

Superintendent's Commission on Workforce Readiness and Career Technical Education

Report and Recommendations May 27, 2009

FUSD CORE BELIEFS

Student Learning

Every student can and must learn at grade level and beyond

High Quality Instruction

Teachers must demonstrate the ability and desire to educate each child at a high level

Leadership

Leaders must perform courageously and ethically to accomplish stated goals

Safety

A safe learning and working environment is crucial to student learning

Culture

Fresno Unified is a place where:

- Diversity is valued
- Educational excellence and equity are expected
- Individual responsibility and participation by all is required
- Collaborative adult relationships are essential
- Parents, students and the community as a whole are vital partners

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I. Executive Summary

In December 2008, Fresno Unified School District launched the Superintendent's Commission on Workforce Readiness and Career Technical Education. The creation of the commission came at a critical time in the development of Fresno Unified and the Fresno community because of the challenges of keeping students in school on target to graduate and preparing them to be career ready graduates and because of the local economic reality of the community which is recognized as one of the poorest in the United States.

Fresno Unified School District (FUSD) is the 4th largest school district in California, serving over 73,000 students. For the past four years, the District has established fiscal stability and developed a focused roadmap for the future. Most importantly, student achievement has increased across the district each of those years.

The reality for FUSD, however, is that too few students graduate and too few students graduate who are prepared to successfully pursue a career, whether that career starts right after high school or after some additional education. In the community, good paying jobs consistently remain unfilled due to the lack of a prepared workforce. Fresno Unified must do its part to address this gap and find ways to better prepare its students for the world of work.

The future quality of life for these students depends on the District's ability to adequately prepare them for careers. Just as important, the long term economic vitality of this region is directly connected to the workforce the District is preparing today.

In addition, FUSD must prepare students for *all* post-secondary options, merging the two traditional paths of vocational education and college preparation into a single path of career preparation for all students.

To meet this challenge, a group of dedicated industry, community, and district leaders were commissioned by Superintendent Michael E. Hanson to develop a set of recommendations for district-wide action to ensure that all students will graduate with the character and competencies necessary for workplace success. These recommendations are meant to bridge the divide between the current reality and the desired future for students and schools.

Recommendations were designed to articulate the character and competencies that define a career-ready graduate; to define the system-wide reform initiatives that will help achieve the District's mission of preparing career-ready graduates, to improve the current delivery of Career Technical Education (CTE) programs, and to define opportunities for business and community engagement that focus on exposing students to the world of work.

Key Recommendations Include:

1. Incorporate Career Competencies into the curriculum
2. Encourage applied learning as a key teaching method to engage students
3. Enhance support systems for students, teachers, families, and leaders that focus on the world of work
4. Develop a coherent system of CTE that provides opportunities for all students to become career ready

II. Introduction

Fresno Unified School District is the 4th largest and among the lowest performing school districts in California with only 28% of FUSD students proficient in English Language Arts and Math. While it is a common belief among educators that their job is to prepare students to graduate from high school and go to college, the fact remains that fewer than 25% of students attend college and fewer graduate - the rest are left feeling unaccomplished or dismayed.

Fresno Unified School District serves a region plagued with poverty, poor health, and low education rates. In a recent congressional report, the San Joaquin Valley's 20th Congressional District – which covers a large share of Fresno Unified – ranked 436 out of 436 Congressional Districts in the nation for the well-being of its residents.

In the last decade, the Fresno region has undergone a significant transformation in the way it approaches economic development. Regional leaders now emphasize the support and development of local businesses and the benefits of a cluster-based approach to economic development and the need for a skilled and qualified workforce. The recognition that the regional workforce in Fresno is not currently aligned with the needs of key industry clusters and the businesses that comprise those clusters has resulted in the business community calling for wholesale changes in institutions and agencies that focus on workforce preparation. Fresno Unified is one of those key institutions.

In 2004, Fresno Unified was on the brink of state takeover, on the verge of bankruptcy, had dismal student achievement results, and very few meaningful partnerships with industry and community. At that point, thanks to the hard work of industry leaders, parents, teachers, members of the board of trustees and district employees, FUSD embarked on a new path.

District leaders stabilized finances by investing in

infrastructure, employees, and programs for students. Today, the District has a healthy financial status, with necessary reserves to weather the current economic crisis. FUSD has invested in technology and facilities and the safety of its campuses. Most importantly, in the area of student achievement, the district recently showed historic gains.

Fresno Unified School District made enormous strides in the last four years, but breakthrough results have not yet been achieved. To meet these challenges, the district is guided by four goals:

1. **All students will excel in reading, writing, and math**
2. **All students will engage in arts, activities and athletics**
3. **All students will demonstrate the character and competencies for workplace success**
4. **All students will stay in school on target to graduate**

<p>According to the <i>America Human Development Project</i>, the 20th Congressional District is the poorest in America</p>			
	A Long and Healthy Life	A Decent Standard of Living	Access to Knowledge
	Life Expectancy in Years	Median Household Earnings	Percent of Adults Who Graduated High School
	20 th Congressional	77.1	\$16,767
California	80.1	\$38,002	72.2%
United States	72.3	\$35,499	84.2%

To reach the District's goals, FUSD is committed to building a comprehensive system of career preparation programs that:

- combines rigorous academics such as Advanced Placement (AP), International Baccalaureate (IB), and a-g courses with rigorous career technical education such as ROP, academies, and magnet programs;
- provides students the necessary support to achieve their goals for post-secondary success, including career awareness, exploration, and identification programs along with academic and behavioral support programs; and
- provides students the opportunities to gain real-world, work-based experiences.

Following are specific challenges facing the district:

District Goal #1: All students will excel in reading, writing, and math:

- Approximately 1/3 of FUSD students are proficient or advanced at grade level standards
- About half of FUSD students pass the California High School Exit Exam on the first try
- English Learners, students of color, and students of poverty have lower levels of student achievement than the district average

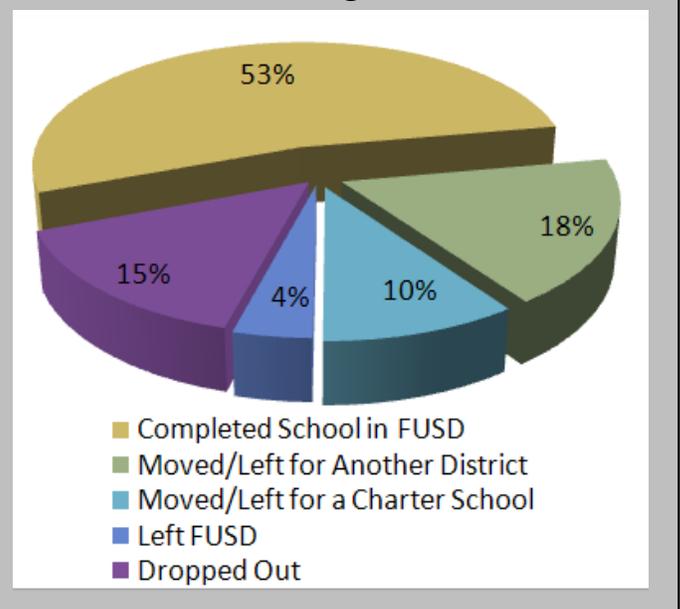
District Goal #2: All students will engage in arts, activities, and athletics:

- While many students participate in one or more of these activities, currently there is no district-wide system to measure student involvement
- Low student achievement means more time is spent focusing on improving student achievement and less time is spent in the arts, activities, and athletics

District Goal #3: All students will demonstrate the character and competencies for workplace success:

- Approximately 15% of FUSD graduates attend California State University schools and approximately 4% of FUSD graduates attend University of California schools
- There is no data on the percent of students who are prepared to enter the workforce, are employed after high school, or succeed in a career
- FUSD does not have a comprehensive career exploration program to help students identify career interests or build relevance for students
- FUSD does not have a clearly articulated and aligned system or standards of achievement for career preparation

Outcomes for 6,190 students who were enrolled in 9th grade in 2004



District Goal #4: All students will stay in school on target to graduate:

- Out of class of 6,190 freshman in 2004, 47% left or dropped out of school prior to graduation

This report outlines the goals and actions that will create and support a system of learning K-12 to prepare all students to be career-ready graduates.

Current Career Technical Education Offerings in FUSD

CTE holds untapped potential for preparing students to be career-ready graduates. FUSD has several outstanding CTE programs; however, the programs are not impacting enough students. The research and feedback from students indicates that students who have exposure to applied learning opportunities, who understand the relevance of what they are learning, and who learn early about potential careers options are the students who become truly engaged in school, stay in school, and are successful in the real world.

FUSD currently provides many opportunities for students to prepare for a career:

- The Center for Advanced Research and Technology (CART) is a model program, administered jointly with Clovis Unified School District. Students are enrolled in one of CART's four pathways: Professional Sciences, Advanced Communications, Global Dynamics, and Engineering
- Duncan Polytechnical High School is a model school for occupational education. It is a comprehensive magnet school that draws students from across the district. Students participate in one of five pathways: Agriculture, Business, Health, Public Service and Industrial Technology

- FUSD has six California Partnership Academies including: the Marketing Academy at Fresno High, the IRS Careers Academy and UMC Health Academy at Roosevelt High, the Medical Education and Research Academy and the Visual and Fine Arts Academy at McLane High, and the Video Academy at Sunnyside High
- FUSD offers 36 pathways and multiple thematic learning opportunities throughout the district
- All 15 California industry sectors are represented by at least one program in FUSD
- FUSD has an open enrollment policy allowing students to attend school outside of their home school attendance boundary

Even with these diverse offerings, too few students participate. Therefore, the challenge is to both improve the academic rigor of the CTE programs and improve the technical rigor of the core academic programs. A further challenge is to provide equal access to consistently high quality programs for all FUSD students.

III. Commission Process

The creation of the commission was largely driven by the recognition that the current system is not adequately preparing students for the world of work, the needs of the local business community, and the understanding that efforts to change the system would need participation from all stakeholders to be successful.

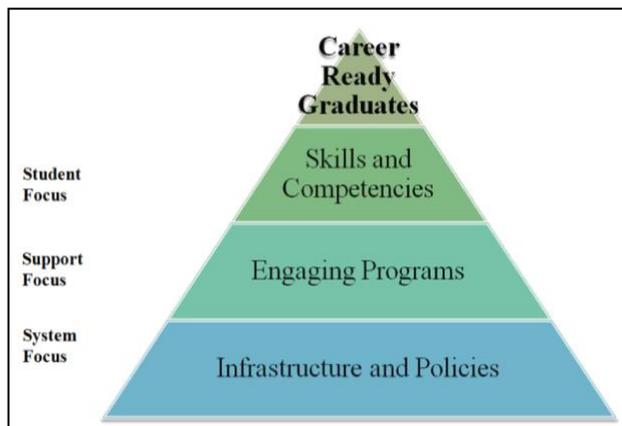
In November 2008 Superintendent Michael E. Hanson commissioned a group of community leaders, industry leaders, and educators to develop a plan for the district to prepare all students to be career-ready graduates.

The commission was launched in December 2008 with presentations by the Superintendent and Mayor Ashley Swearengin on the critical need in the Fresno region to keep students in school on target to graduate, to prepare them for postsecondary education and training, and to prepare them to enter the local workforce. Commission co-chairs – Tracewell Hanrahan, Blake Konczal, and Tony Valtierra – along with the Steering Committee, provided direction for the Commission work.

The commission set out to investigate the current status of district programs and outcomes for students, to study best practices in career development, and to set a vision for the future at the following meetings:

Dec 16	Character and Competencies for Workplace Success
Jan 20	Tour of CART and workgroups formed
Feb 3	Tour of Duncan with a student panel and discussion of best practices and challenges in career preparation
Feb 18	Best practices in career preparation panel of experts from: <ul style="list-style-type: none">• Small career pathway high school in San Diego• Middle school career preparation programs in Sonoma County• Elementary microsociety in Chula Vista
March 3	Tour of McLane High School and drafting recommendations
March 17	Tour of Adult School and reviewing/revising draft recommendations
March 31	Tour of Fresno City College Applied Technology Department
April 21	Recommendations and report Review draft
May 19	Finalize recommendations

The commission developed a framework to organize the work (see figure below). Beginning with the end in mind, preparing career-ready graduates, the commission recognized that students need to stay in school and graduate with skills and competencies for workplace success. The first workgroup, therefore, focused on what students need to know and be able to do to be successful in the world of work. Second, the Commission recognized that the District would need to engage students and stakeholders to ensure the necessary programs were in place to adequately prepare students for the world of work. Finally, a third group focused on the systems that would need to be in place to offer those programs and supports to students.



More than 30 workgroup meetings were held to study best practices in career preparation and to develop recommendations.

The Skills and Competencies workgroup sought answers to the following questions:

- What should students know and be able to do?
- How will we know when students are career ready?

- What does mastery look like?
- What responsibilities do students have in acquiring knowledge and skills?

The Engaging Programs workgroup sought answers to the following questions:

- How do we best engage our students?
- How do we best engage students' families, community, and industry?
- What support systems need to be in place to prepare career-ready graduates?
- What are the best ways to provide our students with career awareness and exploration opportunities?

The Infrastructure and Policies workgroup sought answers to the following questions:

- What does a comprehensive system look like?
- What standards need to be in place to ensure the delivery of high-quality programs and supports to students?
- What policies will ensure we reach our goals?
- What policies are non-negotiable for all schools and programs?
- What role does accountability play in ensuring success?
- What impact will this have on programs and support systems?

To answer these questions, the workgroups studied best practices in career preparation in Fresno as well as from around the country. The commission received reports, reviewed research, and heard presentations on many topics, including:

- Workplace skills and career competencies for the 21st century
- Career awareness programs such as Real Game California and Junior Achievement
- ConnectED, the California Center for College and Career's model of multiple pathways which combines rigorous academic and rigorous technical education to prepare all students for all post-secondary options
- Career exploration programs such as Career Cruising software

- Workforce development initiatives such as www.careersinthevalley.com
- Certification such as WorkKeys®
- Guidance counseling in FUSD
- Project-Based Learning
- Outcomes for FUSD students in career academies

Commissioners also met with many people including Fresno Unified high school students and teachers. Commissioners held student focus groups and met with dozens of teachers to gather feedback about what works and what could be improved upon in career preparation. During these meetings, the commissioners heard about what works well currently and what could be improved for the future. Commissioners also studied best practice schools throughout California such as:

- New Technology High School, Sacramento
- High Tech High, San Diego
- San Dieguito Academy, Encinitas
- Kearney Educational Complex, San Diego

At a tour of Fresno City College's Applied Technology Division, the commissioners heard from experts on the many ways that students could earn college credits. In previous meetings, they also spent time with leaders from other districts in California to learn what works in the world of career development. Specifically, the commission met with:

- The principal of a small career-focused high school in San Diego, California
- The coordinator of middle school career development programs from Sonoma County, California
- The principal and leadership team from an elementary Microsociety school in Chula Vista, California
- The career counselor for the State of California who trains and supports educators on Real Game California

The commissioners volunteered more than 1,000 hours of work to this process during a six-month period ending in May 2009.

IV. Opportunities for Change: Equity and Access for ALL

The guiding principle for the goals and recommendations in this report is the belief in **equity and access** for all students. This commitment to equity and access will enable all students to graduate with a full range of post-secondary options including: entering the workforce, enrolling at college or university, or taking advantage of further training or apprenticeship programs.

The commission envisions a time when students will seamlessly gain academic content knowledge and develop technical skills that prepare them for a full range of post-secondary opportunities. These students will be career-ready graduates.

The commission further believes:

1. Preparation for college is the same as preparation for a career – an education that combines rigorous academics with technical skills and career competencies.
2. Students who enter the workforce immediately upon high school graduation now need the same level of skills and knowledge as students entering college.
3. Just because college isn't for everyone doesn't mean everyone shouldn't have the opportunity to go to college if they CHOOSE to go. A college education is still the most predictable way to move out of poverty. Since Fresno has the highest rate of concentrated poverty in the United States, the commission believes it is important to continue to prepare and motivate students to go to college.
4. CTE is no longer just about vocational education. It is an opportunity for all students to integrate their core academic learning with hands-on, technical, career preparation.
5. Real-world projects are useful tools to provide rigorous academic and technical career preparation and are also more engaging to students than traditional lectures.

6. Just because students enroll in a career pathway during high school doesn't mean the student has to stay in that career for their rest of their life.
7. Students should have an understanding of the local region as well as career options around the world to make informed decisions about their future.

This equity and access theme underpins all of the District's work and permeates the goals described below. The report centers around four over arching goals that will drive our efforts toward realizing the vision of creating increased high-quality opportunities for our students to become career-ready graduates:

1. **21st Century Skills and Competencies for Workplace Success**
2. **Student and Stakeholder Engagement**
3. **Support Systems for Students and Staff**
4. **A Comprehensive System of Career and Technical Education**

V. Commission Goals

21st Century Skills and Competencies for Workplace Success

FUSD will prepare students for workplace success by providing opportunities beginning in elementary school to better connect with the world of work. Students need age-appropriate opportunities during school, after school, and outside of school to develop an awareness of different career options, explore specific careers of interest, and to develop the skills and competencies they will need for a successful career. These skills and competencies should be taught explicitly and experienced personally through a combination of rigorous coursework and relevant real world experiences. FUSD will also develop and implement systems for monitoring students' achievement of these skills and competencies.

Student and Stakeholder Engagement

FUSD will create and sustain a culture of engagement where all stakeholders will become fully engaged in the educational process for the benefit of students. The district will encourage teaching methodologies and implement programs that capture the hearts and minds of students, and provide professional development opportunities for teachers and staff that support these programs. The district will lead in the development of partnerships with industry, community, families and higher education to enable this engagement and develop an infrastructure that will sustain these partnerships. This engagement will increase the number of students that stay in school on target to graduate, as well as lead to a more assured entry into the workforce or next-level education.

Support Systems for Students and Staff

FUSD will ensure that appropriate and adequate support systems are implemented that will enable students and their families the ability to have a full range of post-secondary opportunities immediately following graduation. These support systems include counseling, academic support, remediation and credit recovery opportunities, communication systems, among others. In addition, FUSD commits to providing the highest level of quality professional development opportunities to support teachers and staff in the work outlined in this plan.

A Comprehensive System of Career and Technical Education

FUSD will develop a robust and coherent system of career and technical education that provides opportunities for all students to develop skills and competencies as well as the course credits to be a career-ready graduate. More pathways should exist that are aligned with state standards and the regional economy and all pathways should be of the highest quality. All students should have access to and the ability to participate in any district program no matter where their home school is located. The system should provide for innovation and experimentation and encourage pilot programs, schools, courses and methods all within a framework that maintains alignment with district goals.

VI. Recommendations for Change

The commission developed the following recommendations in four goal areas:

1. 21st Century Skills and Competencies for Workplace Success
2. Student and Stakeholder Engagement
3. Support Systems for Students and Staff
4. A Comprehensive System of Career and Technical Education

21st Century Skills and Competencies for Workplace Success

FUSD will prepare students for workplace success by providing opportunities beginning in elementary school to better connect them with the world of work. Students need age-appropriate opportunities during school, after school, and outside of school to develop an awareness of different career options, explore specific careers of interest, and to develop the skills and competencies they will need for a successful career. These skills and competencies should be taught explicitly and experienced personally through a combination of rigorous coursework and relevant real world experiences. FUSD will also develop and implement systems for monitoring students' achievement of these skills and competencies.

The commission believes that a career-ready graduate is someone who has all possible options available to them upon and following graduation from FUSD. These options could include going directly into the workforce, attending college, participating in further training opportunities or apprenticeship programs, among others. As the economy and society changes, people will hold a variety of jobs throughout their lives and may choose to take advantage of a variety of post-secondary educational opportunities. The education students receive during high school should facilitate their ability to do this and prepare them to be successful at different periods in their career. The definition of a career-ready graduate developed by the commission centers around this concept of "options" for students.

The adoption of this definition will help facilitate the development of a career-ready culture, while enhancing and supporting the notion of college preparedness. This definition will help operationalize the concept that the two are really one goal and that the District is preparing students for success at both work and college as opposed to one or the other.

1. Adopt the following definition of a career-ready graduate:

A career-ready graduate is a student who has all possible options available to them upon graduation from Fresno Unified School District. This student has a strong academic foundation, has completed required courses, and has acquired the workplace skills and competencies necessary for success after high school.

Local industry leaders have repeatedly stated that students are not prepared for the world of work. They indicate that our students lack the skills and competencies they need to be successful in the workplace. One of the first tasks was to develop a list of career-ready competencies that students will need to possess in order to be successful. This list was developed with input from local industry leaders, regional workforce experts, and based on national research. The adoption of this list will enable students, their families, teachers and staffs to understand

expectations around what skills are valued in the workplace.

“A career-ready graduate is a student who has all possible options available to them upon graduation from Fresno Unified School District. This student has a strong academic foundation, has completed required courses, and has acquired the workplace skills and competencies necessary for success after high school.”

Fresno Unified must support the development and implementation of curricula that explicitly teaches these competencies. In addition, teachers should integrate this skill development into their classrooms frequently and purposefully.

2. Adopt the following five career-ready competencies as standards for career preparation:

- a. Work Ethic
- b. Basic Education Proficiency
- c. Workplace Communication Skills
- d. Collaboration and Teamwork
- e. Critical Thinking

3. Embed career-readiness competencies into the curriculum and teach them to students on a daily basis.

- FUSD will convene groups of teachers at each grade level to develop recommendations to incorporate the career-ready competencies into the curriculum
- Students will have systematic opportunities to interact with the world of work throughout their K-12 experience that include speakers, field study trips to companies, career fairs, etc.

- Students will have the opportunity to participate in showcases, presentations and mock interviews that are judged by industry professionals

The goal of connecting all of our students to the world of work requires that we implement programs across our entire system of K-12 education – programs that impact all of our students. The notion of Career awareness, exploration and identification must eventually permeate the entire culture of FUSD. It has to become embedded in our system of learning and teaching. In order to accomplish this goal, the Commission recommends the following:

4. Develop a comprehensive K-12 career awareness program that is consistent and structured across all grade levels.

- FUSD should implement a series of lessons at the elementary grade levels that increase awareness about the world of work
- FUSD should implement a program in the 5th grade that exposes students to a “career wheel” and begins to expose them to the career pathway opportunities that exist across the District
- FUSD should implement a specific course in middle school that focuses on career exploration and district career pathways
- FUSD should implement a course at the high school level that intentionally targets the career competencies, as well as résumé building, financial literacy, entrepreneurship, and local industry knowledge
- All elementary students should have exposure to careers through career days, speakers, field trips, etc.
- All students should have the opportunity to participate in a work-place based learning opportunity during their secondary years. This could include internships, job-shadowing, part-time jobs, pre-apprenticeship opportunities, etc.

In order for the career-ready competencies to be meaningful, they must be able to be assessed. As teachers integrate these competencies into their curriculum and classrooms and develop new curricula, they will need tools to help them evaluate whether their students are mastering the concepts and skills. Similarly, students will need to know if they are grasping the concepts and the District will need to be able to assess the effectiveness of the programs and support tools provided to teachers.

5. *Develop and adopt an age-appropriate K-12 model for assessing the five career-ready competencies.*

- *FUSD should convene groups of teachers at each grade level to establish rubrics for the assessment by observation of the career-ready competencies that can be incorporated into the grading system*
- *FUSD should develop and pilot a technology-based assessment tool that will highlight the acquisition of soft skills addressed in the career-ready competencies. (See Appendix for more details.)*
- *All high school students should have access to the Industry Specific assessments using WorkKeys® employed by the Fresno County Workforce Investment Board.*

6. *Collaborate with industry leaders to develop a career-readiness certificate as an option for all students.*

- *Criteria for receiving this certificate could include the following, among others:*
 - a. A high school diploma;*
 - b. A minimum GPA;*
 - c. Attendance;*
 - d. A complete portfolio including résumé, writing samples, projects, etc.*
 - e. A district-approved workplace based experience*
 - f. Completion of the WorkKeys® Industry Assessment*

7. *Establish a Workforce Readiness Joint Advisory Council to review progress in the development and implementation of the activities supporting career-ready competencies, career awareness and the recommendations, in general.*

- *Council will meet on a bi-annual basis to review progress and will seek feedback from teachers, students, parents, employers and community business partners*
- *Council will review rubrics, assessments and results on an annual basis*

Student and Stakeholder Engagement

FUSD will create and sustain a culture of engagement where all stakeholders will become fully engaged in the educational process for the benefit of students. The district will encourage teaching methodologies and implement programs that capture the hearts and minds of our students and enable them to see the relevance of what they are learning. FUSD will lead in the development of partnerships with industry, higher education, community and families to enable this engagement and develop an infrastructure that will sustain these partnerships. This engagement will increase the number of students that stay in school on target to graduate.

The commission examined classroom instruction methods at a variety of schools across California and looked for ways to improve student engagement and preparation for careers. Applied learning is a valuable tool for helping students acquire knowledge and skills by being active participants in the learning process. There are many types of applied learning models. Project-Based Learning (PBL), a model that organizes learning around projects based on challenging questions or problems, was one method employed by several of the schools visited by the Commission. The most important part of PBL is that students learn by doing and learn in context.

Applied learning can be implemented within classrooms, within grade-levels or across courses at one grade level. PBL often occurs at the secondary level by integrating core academic classes with career technical education classes so students learn content knowledge and develop technical skills concurrently. For example, instead of taking English, chemistry, and biotechnology, students take all three together as a forensics research lab. Taught together, these separate courses are often called “learning labs.” Teachers collaborate to design and teach these multi-disciplinary projects instead of working independent of each other. Students are often more engaged because they see the relevance of what they are learning.

8. Encourage the development of applied learning as a core teaching method so that all students have access to applied learning opportunities throughout their K-12 experience.

- *Applied learning should be implemented at the elementary level around career-oriented themes in classrooms and among grade levels*
- *FUSD should consider a middle school pilot where an entire school utilizes the PBL model and emphasizes career awareness*
- *Applied learning should be implemented at the middle and high school level with the goal of offering at least one project based “learning lab” or connected course sequence at every high school*

A key way to connect students to the world of work and make their educational experience more relevant is to engage industry partners and provide more opportunities for students to interact with local businesses. One program which already uses an industry engagement model is the Regional Occupation Program (ROP) which requires that instructors have business partners act as advisory board members.

There are many other ways for businesses to engage with Fresno Unified schools and its students including providing advisory support and program leadership, volunteering in the classroom, mentoring students, teaching financial literacy, offering teacher externships, offering student work-experience options, donating equipment, tutoring, offering scholarships, providing labor-market information, judging student projects, and providing part-time or future full-time teachers.

9. Create a comprehensive district-wide system to facilitate engagement with business and industry partners.

- A Business Engagement Advisory Committee consisting of district and industry representatives should be established to support the development and sustainability of the system
- The system will provide businesses with a variety of opportunities to get involved with individual school sites or partner at the district level
- The system should be managed at the central office so there can be one initial point of contact and consistent methods of engagement

The commission recognizes that there are many community organizations that already provide opportunities for our students to gain exposure to the world of work. These organizations include: The Fresno County Workforce Investment Board (WIB), The Economic Development Corporation serving Fresno County (EDC), local chambers of commerce, The Central Valley Business Incubator (CVBI), The City and County of Fresno, among others.

10. Partner with community organizations and agencies whenever possible to take advantage of programs that will better connect students to the world of work.

- FUSD should explore existing programs offered through the following organizations and commit to an implementation plan for the 2009-2010 school year where feasible:
 - a. WIB Youth Employment Readiness Program
 - b. EDC High School Graduate Outreach-Marketing Local Economy - High Wage/High Demand Occupations
 - c. City of Fresno and County of Fresno after school programs that focus on career preparation

FUSD should be deliberate in developing partnerships with key providers of post-secondary education and training for students. These institutions and organizations include CSU Fresno, UC Merced, Fresno Pacific University, and State Center Community College

District including Fresno City College and Reedley College, among others. Partnerships with organizations that provide apprenticeship opportunities are also important. The more opportunities students have to see themselves in environments beyond the high school setting, the easier their transition to college or work will be.

11. Develop or enhance partnerships that provide opportunities for students to see themselves in educational and training environments beyond high school.

- All Fresno Unified students should visit and tour at least one program at either Fresno City College or Reedley College during their elementary school year.
- All Fresno Unified students should tour at least one 4-year college campus during middle school
- FUSD should investigate all opportunities to provide high school students with opportunities to earn college credit as high school students such as dual credit programs

The commission recognizes that parental involvement in career-oriented and college-going decisions is critical to the success of the students. Parents should have the knowledge necessary to help their children make informed decisions about pathways, school choice, choice of classes and electives, and paths toward graduation and college requirements.

12. Develop a specific family engagement communications strategy targeting information around workforce readiness and post-secondary opportunities.

- Activities will help parents better understand all the opportunities available to students and implications of their decisions as they relate to graduation requirements, financial aid, a-g requirements, course offerings, school choice and pathway options
- Activities will be coordinated with existing family communications strategies already in use by the Community and Family Engagement Network (CFEN)

Support Systems for Students and Staff

FUSD will implement appropriate and adequate support systems that will enable students and their families the ability to have a full range of post-secondary opportunities immediately following graduation. These support systems include counseling, academic interventions, credit recovery opportunities, and communication systems, among others. In addition, FUSD commits to providing the highest level of quality professional development opportunities to support teachers and staff in the work outlined in this plan.

During the course of the commission work, one key area that was consistently discussed is the area of counseling support for students and families. The commission believes this is one of the most important functions and support systems that can be provided to students and their families, beyond that of supporting the classroom teachers who interact with students on a daily basis.

The commission also recognizes that the District has made progress in enhancing the guidance function across the district; the addition of a Vice Principal on Special Assignment to develop, coordinate and implement counseling programs; the addition of 24 middle and high school counselors; and the implementation of Career Cruising.

The commission believes that there is enormous benefit to students that can be derived by placing increased emphasis and resources in the area of counseling systems.

13. Increase and enhance the counseling support that students and parents need to make informed choices about their secondary and post-secondary options.

- *FUSD will implement a system where every student develops an Individual Career Plan (ICP) including the development of a web-based portfolio system that houses information such as personal data, academic and extra-curricular achievements, career goals, college planning, assessment information, high school course planning, employment history, and career development activities*

- *All students and parents will have the opportunity to meet with counseling staff during the 7th grade at least one time to learn about high school and post-secondary opportunities*
- *Every student will be exposed to Career Cruising by the end of their 7th grade year and have the opportunity to discuss their Individual Career Plan (ICP)*
- *All students and parents will have the opportunity to meet with counseling staff at least once during their 8th and 9th grade years to discuss their Individual Career Plan (ICP) and career pathway options available at FUSD*
- *Every student and parent will have access to the information they need to make choices about their high school and post-secondary opportunities. This information could be provided through traditional meetings with counselors, but also through technology-based systems*

14. Commit the resources necessary in terms of staffing and infrastructure to support student counseling and information needs.

- *FUSD should add counselors to reach ratios comparable with accepted national standards by the end of the 2012-13 school year*
- *Add at least one certified career counselor to each high school site by the end of the 2009-10 school year. Duties will be established in conjunction with workforce development industry standards*

- *Develop a middle school career counseling support team that consists of dedicated Career Counselors/Coaches who will provide additional support to middle schools on an ongoing and regular basis. This support team will remain in place long enough (2-3 years) to get structured career-oriented programs in place at the middle school level. Permanent staffing levels for career counselors/coaches will be determined during this transition period*
- *FUSD will establish or enhance a dedicated career center at each high school and middle school. This center will be organized, staffed, and managed according to workforce development industry standards. These centers will include computer labs, access to current Labor Market Information Data (LMID), information on union apprenticeship programs, and job boards. These career centers should be designed so as to have the ability to host outside employers, and to co-locate staff from the Economic Development Corporation (EDC), the Chamber of Commerce (CoC), and the Workforce Investment Board (WIB) when needed. Finally these career centers should allow students to take employment focused assessments, e.g., WorkKeys®*
- *FUSD will develop and pilot innovative and accessible technology-based information systems so that counselors, parents and students have access to the information they need to make the best possible choices for their future*

In addition to counseling support, there are a variety of other support systems that should be enhanced or developed to increase the graduation rate, open opportunities for students to participate in CTE courses, and increase opportunities for internships and other work experiences.

15. Investigate alternative opportunities for students to reach the goal of becoming career-ready through flexible hours of attendance, innovative credit recovery options and early intervention programs.

- *FUSD should develop a high school schedule that allows for:*
 - Increased flexibility for hours of attendance*
 - Increased opportunities for course work completion beyond the traditional school hours*
 - Better placement systems for students needing preparation, intervention, and remediation support services*
- *The District should investigate, develop and choose when appropriate, alternative intervention methods for students needing credit recovery opportunities or CAHSEE remediation. These could include:*
 - CTE themed applied math or English Language Arts course that includes the CAHSEE competencies and is aligned to the appropriate state standards*
 - CAHSEE Prep and Intervention courses using applied or project based instructional strategies to make the courses more relevant and engaging to students*

The commission believes that coordinated professional development of counselors, teachers and administrators will be a key factor in the success of the implementation of the recommendations in this report.

16. Implement the professional development opportunities for counseling staff, accountability frameworks, and evaluation systems to ensure that the counseling systems operate at the highest benefit to students

- *All guidance and career counseling staff will have appropriate professional development opportunities that will allow them to deliver the highest quality career and college-oriented support that is tied to national standards and includes information on the local industry and economy*
- *FUSD will develop a list of duties based on national standards that all guidance counselors will be expected to perform,*

and implement an accountability system that monitors performance of those duties

- *School site administrators will support the accountability system and protect the time that counselors have to serve students and meet framework objectives*
- *All counseling staff will be evaluated jointly by district and site leaders on an annual basis to ensure they are delivering the highest quality support to students and meeting all expected standards outlined in the accountability system*

17. Implement the professional development opportunities for teaching and administrative staff to assist them in supporting the development of the career-ready competencies in our students and applied learning methods.

- *All teachers will have opportunities to participate in professional development opportunities that help them integrate career competencies into their curriculum*
- *All teachers will be provided with opportunities to learn about local labor market data and industry trends.*
- *FUSD will provide study trips for groups of teachers to best practice schools across California and the nation requiring participants to document and share what they learned to their colleagues at their home middle or high school*
- *Professional learning should include lesson and assessment design, team teaching concepts, and supervision strategies for PBL*
- *CART should be used as a training facility for project-based learning methods whenever possible*

Comprehensive System of Career and Technical Education

FUSD will develop a robust and coherent system of career and technical education that provides opportunities for all students to become career-ready. More pathways should exist that are aligned with state standards and the regional economy. All pathways should be of the highest quality and all students should have access to and the ability to participate in these programs no matter where their home school is located. The system should provide for innovation and experimentation and encourage pilot programs, schools, courses and methods all within a framework that maintains alignment with district goals.

Fresno Unified has a number of excellent programs across the district that supports career awareness, exploration and identification, particularly at the high school level. These programs include magnet programs, career academies, CTE pathways and courses, ROP courses, micro-society programs, among others. These programs are not, however, connected or coordinated in any meaningful way that would ensure consistency or quality across programs, or access by all students.

The commission believes it is crucial to develop a robust and coherent district-wide system of delivering career oriented pathway programs and that these programs should be administered and supported by district staff and resources to ensure consistency, quality and access. The Commission is offering recommendations in the following areas:

1. Middle school career oriented pathways and CTE Programs
2. High school career oriented pathways and CTE programs
3. Fresno Adult School career preparation programs
4. Administration, oversight and evaluations of all career oriented pathways and programs

Middle School Programs

During the course of the commission work, it became apparent that additional emphasis should be placed on career awareness opportunities at the middle school level. The importance of this is underscored by the dropout statistics and research that indicates many students are “lost” at the middle school level even if

they don't officially disengage until the early high school years. Conversations with FUSD teachers consistently confirmed the need to place additional emphasis and resources at the middle school level in order to engage more students and increase the relevance of their learning so they remain engaged in school. The commission strongly believes that the District should increase career-oriented programs at the middle school.

18. Develop a comprehensive program of career exploration at the middle school level and implemented at all middle schools.

- *Guidance and career counseling should be augmented as recommended in the commission recommendations focusing on counseling systems (see recommendation #14)*
- *All middle school students should be exposed to all possible career-oriented pathway options available at high schools across the district through a comprehensive communication strategy and counseling system*
- *All students should have the opportunity to participate in a project-based learning experience during the middle school years*
- *FUSD should pilot summer school and after-school courses that incorporate CTE and project-based learning concepts that focus on remediation so more students will be in a position to enroll in CTE courses and pathway options starting in high school*

- *FUSD should establish a model/pilot CTE middle school that features flexible schedules, coordinated instruction with common planning time for teachers, project-based learning with career and real-world connections, accelerated interventions, etc. This pilot should be developed to become a state or national demonstration school and model for other middle school programs*

High School Programs

In order to facilitate the delivery of quality career oriented education opportunities and provide increased and enhanced opportunities to expose students to the world of work, the Commission recommends the following at the high school level:

19. Implement small learning communities at each of its comprehensive high schools that break students into smaller groups of students that stay together in one community as they progress through their high school career.

- *FUSD should implement 9th grade academies at each high school with a focus that includes career awareness and exploration*
- *FUSD should develop career-centered academies at each high school for 10th through 12th grade that are offered as part of the small learning communities*
- *All high school students should have the opportunity to participate in a career themed academy or pathway as part of the small learning community at their high school of choice*

The commission believes it is critical to increase and enhance the opportunities for students to participate in CTE pathways and take specific CTE courses during their high school career. This belief is supported by research that indicates that students who take CTE courses graduate at a higher rate than those who do

not.¹ Therefore, it is the belief of this Commission that the Fresno Unified School District should offer Career Technical Education pathways at every high school.

20. Provide at least one complete CTE pathway at each high school, with the ultimate goal to provide 3-5 complete CTE pathways within 3 years.

- *CTE pathways should represent a broad range of industry sectors as identified for job growth in the Central Valley*
- *CTE pathways developed at different schools will be evaluated on a regular basis according to the evaluation standards recommended later in this report for relevance to current industry growth projections*
- *Some CTE pathways developed at specific schools will require specialized equipment and facilities. The District will commit to maintaining those facilities and/or equipment so as to maintain these one-of-a-kind opportunities for all students*

The commission recognizes that career-centered pathways offered at each high school may vary beginning in 10th grade and that specialized academies may only be offered at one site. Given that, the commission recommends the following:

21. Give all students equitable access to pathways or academies even if they are not located at their current high school. FUSD should promote these different opportunities and remove barriers to participation.

- *FUSD will develop a communications plan for all 6th through 9th grade students and their families that clearly articulates all the career oriented and theme-based learning opportunities*

¹ Based on a study of California Partnership Academies conducted by the Career Academy Support Network and ConnectEd California.

available at all high schools throughout the district

- *Bell schedules at high schools will be reviewed on a yearly basis and developed to facilitate students' access to specialty high school programs across the district*
- *The District will devote the resources necessary to provide adequate transportation for students wishing access to specialty programs across the district. Further, the District will investigate the possibility of partnering with the City of Fresno and other potential agencies (i.e. The EOC) to improve transportation opportunities to its students wishing access to these specialty programs*

22. Convene a Committee to conduct the necessary analysis to determine if the District should build another stand alone "CART" within the District.

- *Appropriate analysis should be completed to answer the following questions:*
 - a. Is it needed given context of other recommendations?*
 - b. Is it feasible given resources required?*
- *Committee should be comprised of Commissioners, staff, teachers, students and other community members, if appropriate*
- *Committee should report back to Commission, Superintendent and Board within 12 months*

The Fresno Adult School

The Fresno Adult School is a significant community asset in the area of workforce development. The Fresno Adult School provides a variety of learning opportunities for adults in the community, many of whom are parents of Fresno Unified students. The Adult School should be a key component of the District strategy for workforce readiness and CTE and it should be a key component of the strategy for fulfilling the District mission of Preparing Career-Ready Graduates. Extensive programming exists to support adults in the

Fresno community, including parents of Fresno Unified students, in the areas of English language learning, GED acquisition, CTE, among others. All of this programming should be coordinated with and connected to district efforts in these same areas.

23. Integrate the Fresno Adult School into the overall district strategy focused on workforce readiness.

- *All CTE courses and pathways at both the adult school and FUSD high schools should be aligned and evaluated using the same standards*
- *EL programming at the adult school should be aligned with the District EL mission and programming where possible*
- *FUSD should investigate opportunities to develop professional learning opportunities for classified and certificated staff through the adult school*
- *Adult school leadership should work closely with regional workforce development and community leaders to align programs where possible*

Administration and Oversight of Career-Themed Learning Opportunities

The commission believes that the recommendations in this report are designed to change the culture of Fresno Unified. In order to ensure that all the recommendations are being implemented in an organized manner, the commission believes it is necessary to institute a leadership structure that will drive the recommendations forward. This function is especially important during the initial phases of this work as the systems will be new and potentially fragile. To accomplish this, the commission recommends the following:

24. Develop a comprehensive management system to coordinate and oversee all workforce readiness and career oriented activities and programs throughout the district including CTE, magnet programs, career academies, partnership academies, career pathways, etc., regardless of the funding source.

- A central office leadership position at the Executive Cabinet level
- Staff positions that focus on significant components of the plan in the following areas:
 - a. Curriculum alignment, development and implementation
 - b. Administration of program operations including CTE and ROP
 - c. Workforce and industry partnerships and connections
 - d. Key connections should be solidified with the following areas:
 - i. Guidance and career counseling coordination
 - ii. Magnet, choice and transfer activities

Accountability and data dashboard

25. Evaluate all existing and proposed career-oriented pathway, programs, and courses to ensure quality, consistency rigor, and relevance.

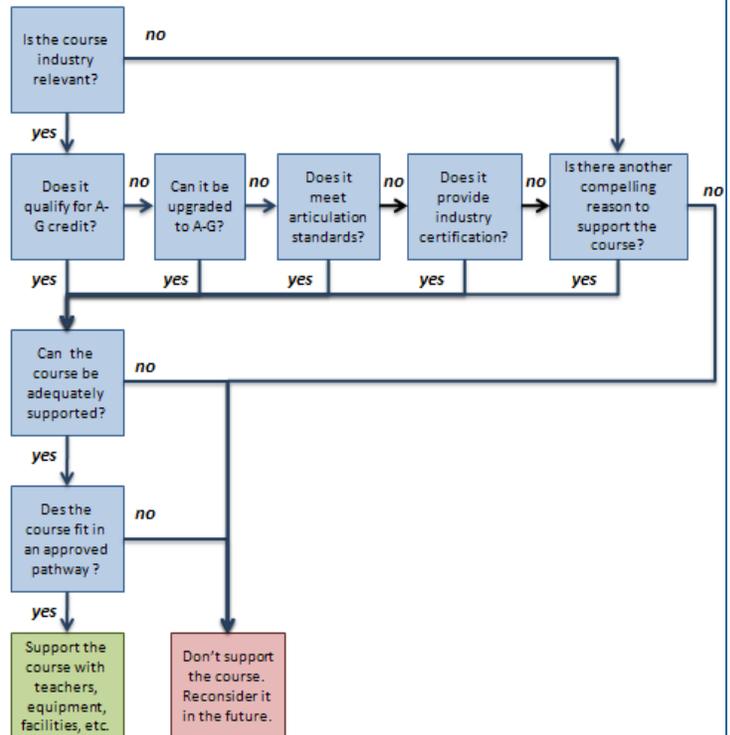
- A committee will be established to conduct the initial evaluation of all programs
- The committee will consist of FUSD staff members, teachers and industry leaders
- The committee will develop criteria for evaluation that will include but not be limited to the following:
 - a. Relevance (industry, state standards, and other)
 - b. Rigor (a-g certification possibilities, state standards, etc)
 - c. Resources required (teachers, equipment, facilities, funding)
 - d. Evaluation will adhere to the guidelines in the chart to the right

Currently, about 4% of the FUSD CTE courses offered meet a-g requirements. (The State average is 23%.) Also, many career-oriented pathway courses offered through FUSD magnets and academies are not specifically listed as CTE courses and are not a-g certified. Some courses offer college credit, some courses lead to an industry certification, and some

courses offer a real-world work experience as part of their curriculum.

The commission believes that Fresno Unified should strive to lead in the areas of rigor and relevance and therefore, exceed state averages and set new standards.

CTE Pathway Evaluation Process



26. Ensure all CTE courses are rigorous and relevant and that they produce meaningful outcomes for students that could include a-g completion, industry certification, real-world work experience, etc.

- Within three years 25% of all Career Technical Education (CTE) courses should qualify for a-g credit, dual high school or college credit, or be articulated with higher education. In addition, FUSD will have the goal that 50% or more of all CTE courses meet these requirements within five years
- Within five years 40% of all FUSD CTE courses should meet industry certification standards or provide authentic work experiences for students

- *Within 5 years, no more than 10% of all CTE courses offered in FUSD should fall outside the two categories above. These remaining courses should still fulfill the goal of engaging students or experimental and introductory courses that do not yet meet the requirements outlined in the larger categories described above.*

The commission is committed to making recommendations that consider the resources required to deliver the highest quality pathways and courses for students. The commission believes the first decision about what courses and pathways should be offered centers around the course itself, its educational value to students, its relevance and rigor, and its ability to engage students. Decisions about course offerings should then turn to resources required like facilities, equipment, and teaching staff needed. Courses should not be offered simply because the equipment or facilities exist, or teachers are available to teach a specific course, or would simply like to teach a specific course. The following guidelines should be in place during course development and resource decisions:

Efficient and Effective Use of Resources

FUSD must reach the highest standards in implementing programs to accomplish the goals of this report. This student-centric work should, therefore, be supported by the efficient and effective use of resources including human resources, facilities, equipment, money, and all other resources. The District needs to utilize existing resources and make additional resources available to ensure the success of the implementation of these recommendations.

Facilities and Equipment

The need for specialized equipment and facilities exists in conjunction with many CTE courses. Fresno Unified should always look to partner with other organizations in the community before deciding to purchase specialized equipment. For example, State Center Community College District has a wide range of specialized equipment that could be used for FUSD students. Trade unions also have access to specialized

equipment. In addition, many local businesses may be willing to donate equipment that could be useful to specialized programs at FUSD.

27. FUSD should institute a process that ensures all options for sharing equipment among partners have been exhausted before new equipment is purchased for courses or specialized facilities are established on any campus.

- *A facilities and equipment checklist will be designed for all new courses that require communications with all key stakeholders*

Teaching Staff

Excellent and engaged teachers are the most critical resource for successful course pathways and student learning. Teachers have the most opportunity to influence and impact students given the amount of time they spend interacting with them throughout the school day. The commission believes the quality of teachers should be of the utmost importance. In order to ensure that courses are rigorous and relevant and engaging to students, special attention should be paid to hiring, developing and retaining high quality CTE teachers. Further, teachers should possess appropriate and meaningful credentials, should be given appropriate professional development opportunities, and should be evaluated on a regular basis to confirm continuing rigor and relevance.

28. Complete an analysis of existing CTE teaching staff to ensure that appropriate staff resources are available to teach the current and identified high-demand, career-oriented pathways and CTE courses. Particular attention should be paid to succession planning for key courses, and forecasting the need for new teachers.

- *Teachers whose specialty or credentials may not be in high-demand areas should be given opportunities to re-train and/or take advantage of professional learning opportunities*

VII. Indicators of Success: Dashboard Items

FUSD must reach the highest standards in implementing programs to accomplish these goals. This student-centric work must be monitored by efficient accountability models. The District should prepare a model that will monitor, track and assess student and system success for each of the report goals. Accountability data should be made available to all stakeholders. Decisions about career preparation programs should be data-driven and aligned with district goals.

The District should consider tracking the following types of data as indicators of success:

1. The percent of students who:

- Participate in a career academy
- Complete a-g requirements
- Receive immediate remediation when falling behind in credits
- Have space in their schedule to enroll in CTE courses
- Complete a Project-Based Learning sequence of courses
- Have an annual career counseling session
- Have a complete individual career plan
- Participate in a career awareness program in elementary school
- Graduate with a career-ready certificate
- Complete Workkeys®

- Have a work-related experience
- Are hired into jobs of their choice
- Are in the career of their choice within five years of high school graduation
- Perceive they were prepared in elementary, middle, and high school to be career-ready

2. Number of:

- CTE courses that are a-g certified
- Business-effective partnerships
- Teachers, staff, and counselors who receive training from EDC/WIB on local economy/labor market
- Pathway programs that are articulated 7-12 and beyond
- High school courses that integrate multi-disciplinary curriculum

VIII. Conclusion

Fresno Unified School District has made great strides to stabilize district operations and improve classroom teaching. These necessary actions have set the stage for the work ahead to prepare students for the 21st century. The challenge is that 20th century solutions to education will not prepare students for the jobs of the future.

FUSD must develop a system of learning for all students where they will graduate with choices and options for a bright, successful future. This is the right thing to do for each student, and the necessary thing to do for our community. The long-term economic vitality of this entire region is directly connected to the future workforce the District is preparing today. The commission recommendations are therefore not just about reforming Career Technical Education. They are about system-wide reform that gives each student a sense of relevance about what they are learning and an idea about what they are interested in doing after high school graduation. Most importantly, students need strong academic skills as well as the character and competencies to prepare them for that work.

FUSD must be committed to preparing all students for graduation and the full range of post-secondary options because no student should have the door of opportunity shut on them before they have the opportunity to fully pursue their interests.

The recommendations for action in this report were created to support the reform work required to build an enhanced system of learning for all students that better connects them to the world of work. This reform will emphasize career awareness, exploration and preparation; applied learning strategies; and focus on creating meaningful, sustainable partnerships with all our stakeholders that will engage students. All of this reform work will provide enhanced options for our students and ultimately fulfill the FUSD mission of ***Preparing Career-Ready Graduates***.

IX. Commissioners and Staff

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Appendix 1

FUSD Goals, Core Beliefs, and Roadmap to Excellence

2008 2013	 Fresno Unified School District
District Goals	<ol style="list-style-type: none"> 1. All students will excel in reading, writing, and math 2. All students will engage in arts, activities, and athletics 3. All students will demonstrate the character and competencies for workplace success 4. All students will stay in school on target to graduate



Fresno Unified School District

Core Beliefs

Student Learning
Every student can and must learn at grade level and beyond.

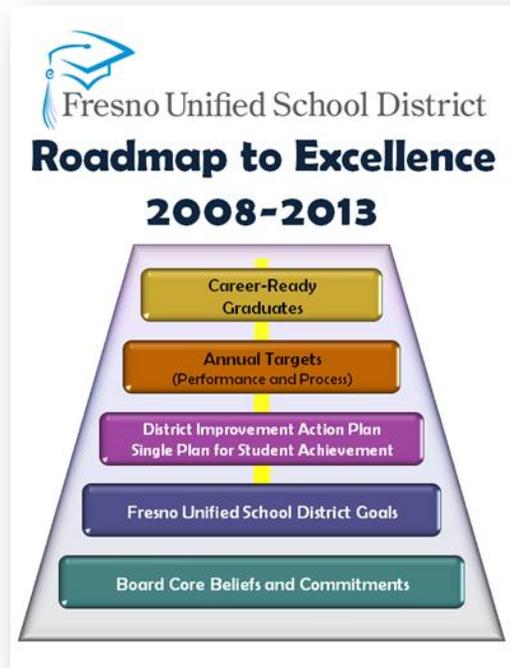
High Quality Instruction
Teachers must demonstrate the ability and desire to educate each child at a high level.

Leadership
Leaders must perform courageously and ethically to accomplish stated goals.

Safety
A safe learning and working environment is crucial to student learning.

Culture
Fresno Unified is a place where:

- > diversity is valued;
- > educational excellence and equity are expected;
- > individual responsibility and participation by all is required;
- > collaborative adult relationships are essential; and
- > parents, students and the community as a whole are vital partners.



Appendix 2

FUSD Career Competencies

1. Work Ethic

Willingness to work - Avoid absenteeism - Demonstrate promptness - Demonstrate integrity - Workplace dress and hygiene - Customer service attitude

2. Basic Education Proficiency

Communicate in spoken and written English - Read and understand written information - Use and apply basic math - Basic digital (computer) literacy

3. Workplace Communication

Read with understanding - Convey ideas in writing - Speak so others can understand - Listen actively and follow directions - Cross-cultural communication

4. Collaboration/Teamwork

Work well with others as part of a team - Avoid use of language that stereo-types others - Be respectful of the opinions and contributions of others

5. Critical Thinking

Attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences - Knowledge of the methods of logical inquiry and reasoning - Some skill in applying those methods demonstrated by: Ability to recognize problems, gather and marshal pertinent information, recognize unstated assumptions and values, find workable means for meeting those problems, and to comprehend and use language with accuracy, clarity, and discrimination

Appendix 3

Career Ready Competencies Comparison Chart

FUSD Career Competencies	Fresno Workforce Investment Board	Equipped for the Future	21 st Century Skills
1. Work/Ethic <ul style="list-style-type: none"> • Self-Motivated • Willingness • Attention to Detail • Dependable • Professionalism • Decorum • Responsibility 	Work/Ethic <ul style="list-style-type: none"> • Willingness to Work • Appearance • Dependability • Appearance • Professionalism • Maturity • Self-Motivation • Take Direction • Attendance 	Work/Ethic <ul style="list-style-type: none"> • Willingness to Work • Integrity • Prompt/Dependable • Grooming • Responsibility • Attendance • Work Accuracy 	Work/Ethic <ul style="list-style-type: none"> • Flexibility and Adaptability • Productivity and Accountability • Leadership and Responsibility • Initiative and Self-Direction
2. Basic Education Proficiency <ul style="list-style-type: none"> • English/Written/Verbal • Math • Computer Literacy 	Basic Education Proficiency <ul style="list-style-type: none"> • Reading • Math • Locating Information 	Basic Education Proficiency <ul style="list-style-type: none"> • Read and Understand Written Communication 	Basic Education Proficiency <ul style="list-style-type: none"> • English • Reading • Math
3. Workplace Communication <ul style="list-style-type: none"> • Listening and Following Directions • Ability to Articulate Workplace Needs • Communication Mechanics • Communication Etiquette 	Workplace Communication <ul style="list-style-type: none"> • Language clearly transmits knowledge and ideas • Listening 	Workplace Communication <ul style="list-style-type: none"> • Communicate in Spoken and Written English • Appropriate English Language/Stereotypes 	Workplace Communication <ul style="list-style-type: none"> • Communication • Computer Literacy • Social and Cross-Cultural
4. Collaboration/Teamwork <ul style="list-style-type: none"> • Patience • Anger Management • Maturity • Emotional Control • Get Along with People • Championship Team vs. Team of Champions • Value of Diversity of Ideas/Skills/Strengths 	Collaboration/Teamwork <ul style="list-style-type: none"> • Ability to get along with others • Teamwork • Attitude – avoid making negative statements about others 	Collaboration/ Teamwork <ul style="list-style-type: none"> • Respect Others 	Collaboration/ Teamwork

FUSD Career Competencies	Fresno Workforce Investment Board	Equipped for the Future	21 st Century Skills
<ul style="list-style-type: none"> • Ability to Listen • Working with Others Toward a Common Goal 			
5. Critical Thinking <ul style="list-style-type: none"> • Problem Solving • Multi-Tasking • Identifying Solutions (Creativity) • Thinking Outside of the Box • Decision Making • Persistence 	Critical Thinking <ul style="list-style-type: none"> • Problem Solving/Locating Information • Industry Knowledge 	Critical Thinking	Critical Thinking <ul style="list-style-type: none"> • Creativity and Innovation
	<ul style="list-style-type: none"> • Resume • Barriers • Career Exploration Match • Mock Interview 	<ul style="list-style-type: none"> • Willingness to Learn • Computer Skills • Basic Math • Customer Service Skills • Work well as part of a team 	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Information Literacy • Media Literacy
	Portfolio <ul style="list-style-type: none"> • Resume • Job Applications • Cover Letter • Work Ready Certificate • Letter of Referral • FCWIB • FCWIB Job Ready Evaluation 	Portfolio <ul style="list-style-type: none"> • School Transcripts and Attendance records • Resume • Job Applications • Cover Letter • Work Ready Certificate • Work Supervisor Evaluation 	

Appendix 4

FUSD Career Competency Assessment System

Fresno Skills Work Group	Methods of Assessment
1. Work Ethic	
1a. Willingness to work	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model • Letter of reference (specifically citing willingness to work)
1b. Avoid absenteeism	<ul style="list-style-type: none"> • School attendance records (demonstrating 90% attendance or higher for all classes) • Work Attendance records • Observation of candidate by worksite supervisor • Observation of candidate by adult role model • Observation of candidate by teacher
1c. Demonstrate promptness	<ul style="list-style-type: none"> • School attendance records (showing few or no tardies) • Work attendance records • Observation of candidate by worksite supervisor • Observation of candidate by adult role model • Observation of candidate by teacher
1d. Demonstrate integrity	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model • Letter of reference (specifically citing integrity) • Responses to workplace ethics scenarios
1e. Workplace dress and hygiene	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model
1f. Customer service attitude	<ul style="list-style-type: none"> • TBD on-line customer service test • Observation of candidate by workplace supervisor • Letter of reference (specifically citing customer service skills) • Responses to workplace ethics scenarios
2. Basic Education Proficiency	
2a. Communicate in spoken and written English	<ul style="list-style-type: none"> • Passing score (350 or higher) on CAHSEE English-Language Arts test • Letter of reference from English-Language Arts teacher • Work samples (demonstrating a high level of proficiency in written English)
2b. Read and understand written information	<ul style="list-style-type: none"> • Passing score (350 or higher) on CAHSEE English-Language Arts test • School transcripts (showing completion of 10th grade English with a B or higher) • Letter of reference from English-Language Arts teacher
2c. Use and apply basic math	<ul style="list-style-type: none"> • Score of 400 or higher on CAHSEE Mathematics test • School transcripts (showing completion of Algebra with a grade of B or higher) • Letter of reference from mathematics teacher • Work samples (demonstrating a high level of proficiency in mathematics)

2d. Basic digital (computer) literacy	<ul style="list-style-type: none"> • TBD on-line computer literacy test • Observation of candidate by Teacher • Observation of candidate by workplace supervisor • School transcripts (showing completion of computer foundations/literacy course with grade of B or higher) • Letter of reference (specifically citing computer literacy skills)
3. Workplace Communication	
3a. Read with understanding	<ul style="list-style-type: none"> • Passing score (350 or higher) on CAHSEE English-Language Arts test • School transcripts (showing completion of 10th grade English with a 'B' or higher) • Letter of reference from English-Language Arts Teacher
3b. Convey ideas in writing	<ul style="list-style-type: none"> • Passing score (350 or higher) on CAHSEE English-Language Arts test • School transcripts (showing completion of 10th grade English with a B or higher) • Letter of reference from English-Language Arts Teacher
3c. Speak so others can understand	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model
3d. Listen actively and follow directions	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model
3e. Cross-cultural communication	<ul style="list-style-type: none"> • TBD – new or existing specific coursework
4. Collaboration/Teamwork	
4a. Work well with others as part of a team	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by coach • Letter of reference (specifically citing teamwork) • Demonstrated experience on an athletic team • Demonstrated experience as part of a club
4b. Avoid use of language that stereotypes others	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Responses to workplace ethics scenarios
4c. Be respectful of the opinions and contributions of others	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by coach • Letter of reference (specifically citing respect for others opinions)
5. Critical Thinking	
5a. Attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences	<ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model
5b. Knowledge of the methods of logical inquiry and reasoning	<ul style="list-style-type: none"> • TBD - Specific coursework in critical thinking

5c. Some skill in applying those methods	<ul style="list-style-type: none"> • See Below
	<i>i.</i> Ability to recognize problems <ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model
	<i>ii.</i> Gather and marshal pertinent information <ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model
	<i>iii.</i> Recognize unstated assumptions and values <ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model
	<i>iv.</i> Find workable means for meeting those problems <ul style="list-style-type: none"> • Observation of candidate by teacher • Observation of candidate by worksite supervisor • Observation of candidate by adult role model
	<i>v.</i> Comprehend and use language with accuracy, clarity, and discrimination. <ul style="list-style-type: none"> • Passing score (350 or higher) on CAHSEE English-Language Arts test • Letter of reference from English-Language Arts teacher • Work samples (demonstrating a high level of proficiency in written English)

Appendix 5

FUSD Career Competency Student Evaluation Form

Student: _____

Date Evaluated: _____

Top Five Competencies for Fresno Unified Students

These skills have been determined by Fresno County employers as critical for students to have before beginning work. A legend for how to evaluate the level of student progress is included at the bottom of the page. This five-point scale allows you to assess performance against a standard for entry-level employment.

Please use the following point scale to assess the student applicant (circle the number that corresponds with the level of performance in each of the five areas listed below).	(0) Not Exposed	(1) Training Level	(2) Improving Toward Entry Level	(3) Entry Level	(4) Exceeds Entry Level
1. Work Ethic	0	1	2	3	4
1a. Willingness to work	0	1	2	3	4
1b. Avoid absenteeism	0	1	2	3	4
1c. Demonstrate promptness	0	1	2	3	4
1d. Demonstrate integrity	0	1	2	3	4
1e. Workplace dress and hygiene	0	1	2	3	4
1f. Customer service attitude	0	1	2	3	4
2. Basic Education	0	1	2	3	4
2a. Communicate in spoken and written English	0	1	2	3	4
2b. Read & understand written information	0	1	2	3	4
2c. Use and apply basic math	0	1	2	3	4
2d. Basic digital (computer) literacy	0	1	2	3	4
3. Workplace Communication	0	1	2	3	4
3a. Read with understanding	0	1	2	3	4

3b. Convey ideas in writing	0	1	2	3	4
3c. Speak so others can understand	0	1	2	3	4
3d. Listen actively and follow directions	0	1	2	3	4
3e. Cross-cultural communication	0	1	2	3	4
4. Collaboration/Teamwork	0	1	2	3	4
4a. Work well with others as part of a team	0	1	2	3	4
4b. Avoid use of language that stereotypes others	0	1	2	3	4
4c. Be respectful of the opinions and contributions of others	0	1	2	3	4
5. Critical Thinking	0	1	2	3	4
5a. Thoughtful consideration	0	1	2	3	4
5b. Knowledge of the methods of logical inquiry and reasoning	0	1	2	3	4
5c. Some skill in applying those methods	0	1	2	3	4

Legend

- (0) **Not Exposed** – Student was not provided the opportunity to achieve this objective or to demonstrate this skill.
- (1) **Training Level** – Preparing to become work ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.
- (2) **Improved Toward Entry Level** – More work ready. Has difficulty completing some tasks. May attempt task before asking for help, needs prompting or assistance.
- (3) **Entry Level** – Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.
- (4) **Exceeds Entry Level** – Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.

Appendix 6

High School Characteristics, Career Pathways, and CTE

- **5,100 Students** were enrolled in CTE courses in fall 2008
- **295 Sections** of CTE classes are offered at the high school level
- **125 CTE Teachers** are employed in FUSD
- **\$4 Million** CTE budget from multiple sources
- **3,000 Additional Students** are enrolled in specialty career-oriented programs such as the Law Magnet, Doctor’s Academy, Marketing Academy, etc.

School	API, PI, and QEIA	Unique Characteristics	Existing and New Pathways
Bullard	API: 763	Higher performing school with higher average SES than other FUSD schools, located in wealthiest region of Fresno. Entering second year of Federal Magnet School Assistance Program.	<ul style="list-style-type: none"> • The American Legal System • Science and Law • Business Law • Social Justice
Cambridge	API: 546 PI: 4	Continuation High School, with a focus on credit recovery. Currently 17 Cambridge students attend CART and approximately 60 students are enrolled in ROP classes.	
CART		The Center for Advanced Research and Technology is an innovative 11 th and 12 th grade high school that combines rigorous academics with technical, design, process, entrepreneurial, and critical thinking skills. Teams of academic and CTE instructors collaborate in an interdisciplinary project-based system. This half day program was developed in partnership with Clovis Unified School District.	<ul style="list-style-type: none"> • Professional Sciences • Advanced Communications • Engineering • Global Dynamics
Design Science	API: 822	Design Science High School is an innovative approach to high school education. DSHS offers students the opportunity to earn a high school diploma and college credit at the same time. Design Science High School (DSHS) is a joint venture between Fresno Unified School District, Fresno City College, Foundation for California Community Colleges and the Bill and Melinda Gates Foundation.	<ul style="list-style-type: none"> • Construction Management • Engineering • Architecture
Dewolf	API: 431 PI: 3	Continuation High School. Approximately 30 students are enrolled in ROP courses.	
Duncan	API: 708	District- wide Career Technical Education magnet school structured around five career pathways offering 21 ROP courses. Duncan is in the 3 rd year of implementing a five-year Federally funded Smaller Learning Communities (SLC) grant to increase cross-curricular integration within these pathways.	<ul style="list-style-type: none"> • Agriculture • Business • Health • Public Service • Industrial Technology

School	API, PI, and QEIA	Unique Characteristics	Existing and New Pathways
Edison	API: 703 PI: 1	Offers the most Advanced Placement courses of any FUSD high school, half of the students come from outside the region. Edison is located in the poorest region of Fresno and one of the poorest Congressional Districts in the country. In collaboration with UC Merced, Edison is developing a computer engineering pathway following California Partnership Academy guidelines. Just received a five year Federal Smaller Learning Communities grant.	<ul style="list-style-type: none"> • Many Advanced Placement courses
Fresno	API: 596 PI: 5 QEIA	The oldest high school in FUSD is in the fourth year of implementing an International Baccalaureate (IB) program. Fresno High School has received Small Learning Community and Magnet School Assistance Program funding in the past to assist in the creation of smaller learning communities and continues to move forward to create thematic pathway programs.	<ul style="list-style-type: none"> • IB Program • Virtual Enterprise • Marketing Academy (CPA funded)
Hoover	API: 697	Hoover has the lowest enrollment of all FUSD comprehensive high schools. It has recently been converted into a design technology magnet with three separate pathway programs and a ninth grade academy. Hoover High School is in the second year of Small Learning Community and Magnet School Assistance Program funding.	<ul style="list-style-type: none"> • Technical Design (Drafting) • Architecture • Electronics (Video)
JE Young	API: 543 PI: 4	Independent study program. Recently added career awareness and CTE course offerings.	
McLane	API: 610 PI: 3 QEIA	McLane is in the third year of implementing a Federal Small Learning Community grant. In addition to three Academies, a ninth grade academy is currently being developed. Although not supported by California Partnership Academy funding, the Business and Finance and Digital Media Academies have been developed following CPA guidelines.	<ul style="list-style-type: none"> • Medical Education and Research Academy (CPA funded) • Visual and Fine Arts (CPA funded) • Digital Media Academy • Business and Finance Academy • Turning Point Academy
Roosevelt	API: 567 PI: 5 QEIA	Roosevelt is located in the poorest Congressional District in the Country. Roosevelt is a performing arts magnet school. The Roosevelt School of the Arts (RSA) was established in 1984 and recently won the Kennedy Center Alliance for Arts Education <i>Creative Ticket National School of Distinction Award</i> . Roosevelt has developed a ninth grade academy as a school within a school.	<ul style="list-style-type: none"> • School of Performing Arts offers a variety in visual arts, graphic arts and performance electives • IRS Careers Academy (CPA funded) • Health Academy (CPA funded)
Sunnyside	API: 669 PI: 5	Sunnyside has the largest enrollment in FUSD, more 3,300 students, and is located in the growing Southeast Fresno area. Sunnyside is an AVID Demonstration School and recently created an AVID program for native Spanish speaking students. The Doctor's Academy is a magnet school within a school program implemented in partnership with the UC San Francisco School of Medicine. Just received a five year Federal Smaller Learning Communities grant.	<ul style="list-style-type: none"> • Doctor's Academy • Video Production Academy (CPA funded)

Appendix 7

Career Development Definitions

(Based on the work of Oakland County, Michigan)

Career Development

Career Development is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual. This life-long process includes self-awareness, career awareness and exploration, decision-making and documentation. www.ncda.org

Self-Awareness

Self-Awareness is having knowledge of self, including knowledge of interest, aptitudes and limitations. Formal and informal measures and inventories that assist learners are used in understanding their career interests, aptitudes, and abilities. Learners identify their strengths and preferences, determine career directions, and make career decisions including the selection of a career pathway. www.michigan.gov

Career Awareness and Exploration

Career Awareness and Exploration is the acknowledgement of the many options available and knowledge of career planning techniques as well as the opportunity for a more in-depth look at specific careers through hands-on experiences.

The focus is on using a variety of resources to introduce students to all career options.

In Middle School - it helps:

- Expand student understanding of the world of work
- Identify career pathways and specific occupations within them
- Develop respect for workers in all fields
- Locate and research information about specific occupations
- Develop an initial understanding of educational and training requirements

In High School - it continues to:

- Provide current, comprehensive and in-depth information about careers
- Enhance understanding of working conditions, current income, educational requirements and advancement opportunities www.michigan.gov

Decision Making

Decision-Making is the process of reducing uncertainty and doubt about alternatives to allow a reasonable career choice to be made. This definition stresses the information gathering function of decision-making. Uncertainty is *reduced* rather than eliminated. Very few decisions are made with absolute certainty because complete knowledge about all the alternatives is seldom possible. Thus, every decision involves a certain amount of risk. www.virtualsalt.com/crebook5.htm

Appendix 8

Individual Career Plan (Education Development Plan)

An Education Development Plan (EDP) documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them. The purpose of the EDP is to provide every student with a periodically updated and ongoing record of career planning that will guide in taking effective steps to enter a career of choice. Therefore, an EDP is an education development plan that **creates documented evidences** the students' gain from:

- Assessing their skills, abilities, aptitudes, and interests;
- Researching their discoveries about careers; and
- Matching these exploration discoveries within a group of careers (Michigan Career Pathways)

The student armed with the information about themselves has the **knowledge** to begin to:

- Plan their course schedules for whatever postsecondary training they will need to prepare for career pathway and career choice they intend to pursue; and
- Document activities and accomplishments to help build an “evidence” portfolio of skills-building demonstrations to confirm or perhaps even to help the student to change their minds about the career choices and refocus their plan direction

The EDP process also helps the student to learn how to make information-driven decisions for choices in their career and life.

Parents, teachers, counselors and other trusted adults can assist the student by using EDP information in helping the student check the reality of the decisions being made. This occurs by reviewing the skills, abilities, aptitudes and classroom activity documentation to determine whether the decision matches what is known about the student in other contexts (home, classroom, and in counseling sessions).

Another source of information within an EDP could include evidence of the testing of a career choice in an actual workplace or school/business partnership activity (experiential learning).

Overall, the EDP is a tool for everyone involved in the student's learning experiences to:

- Help the student learn goal-setting, information driven decision-making and personal responsibility for choices
- Use it as a master-tracking tool to measure a student's progress toward achieving career and life goals

The students, the school, the parents, and the community all win when we help students create the EDP portfolio.

Appendix 9

Project-Based Learning

Project-Based Learning (PBL) is a student directed, teacher facilitated learning model that is:

1. Coordinated with industry partners
2. Collaborative
3. Multidisciplinary (integrates knowledge and information from multiple subjects)
4. Long-term (weeks or months)
5. Realistic (projects culminate in real or realistic products or presentations that demonstrate student learning)
6. Technology-supported (as a tool of learning rather than the focus of learning)
7. Focused skills as well as knowledge

Example Project:

Design an energy collection system for your school that will generate enough electricity to run the entire school and will save enough money annually to pay for itself within 10 years.

Types of Project-Based Learning

- Expeditionary learning
- Service learning
- Experiential education
- Inquiry-based learning
- Problem-based learning
- Real-world learning

Teachers and industry develop problems based on content standards that students, working in teams, develop solutions to. Teachers provide coaching, assignments and direct instruction to address student needs.

- New Technology

Traditional Education	Project-Based Learning
Students complete exercises or apply their learning	Projects are the curriculum. Teachers begin by challenging students with the project and facilitate learning along the way
Subjects are taught separately	Courses are integrated, for example: biology with art, geography with literature, physics with construction
Teachers work independently to plan and teach their material to students	Teachers collaborate to design and teach multidisciplinary projects
Students learn new information that is presented by teachers	Students learn new information and construct new knowledge through their own investigation
Projects are simulated	Projects are realistic and authentic, and solutions have the potential to be implemented

Appendix 10

WorkKeys® Certification



WorkKeys® **ACT**

EDUCATION HOME | WORKPLACE HOME SEARCH

The WorkKeys® System

- Assessments
- Job Analysis
- Training
- About WorkKeys
- Products & Services
- Case Studies
- Contact WorkKeys

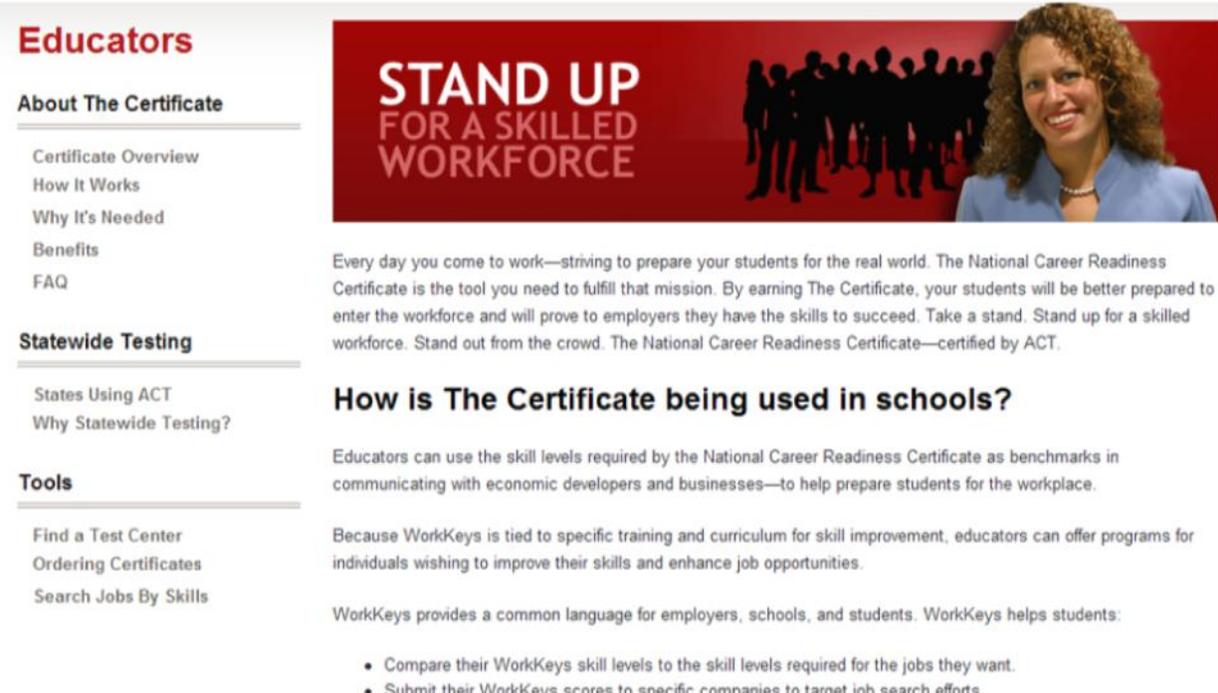
> Job Analysis > Assessments > Training

required skill levels
assessment scores
skill gaps

skill A skill B skill C skill D

replay

Job Analysis – identifies the skills and skill levels needed to be successful on the job.
Assessments – show the current skill levels of an individual.
Training – helps individuals and employers correct skill gaps.



Educators

About The Certificate

- Certificate Overview
- How It Works
- Why It's Needed
- Benefits
- FAQ

Statewide Testing

- States Using ACT
- Why Statewide Testing?

Tools

- Find a Test Center
- Ordering Certificates
- Search Jobs By Skills

STAND UP FOR A SKILLED WORKFORCE

Every day you come to work—striving to prepare your students for the real world. The National Career Readiness Certificate is the tool you need to fulfill that mission. By earning The Certificate, your students will be better prepared to enter the workforce and will prove to employers they have the skills to succeed. Take a stand. Stand up for a skilled workforce. Stand out from the crowd. The National Career Readiness Certificate—certified by ACT.

How is The Certificate being used in schools?

Educators can use the skill levels required by the National Career Readiness Certificate as benchmarks in communicating with economic developers and businesses—to help prepare students for the workplace.

Because WorkKeys is tied to specific training and curriculum for skill improvement, educators can offer programs for individuals wishing to improve their skills and enhance job opportunities.

WorkKeys provides a common language for employers, schools, and students. WorkKeys helps students:

- Compare their WorkKeys skill levels to the skill levels required for the jobs they want.
- Submit their WorkKeys scores to specific companies to target job search efforts.

WorkKeys® for Education

[Overview](#)[Educators](#)[– Benefits](#)[– FAQ](#)[– Federal Programs](#)[– Statewide Testing](#)[– Targets for Instruction](#)[Students](#)[Parents](#)

WorkKeys® for Educators

You can expand your students' career options by using WorkKeys effectively in the classroom. Here are some tips to get you started:

Incorporate WorkKeys into the curriculum.

High schools can administer WorkKeys assessments at the beginning of 9th or 10th grade and place students in the appropriate coursework. With the help of school counselors, students can begin career exploration early and achieve the skill levels they need by graduation.

WorkKeys post-testing can be done in 11th or 12th grade. Using the same assessments in pre- and post-testing shows the direct relationship of curriculum impact and student learning.

Our [Targets for Instruction](#) help educators develop curricula and instructional strategies for the WorkKeys skills areas.

Help students use their WorkKeys scores.

Offer students [tips for using WorkKeys scores](#) in real-life situations.

Encourage students to browse the [WorkKeys scores needed for different careers](#) to help them figure out what WorkKeys skill levels are required for the jobs that interest them.

Encourage students to achieve a [National Career Readiness Certificate](#).

Encourage students to create an account on [MyWorkKeys.com](#).

Implement or participate in a National Career Readiness Certificate program.

Use WorkKeys scores to provide support and direction for decisions about continuing education beyond high school.

Send students to [MyWorkKeys.com](#).

At [MyWorkKeys.com](#), students can view all of their WorkKeys test scores from the past five years and see if they qualify for a [National Career Readiness Certificate](#).

Teach workplace skills in the classroom.

Use WorkKeys to reinforce the value of having solid workplace skills. Encourage positive workplace attitudes.

Be able to explain what WorkKeys scores mean.

See our information about [understanding WorkKeys scores](#).

Give students their score reports.

Use WorkKeys score reports to help students identify where they may need additional training before joining the workforce. This is a great way to be involved in your students' academic efforts.



Educators

Certificate Overview

About The Certificate

- ▶ Certificate Overview
- How It Works
- Why It's Needed
- Benefits
- FAQ

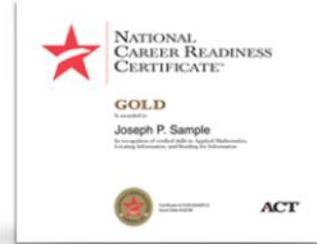
Statewide Testing

- States Using ACT
- Why Statewide Testing?

Tools

- Find a Test Center
- Ordering Certificates
- Search Jobs By Skills

The National Career Readiness Certificate verifies to employers anywhere in the United States an individual has essential core employability skills in Reading, Math, and Locating Information. ACT has researched over 16,000 occupations and these three skills are highly important to the majority of jobs in the workplace. The Certificate is an easily understood and nationally valued credential that certifies the attainment of these workplace skills.



When employers ask for the National Career Readiness Certificate for jobs in their workplace, they tap into the most qualified labor pool in the area. Applicants with a National Career Readiness Certificate provide solid insight into their foundational skills in the core areas of Reading for Information, Applied Mathematics, and Locating Information.

It is used for

- **Screening**—Employers only interview applicants who have the skills required for the job.
- **Hiring and promotion**—A National Career Readiness Certificate can be used as a "plus" factor to help make selection and promotion decisions.
- **Targeting employee training and development**—Employers can save money by using their training budget on employees with skill gaps.

Educators

How It Works

About The Certificate

- Certificate Overview
- ▶ **How It Works**
- Why It's Needed
- Benefits
- FAQ

The Certificate is based on ACT's world-renowned [WorkKeys® assessments](#)—which remain the only proven system for linking job skills with workplace success. To earn The Certificate you must take three WorkKeys assessments—Math, Reading, and Locating Information. Your WorkKeys scores will determine what level of The Certificate you are eligible to earn.



See it in action

Statewide Testing

- States Using ACT
- Why Statewide Testing?

Tools

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- Search Jobs By Skills



Bronze – scored at least a level 3 in each of the three core areas and has the necessary foundational skills for 35 percent of the jobs in the WorkKeys database.



Silver – scored at least a level 4 in each of the three core areas and has the necessary foundational skills for 65 percent of the jobs in the WorkKeys database.



Gold – scored at least a level 5 in each of the three core areas and has the necessary foundational skills for 90 percent of the jobs in the WorkKeys database.