essential but that are nonetheless part of the images they have acquired. As children grow older, they begin to understand that careers consist of interests and skills but need exposure to learning about occupations if they are to understand more fully the activities involved in a given career and the educational pathways needed to obtain them.</p> <p>Each occupation they choose to learn about is a “dream” occupation – an aspiration, a possibility. In primary school, we need to nurture these dreams by providing access to career exploration and career development experiences that help students learn what the career is about, what skills are involved, what pathways are necessary to realizing these dreams. What we gain as educators are students who are ready to learn because they now perceive the relevance of the lessons you are providing as supporting them in realizing their dreams.</p> <p>According to Dr. Howard, we should expect our Primary age</p>	

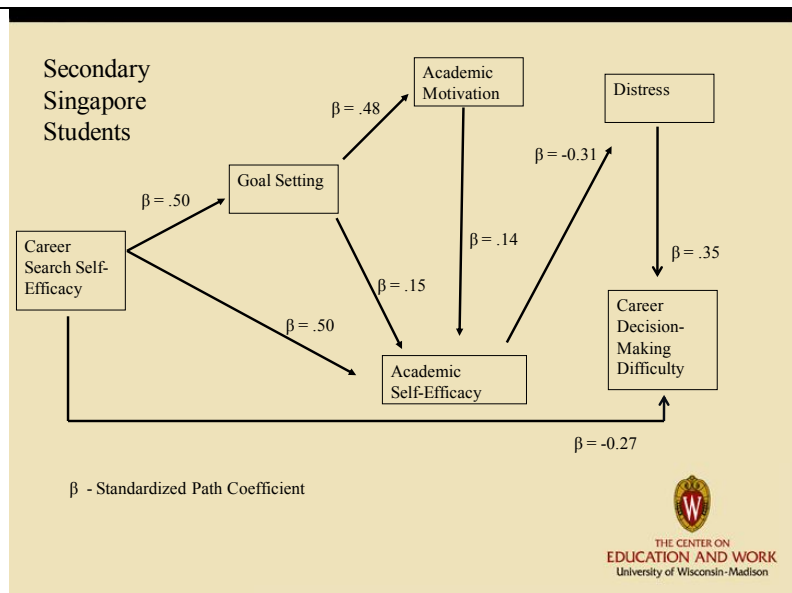
	<p>children to begin identifying their aspirational dream occupations based on interests. While there some understanding that skills are involved, it is the interest in the occupation that matters initially.</p> <p>And, as they grow older at the Primary level, they will begin to understand that dream occupations are not just about interests but that you have to be good at something. Occupations involve skills and as they grow older our Primary age children are able to pinpoint what skills are needed to be able to enter particular occupations. Our job as educators and parents is to help them become good at those skills that so often include math, reading, and writing as the basic academic foundation. Other social and emotional foundations include working well with others, being able to listen and lead, showing compassion and understanding.</p>	
<p>9.</p>	<p>By possessing content knowledge about careers, the skills needed to do well and the educational pathways needed to reach them, our primary level students will be provided with the information needed to move up along Dr. Howard's model of career development.</p> <p>If we are successful in offering career development opportunities at the primary level, our secondary level</p>	

	<p>students will possess a mental template they can use to organize the world of work and can now begin to understand of how careers relate to their own awareness of interests, skills, and values. Now as they dream about occupations, they do so with an understanding that their career aspirations are forged from a more complex interaction of self-knowledge and knowledge about the world of work.</p> <p>According to Dr. Howard, these students understand that to dream a dream, they need to incorporate self-knowledge with knowledge about the world of work. This interaction of information culminates in a crystallized plan of action for their future as they now understand what they are good at, what they like to do, and the range of occupations into which they can apply these skills and interests.</p> <p>Possessing a wide range occupational dreams is important because our secondary level students have a major life lesson in Singapore – it begins with their O level tests results. These results will tell them which of their occupational dreams can continue and which they need to let go. If students perceive a range of desirable options, this exam experience will be perceived as an opportunity. If they have no dreams, this experience may be devastating.</p>	
10	<p>At the primary and even secondary school levels, the content of the occupations to which they aspire is not important. What is important is helping students begin to understand that the world of work is organized according to interests and skills and that it is important to collect many dream occupations because they represent the possibilities of who</p>	

we can become.

While we engage our students in dreaming and identifying multiple dream occupations, the competency we are helping our primary level students develop are career exploration skills.

11. Our research with Singapore secondary students indicate that these career exploration skills result in secondary level students becoming more adaptive because they are setting goals and seeking out opportunities to optimize the learning opportunities necessary to reach those goals. Students who engage in setting goals are more proactive in relation to doing well in school because they perceive it as an enjoyable and meaningful experience. Students who engage in setting goals are also more resilient because they develop their academic competence which leads to being able to more effectively manage stress and distress. In sum, the career exploration skills you will be providing your students set the foundation for students to develop the social and emotional learning skills necessary to become adaptive, proactive and resilient adults.



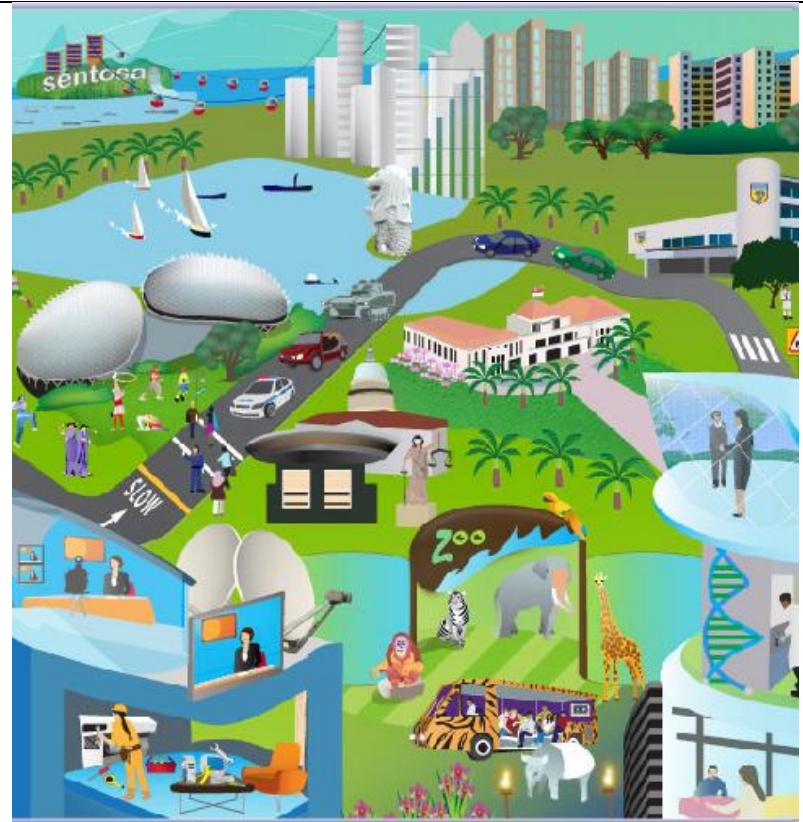
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To support your efforts as educators and parents, many talented Guidance Branch officers from the Singapore Ministry of Education have worked diligently and in close collaboration with our staff from the Center on Education and Work at the University of Wisconsin – Madison. What we have created is the first of its kind: a primary school career exploration portal that incorporates career exploration, avatars, and gaming technology.

The ecareers.sg primary portal is a tool and resource for educators and parents.



13 The signature image of the primary portal is the Industry Landscape that provides an interactive perspective of the Singapore industries. This artwork which was created by Ms. Christine Olson from the Center on Education and Work.



14 The purpose of the ecareer.sg portal for primary students is to dream a dream by exploring and enjoy the process of learning about the many occupations to which they can aspire.

One of the competencies we want primary level students to achieve is the ability to identify an occupation with a specific Singapore industry.

The screenshot shows the ecareer.sg portal interface. At the top, there is a navigation bar with 'ecareer.sg Education & Career Guidance', 'PRINT', 'PROF SITE', and 'LOGOUT'. The user is identified as 'Scott Solberg'. The main content area features a green background with a whiteboard image of a woman writing. Text on the page includes: 'Information and Communication', 'tool information not available', '\$4,000 a month', and a question: 'Do you have a way with words? Are you good at convincing people to share your opinion? If so, you might do well as an advertising copywriter.' Below this is a 'Favourite?' section with 'Yes / No' options. The page is labeled '1 of 6' and has 'prev' and 'next' navigation buttons.

The screenshot shows the ecareer.sg portal interface for the 'Arts, Entertainment, Recreation and Sports' industry. The navigation bar is the same as the previous screenshot. The main content area features a blue background with a photo of people dancing. Text on the page includes: 'Is your dream to become a world-famous actor, artist, musician or sportsman? If so, take a look at the Arts, Entertainment Recreation and Sports industry! Some people who work in this industry may create works of art or entertain audiences. Others in this industry may work at museums or theme parks. Yet others may play or coach sports.' Below this is the industry name 'Arts, Entertainment, Recreation and Sports'. To the right, there is a list of 'Occupations in this Industry': 'Actors and Actresses', 'Administrative Officers', 'Aerobics Instructors', 'Archivists', 'Artists', 'Attractions Officers', 'Authors', 'Choreographers', 'Cinematographers', 'Coaches', and 'Composers'. At the bottom of the list, it says 'Occupations explored in this Industry: 2 out of 23'. There are 'up' and 'down' navigation arrows on the right side of the list.

15 And we have tried to make career exploration fun. The avatar feature allows students an opportunity to personalize their experience by crafting an alter personality to move along with them throughout their explorations. The avatar feature was created by Filiment xxx who also was instrumental in the design of our games.




16 The games are designed to make learning fun while exposing students to five areas including: creative jobs, nature jobs, info jobs, team jobs, and tech jobs. By performing well on the games, students are able to enter the occupations and gather occupational tools to add to their avatar.



17. Our goal for the primary school version of the ecareers.sg portal is to offer students an opportunity to explore the world of work to dream. It is not intended to enable students to decide on a career goal, but to become aware of how careers are organized, how they vary by interests and skills, and how personal values may influence career decisions. We want to support their imagination, their dreaming of how they could fit into a wide range of occupations. Some may naturally aspire to a career even at this age as they become inspired by past or current explorations, but this is rare. For my son, his passion for paleontology was very strong and he even attended lectures with leading authorities when he was six years old. However, by the time he was eight years old he realized that paleontologists worked in the dirt and that his continuing spider phobia was therefore not a good match for this career.



<p>18</p>	<p style="text-align: center;">Gan Eng Seng Primary</p> <p>Gan Eng Seng Primary provides an annual career seminar to provide their students with the opportunity to learn more about the world of work.</p> <p>They were able to bring in well known professionals like Fandi Ahmand, Oliva Lum and Edwin Siao to talk about their jobs, interests and skills.</p> <p>Their goal is to do more than expose students to the world of work. They want each of their students to become confident and resilient because only then will they be able to dream a dream of great opportunities and aspirations.</p>	 <p>The screenshot shows the website for Gan Eng Seng Primary School. The header features the school's logo and name. Below the header is a navigation menu with links for Home, Profile, People, Programme, Calendar, Links, and Achievements. The main content area is titled 'Profile > Mission / Vision / Beliefs'. It includes a 'Mission' section with the motto 'Believing and Nurturing', a 'Vision' section stating 'Confident and resilient, creative and thinking pupils who strive to succeed', and a 'Beliefs' section listing: G: Going the extra mile, E: Exemplary conduct, S: Sincerity towards one another, P: Proactiveness and being Passionate, and S: Seeking to understand.</p>
<p>19</p>	<p>Teachers play an important role in directing our students into key careers. All over the world there is a race to increase the flow of students into science, technology and math oriented careers.</p> <p>According to Social Cognitive Career Theory (Lent, Brown & Hackett, 1994), one important factor is whether children are exposed to what they termed “contextual affordances.” Contextual affordances refer to whether the child is being encouraged and immersed in activities and resources that support a given career area.</p>	

20 Using a longitudinal student that began in 1987, we can now look at the impact of being exposed to a developmental context that encourages and supports students science career aspirations and surrounds the child in science related experiences and resources on various science and math related outcomes. I have just completed the analyses of this research which was presented at the American Association for the Advancement of Science this past weekend.

What we found is that teacher related contextual affordances – teachers who encouraged science and math related careers – were found to increase students competence for engaging in math/science tasks, were more interested in math related careers, perceived math/science careers as important to their future goals, and were more likely to complete what in the United States would be the equivalent of a polytechnic level science degree.

Teacher Related Contextual Affordances Relationship to Key Outcomes:

Outcome (Criterion Variable)	β	Level of Importance
Math/Science Self-efficacy	.23	Important
Interest in Math Careers	.11	Important
Math/Science Outcome Expectations	.22	Important
Completing Polytechnic-related Science degree	.15	Important



21 And there is more, in another study we have recently conducted with our U.S. Department of Labor, we found that teachers who provide career development opportunities was associated with students reporting more competence to do well in school and were proactively engaged in setting goals.

Teachers Providing Career Preparation and Work-Based Learning Experiences

- Results in Higher:
 - Career search self-efficacy
 - Goal setting





22 We must also find ways to connect parents to this journey. They need to be present, to express their excitement and wonder along with their child.

The most remarkable result from the longitudinal study was that family related contextual affordances – that is, parents who actively encourage their children to pursue science and math, and provide science and math activities and resources when the child was in Sec 5 was a major factor in whether they eventually entered a science-related career. I find it amazing that when the child is 18 years old, their career aspirations toward a science career began years earlier because parents created an encouraging, supportive and exciting environment for learning about science and math.

Family Related Contextual Affordances Relationship to Key Outcomes:

Outcome (Criterion Variable)	β	Level of Importance
Quality of early math learning experiences	.51	Very Very Important
Interest in Science Careers	.15	Important
Math Test Scores	.32	Very Important
Science Test Scores	.39	Very Important
Aspiration to Pursue a Science Career	.89	Very Very Very Important



<p>23</p>	<p>Parents to have a tremendous role to play in our children's career development. Our research with the U.S. Department of Labor indicates that parents who are supporting their child in career exploration and planning are associated with students who are more actively engaged in school, more adaptive to change, and more resilient when facing challenges.</p>	<div data-bbox="1108 261 1877 841"> <h3>Family Engaged in Career Planning</h3> <ul style="list-style-type: none"> • Results in Higher/Better: <ul style="list-style-type: none"> – Career search self-efficacy – Academic self-efficacy, – Connections with peers, – Management of Academic stress – Management of Distress – Academic motivation – Connections with teachers – Career decision-making Readiness  <p>THE CENTER ON EDUCATION AND WORK University of Wisconsin-Madison</p> </div>
<p>24</p>	<p>The students' ability to access their ecareers accounts at home offers a unique ability to share with parents their ePortfolio. In the United States, teachers are using the ePortfolio to conduct student-led parent conferences that have been very well received by parents who report that the eportfolio is improving their communication with their child and improving their perceptions of teachers.</p>	

25 The aspirations of “I dream a dream” can only be achieved by parents who are excited about exploring the world of work. This excitement is realized by visiting museums and libraries to see what scientists and artists create when they use their imagination to blossom new ideas. These scientists and artists “dreamed a dream.” They dreamed of a better world and have used their skills and imagination to create it.



26 Parents also need to support their children in making the transition from primary to secondary school. Singapore offers so many co-curricular and curricular opportunities and it is important that these opportunities are evaluated to match with their child’s blossoming interests. Within the ecareer.sg portal, the compare schools feature will allow parents and students to work together in identifying secondary school opportunities. Exciting, easy to use, this feature offers families the ability to investigate and compare different educational pathways in order to find the best option available to them.



[Home](#) | [Help](#) | [On / Off](#) | Scott Solberg | [ecareers.sg](#) | [Education & Career Guidance](#) | [PRINT](#) | [PROF SITE](#) | [LOGOUT](#)

Compare Schools

[Choose Schools](#)

	Riverside Secondary School	Woodlands Secondary School	Jurong West Secondary School
General Information	Address 3 Woodlands Street 81 738524	Address 11 MARSILING ROAD 739111	Address 61 JURONG WEST STREET 65 648348
CCAs Offered	Map	Map	Map
PSLE Ranges	Nearest MRT Station Woodlands MRT	Nearest MRT Station Marsiling Station	Nearest MRT Station Boon Lay MRT Station
Achievements	Bus Service 858, 900, 911, 913, 964, 965, 969 (along ave 7), 169, 903 & 911 (along ave 2)	Bus Service Front Gate - 913, 913E Back Gate - 178, 856, 903	Bus Service 30, 154, 157, 180, 187, 198, 242
Subjects Offered	Type of School Government	Type of School Government	Type of School Government
Special Programmes	Course Stream Express (EM1/2), Normal Academic (EM1/2), Normal Academic (EM3), Normal Technical (EM1/2), Normal Technical (EM3)	Course Stream Express (EM1/2), Normal Academic (EM1/2), Normal Academic (EM3), Normal Technical (EM1/2), Normal Technical (EM3)	Course Stream Express (EM1/2), Normal Academic (EM1/2), Normal Academic (EM3), Normal Technical (EM1/2), Normal Technical (EM3)



27

Parents also need to enjoy the exploration of different occupations by getting out to exciting community events – and to show excitement even if what’s being presented is maybe...a little yucky. Children need to see us get excited to know that it is okay to take risks and explore the world of work that is all around them.



28 Parents, encourage your schools to participate in the Primary Science Club at the Singapore Science Centre. Parents also play a vital role by following up and visiting the museum to learn what their children are learning and to help them earn as many of the 16 science badges that they can.



29 Visiting children's museums provide opportunities for children to be archeologists by digging for dinosaurs or to become a newscaster by practicing in front of a real camera. What is exciting for children is that they can now perform the activities that have been read to them in books or experience what they have seen on television or witnessed as they drive about town.



30 Baby Boss offers a commercial model of an exciting children's museum that creates activity stations. These activity stations allow children to use their imagination and dress in roles to launch a space ship, run a fire station or pastry shop, or be a dentist.

31 Little Ones @ Work programme coordinated by Singapore's National Trades Union Congress is trying to mobilize Singapore companies to offer a "bring your child to work day" and has attracted over 20 companies. Unless children see us at work, how can they know that work is more than "that thing that takes my parents away from me everyday?" From their perspective, work does not look like fun. It's this thing that makes mom and dad rush around in the morning, stay up late, constantly say things like "I can't play right now because I have to work." How can children learn that the world of work is actually exciting and interesting if they cannot see it first hand and walk around with their parents for a day?

Little Ones Go Healthy

By Vanessa Teo

To lower absenteeism rate at work, it is key to keep employees and their families healthy and fit – and this is exactly what NTUC's Women's Development Secretariat is trying to achieve.

On 29 December 2009, WDS in its first collaboration with the Health Promotion Board, embarked on their "Little Ones @ Work" with a new "Parents' Workshop" incorporated into the programme. The programme aims to equip parents with the knowledge and skills to nurture healthy dietary habits and an active lifestyle in their children.

"Healthy eating and regular physical exercises are important elements of healthy living. So, it is important for children to adopt such positive habits as soon as possible. This workshop therefore equips parents with the knowledge and skills to help their children eat healthily and lead an active lifestyle," said NTUC



32 There are a tremendous number of resources online that parents can explore with their children. The Field Museum in Chicago for example has a number of interactive exploration opportunities at your disposal.

The screenshot shows a website interface with a green header containing 'search', 'sitemap', and 'help'. Below the header is a large image of a green dinosaur. The main content area is titled 'Tour Through Time' and includes a bullet point: 'Mesozoic Era - begins 248 million years ago'. Underneath is a section 'Basic Overview' with the sub-heading 'The Age of Dinosaurs'. The text describes the Permian mass extinction and the start of the Mesozoic Era. A small map of the world is shown. Below the text is a section titled 'Plant and animal life changed dramatically' with details about flowering plants and mammals. On the right side, there is a vertical 'Geological Time Scale' chart showing various geological eras and periods with their corresponding time markers in millions of years ago (Ma).

Time (Ma)	Period	Era
Today	Quaternary	Cenozoic Era
1.8 Ma	Tertiary	
65 Ma	Cretaceous	Mesozoic Era
144 Ma	Jurassic	
206 Ma	Triassic	
248 Ma	Permian	Paleozoic Era
290 Ma	Carboniferous	
354 Ma	Devonian	
417 Ma	Silurian	
443 Ma	Ordovician	
490 Ma	Cambrian	Precambrian
543 Ma	Precambrian	

33 I dream a dream. It is exactly what we want every parent and child to do everyday. Explore with our children the dreams and aspirations that unfold by venturing out to the world around you, the virtual world, the real world, and the imaginary world. As a parent we need to transform “I dream a dream” to “we dream a dream.” We need to join in our children’s adventure and grow with them as we encounter new ideas, facts, and skills. No, I did not know what a Parasauralophus was or how to pronounce it until my son became interested in dinosaurs. But it is an example of the exciting things we learn when we join in our child’s

adventure, when we dream a dream together.


As educators, we support children in dreaming a dream by providing them with tools to understand, with eportfolios to track their competencies and interests, and by providing opportunities for them to share their new found excitement with their parents and friends. As educators, we help our students make sense of the world by helping them see that work is organized by industries that offer many exciting pathways through life.

34

In sum, the Guidance Branch officers and Center on Education and Work staff – many of whom are here today – created the primary site to be fun and instructive. Fun because learning about the world of work should be fun. Instructive because it is designed to provide the foundational career exploration skills needed to support them as they transition into secondary school. We are excited and proud to work with the Ministry of Education on this most important task and hope you enjoy the experience as much as we have enjoyed bringing it to you.

Emerson wrote that the power of our relationships with parents, teachers and friends “comes not from an outstretched hand nor a kindly smile, it comes from the inspiration children feel when they realize that you truly believe in them. That you truly believe in their ability to successfully navigate the unknown challenges that lay before them. That you believe in their aspirations. That you have



	willingly joined with them in dreaming a dream.	
35	Thank you.	 <p>THE CENTER ON EDUCATION AND WORK University of Wisconsin-Madison</p> <p>V. Scott Solberg Associate Director of Research ssolberg@education.wisc.edu</p> <p>www.cew.wisc.edu</p>