

CLAP@JC's Achievements and Highlights of Evidence (10- Minute Presentation)

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“Victor” from a School for Social Development (“Potential Early School Leaver”)

Before APFS

During Bm4 and APFS's Bm8L3 (Two-Day Internship)

- S6 Male; career options: teacher, (others: unknown); Two-Day Internship: a Tutoring Center, assisting the tutor
- ➔ **Identity Diffusion** (Lack of Both Self-Knowledge and Self-Assurance – he did NOT know or was confused about his sense of direction; he could NOT see clearly what kind of a person he was) **BEFORE APFS Under CLAP@JC**
 - “How to describe myself?... Confused... I didn't know my direction... I couldn't see what kind of a person I was...” [“點形容自己啊？朦朧囉，對自己定位，唔係好睇得清自己係咩嚟囉”]
- ➔ **Strengthening Self-Knowledge and World-of-Work Knowledge Toward Preparation for Future Career Decision Making** Thru the APFS Two-Day Internship – he wanted to see if he was suitable (a good match) for a specific work environment, prepare himself for his future, and get a feel of what it's like to be in his aspired occupation
 - “How [did it feel]?... It's for my future, future work preparation... to get a feel, because... I aspire to become a teacher [as my dream goal], so [I needed] to see if I am really suitable to deal with children and [to see] if being a tutor or teacher... this occupation... role... to understand it more... it is a matter of fact that I gained [some insight] from the experience...” [“點啊...即係係為我將來，將來工作前幾個鋪墊囉，去擷下feel，因為我以後談，我係想做老師呀嘛，去睇下自己係咪真係適合對住啲細路仔，同埋呢個導師或者老師呢個職業呢個身份去擷更多嘅了解啦，事實上我都係收穫咗一啲嘢嘅...”]
- ➔ **Gaining Insights** (Observation Making) Thru the APFS Two-Day Internship at S5
 - “... but, Is it necessary to kill off a child's curiosity? Particularly at primary level? I felt that you [as a tutor] should answer the kid's question, informing him that sometimes there is no explanation for certain language rules... but [you should] NOT hit hard on a child's inquiries/curiosity as authority figure... That way [doing so] would kill off the child's curiosity, lowering his self-esteem, self-confidence” [“...但係係咪要去咁樣去打擊一個細路嘅好奇心呢？特別係小學生咁嘅階段係咪要咁呢？我覺得，你可以同佢解答... 呢個答案係冇得解嘅，因為有陣時啲語文嘅咁嘅嘢就係係咁諗係咁啲啦... 但係就唔應該係一劈頭就話用一種好高壓嘅方式去面對一個咁嘅小學同學囉。即係一方面會打擊佢嘅好奇心拉，另一方面都會打擊佢嘅自尊自信嘅。”]
- ➔ **Confirming One's Career Decision Toward Pursuing One's Aspiration Thru Self-Reflection**
 - “... I became more certain about my desire to become a teacher, because I felt... that teaching kids in a wrong way can hurt them... I had a similar experience, that is, my confidence was crushed hard by a former teacher at my previous school, ... something happened... [since then] I had not gone to school for a year... so I understood so well how a teacher's behavior could have deep influences on the kids... [the Tutoring experience] made me feel more encouraged to set teacher as my future goal.” [“一方面係我堅定咗自己想做一个老師，因為我覺得咁樣一種教細路嘅方式... 我覺得會害咗到我哋下一代嘅小朋友嘅，就係為我曾經都係一個咁嘅情況下，即係俾老師，俾我以前學校嘅老師打擊過自信跟住就談，就發生咗一件事啦。... 我就一年都有翻過學... 所以我係好能夠感受到... 即係咁嘅一個老師嘅行為下對細路仔會產生嘅影響嘅係，所以我係、更加激動，就我想做老師一個目標。”]

“Eddie” from a Band-1 DSS (Direct Subsidy Scheme) School

During Bm8,
Bm5

After Bm8L2 (Job Shadowing)

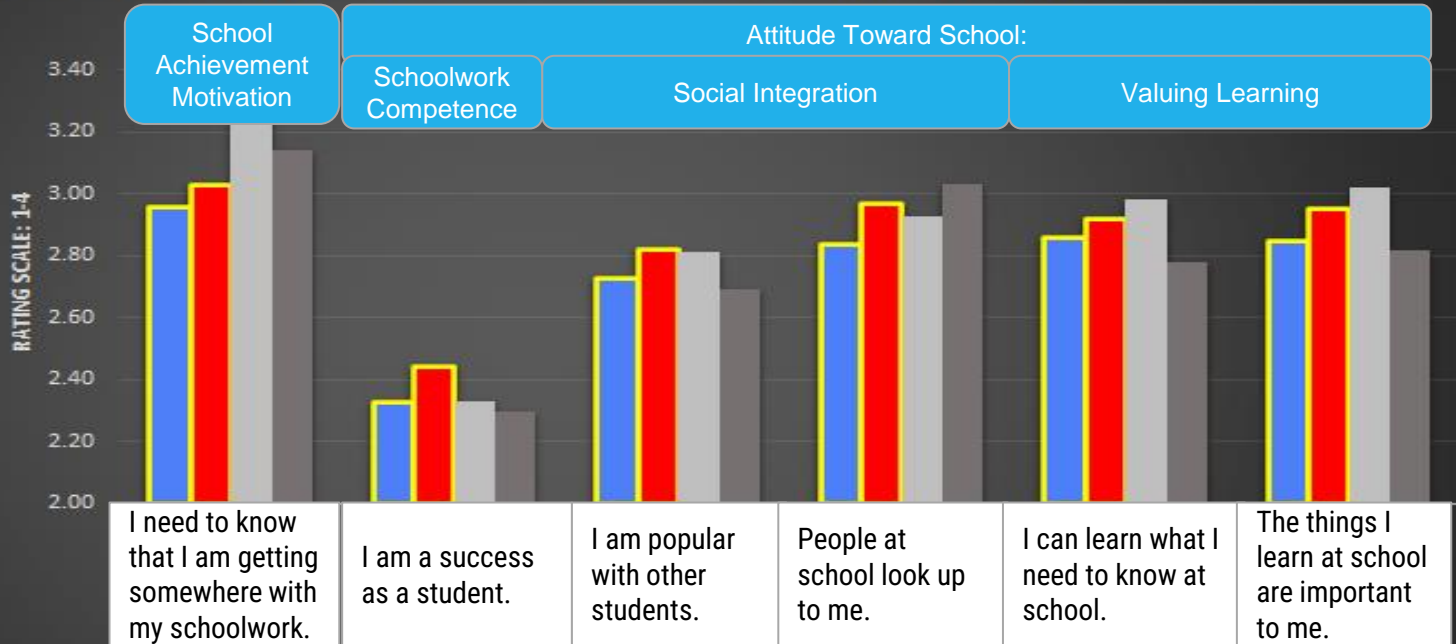
- S6 Male; career options: finance, BA, (family's suggestion: medicine), philosophy; Job Shadowing: “Job Wallet,” selling watches; Life Planning Ambassador
- **Identity Diffusion** (or Career Choice Uncertainty) **BEFORE Job Shadowing and Job Exploration (Coaching/Life Planning)**
Experiences Under Whole-School-Based HKBM Adoption
 - *“I thought about studying Finance at UST... or related programs, like Business Administration... Though I can't say for certain right now ... I'd pick this field coz' it's fun and suits my interest and personality... I participated in those life planning activities, coaching, and matching with business professionals... Having listened to their sharing of what they do in business or management, it seems that BA is quite fun to me... I needed NOT to choose to study medicine or the like.... I wasn't interested in [pursuing] medicine originally... I added Chemistry to fill up my list; because my family asked me to [consider medicine], so I picked [Chemistry].”*
- **Recognizing the Importance and Purpose of Job Shadowing, i.e., to Make Observations on How Employees/Employers Do Things**
 - *“To me, there wasn't much to do at the workplace, be it 1 day or 2 weeks... The more important was to learn from the employees/employers' ways of thinking, how they reacted to things... These are what I wanted to observe from my job shadowing experience...”*
- **Knowing More About the Work Environment and the System Behind Thru Job Shadowing Toward Affirming His Choice & Interests**
 - *“the employees stood all day long; the most tiring was that they not only had to stand for the whole day but also to stay energetic. ... most customers came in the evening; so you have to deal with the most customers when you are the most tired. So, doing this job can be physically straining.”*
- **Developing Admiration Toward the Employee/Employer's Work Ethics/Attitude Toward Developing One's Future Work Ethics/Attitude and Increasing One's Choice Confidence**
 - *“the manager who supervised us had such enthusiasm and seriousness in his works; ... whenever he had free time, he read the company's old catalogues through the company's ipad to update his knowlegde [of the company's older products]... he could even talk about the older products dated before his employment by the company. This was why I admire him a lot.”*
- **Becoming More Comfortable with Multiple Pathways/Choices**
 - *“... [if a particular field has low job prospect] I would consider it less, but I might NOT give it up yet... I feel... there is always a way out. For example, I said early that I wanted to study [Finance] at UST... but if I can't [get into the program], I might choose Philosophy... Even though everyone knows that Philosophy isn't a field that would bring bread to your plate, I would study it... because I prefer choosing Interest [over job prospect]... I don't really worry about not getting hired with a Philosophy degree... I am certain that I can get a job no matter what I major in [at the university].”*

Highlights of Evidence on Achievement #1. “CLAP@JC has improved students’ agency in raising aspiration and goal setting.”



Increases in Students’ Attitude Toward School and Motivation (School Achievement Motivation) Among S4 Students (2021 at T1) and S5 Students (2022 at T2) from the 36 BM Schools and the 2 Non-BM Schools

Evidence:
APASO
Items with Significant Increase from T1 and T2 for S4-S5 Students



2276 S4 Students from the 36 BM Schools in 2021 (at T1)

1046 S5 Students from the 36 BM Schools in 2022 (at T2)

Significant Group Difference ($p < .05$) Between T1 and T2 Cross-sectional Measures

43 S4 Students from the 2 Non-BM Schools in 2021 (at T1)

80 S5 Students from the 2 Non-BM Schools in 2022 (at T2)

| | | | | | | |
|--|------|------|------|------|------|------|
| ■ S4 BM Sch (2021, N=2276, 36 Sch) @T1 | 2.96 | 2.33 | 2.73 | 2.84 | 2.86 | 2.85 |
| ■ S5 BM Sch (2022, N=1046, 36 Sch) @T2 | 3.03 | 2.44 | 2.82 | 2.97 | 2.92 | 2.95 |
| ■ S4 Control (2021, N=43, 2 Sch) @T1 | 3.35 | 2.33 | 2.81 | 2.93 | 2.98 | 3.02 |
| ■ S5 Control (2022, N=80, 2 Sch) @T2 | 3.14 | 2.30 | 2.69 | 3.03 | 2.78 | 2.82 |

Highlights of Evidence on Achievement #2. “CLAP@JC has **expanded** students’ choice, participation, and opportunities structure.”



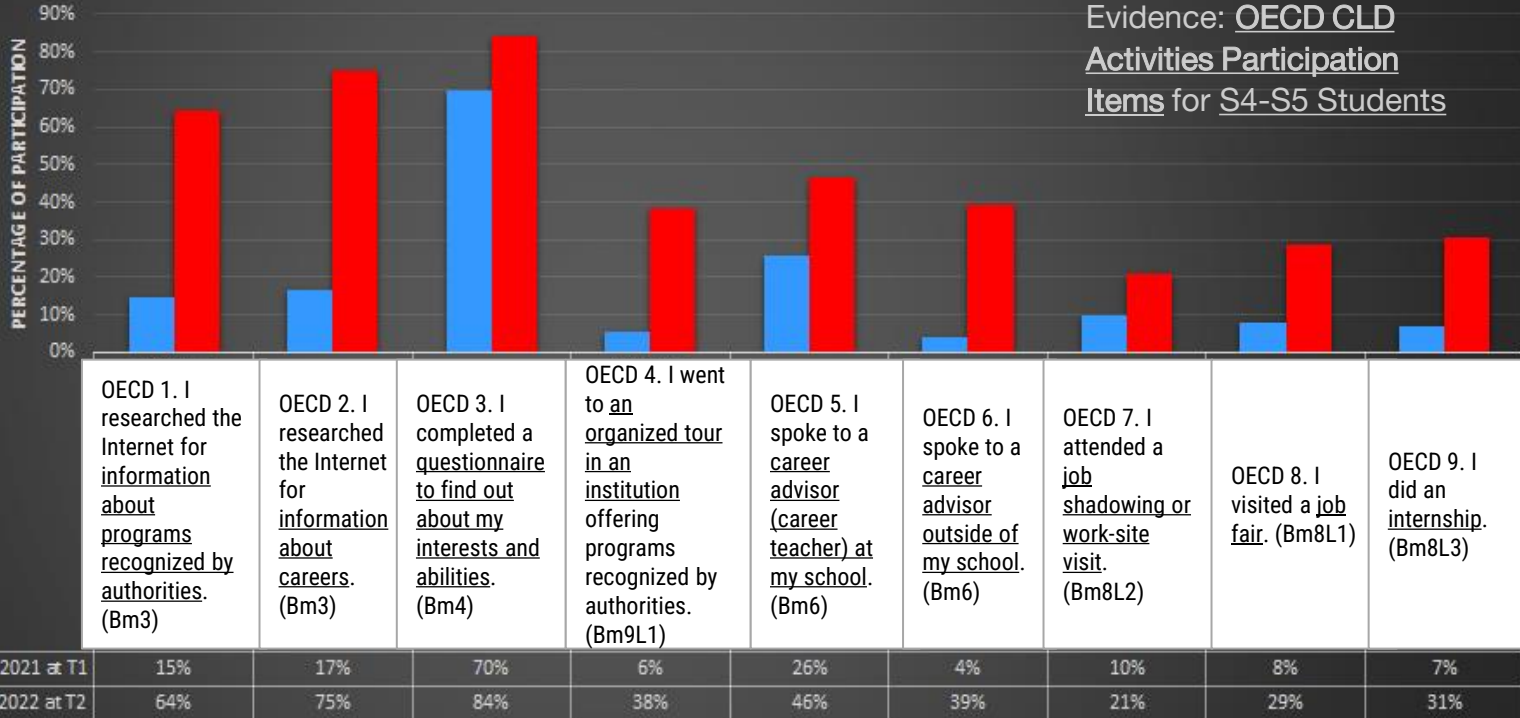
Participation Rates in OECD CLD Activities Among S4 Students (in 2021 at T1) and S5 students (in 2022 at T2) in 34 BM Schools

2262 S4 Students from the 34 BM Schools in 2021 (at T1)

1044 S5 Students from the 34 BM Schools in 2022 (at T2)

34 BM Schools = 36 BM Schools Excluding 2 Schools for Social Development

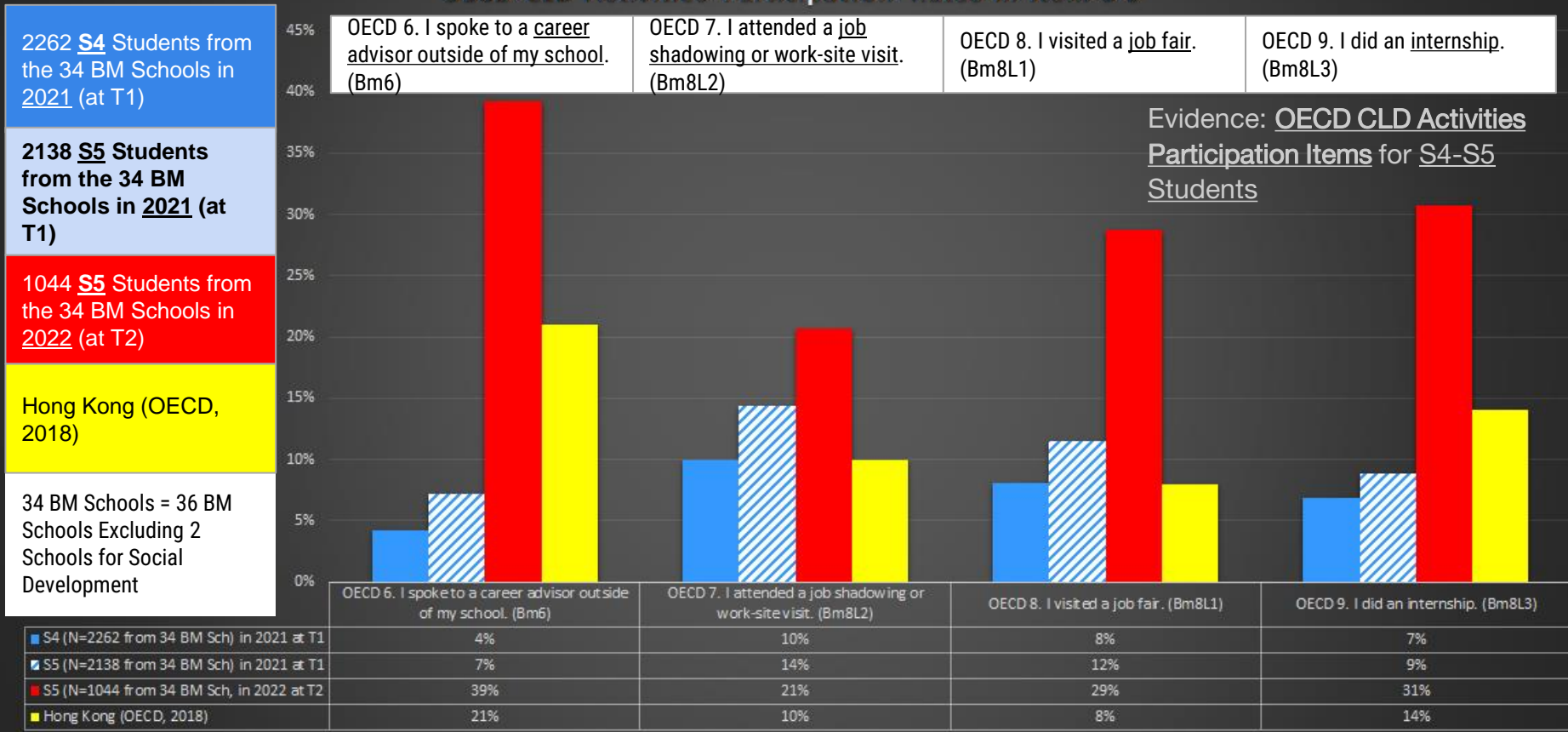
Evidence: OECD CLD Activities Participation Items for S4-S5 Students



Highlights of Evidence on Achievement #2. “CLAP@JC has **expanded** students’ choice, participation, and opportunities structure.”



OECD CLD Activities Participation Rates in Item 6-9



2262 **S4** Students from the 34 BM Schools in 2021 (at T1)

2138 **S5** Students from the 34 BM Schools in 2021 (at T1)

1044 **S5** Students from the 34 BM Schools in 2022 (at T2)

Hong Kong (OECD, 2018)

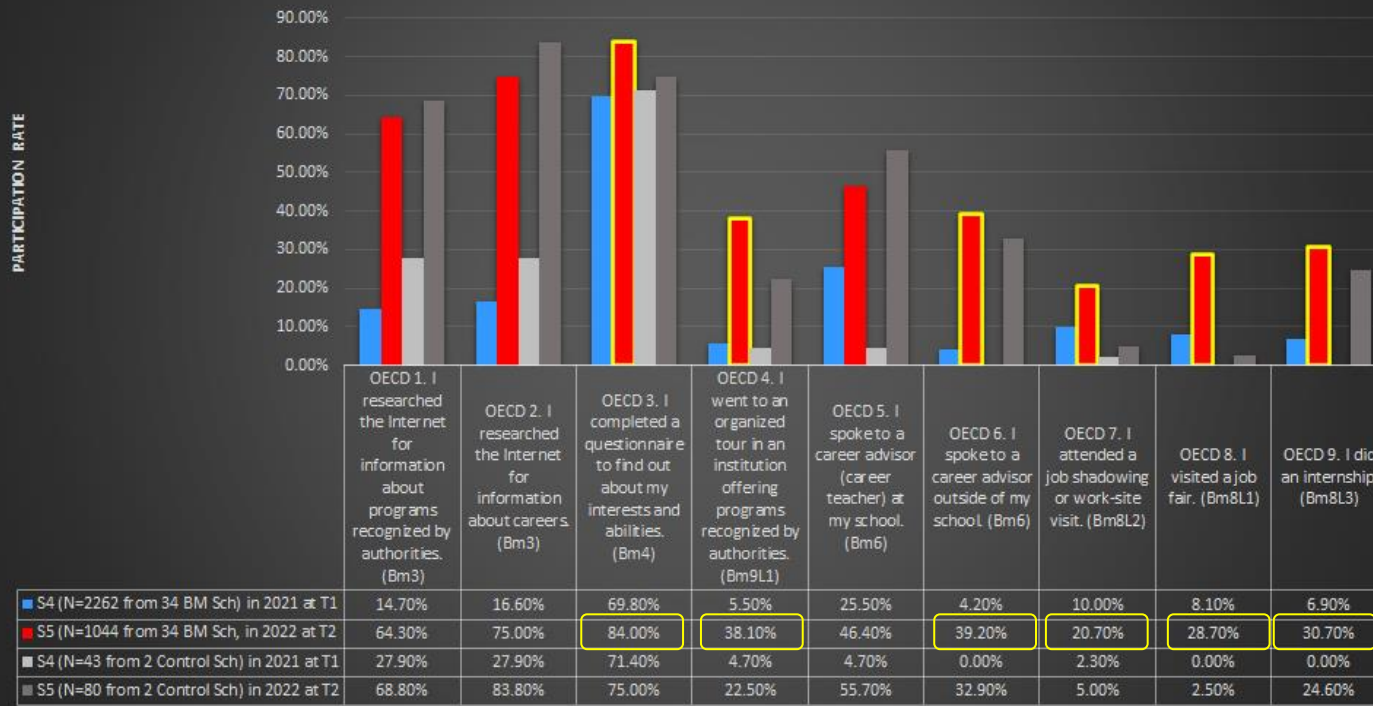
34 BM Schools = 36 BM Schools Excluding 2 Schools for Social Development

- S4 (N=2262 from 34 BM Sch) in 2021 at T1
- S5 (N=2138 from 34 BM Sch) in 2021 at T1
- S5 (N=1044 from 34 BM Sch, in 2022 at T2)
- Hong Kong (OECD, 2018)

Highlights of Evidence on Achievement #2. “CLAP@JC has expanded students’ choice, participation, and opportunities structure.”



Participation Rates of the 9 OECD CLD Exploration Activities by S4 Students in 2021 at T1 and S5 Students in 2022 at T2 from 34 BM Schools and 2 Control Schools



2262 S4 Students from the 34 BM Schools in 2021 (at T1)

1044 S5 Students from the 34 BM Schools in 2022 (at T2)

43 S4 Students from the 2 Control Schools in 2021 (at T1)

80 S5 Students from the 2 Control Schools in 2022 (at T2)

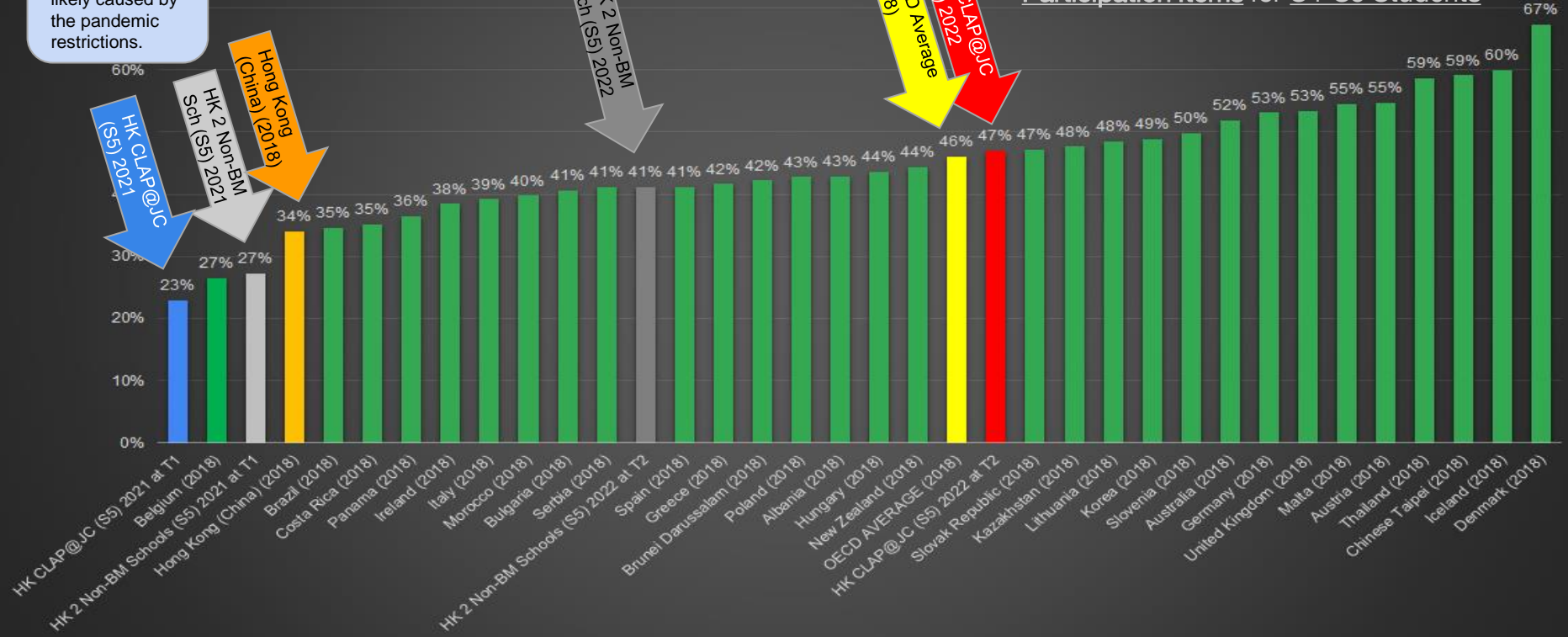
34 BM Schools = 36 BM Schools Excluding 2 Special Schools

Highlights of Evidence on **Achievement #2**. “CLAP@JC has **expanded** students’ choice, participation, and opportunities structure.”

Participation Rates in OECD CLD Activities Across Countries

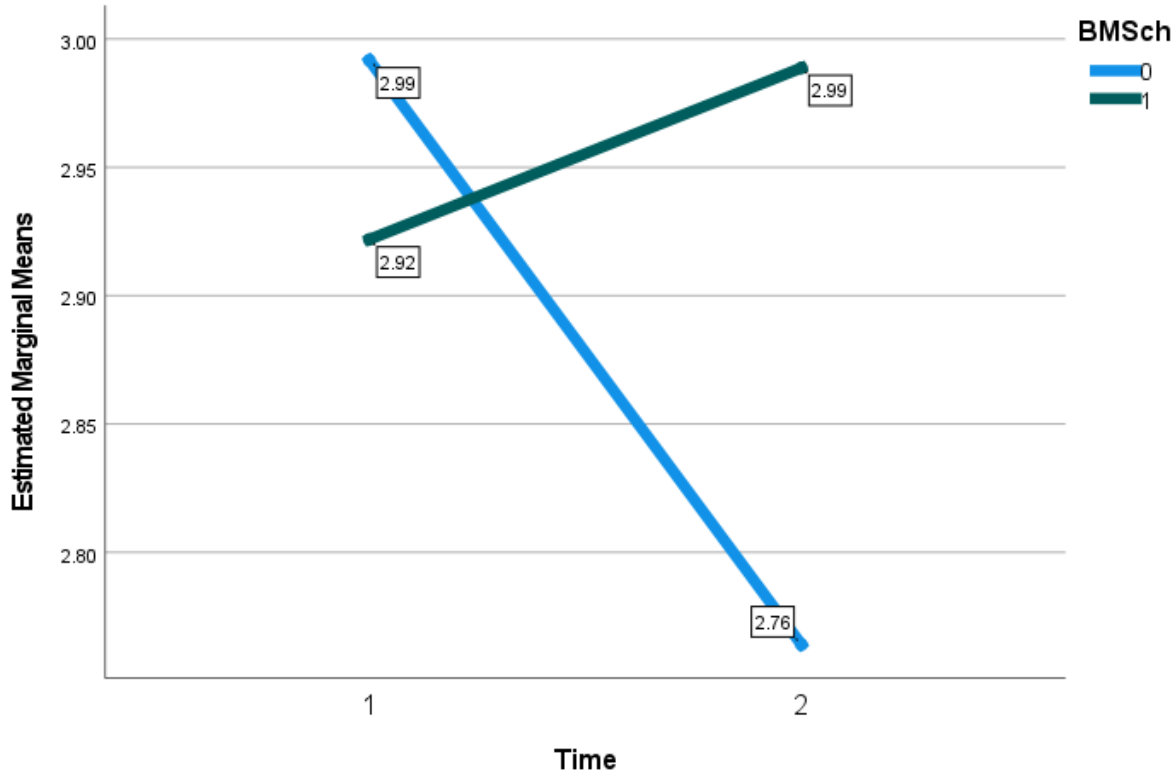
The drops in HK's figures in 2021 were very likely caused by the pandemic restrictions.

Evidence: OECD CLD Activities Participation Items for S4-S5 Students



Highlights of Evidence on Achievement #3. “CLAP@JC has **raised** students’ CLD goal setting competence and choice making.”

Estimated Marginal Means of CRI_SkillsDecisionPreparedness

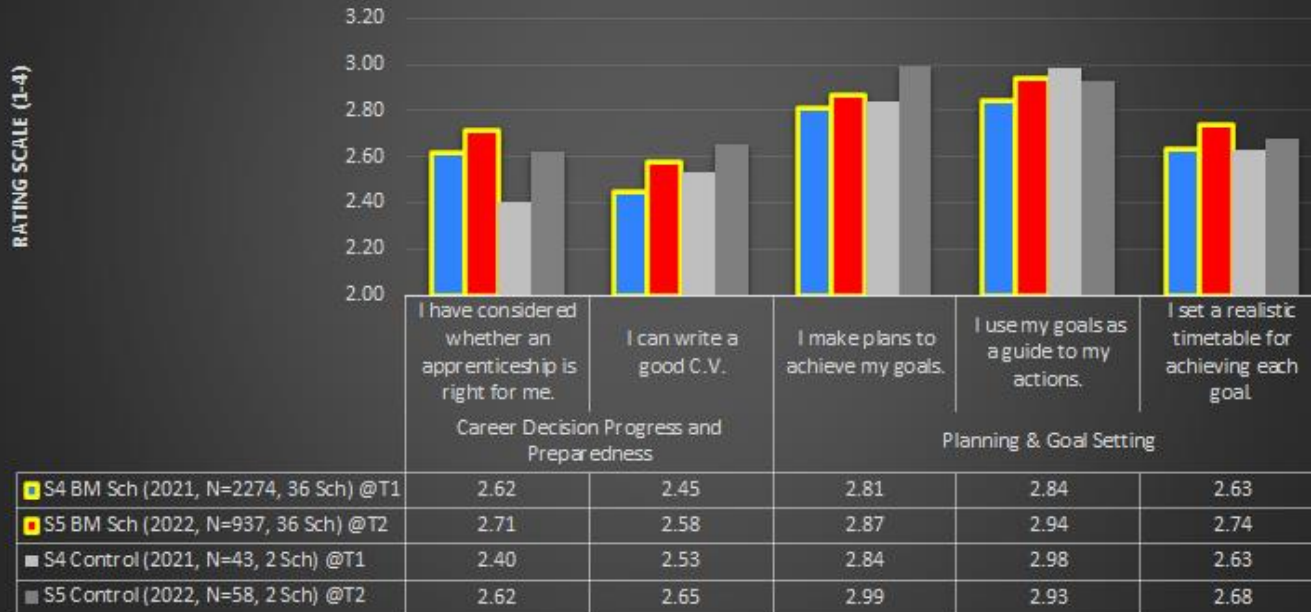


Evidence: Career Readiness Index for S4 Students

There was an **increase in BM Schools’ S4 Students’ Career Readiness (Decision Making Skills Confidence and Preparedness)** from 2021 to 2022 (T1, N=1805; T2, N=1240). In contrast, there was a **decline** in the Non-BM Schools’ S4 Students’ Career Readiness from 2021 to 2022 (T1, N=43; T2, N=64).

Highlights of Evidence on **Achievement #3**. “CLAP@JC has **raised** students’ CLD goal setting competence and choice making.”

Increases in Goal Setting and Career Decision Making Preparedness in S4 Students (2021 at T1) and S5 Students (2022 at T2) from the 36 BM Schools and the 2 Control Schools



2274 S4 Students from the 36 BM Schools in 2021 (at T1)

937 S5 Students from the 36 BM Schools in 2022 (at T2)

Significant Group Difference ($p < .05$) Between T1 and T2 Cross-sectional Measures

43 S4 Students from the 2 Control Schools in 2021 (at T1)

58 S5 Students from the 2 Control Schools in 2022 (at T2)

Highlights of Evidence on Achievement #4. “CLAP@JC has *addressed the needs of potential school drop-out.*”

Definitions for Youth at Risk in the Social Work, Orthopsychiatry, and Psychology Literature

- Resnick & Burt (1996):
 - **ANTECEDENTS**: Poverty; Neighborhood; Family Dysfunction
 - **MARKERS**: **Poor School Performance**; ...
 - **BEHAVIOR**: Early Sexual Behavior; **Truancy**; Tobacco/Alcohol/Drug Use; Associating with Delinquent Peers...
 - **OUTCOMES**: **School Dropout**; Crime; Depression/ Mental Illness; Physical/Sexual Abuse...
- At-Risk Youth Programs (2023):
 - **SCHOOL LIFE**: Trouble at School; **Failing at School**; **Grades Are Dropping**; Conflict with Staff; Clash with Other Students; **Disinterest in School**; **Truancy**
 - **SELF-BELIEF**: **Lacking Confidence**; **Lacking Motivation for Most or Many Things**
 - **DEPRESSION**: Disinterest in Most Things...
 - **TRUTHFULNESS**: Telling Lies; Unable/Unwilling to Communicate
 - **FAMILY LIFE**: Rebellious; Arguing Often with Parents/Siblings; Threatening to Run away/Go Missing
 - & more...

Dropout Risk in Canada (Goulet, Clement, Helie, & Villatte, 2020)

- **SCHOOL-BASED RISK FACTORS**: **Student Disengagement**; **Grade Retentions**; **Academic Failure**; **Lack of Discipline in the Classroom**
 - **Student Disengagement**: “*I like school.*” (item inverted)
 - **Lack of Discipline in Class**: “*How many times have you disturbed your class on purpose?*”
 - **Academic Demotivation**: “*I am really interested in my math class—item inverted.*” (reversed item)
- The **Dropout Prediction Index** (Archambault & Janosz, 2009) to assess risk of school dropout at age 15
 - **Behavioral Engagement**: School Attendance (2 items); Compliance with Rules (Discipline; 2 items) (4-point scale; never to quite often)
 - **Affective and Cognitive Engagement** (7-point scale): Liking School (4 items); Interest in School Work (3 items); Willingness to Learn French Language Arts (3 items); Willingness to Learn Mathematics (4 items)

School Dropouts in Hong Kong (Lau, Tsang, & Kwok, 2007)

- **REASONS FOR SCHOOL DISAFFECTION**:
 - Rejected by classmates
 - Punished/rejected by teachers and social-emotionally bullied by classmates
 - Punished/rejected by teachers
- *Different Attitude Toward Conformity to Authority and “Normative Values”*

APFS (CLAP@JC, 2020-2022; Kent Sir, Apple, et al., personal communication, Apr 25, 2023)

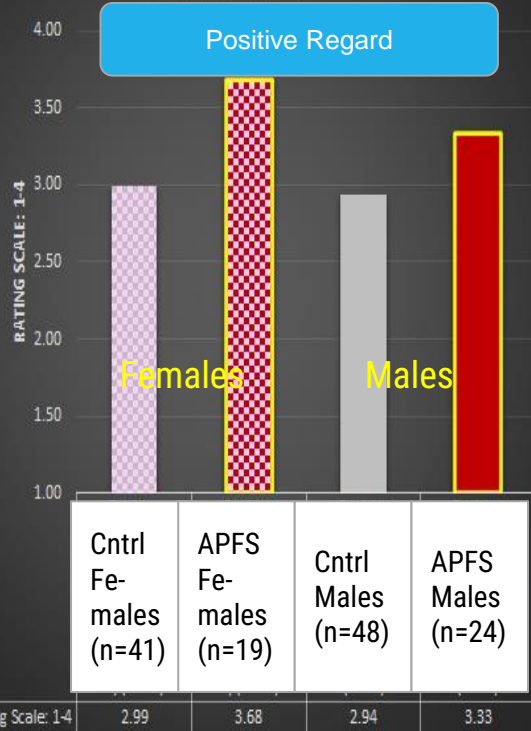
- *Tailored for “Potential Early School Leavers”* (not for the worst students and the typical school dropouts)
 - “Loneliness” – Yes?
 - “CLD Support System” – No?
 - “Disaffection” – Yes?
 - “Life Meaning” – No?

Highlights of Evidence on Achievement #4. "CLAP@JC has *addressed* the *needs of potential school drop-out.*"

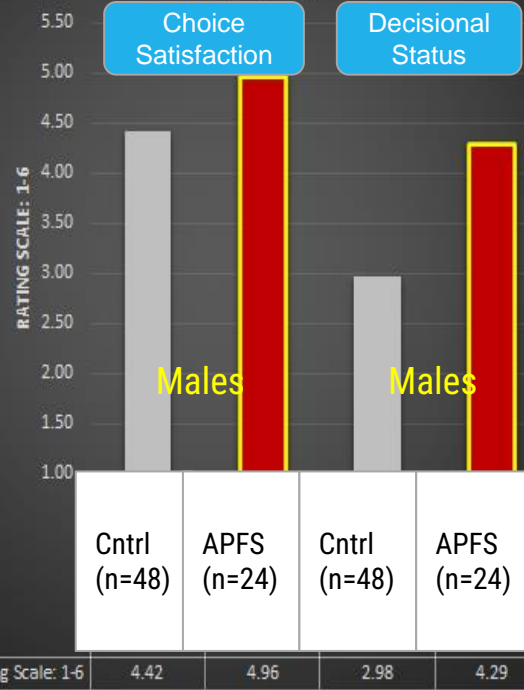


Evidence: Positive Regard, Career Decisional Status, and Vocational Efficacy Flexibility : APFS Vs. Control Samples

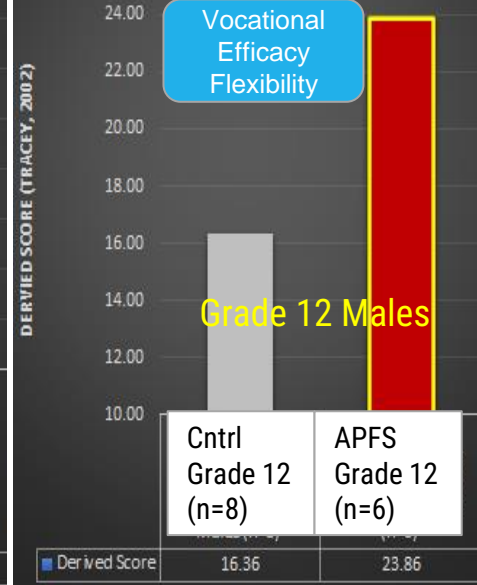
"Control" Vs. "APFS" Female and Male Students on Positive Regard in 2022 at T2



"Control" Vs. "APFS" Male Students on Career Choice Status (Satisfaction, Decisional Status) in 2022 at T2



"Control" Vs. "APFS" Male Students on Vocational Efficacy Flexibility (Derived Score, Tracey, 2002) in 2022 at T2



Significant Group Difference ($p < .05$) Btw APFS and Control.

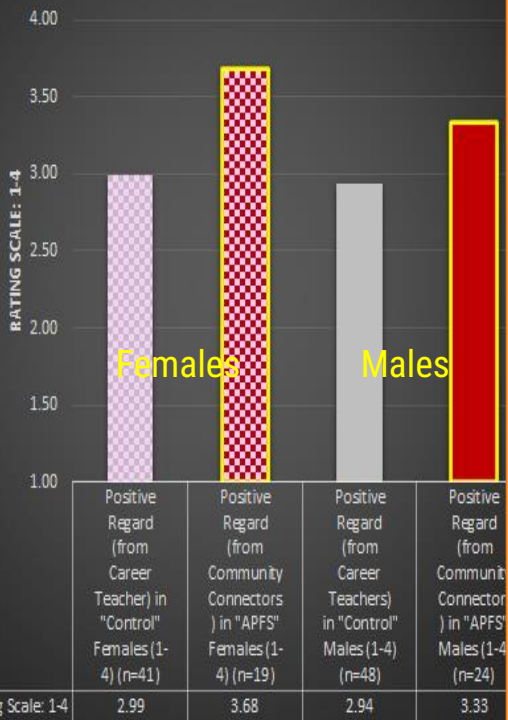
Highlights of Evidence on Achievement #4.

“CLAP@JC has **addressed** the needs of potential school drop-out.”

Career Decisional Status (CDDQ, Gati, Krausz, & Osipow, 1996) measures degree of decidedness: 1 = I don't even have a general direction; 2 = I have only a general direction; 3 = I am deliberating among a small number of specific occupations; 4 = I am considering a specific occupation, but I would like to explore other options before I make my decision; 5 = I know which occupation I am interested in, but I would like to feel sure of my choice; 6 = I am already sure of the occupation I want.

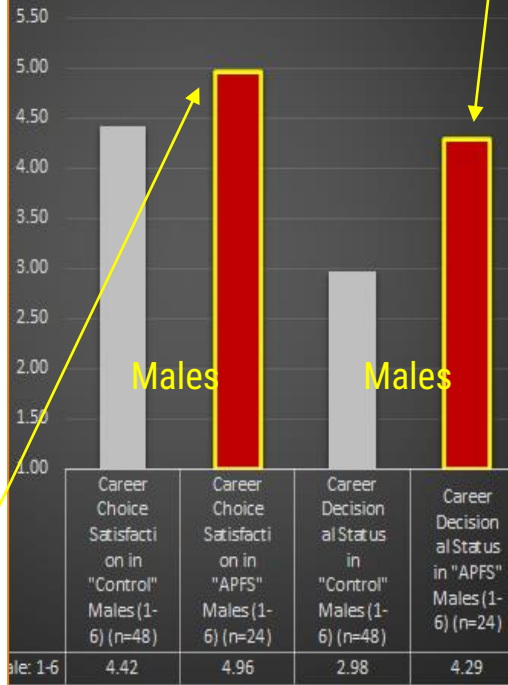
Need for Positive Regard More Satisfied: The leaders in this program (“AFPS”) (Vs. teachers/SW carrying out CLD act. In sch. (“Control”)): (1) would tell other people good things about me; (2) enjoy having me in their class/program.

“Control” Vs. “APFS” Female and Male Students on Positive Regard in 2022 at T2



Career Choice Satisfaction (Kleiman, Gati, Peterson, et al., 2004) measures degree of satisfaction with present “Career” choice: 1 = Undecided about my future; 2 = Very dissatisfied and intend to change; 3 = Dissatisfied but intend to remain; 4 = Not sure; 5 = Satisfied but have a few doubts; 6 = Well satisfied.

“Control” Vs. “APFS” Male Students on Career Choice Status (Satisfaction, Decisional Status) in 2022 at T2



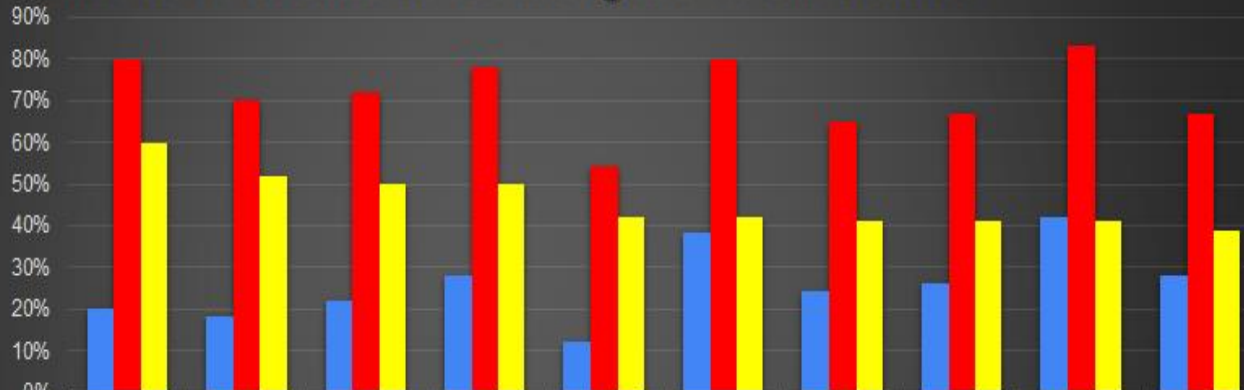
“Control” Vs. “APFS” Male Students on Vocational Efficacy Flexibility (Derived Score, Tracey, 2002) in 2022 at T2



Significant Group Difference ($p < .05$) Btw APFS and Control.

Highlights of Evidence on Achievement #5. “CLAP@JC has **provided** an overarching framework to provide students with holistic support in school and induce professional enhancement and organizational changes in school.”

Top Ten BM Sub-benchmarks with the Largest Increase from 2021 at T1 to 2022 at T2 Among the 46 BM Schools



Fully Achieved Percentage of a BM Sub-benchmark in 2021 at T1

Fully Achieved Percentage of a BM Sub-benchmark in 2022 at T2

Increase in Fully Achieved Percentage of a BM Sub-benchmark from 2021 at T1 to 2022 at T2

| | 2.2.6 Career Team - Receiving CPD annually | 3.2.4 Three possible pathways by S.6 | 7.1.2 Time allocation & trained teachers | 10.1.1 Staff coordinating parent engagement | 2.3.8 Induction to new members | 1.1.1 Stable CLD policy - strategy | 2.1.3b Networking - Establishing new network | 3.1.3 Visible up-to-date information | 2.2.7 Received CLD initial training | 6.1.1 Personal guidance conducted by trained educators |
|----------------------------------|--|--------------------------------------|--|---|--------------------------------|------------------------------------|--|--------------------------------------|-------------------------------------|--|
| ■ T1 | 20% | 18% | 22% | 28% | 12% | 38% | 24% | 26% | 42% | 28% |
| ■ T2 | 80% | 70% | 72% | 78% | 54% | 80% | 65% | 67% | 83% | 67% |
| ■ Increase (in descending order) | 60% | 52% | 50% | 50% | 42% | 42% | 41% | 41% | 41% | 39% |

Highlights of Evidence on Achievement #5. “CLAP@JC has **provided an overarching framework to provide students with holistic support in school and induce professional enhancement and organizational changes in school.**”

