

*FUSD Commission on Workforce Readiness and Career Technical Education
Engaging Programs Workgroup*

Engaging Programs Workgroup Focus Areas

1. Academic support
2. Curriculum and instruction
3. Career awareness, exploration, and identification
4. Career guidance and planning
5. Business engagement
6. Community engagement
7. Parent engagement
8. Work-based learning

Best Practices

Academic Support

- AVID - Writing, Inquiry and Collaboration, and Reading skills
- Meaningful, sustained relationships between students and adults on campus
- Summer orientation programs to transition successfully to middle and high school
- Teachers who know each students' strengths and challenges and provides individualized support, guidance and direction in a timely manner

Articulation

- Concurrent enrollment programs for students to earn college credit as high school students

Business Engagement

- Advising on student projects
- Consult on curriculum development for CTE courses
- Donate old equipment
- Guest speakers in classrooms
- Host field trips and offer job shadowing for high school students
- Industry leaders can provide information about career opportunities, emerging markets, labor requirements high demand occupations for Pathway Design
- Jobs for students and graduates
- Offering work-based learning opportunities for students and externships for teachers
- Serve as members of ongoing steering committees
- Volunteer as mentors

Career awareness

- Career awareness program like Junior Achievement, Real Game California, or Microsociety
- Career days, job fairs, job shadowing, mock interviews, field trips, guest speakers, etc.

Career exploration

- Career days, job fairs, job shadowing, mock interviews, field trips, guest speakers, etc.
- Career Interest inventory like Career Cruising
- Exposure to all of the pathways in a school during a Freshman Year Academy program
- Informational sessions and material for elementary students about middle school options and for middle school students about high school options

Career guidance and planning

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- Career Planning by students with their teachers, parents, and guidance counselors
- Create Career Preparation website for students that provides information and resources on Career Planning
- Formal guidance program during the regular school day that is focused on enrolling students in courses necessary for college and career preparation
- Individual Career Planning for all students

Curriculum and Instruction

- Contextual learning and Problem Based Learning to help students see relationships between what they're learning and how that relates to their daily lives
- Embedding technology skill development into classroom rather than through "pull-out" activities
- Focus on depth of knowledge rather than breadth
- High quality instruction in rigorous, standards--based academic and technical curriculum
- Integrate academic coursework around real-world problems
- Integrate CTE and Academic courses (7-12) and have teachers and students work in small learning communities around common projects/problems
- Make it REAL for students - clock in and out, give real positions of authority and responsibility within class, have a real enterprises where students sell to the public or serve the public, real curriculum for real-world jobs and certifications
- Student driven/guided projects with teachers acting as facilitators of learning process
- Teachers provide instruction through "workshops" rather than lecturing, which usually includes small groups of students (5-15) on a "need to know" basis. In 9th and 10th grade, teachers schedule workshops but in 11th and 12th grade students request them.
- Team projects for students

Parent Engagement

- Chaperones on field trips
- Hand's on learning opportunities for parents to learn new skills
- Inform parents on honors, advanced courses, dual credit options, career technical education, etc.
- Involve parents regularly in planning for postsecondary and career options
- Organize special events through their places of employment for students
- Parent/family engagement regarding graduation requirements beginning in elementary school

Work-based Learning

- Internships, job shadowing, job training, community service, service learning, apprenticeships, and summer work
- Student run enterprises

Bibliography

Academic Support

- **Rising to the Challenge, Are High School Graduates Prepared for College and World**

Knowing what they know now about the expectations of college and the work force, the majority of high school graduates would have applied themselves more in high school and chosen to take more difficult classes. Yet, fewer than one-quarter of high school graduates feel that they were significantly challenged and faced high expectations in order to graduate from high school. Those graduates who did face high expectations are much more likely to feel adequately prepared for college or the work force. High school graduates welcome raised standards of achievement. An overwhelming majority of graduates say that they would have worked harder if their high school demanded more of them and set higher academic standards. High school graduates, employers, and instructors support a broad reform agenda, including strongly supporting measures that would raise the expectations for high school students, test them more rigorously, and require them to take more challenging courses.

Articulation

- **Building Community Partnerships, Building a Stronger Workforce (SCCCD Workforce Summit 2006)**

On Friday, December 8, 2006, over 50 SCCCDC academic and administrative leaders met to review the preliminary findings from the Workforce Development Summit. The participants were charged with conducting an internal audit in order to evaluate vocational program offerings (referred to as career and technical education in this action plan) against the data gathered from the Summit.

Career awareness

- **Vocational Education in the Elementary School**

The processes of learning about and exploring different vocations should begin in elementary school where teachers and administrators can plan career education that meet students' interests.

Career exploration

- **Decision to go to College**

A 1968 study of more than 10,000 high school graduates examines student decision making processes and how they are affected by family, friends, school experiences, and personal traits.

- **Educators Use Career Games to Teach Lifelong Career Management Skills**

The traditional vocational guidance paradigm expects students, with help from career counselors or teachers, to make an informed, long-term career choice before graduating from high school. Yet, when groups of adults are asked if they are now doing what they expected to be doing when they graduated, less than 10 percent (educators and nurses excepted) raise their hands. The evidence suggests only a small minority of people is able to identify a "calling" at a young age, despite the pressures to which we continue to subject youth, and their advisors, to do so. The new career management paradigm is not so much about making the right occupational choice as it is about

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equipping people with the skills to make the myriad choices necessary throughout their lives to become healthy, self-reliant citizens, able to cope with constant change in rapidly changing labor markets, connect with work they enjoy, and maintain balance between life and work roles.

Career guidance and planning

- **California Career Planning Guide**

The purpose of the planning guide is to assist students through the career planning process.

- **Individualized Career Plans**

Career planning--an essential component of career development--is the cornerstone for making appropriate career, educational, and occupational choices. It is critical to effective transition. To this end, developing individualized career plans for each student is imperative.

- **Why is Career Planning a Low Priority in High Schools**

Given the benefits—and the potential price of not acting—shouldn't career planning have a higher priority in high school? A collaborative effort by parents, counselors, and teachers is needed to coach and guide students, as they are unlikely to initiate action on their own. An effective career-planning program should help students learn how to identify career interests and follow a process to eventually select a career path. It should educate students about the role competition plays in the workplace and which skills are valued by employers. Lastly, it should coach students in how to learn and practice these skills, so that they are prepared to achieve success in their work lives.

- **With Diploma in Hand: Hispanic High School Seniors Talk About Their Future**

The purpose of this report is to assist policymakers and educators to better understand the challenges facing Hispanic high school students who attempt, and often fail, to negotiate the maze of financial, organizational, and social obstacles to higher education. In today's high-tech, knowledge-intensive economy, many of these students need intensive academic remediation and some sort of postsecondary training if they are to find productive jobs and satisfying lives. Although we did not probe the specific needs of this at-risk group in this study, we did observe the same kind of misinformation and lack of adult guidance. Whether these youngsters displayed a lot of college potential or very little, the most common situation was that no one was helping them sort out their futures in any individual way. Too many were left on their own, and our fear is that too many will end up paying a price.

Curriculum and Instruction

- **CART: Reinventing the HS Experience**

In 1999, two school districts in central California gave a group of educators just that opportunity. Teachers and administrators from the Fresno and Clovis Unified School Districts spent one year creating what became the Center for Advanced Research and Technology (CART), a charter school for high school juniors and seniors. Studying the latest research on teaching and assessment, the team of founders determined that high school students learn best when they see their education as relevant to their lives and the world around them. To that end, career-focused teams enlisted the aid of community organizations and businesses to help develop curriculum. The teachers also knew that they couldn't sacrifice academic rigor—that literature, science, and history are as important to secondary education as cultural relevancy. The CART model was

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born—a fusion between relevant, career-focused education and college-preparatory, standards-based academic rigor.

- **Relationships, Rigor, and Relevance: The Three R's of Engaging Students in Urban High Schools**

High schools that successfully engage students in learning have many things in common. They set high academic standards and provide rigorous, meaningful instruction and support so that all students can meet them. Their structure makes it possible to give students individual attention. The teachers take an interest in students' lives, drawing on their real-world experiences and current understandings to build new knowledge. Teachers also show students the connections between success in school and long-term career plans.

Parent Engagement

- **Family Matters in School to Work Transitions**

In order to improve the parental role in work readiness, policy needs to work on linking home and school by nurturing parent involvement in education. But since the day-to-day functioning of families has a powerful effect on the school-to-work transition readiness of students, policy must also consider strategies to help parents become more proactive in their day-to-day functioning at home, as well as ways to insure that families help establish good work values.

Work-based Learning

- **CTE and Work-based learning, ERIC Digest**

Work-based learning (WBL) includes a range of activities that extend beyond traditional cooperative education, such as job shadowing, service learning, internships, and apprenticeships—all of which provide CTE students with valuable experience in the world of work. This Digest reviews the approaches used to provide work-based learning, issues involved in structuring meaningful worksite learning experiences, and benefits that CTE students realize through participation in those experiences.

- **When School Works**

All schools could stand to replicate this part of the Cristo Rey model: getting students invested in the adult world so they develop the discipline to plan for the future and see beyond their more childish present impulses. This—apart from the ten core components of a Cristo Rey school—is the true key to these schools' success. America's thousands of high schools can't find jobs for all their students and follow up with over 200 on-site visits in 180 days. They can, however, match at-risk kids with mentors, and make sure the kids travel to the mentors' workplaces for meetings.