

How School-to-Career Programs Serve All Youth?

**School-to-Career
Opportunities Act 1994
(STWOA)**

Background of School-to-Career

- ◆ Passed with bipartisan support in 1994
- ◆ Followed the “youth apprenticeship” model
- ◆ Three major components:
 - School-based learning*
 - Work-based learning*
 - Connecting Activities*
- ◆ Designed to make the connection between school and work





Secretary's Commission on Achieving Necessary Skills

In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employments.



Secretary's Commission on Achieving Necessary Skills (SCANS)

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

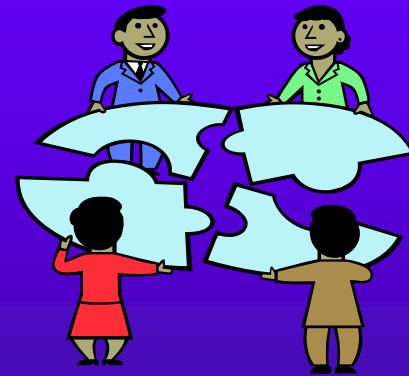




SCANS- Workplace Know-How

Competencies— effective workers can productively use:

- o *Resources*
- o *Interpersonal Skills*
- o *Information*
- o *Systems*
- o *Technology*



SCANS

The Foundation — competence requires:

- o Basic Skills
- o Thinking Skills
- o Personal Qualities

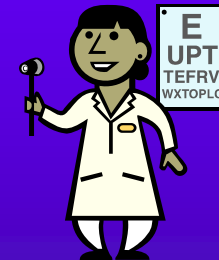


Components of School-to-Career

◆ *School-based learning*



◆ *Work-based learning*



◆ *Connecting Activities*





Massachusetts Work-based Learning Plan Competencies

FOUNDATION SKILLS:

Work Ethic and Professionalism

- ◆ Attendance and Punctuality
- ◆ Workplace Appearance
- ◆ Accepting Direction and Constructive Criticism
- ◆ Motivation and Taking Initiative
- ◆ Understanding Workplace Culture, Policy and Safety

Massachusetts Work-based Learning Plan Competencies

Communication and Interpersonal Skills

- ◆ Speaking
- ◆ Listening
- ◆ Interacting with Co-Workers





Massachusetts Work-based Learning Plan Competencies

Specific Workplace and Career Skills

- ◆ *Reading*
- ◆ *Computer Technology*
- ◆ *Time Management*
- ◆ *Collecting and Organizing Information*
- ◆ *Writing*
- ◆ *Equipment Operation*
- ◆ *Interacting with Customers or Clients*
- ◆ *Teaching and Instructing*
- ◆ *Project Management*
- ◆ *Mathematics and Numeric Analysis*
- ◆ *Research and Analysis*
- ◆ *Occupation-Specific Skills*

Which Massachusetts Work-based Learning Plan Competencies Apply to the Classroom?



Competencies

- √ Attendance and Punctuality
- √ Workplace Appearance
- √ Accepting Direction and Constructive Criticism
- √ Motivation and Taking Initiative
- √ Understanding Workplace Culture, Policy and Safety
- √ Speaking
- √ Listening
- √ Interacting with Co-Workers





More Competencies

- √ **Reading**
- √ **Computer Technology**
- √ **Time Management**
- √ **Collecting and Organizing Information**
- √ **Writing**
- √ **Equipment Operation**
- √ **Interacting with Customers or Clients**
- √ **Teaching and Instructing**
- √ **Project Management**
- √ **Mathematics and Numeric Analysis**
- √ **Research and Analysis**
- √ **Occupation Specific Skills**

School-to-Career **STAIRWAY TO SUCCESS**

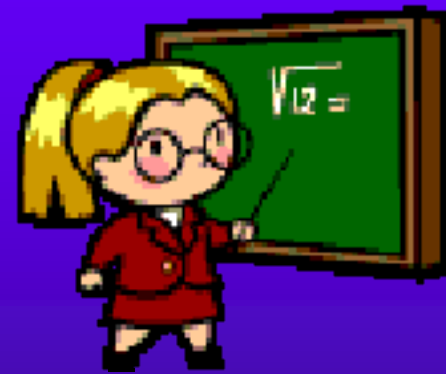
- *Job Shadowing*
- *Internships*
- *Career Development Course*
- *Middle School Transition Program*
- *Middle School Portfolio/High School of Choice Process*
- *Workplace Readiness Certificate Program*
- *The Summer of Work & Learning*



- *Worksite Visits*
- *Visits to Postsecondary Institutions*
- *Career Classroom Speakers*

Career Development Education (Department of Education Benchmarks)

- ◆ Academic Domain
- ◆ Personal/Social Domain
- ◆ Workplace Domain



All School-to-Career Interventions and Curriculum adhere to the CDE Guidelines.

Funding Sources

- ◆ Connecting Activities
- ◆ Academic Support
- ◆ CS² funds
(Commonwealth Corp.)





Effectiveness of STWOA and School-to-Career Education

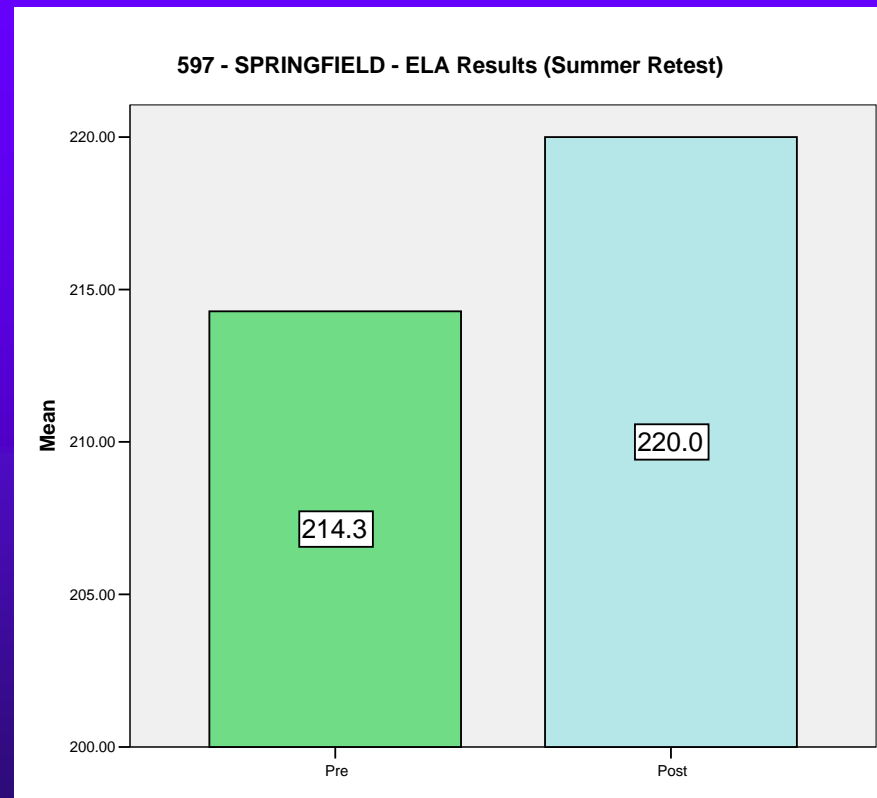
- ◆ Designed as an indirect anti-poverty legislation
- ◆ Positively affects student in general and low-income and minority students specifically

The Case in Favor of STC

- ◆ It is consistent with standards-based education and has further potential to reach at-risk students for whom traditional education has failed.
- ◆ Contextual learning through STC curriculum is available to all students—college bound and non- college bound.
- ◆ Work-based competencies *are* measurable through a tool called the Massachusetts Work-based Learning Plan.
- ◆ Pairing students with adult mentors in the workplace provides them with a greater understanding of the skills necessary to be successful in the field.
- ◆ Partnerships between businesses and schools enable schools to teach skills that will be relevant in the current and future workplace

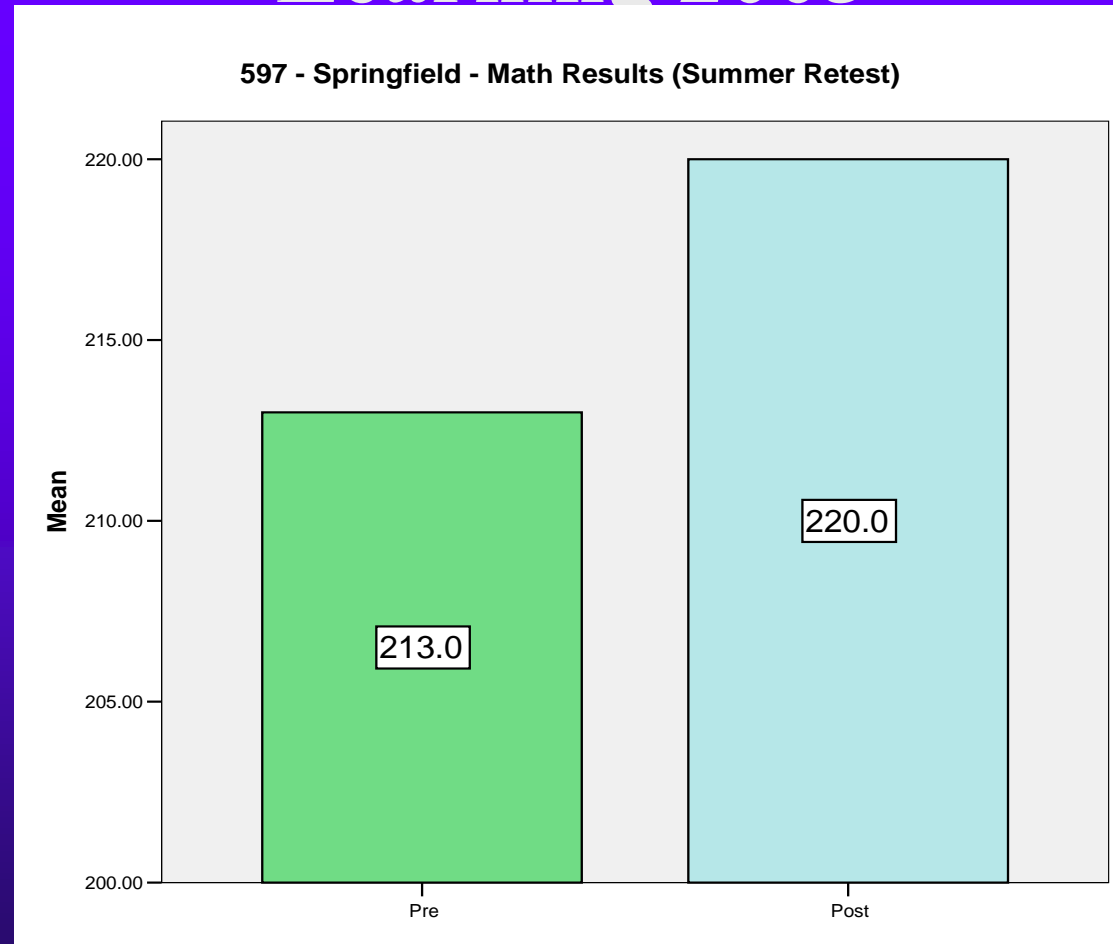


Data to Support School-to-Career DOE Data from Summer of Work & Learning of 2005



ELA - 43% who took summer retest passed (≥ 220)

School-to-Career Data from DOE Summer of Work & Learning 2005



Math - 28% who took summer retest passed (≥ 220)

Successful School-to-Career

Programs:

- ◆ Established strong partnerships with employers
- ◆ Forged community partnerships
- ◆ Created paid positions for School-to-Career coordinators
- ◆ Encouraged teachers to engage in activities with employers
- ◆ Allowed employers to help design work-related curricula
- ◆ Encouraged employer feedback in evaluating student performance



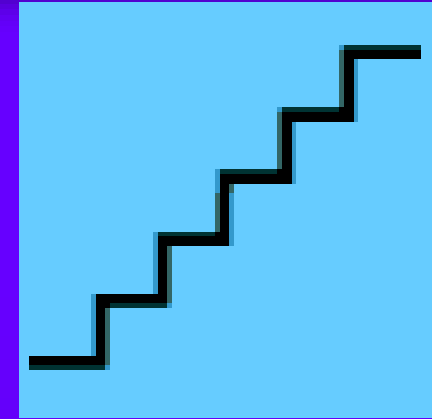


How Can We Sustain STC:

- ◆ Creative financing of programs since no longer supported by federal funds
- ◆ Continue to develop meaningful relationships with the business community
- ◆ Administrators need to develop work-based curriculum that reinforces skills tested on standardized exams



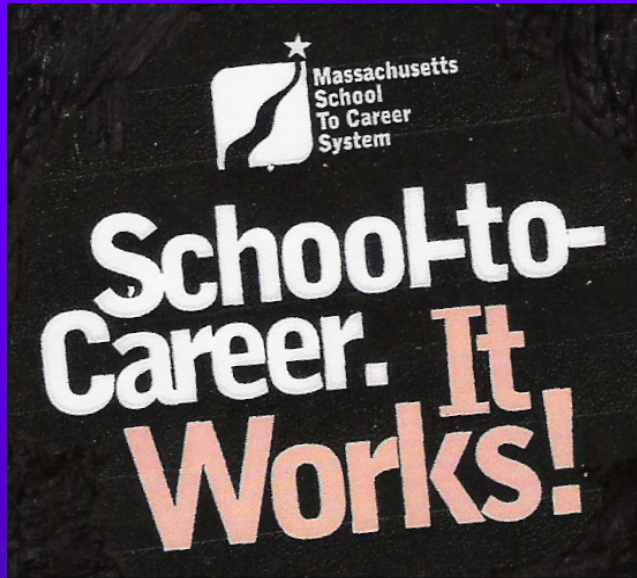
Next Steps



- ◆ STEP UP Springfield
- ◆ Parent and Community Engagement
- ◆ Resource Mapping
- ◆ Smaller Learning Communities
- ◆ Career Academies/Pathways



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