

# **Career Preparation in Poudre School District**

(Expectations: PSD, state, national, and local business)

## **PSD Standards**

### **Career & Technical Education Transition Standards**

(Adopted by PSD Board of Education February 2001; due for review and revision)

<http://www.psdschools.org/programs/schooltocareer/jhstandards.aspx>

1. Communication Skills: receive and relay information clearly and effectively, both verbal & written
2. Thinking Skills: use reasoning, critical thinking, problem solving, creativity, decision making
3. Technology Skills: work with a variety of technologies and equipment that supports efficient completion of work
4. Organizational Skills: work effectively and efficiently, time management, systems thinking
5. Self-Management Qualities: punctuality, diplomacy, appropriate assertiveness, personal growth
6. Interpersonal Skills: ability to work with others in individual or team settings, cultural sensitivity, leadership
7. Career Development: ability to develop career goals and procedures to attain the goals

### **Critical Skills Standards**

(Critical Skills is a sophomore course required for PSD graduation)

1. Self Awareness: know your strengths, weaknesses, learning style, interests and aptitudes
2. Career Discovery/Research, Presentation and Shadow Experience: learn how to investigate and comprehensively evaluate a career choice; effectively present it to an audience and shadow a career for further inquiry
3. 5-Year Plan: develop a 5-year plan and understand the importance of using and maintaining it
4. Self-Marketing: understand how to present yourself effectively, appropriately, and competitively to enter workforce
5. Workplace Expectations: understand what an employer/supervisor expects of employees, work ethic, self mgmt

## **COLORADO Career Preparation Guidelines**

### **Prepare students for a global economy**

Colorado Succeeds: Great schools are good business

Focus on the alignment of the educational system and the needs of the workforce and the economy.

<http://www.coloradosucceeds.org/>

### **Halve the dropout rate, double the number of post-secondary degrees & certificates**

Colorado State Plan--Solving the Colorado paradox & ensuring the Colorado promise for all students

The Carl D. Perkins IV Career and Technical Education Act of 2006 ushers in a new era for Colorado CTE and greatly expands the flexibility and adaptability of schools and colleges to meet educational and workforce needs. To those ends and prompted by the State Board for Community Colleges and Occupational Education, a Colorado CTE Five-Year Plan will be created, offering a vision for the Colorado Community College System to build a Bridge to Opportunity for all Colorado students and create a seamless transition from K-20 education to high-wage careers.

<http://www.coloradostateplan.com/index.htm>

### **Give students an industry-driven education/workforce system**

Colorado Workforce Development Council

The State of Colorado remains competitive by positioning workforce development, economic development, and education as its number one priorities. Colorado's strategy for strengthening its diverse regional economies is to support an industry-driven workforce system.

<http://dola.colorado.gov/wdc/index.htm>

### **Prepare students to be competitive in the 21<sup>st</sup> Century**

State of Colorado's Talent Development: Competing in the 21st Century, September 2007

Prepared for the Colorado Workforce Development Council by Corporation for a Skilled Workforce

<http://dola.colorado.gov/wdc/publications/Colorado%20Data%20Compendium.pdf>

## **Student access to job openings and labor market information**

LMI Gateway—Colorado Department of Labor & Employment

The Colorado LMI Gateway is a powerful job search, career assessment, and labor market information system. It was specifically designed for job seekers, students, case managers, training providers, and workforce professionals.

<http://lmi.gateway.coworkforce.com/lmi/gateway/default.asp>

## **NATIONAL Career Preparation Guidelines**

### **National Alliance Standards for Secondary Education and Transition**

1. Youth participate in career awareness, exploration, and preparatory activities in school- and community-based settings.
2. Academic and non-academic courses and programs include integrated career development activities.
3. Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.
4. Schools and community partners provide career preparatory activities that lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.

<http://www.nasetalliance.org/careerprep/index.htm>

### **Define standards for students, integrating curriculum technology and technology support**

NETS – National Education Technology Standards

The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States. The NETS Project will work to define standards for students, integrating curriculum technology, technology support, and standards for student assessment and evaluation of technology use.

<http://cnets.iste.org/>

### **Enhance technology education through innovation, design, & engineering experiences, K-12**

International Technology Education Association (ITEA)

ITEA is the largest professional educational association, principal voice, and information clearinghouse devoted to enhancing technology education.

<http://www.iteaconnect.org/>

### **Use CTE programs to incorporate rigor and challenging academic content standards**

US Department of Education

Eighty-five years after the passage of the first piece of federal vocational education legislation, Career and Technical Education is evolving from its original and sole focus on preparing students for work immediately following high school. Today's career and technical education program provides a non-duplicative sequence of courses leading to an industry-recognized credential or certificate; or an associate or baccalaureate degree.

<http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

### **Improve engagement, achievement & transitions for students**

CTE National Research Center

The mission of the National Research Center for Career and Technical Education is to improve the engagement, achievement and transition of high school and postsecondary CTE students through technical assistance to states, professional development for CTE practitioners and dissemination of knowledge derived from scientifically based research.

<http://www.nccte.org/>

### **Encourage life long learning**

States' Career Clusters

This website serves as a clearinghouse for Career Clusters research, products, services and technical assistance for implementation of the States' Career Clusters Framework for lifelong learning.

<http://www.careerclusters.org/index.php>

## Local Business Expectations:

(Input from: Woodward Governor, Columbine Health, Fort Collins Coloradoan, Value Plastics)

Common threads from all employers:

- Work ethic
- Work readiness
- Ability to work on a team
- Reading, mathematics
- Communication skills, both oral and written
- Technology and computer literacy
- Comprehension skills for reading technical manuals

Additional expectations:

- Global collaboration, including working with different cultures and across time zones around world
- Self-motivation, initiative, adaptability, decision making
- Critical thinking, problem solving
- Ability to multi-task, work in fast-paced, high stress environment
- Develop capacity to learn
- High level computer aptitude; 3D perception
- Analytical and evaluation skills
- Time management

## ***Additional Workplace Resources:***

### **Employers' views on readiness of new entrants to the US workforce**

"Most young people entering the US workforce lack critical skills essential for success."

Partnership for 21st Century Skills

The report is based on a detailed survey of 431 human resource officials that was conducted in April and May 2006 by the Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management. Its objective was to examine employers' views on the readiness of new entrants to the U.S. workforce — recently hired graduates from high schools, two-year colleges or technical schools, and four-year colleges.

[http://www.21stcenturyskills.org/index.php?option=com\\_content&task=view&id=250&Itemid=64](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=250&Itemid=64)

### **The 17 foundation skills required in the workplace of the 21<sup>st</sup> Century**

The CareerKey – Career Development

The 17 Foundation Skills are those required of all workers in the high-performance workplace of the 21st century. They were developed from several high-level government commission reports.

[http://www.careerkey.org/asp/career\\_development/foundation\\_skills.asp](http://www.careerkey.org/asp/career_development/foundation_skills.asp)

### **Employers focus on soft skills**

BNET – Business Journal

Instead of "what's in it for me," job seekers probably should be asking prospective employers "what do you need from me?" More employers are focusing on "soft skills," including communicating, relationship building, work ethic and problem solving.

[http://findarticles.com/p/articles/mi\\_qn4190/is\\_20060929/ai\\_n16762689](http://findarticles.com/p/articles/mi_qn4190/is_20060929/ai_n16762689)

### **Soft skills can be as important as hard skills**

CareerBuilder.com

"Soft skills" refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with. Companies value soft skills because research suggests and experience shows that they can be just as important an indicator of job performance as hard skills.

[http://jobs.aol.com/article/\\_a/top-10-soft-skills-for-job-hunters/20051107131509990011](http://jobs.aol.com/article/_a/top-10-soft-skills-for-job-hunters/20051107131509990011)

## What are we doing in PSD?

- Critical Skills Class
  - Self assessment
  - Career exploration/research
  - Shadow
  - 5-year plan
  - Job portfolio (application, cover letter, resume)
  - Mock interview
  - Workplace expectations
  - Self-management
- PaCE/ACE: work experience, internships
- Marketing labs: school stores
- Student leadership organizations (FBLA, DECA, Skills USA, FCCLA, Robotics)
  - Service learning projects, competitions, leadership at district, state and national levels
  - [www.fbla.org](http://www.fbla.org)
  - [www.deca.org](http://www.deca.org)
  - <http://www.skillsusa.org>
  - <http://www.fcclainc.org>
  - [www.usfirst.org/](http://www.usfirst.org/)
- Partnerships with community, career skills: TechniGraphics, Columbine Health Care, Junior Achievement
- Career Xperience (500 students and CTE teachers)
- Business advisory committees
- CTE courses at comprehensive sites:

Business & Marketing	Family & Consumer Science	Technology Education
Accounting	Child & Adolescent Development	Engineering Drafting & Graphics
Economics	Parenting	Women's Engineering Drafting
Business Law	Life Management	Architecture
Computer Applications	Relationships	Pre-engineering
Desktop Publishing	Teen Choices	Electronics
Web Design	Interior Design	Tech Physics
Marketing	Catering	Aerospace
Finance	Multicultural Foods	Production Systems (wood & metal)
International Business	Teacher Cadet	Construction Systems
Management		Building Trades
Entrepreneurship		Robotics

- CTE programs at Front Range Community College:

Animal Technology & Research	Architecture & Landscape Design
Automotive Technology & Service	Carpentry – Home Framing (FRHS)
Culinary Arts – Chef Program (FRHS)	Equine Science & Husbandry
Ironworking & Industrial Welding	Law Enforcement Training & Exploration
Medial Careers Exploration, First Responder & CAN	Metal Fabrication & CAD (Engineering/Manufacturing)
Plant & Greenhouse Science	Wildlife, Forestry & Natural Resources

*\*Professional Work Ethics Program embedded in all programs:*

*Purchased from a mandatory implemented state of Georgia program: <http://www.qvtc.org/workethics.asp>*

## Trends

- Talent crunch
  - [http://manpower.mediaroom.com/file.php/65/Talent\\_Crunch\\_White\\_Paper.pdf](http://manpower.mediaroom.com/file.php/65/Talent_Crunch_White_Paper.pdf)
- Moving from a national economy to a global economy
- Applied content (Governor Ritter)
- Preparing students to be competitive in 21<sup>st</sup> Century
- Framework for seamless transitions from high school to college to career (partnerships within education & business)
- ACT study: workforce/college prep
  - <http://www.act.org/news/releases/2004/10-14-04.html>
  - [http://www.act.org/path/policy/pdf/crisis\\_report.pdf](http://www.act.org/path/policy/pdf/crisis_report.pdf)
  - [http://www.act.org/path/policy/pdf/ready\\_to\\_succeed.pdf](http://www.act.org/path/policy/pdf/ready_to_succeed.pdf)
- Preparing students for jobs not yet created
- Technology skills paramount: required graduation class in many districts, not just integrated into classes