Career-Ready Students: How the Implementation of Quality CTE Programs Can Contribute to Career-Readiness

NEW JERSEY SCHOOL BOARDS ASSOCIATION WORKSHOP
OCTOBER 27, 2015
Are Our Students Prepared?
Gallup-Purdue Index Report

Many College Graduates Not Equipped for Workplace Success

- Not all college graduates had high-quality college experiences
- Key college experiences link to workplace engagement
- Time to look beyond grades, test scores and resumes
Below Grade

Percentage of students scoring at each level in CLA+, an assessment designed to measure critical thinking and written communication.

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<thead>
<tr>
<th></th>
<th>Below basic</th>
<th>Basic</th>
<th>Proficient or higher</th>
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<tbody>
<tr>
<td>Seniors</td>
<td>14%</td>
<td>26%</td>
<td>61%</td>
</tr>
<tr>
<td>Freshmen</td>
<td>31%</td>
<td>32%</td>
<td>37%</td>
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Note: Results based on 31,652 students at 169 participating institutions. Figures may total more than 100 due to rounding.

Source: Council for Aid to Education

The Wall Street Journal
New Jersey Business & Industry Association

The 2014 Business Outlook Survey* found that:

- 73% of entry level employees had fair or poor written communication skills
- 70% of entry level employees had fair or poor critical thinking skills
- 62% of entry level employees had fair or poor verbal communication skills

*NJ Business and Industry Association, 2013
Employability Skills = Career Ready Practices
The Career Ready Practices (K-12)

ADOPTED OCTOBER 2014

REPLACED STANDARD 9.1 21ST CENTURY LIFE SKILLS
What Are Career Ready Practices?
Career Ready Practices

- A set of practices that reflect the skills and dispositions necessary to be successful in one’s chosen career.
- Describe skills that all students will need to develop and practice to be career ready.
- Implemented across grade levels, over time.
- Developmentally appropriate.
- Practices, not standards.
Career Ready Practices

- Act as a Responsible and Contributing Citizen & Employee
- Demonstrate Creativity & Innovation
- Employ Valid and Reliable Research Strategies
- Work Productively in Teams While Using Cultural Global Competence
- Apply Appropriate Academic & Technical Skills
- Consider the Environmental, Social & Economic Impacts of Decisions
- Utilize Critical Thinking to Make Sense of Problems and Persist in Solving Them
- Use Technology to Enhance Productivity
- Attend to Personal Health & Financial Well-Being
- Communicate Clearly and Effectively and with Reason
- Model Integrity, Ethical Leadership & Effective Management
- Plan Education & Career Path Aligned to Personal Goals
Teacher Quotes on Career Ready Practices

“The changes should not be perceived as more for the teachers to do, however an opportunity to hone their craft and improve on existing practices.”

“CRP can be implemented in any subject area.”

“…it is easily within my ability to work on all aspects of Standard 9 with students throughout the course of the year. The materials will be easy to utilize in the classroom without modification.”

“CRP are meant to motivate students to engagement and understanding during lessons.”
Career Ready Practice 1
Act as a Responsible and Contributing Citizen and Employee.
What does it look like?

Act as a Responsible and Contributing Citizen and Employee.

CONTRIBUTING

NOT, “WHAT’S IN IT FOR ME?”.
Things you can do in the classroom

Act as a Responsible and Contributing Citizen and Employee.

Do a group storytelling exercise where each student adds a detail to the whole story to show how the combination of individual efforts produces a better end result. (Grades K-2)

Design an energy plan to reduce their home or school’s non-renewable energy consumption. (Grades 6-8)

Write/discuss a weekly reflection of what made an individual student or the class “successful”. (Grades 3-5)

Read scientific, environmental literature. Then, go out into the community and put that knowledge to practical use. (i.e. Eco kayak tour to collect trash and learn about the natural environment after reading “Silent Spring”, etc.) (Grades 9-12)
Career Ready Practice 5
Consider the Environmental Social & Economic Impacts of Decisions.
What does it look like?
Consider the Environmental Social & Economic Impacts of Decisions.

THIS:

NOT THIS:
Things You Can Do in the Classroom

Some ways this is demonstrated:
- Understanding the real world limits of adopting new ideas
- Realizing that decisions always have impact
- Projecting the future effects of decisions

Examples of Language Arts Classroom Activities:
- Create a cause-and-effect pictogram (Early Elementary)
- Read *Flush* by Carl Hiaasen, and discuss the impact of illegal dumping on the waterways (Late Elementary)
- When learning how to debate, students will be provided assignments based on controversial environmental topics such as oil drilling and pesticide use (Middle School)
- While reading *Things Fall Apart*, students will learn about Colonialism and Imperialism in various African countries. They will write an essay exploring the political, social and economic impacts of Colonialism/Imperialism in Nigeria (High School)
Career Ready Practice 9
Model Integrity, Ethical Leadership & Effective Management.
What does it look like?
Model Integrity, Ethical Leadership & Effective Management.

THIS:

NOT THIS:
Things you can do in the classroom
Model Integrity, Ethical Leadership & Effective Management.

• Define honesty and integrity, and discuss times when students have shown honesty and integrity even when no one is watching. Give examples of people being honest/dishonest in the workplace (examples: stealing money, borrowing workplace supplies, etc.). Discuss whether students agree or disagree with the situations. Have the students create an honesty/integrity campaign in the school.

• Based on a character from *To Kill a Mockingbird*, such as Atticus Finch, write a paper responding to a current event from the character’s perspective.

"You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it."

--To Kill A Mockingbird
Career Ready Practice 10
Plan Education & Career Path Aligned to Personal Goals.
What does it look like?
Plan Education & Career Path Aligned to Personal Goals.

THIS

Who Am I?  Where Do I Want To Go?  How Do I Get There?

NOT THIS

Student Loans Outstanding

$ billions

Things you can do in the classroom

www.njcan.org

Benefits of NJCAN

- Students can plan relevant courses.
- Students can save portfolios and access them from anywhere.
- Students take interest, college, and career inventories.
- Scholarships are all in one place.
- It’s free!
Career Ready Practice 12
Work Productively in Teams While Using Cultural Global Competence.
What does it look like?
Work Productively in Teams While Using Cultural Global Competence.

THIS:

NOT THIS:
Things You Can Do in the Classroom
Work Productively in Teams While Using Cultural Global Competence.

Supporting the CRP

• What experiences can you provide to your students that are relevant to CRP?

• What are you currently doing that addresses the CRP?

• What connections do you have with business and industry, and community-based organizations?

• Career fairs? Service Learning? Structured Learning Experiences (SLE)? Mentoring?

• Parental Involvement

• Project-Based Learning
Measuring Career Readiness

School Performance Reports Career Readiness Indicators

• Percentage of students who completed at least one course in a state approved CTE program. (2014)

• Participation in a Work-Based Learning Structured Learning Experience (Proposed for 2015)
What is a Career & Technical Education (CTE) Program?

• Coherent and rigorous sequence of courses aligned to challenging academic standards and relevant technical knowledge and skills.

• Provides technical skill proficiency, an industry-recognized credential, a certificate or an associate degree.

• Includes applied learning that contributes to the academic knowledge, technical and employability skills, work attitudes, and knowledge of all aspects of an industry.
Quality CTE Programs

• Authentic learning (project-based)
• Address business and industry expectations
• Integrate academic standards
• Align to post-secondary options
• Provide work-based learning opportunities
• Provide student leadership development
What is a Structured Learning Experience?

• Experiential, supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career and educational decisions.

• A structured learning experience may be either paid or unpaid, depending on the type of activities in which the student is involved.

• Examples: Job Shadowing, Community Service, Internship, Apprenticeship.
Secondary Enrollment Data

*Reported in Consolidated Annual Report (CAR)*

78,797 students

- Comprehensive High School Districts (109) – 48,027
- County Vocational-Technical School Districts (21) – 30,770
  - Full-time programs
  - Shared-time programs
National and State Trends

• Nearly two-thirds of occupations by 2018 will require workers have at least some postsecondary education.

• Opportunities for “Middle Skills” occupations requiring licenses, credentials and certificates.

• Creation of career pathways beginning in high school.
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