

Federal Funding Sources

The following U.S. Department of Education grants are possible funding sources for schools hoping to plan and implement a Freshman Transition course and school-wide initiative.

Each grant has unique eligibility requirements and funding timetables. Because new funding can become available throughout the year, be sure to check the Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2010 for current funding competitions.

For updates on specific grant competitions, check the web sites listed below regularly.

High School Graduation Initiative (also known as School Dropout Prevention Program)

www2.ed.gov/programs/dropout/index.html

The High School Graduation Initiative (HSGI) awards discretionary grants to state and local educational agencies to support the implementation of effective, sustainable, and coordinated dropout prevention and re-entry programs in high schools. Funding will be focused on high schools that exceed their state average annual dropout rate. Funds also may be used to support activities at middle schools that feed into these high schools.

Grants are awarded for up to 60 months to state and local education agencies to fund activities such as: the early and continued identification of students at risk of not graduating; providing at-risk students with services designed to keep them in school; identifying and encouraging youth who have left school without graduating to re-enter and graduate; implementing other comprehensive approaches; and implementing transition programs that help students successfully transition from middle school to high school.

Race to the Top Fund

www2.ed.gov/programs/racetothetop/index.html

Awards in Race to the Top will go to states that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for states and local school districts throughout the country to follow as they work on reforms.

The U.S. Department of Education is asking states to advance reforms around four specific areas:

- ❑ Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- ❑ Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- ❑ Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most;
- ❑ And turning around our lowest-achieving schools.

Smaller Learning Communities Program

www2.ed.gov/programs/slcp/index.html

The Smaller Learning Communities (SLC) program awards discretionary grants to local educational agencies to support the implementation of SLCs and activities to improve student academic achievement in public high schools with enrollments of 1,000 or more students.

SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs.

Carl Perkins: Vocational Education National Programs

cte.ed.gov/perkinsimplementation/legislation.cfm

The Office of Vocational and Adult Education, Division of Academic and Technical Education, administers the Carl D. Perkins Career and Technical Education Act and is responsible for helping all students acquire challenging academic and technical skills and be prepared for high-skill, high-wage, or high-demand occupations in the 21st century global economy.

The Perkins Collaborative Resource Network (PCRN) is a resource and information-sharing forum for state CTE professionals. It provides a peer-to-peer forum for states to improve their capacity to promote quality CTE programs and collect quality data as it relates to the Perkins accountability requirements.

Vocational Education—Basic Grants to States

www2.ed.gov/programs/ctesbg/index.html

Federal funds are made available to develop more fully the academic and career and technical skills of secondary and post-secondary students who elect to enroll in career and technical programs.

State grants help state and local schools offer programs to develop the academic, vocational, and technical skills of students in high schools, community colleges, and regional technical centers. Funds from this program can be used for a broad range of programs, services, and activities designed to improve career-technical education programs and ensure access to students who are members of populations with special needs.

GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs

www2.ed.gov/programs/gearup/index.html

This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school.

GEAR UP offers state and partnership grants. State grants are competitive six-year matching grants that must include both an early intervention component designed to increase college attendance and success and raise the expectations of low-income students and a scholarship component. Partnership grants are competitive six-year matching grants that must support an early intervention component and may support a scholarship component designed to increase college attendance and success and raise the expectations of low-income students.

Talent Search Program

www2.ed.gov/programs/triotalent/index.html

The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling, encourages high school graduation, and promotes post-

secondary matriculation and completion. Talent Search also encourages persons who have not completed education programs at the secondary or post-secondary level to enter or re-enter and complete post-secondary education.

Projects provide tutorial services, career exploration, aptitude assessments, counseling, mentoring programs, workshops, information on post-secondary institutions; education or counseling services designed to improve the financial and economic literacy of students; assistance in secondary school re-entry, alternative education programs for secondary school dropouts, entry into general educational development programs or post-secondary education; and programs and activities previously mentioned that are specially designed for at-risk students (i.e., limited English proficient, traditionally underrepresented in post-secondary education, students with disabilities, students who are homeless, students who are in foster care or are aging out of the foster care system, etc.).

Comprehensive School Reform Quality Initiatives

www2.ed.gov/programs/qualinits/index.html

The purpose of the CSR Quality Initiatives program is to provide discretionary grants to support activities that will enhance the state-administered CSR program and to enable schools that have been identified for improvement, corrective action, or restructuring under Title I, Part A of ESEA to meet their state's definition of adequate yearly progress.

School Improvement Fund

www2.ed.gov/programs/sif/index.html

In conjunction with Title I funds for school improvement, School Improvement Grants are used to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress and exit improvement status.

Small, Rural School Achievement Program

www2.ed.gov/programs/reapsrsa/index.html

The purpose of this program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress. Applicants do not compete but rather are entitled to funds if they meet basic eligibility requirements.

Key Websites from the U.S. Department of Education

U.S. Department of Education Grants

www2.ed.gov/fund/grants-apply.html

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2010

www2.ed.gov/fund/grant/find/edlite-forecast.html

Information about U.S. Department of Education Programs

www2.ed.gov/programs/gtep/index.html?src=fp

Find U.S. Department of Education Programs by Subject

www2.ed.gov/programs/find/subject/index.html?src=ln

Race to the Top Funding

In 2010, the Race to the Top fund provided \$4 billion in competitive grants to eleven states and the District of Columbia to support efforts to create the conditions for education innovation and reform; implement ambitious plans in the four education reform areas described in the American Recovery and Reinvestment Act of 2009 (ARRA); and work toward significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring that students are prepared for success in college and careers.

Twelve Race to the Top Grants Awarded

Delaware - \$119 million	North Carolina - \$400 million
Florida - \$700 million	New York - \$700 million
Georgia - \$400 million	Ohio - \$400 million
Hawaii - \$75 million	Rhode Island - \$75 million
Massachusetts - \$250 million	Tennessee - \$500.5 million
Maryland - \$250 million	Washington, D.C. - \$75 million

Consistent with other education funding provided under the American Recovery and Reinvestment Act of 2009, the Race to the Top grants are intended to support “effective education reform strategies in *FOUR* significant areas:

1. *Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;*
2. *Recruiting, developing, rewarding, and retaining, effective teachers and principals;*
3. *Building data systems that measure students success and inform teachers and principals how they can improve their practices; and*
4. *Turning around our lowest-performing schools.”¹*

States receiving Race to the Top grants will be required to use at least 50% of the funding “to provide subgrants to local educational agencies (LEAs), including public charter schools identified as LEAs under State law, based upon LEAs’ relative shares of funding under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.”² In other words, the money will flow through states to local school districts.

The balance of funding awarded under the Race to the Top grant can then be used by the state to fund “activities and for disbursements to LEAs and other eligible entities under such formulas, competitive processes, or other mechanisms as the State may propose in its plan.”³ In states awarded Race to the Top funding, watch for special grant opportunities.

Make sure your state leaders understand how a **9th grade statewide initiative** to make freshmen successful—and keep them successful throughout high school—**can address the requirements surrounding the Race to the Top monies**. You’ll find information what will be helpful in advocating that your state implement an 8th or 9th grade initiative using Race to the Top or other stimulus funding on page A51.

1. U.S. Department of Education, “President Obama, U.S. Secretary of Education Duncan Announce National Competition to Advance School Reform,” July 24, 2009, <http://www.ed.gov/print/news/pressreleases/2009/07/07242009.html>
2. U.S. Department of Education web site, <http://www.ed.gov/programs/racetothetop/eligibility.html>
3. Ibid.

Title I School Improvement Grants

“Our goal is to turn around the 5,000 lowest-performing school over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates, and increasing the number of students who graduate prepared for success in college and the workplace.”¹

Arne Duncan, Secretary of Education, August 2009

School Improvement Funds Allowable for Secondary School Restructuring

The regular FY 2009 funding for Title I School Improvement grants received a significant boost, with an additional \$3 billion provided through the American Recovery and Reinvestment Act of 2009. The Consolidated Appropriations Act of 2010 expanded the pool of schools eligible to receive SIG funds.

“Any school that is eligible to receive Title I, Part A funds AND

(1) Has not made adequate yearly progress (AYP) for at least two years; OR

(2) Is in the State’s lowest quintile of performance based on proficiency rates.”²

With the additional funding from the ARRA, the U.S. Department of Education proposed the intervention choices available to districts will be limited to **four models** for turning around their schools. Those models are:

- ❑ **Turnarounds:** Replace the principal and at least 50 percent of the staff and also adopt new or revised instructional strategies. The new leadership needs to consider extending the school day and year, offering social services, and recruiting, placing, and developing highly effective teachers.
- ❑ **Re-starts:** Close the school and re-open it under the management of a charter organization or an education management organization. The school must admit, within the grades it serves, all former students who wish to attend.
- ❑ **Closures:** Close the school and transfer its students to higher-performing schools in the district.
- ❑ **Transformations:** Implement a comprehensive transformation strategy that, at a minimum, replaces the school leadership and develops and rewards teacher and leader effectiveness; adopts comprehensive instructional programs; extends time for students and staff and offers community-oriented services; and provides operating flexibility and intensive support.³

Many secondary schools qualify for Title I funding, but this funding is used disproportionately to support elementary school reform efforts. For secondary schools, the best part of this legislation is that states and districts can seek waivers allowing school improvement funds to be directed to intervene in low-performing secondary schools that are eligible for, but don’t receive, Title I money.⁴

Until students understand the relevance and future benefits of their educational efforts, other reforms will fail to address the most basic of issues—that of motivation. A whole-school reform based on the Freshman Transition Initiative model has the tools and the systems to quickly and efficiently bring all students to the realization that not only is an education important to their future happiness, but also that the future they envision is attainable.

1. U.S. Department of Education web site, <http://www.ed.gov/programs/sif/nastid2.pdf>

2. U.S. Department of Education web site, <http://www.ed.gov/programs/sif/nastid1.pdf>

3. U.S. Department of Education web site, <http://www.ed.gov/programs/sif/finalreq20100128.doc>

4. U.S. Department of Education web site, <http://www.ed.gov/programs/sif/sigguidance05242010.pdf>

Information You'll Find Useful When Developing Your Funding Proposal or School Redesign Program Plan

What is the Freshman Transition initiative model developed by the Freshman Transition Initiative at The George Washington University, and why does it work?

The Freshman Transition Initiative model is a school-wide, systemic school redesign model where:

- ❑ Every 8th or 9th grade student completes a semester or year-long, standards-based, Freshman Transition course...
- ❑ That culminates in the creation of a comprehensive and meaningful online 10-year plan...
- ❑ That is updated in academic classes in the 10th, 11th, and 12th grades
- ❑ And used by all instructors for advisory and academic coaching purposes

The Freshman Transition Course

When young people have a **productive vision of their future** (a vision that matches their goals, identity, aptitudes, personalities, lifestyle expectations, and passions) and a **quantitative 10-year plan of their own making**, the value of applying themselves to their education becomes abundantly clear. Students will leave the Freshman Transition course motivated to achieve because they not only understand the benefits of their efforts in school but, more important, they also understand the consequences of not getting a good education. The *process* taught in this standards-based course helps each student quantify the *reasons they should apply themselves to their academic studies*.

The School-wide Initiative

The intervention cannot stop at the end of the freshman year. During the Freshman Transition course, **students put their 10-year plans online** so, guided by their instructors and counselors, they can continually update their growing and changing plans.

To maintain motivation and direction, students revisit their online 10-year plans in each of their academic classes during the 10th, 11th, and 12th grades. All instructors are trained to use students' individualized online 10-year plans as a tool to inform advisory and academic coaching functions, continuing the motivation to graduate and reach the goals that will lead to an economically self-sufficient adulthood.

The online 10-year plans provide educators with important information for data-driven advisories.

Because each student has a summary page for quick review, academic instructors and counselors can review individual plans so they can better personalize their instruction, using student's lifestyle goals as the "carrot" for the purpose of academic coaching and remediation. Academic instructors throughout the high school are trained to use the online 10-year plan for data-driven advisory purposes. This comprehensive, yet cost-efficient strategy helps to address the elusive goal of a successful transition from high school to college.

Why is a Freshman Transition course, based on the Course Standards for Freshman Transition Classes from The George Washington University's Freshman Transition Initiative, a critical piece in any dropout prevention program?

All early-adolescents benefit from a comprehensive guidance course.

- ❑ For young people raised in privation, this course provides remediation in developmental and self-sufficiency topics missed when role models and support at home are lacking.
- ❑ For teens on the track to college, the fact that only 56% graduate within six years points to the need for early interventions to provide them with a vision of a productive future and the understanding of the consequences for dropping out.
- ❑ For the highest functioning students (the 19.7% who go directly to college and graduate within 150% of program time), learning the process for personalized career decision-making will provide a skill and an understanding that will propel them to make the best choices for themselves. When individual career choice matches personality, productivity increases along with life satisfaction.

Whether students are headed for an Ivy League college or an entry-level job, they all crave a clear sense of direction for their lives. Based on research and a strong belief that all students deserve an excellent education, a Freshman Transition course guides students through a crucial self-discovery process and transforms them into self-motivated learners. Students develop knowledge, skills, and attitudes to successfully examine their own lives, evaluate a wide range of educational options, explore career and life paths, and establish reasoned and researched goals for their future.

What does a Freshman Transition course entail?

Commonly known as a comprehensive guidance course, students in the 8th or 9th grade engage in the process of answering these fundamental questions:

- ❑ Who am I?
- ❑ What do I want? and
- ❑ How do I get it?

These three questions drive the standards-based *Career Choices* curriculum, making it relevant, rigorous, and effective at increasing engagement and motivation. The course culminates with students developing an individualized, online 10-year plan that charts their journey through high school and post-secondary education or training and into the workforce.

The *Career Choices* curriculum, along with school-wide initiative support services available, aligns with The George Washington University's Freshman Transition Initiative whole-school redesign model and its accompanying set of standards. *Career Choices* also matches the U.S. Department of Education's six recommendations for effective dropout prevention programs. (See pages A7-A13 for the Standards and pages A98 and A99 for the U.S. Department of Education Dropout Prevention Practice Guide alignments.)

How Does a School-wide Freshman Transition Initiative Meet the Four Assurances for Race to the Top and School Improvement Grants?

1. Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace.

The George Washington University's Freshman Transition Initiative Course Standards for Freshman Transition Classes, used as the foundation for a Freshman Transition course, prepare students for both college and the workplace. This standards-based comprehensive guidance course motivates the unmotivated, unfocused student (those at risk of dropping out of high school, college, or life) by changing students' attitudes about the value of education. Armed with the attitudes and information provided in this course, young people are more apt to make the right choices when they meet the challenges they are sure to encounter in their "Decade of Transition"—from high school to college/post-secondary training to the workforce.

2. Recruiting, developing, rewarding, and retaining, effective teachers and principals.

Studies show that 9th graders are often taught by the least experienced instructors. A comprehensive guidance course following the Course Standards for Freshman Transition Classes, when taught correctly, requires *higher-order teaching* skills to promote student engagement. These are defined as:

- Student centered versus subject centered
- Socratic method versus didactic
- Cooperative learning versus lecture
- Active learning versus passive listening
- Project-based learning versus knowledge-based learning
- Higher-order thinking skills versus read and recall
- Critical, creative, and strategic thinking versus memorization

To develop effective educators, comprehensive professional development resources are available for instructors and administrators alike.

3. Building data systems that measure student success and inform teachers and principals how they can improve their practices.

Data systems used to track and promote student academic achievement should go beyond just measuring grades, attendance records, and test scores. The personalized life goals and plans contained in each student's online 10-year plan will provide educators with the **authentic data** needed to keep a student on course and successfully transitioning to college and career.

By utilizing this special data starting when students are in the 8th or 9th grade, educators can better focus students while there is still time in their high school tenure to master the academic skill-building required to be successful in college and the 21st century workforce.

4. Turning around our lowest-performing schools.

The George Washington University's Freshman Transition Initiative **whole-school redesign model** meets the six recommendations for effective dropout prevention programs advocated by the U.S. Department of Education's What Works Clearinghouse in the IES Dropout Prevention Practice Guide (see pages 4-5).

This school-wide dropout prevention program is a cost effective, scalable, and sustainable model that can be easily and quickly implemented into a school or district because all the curriculum, support material, and professional development resources have been developed to the highest standards by the curriculum provider, Academic Innovations.

Freshman Transition/Comprehensive Guidance Course: A Cost-Effective Dropout Prevention Strategy

Compare the overall return on investment of One Dropout Coach vs. One Freshman Transition Course Instructor

Traditional Counseling Model



One Dropout Coach or Counselor

Caseload of 45 students

Each student receives an average of 20 hours of one-on-one counseling or support

Freshman Transition Course Model



One Freshman Transition course instructor

Five periods a day with 30 students per class

- ❑ Semester course (taught two semesters) = 300 students, each receiving 90 hours of comprehensive guidance
- ❑ Year-long course = 150 students, each receiving 180 hours of comprehensive guidance

So, get out your calculator, and you'll see that
one full-time professional educator
can provide comprehensive guidance using either model, but...

Traditional Counseling Model



45 students x 20 hours of guidance
= 900 student impact hours

Freshman Transition Course Model



150 students x 180 hours of guidance
= **27,000** student impact hours
300 students x 90 hours of guidance
= **27,000** student impact hours

Title I Funds

How a Freshman Transition Course and School-wide Initiative Addresses Requirements of Title I, Part A

Title I of the Elementary and Secondary Education Act is aimed at improving the academic achievement of disadvantaged students. If your school receives Title I funds this may be another possible funding source for your Freshman Transition efforts.

Title I funds are reserved for public school programs serving students from low-income families. However, under Title I, Part A, Section 1114:

“IN GENERAL- A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families. ”

As a result, schools at which at least 40 percent of students come from low-income families are eligible to use Title I funds for school-wide programs to raise academic achievement by improving instruction throughout the entire school.

Because *Career Choices* has demonstrated “effectiveness in reducing dropout rates and supporting higher achievement in reading and math” it would be a great core for a required Freshman Transition program that could impact all incoming students. By integrating the optional academic supplements, it supports the main objective of Title I: *ensuring all children meet challenging state standards.* And, by revisiting and revising students’ 10-year plans in subsequent years as a part of their academic coursework, you’ll create an exemplary school-wide program.

How *Career Choices* Addresses the Requirements of Other Common Funding Sources

This section outlines how *Career Choices* meets the goals and requirements of several funding streams that have been used to fund Freshman Transition courses over the years. If you carefully study the information on pages A56-A62, you'll have the details you need to start formulating a winning grant proposal.

Learn more about the funding available through:

- ❑ Carl D. Perkins Career and Technical Education Act of 2006
- ❑ High Schools that Work - Key Practices for Accelerating Student Achievement
- ❑ JAG Competencies
- ❑ WIA's 10 Essential Elements

How *Career Choices* Addresses the Requirements of Common Funding Sources

Carl D. Perkins Career and Technical Education Act of 2006

CAREER GUIDANCE AND ACADEMIC COUNSELING.—The term “career guidance and academic counseling” means guidance and counseling that—(A) provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual’s occupational and academic future; and (B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

Comprehensive Guidance Supports Perkins’ Core Indicators

The 2006 reauthorization of the Perkins Act maintains a focus on academic standards and accountability. States develop their own performance measures, but *must* adhere to six core indicators:

- ❑ Student attainment of “challenging academic content standards and student academic achievement standards” as adopted by the state
- ❑ Student attainment of “career and technical skill proficiencies”
- ❑ Student attainment of a secondary school diploma or its recognized equivalent, a GED credential, or a proficiency credential in conjunction with a secondary school diploma
- ❑ Student graduation rates
- ❑ Placement in post-secondary education or advanced training, placement in military service, or placement in employment
- ❑ Student “participation in and completion of career and technical education programs that lead to non-traditional” training and employment

With a continued emphasis on standards and accountability, career guidance is needed more than ever. If students are able to visualize their future and plan beyond high school, they are far more likely to take an active part in their education, graduate from high school, and pursue some form of post-secondary education or training. Perkins not only requires this, but state’s must be able to prove that they accomplish what they set out to do—all while continuing to integrate academics with career and technical education and maintain academic rigor.

If adopting the *Career Choices* curriculum, the following points outlining how *Career Choices* helps address the six core indicators will help as you develop your Carl Perkins grant proposals.

- ❑ By integrating academics and career guidance, *Career Choices* bolsters academics. Each activity in the *Career Choices* texts motivates students to sharpen academic skills by demonstrating the relevance of present academic studies to their future lives. At the same time they practice reading, writing, and computation, students learn to identify interests, explore career options, and build decision-making skills.
- ❑ Academic success hinges on a student’s ability to identify interests, build self-esteem, and gain decision-making skills early in their high school experience—this is what *Career Choices* does best. Completion of *Career Choices* means completion of an individualized 10-year education and career plan, ensuring future course planning success for students and simplified assessment for school counselors. The development and annual review of this plan increases the chances of graduating from high school.

- ❑ Attainment of CTE proficiencies begins with identifying an area of study congruent with a student’s interests, skills, aptitudes, and work values. *Career Choices* provides exemplary guidance as students work through a self-assessment, career research, and decision-making process that aids in selecting appropriate career paths.
- ❑ Students with a plan for an economically self-sufficient future are more likely to finish high school and pursue post-secondary education. Why? Because they understand the relationship between high-paying jobs and their education. Throughout a course based on the *Career Choices* materials, students learn the costs of the lifestyle they envision for themselves and plan for a career that will support that lifestyle. And, as students revisit and revise their 10-year plans, they are reminded of the importance of appropriate education and training.
- ❑ Identifying and investigating their interests and aptitudes helps students (especially young women) realize that myriad careers are open to them and understand the costs—both in personal satisfaction and economic terms—if they don’t plan for a financially solvent future. By exploring a variety of career options, students discover careers they’d never thought of—or heard of. A comprehensive career guidance experience will increase the likelihood that students will investigate and pursue a career in a nontraditional field.

“After utilizing Career Choices as a counseling instrument and a career cluster selection, less than 5% of our students are changing programs. This evidence supports our belief that the program is a key to career decision-making.”

Jim Campbell, Ed.D,
Executive Director (Retired), Delaware Tech Prep
Recipient of the Dale Parnell Outstanding Tech Prep Program Award

High Schools that Work - Key Practices for Accelerating Student Achievement

How the *Career Choices* curriculum helps schools accelerate student achievement.

High Expectations - Setting higher expectations and getting more students to meet them.

The *Career Choices* curriculum is recognized for its ability to motivate students to set higher career and life goals and stimulate new interest in their academic studies. The development of an individualized 10-year plan assists students in establishing high expectations and provides the planning framework needed to work toward achieving those expectations.

Reference: *Instructor’s Guide*, pages 1/5-1/7, 1/12-1/13

Vocational Studies - Increasing access to intellectually challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts, and problem-solving skills in the modern workplace and in preparation for continued learning.

Career Choices is first and foremost a competency-based curriculum. Most often it is integrated into English/language arts classes, where students build reading skills through assignments in the *Career Choices* text, the *Workbook/Portfolio*, and the companion anthology, *Possibilities*. In order to complete the numerous exercises students must use their writing skills, as well. Assignments range from simple journal entries to more complex compositions and essays.

The optional *Lifestyle Math: Your Financial Planning Portfolio* workbook is a 100-hundred page problem that helps the student come up with an ideal budget for how they want to live when they are 29 years old. Students use real-life and highly personal problems to practice such skills as addition, subtraction, multiplication, division, percentage calculation, ratio comparisons, and simple algebra. Because the math exercises are relevant to their lives, their motivation to apply themselves increases. When later asked to find a career that will support their desired lifestyle, students understand the need to apply themselves to their academic endeavors. Education takes on new meaning.

Reference: *Instructor’s Guide*, pages 2/4-2/6, 2/8-2/21

Academic Studies - Increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.

Career Choices motivates students to learn by bringing something universally fascinating to the process: their own identities, abilities, dreams, and aspirations. When class assignments help students answer their most urgent questions (Who am I? What do I want?), communication and critical thinking skills become suddenly relevant. When fictional characters in the English/language arts anthology, *Possibilities*, are seen to struggle with these same questions, literature, too, takes on new meaning.

Reference: *Instructor's Guide*, page 2/3

Program of Study - Having students complete a challenging program of study with an upgraded academic core and a major.

Career Choices uses a career and life planning theme as students study and practice their core academic skills (e.g., reading, writing, speaking, and mathematical computation) and integrate technology and Internet research. By integrating English/language arts, students are challenged to upgrade their academic skills.

Reference: *Instructor's Guide*, pages 6/55-6/61, 9/27-9/34

Work-Based Learning - Giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and post-secondary studies and should be planned by educators, employers, and employees.

One of the main objectives of the *Career Choices* curriculum is to help students develop a vision of a successful future and to help them develop plans for reaching their own goals. Students understand how what they learn in school will help them in the workforce—now and in the future.

Reference: *Instructor's Guide*, pages 8/23, 9/19-9/25, 10/2-10/6

Teachers Working Together - Having an organization, structure, and schedule that gives academic and vocational teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.

Career Choices is one of the only true interdisciplinary curriculums on the market today, providing comprehensive plans for integration in a variety of teaching team combinations.

Reference: *Instructor's Guide*, pages 3/8-3/13 and 5/5-5/14

Actively Engaging Students - Getting every student involved in rigorous and challenging learning.

Teachers who use the curriculum are excited by the results. There seems to be a kind of synergy at work, no matter what the student's original motivation toward education. Once students realize how education will benefit them in the future—"what's in it for me"—they apply themselves to all their studies. What was once viewed as drill-oriented becomes relevant. Not surprisingly, their performance improves and this encourages them to work even more diligently. Success feeds enthusiasm, which inspires still more success!

Reference: *Instructor's Guide*, pages 3/1-3/7, 3/14-3/15

Guidance - Involving each student and his or her parents in a guidance and advising system that ensures the completion of an accelerated program of study with an in-depth academic or vocational-technical major.

As a classroom-based guidance curriculum, *Career Choices* involves students in a career and life planning process that motivates them not only to stay in school, but to also strive for achievement. It supports the school's counseling and guidance functions by helping students write their own comprehensive 10-year education and career plans. The annual updating of the 10-year plan then functions as a core organizational tool, allowing students and teachers to use as a common language.

Reference: *Instructor's Guide*, pages 8/18-8/22, 9/10, 10/7-10/11

Extra Help - Providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.

The strength of the *Career Choices* curriculum is that it empowers students, allowing them to feel in control of their lives. By providing a learning environment that focuses on individual strengths, students are given the chance to succeed. It speaks to students who need a little more support and attention to see how they fit in and how education is relevant to their lives.

Reference: *Instructor's Guide*, pages 3/20-3/25

Keeping Score - Using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula, and instruction to advance student learning and recognize students who meet both curriculum and performance goals.

Reference: *Instructor's Guide*, pages 9/7, 6/10-6/17

How *Career Choices* Addresses the Requirements of Common Funding Sources

JAG Competencies and the *Career Choices* Curriculum

The following JAG competencies are addressed in the *Career Choices* curriculum on the noted pages or chapters of the textbook.

Unit A: Career Development

- A.1 Identify occupational interest, aptitudes, and abilities (*Career Choices* - Chapter 2)
- A.2 Relate interest, aptitudes, and abilities to selected occupations (*Career Choices* - Chapter 6)
- A.3 Identify desired lifestyle and related to selected occupations (*Career Choices* - Chapters 3, 4, 5)
- A.4 Develop a career path for a selected occupation (*Career Choices* - Chapters 6, 12)
- A.5 Select an immediate job goal (*Career Choices* - Chapter 11, pages 150-161)
- A.6 Describe the conditions and specifications of the job goal (*Career Choices* - Chapter 6)

Unit B: Job Attainment

- B.7 Construct a resume (*Career Choices*, pages 250-253)
- B.8 Conduct a job search (*Career Choices*, pages 254-255)
- B.9 Develop a letter of application (*Career Choices*, pages 252-253, pages 158-159)
- B.10 Use the telephone to arrange an interview (*Career Choices*, page 255)
- B.11 Complete application forms (*Career Choices*, pages 256-257)
- B.12 Complete employment tests (This will need to be supplemented.)
- B.13 Complete a job interview (*Career Choices*, pages 258-259)

Unit C: Job Survival

- C.14 Demonstrate appropriate appearance (*Career Choices*, page 258)
- C.15 Understand what employers expect of employees (*Career Choices*, pages 232-235, 242-245, 246)
- C.16 Identify problems of new employees (*Career Choices*, pages 238-241)
- C.17 Demonstrate time management (*Career Choices*, pages 156-157, 116-121, 186-191, 270-273, 279-280)
- C.18 Follow directions (Infused throughout the curriculum.)
- C.19 Practice effective human relations (*Career Choices*, pages 262-263, Chapter 11)
- C.20 Appropriately quit a job (*Career Choices*, page 260)

Unit D: Basic Skills

Career Choices activities and exercises have been designed to facilitate practice in verbal, written, reading, and mathematical skills. It is a competency-based curriculum in the core subjects.

Unit E: Leadership and Self Development

- E.26 Demonstrate team membership (*Career Choices*, pages 38-43, 162-165)
- E.27 Demonstrate team leadership (*Career Choices*, pages 38-43, 162-165)
- E.28 Deliver presentations to a group (Recommendations can be found throughout the *Instructor's Guide*)
- E.29 Compete successfully with peers (*Career Choices*, pages 236-237)
- E.30 Demonstrate commitment to an organization (*Career Choices*, pages 114-121, 238-241)

Unit F: Personal Skills Competencies

It is difficult to pinpoint exactly where these competencies are addressed in the text because they are a theme throughout the curriculum. We have noted some of the chapters where they are a primary focus.

- F.31 Understand types of maturity (*Career Choices* - Chapters 3, 9)
- F.32 Identify a self value system and how it affects life (*Career Choices* - Chapter 2)
- F.33 Base decisions on values and goals (*Career Choices* - Chapters 7, 8, 12)
- F.34 Demonstrate assuming responsibility for actions and decisions (*Career Choices* - Chapter 9)
- F.36 Demonstrate a positive attitude (*Career Choices* - Chapter 10)
- F.37 Develop a healthy self concept for home, school and work (*Career Choices* - Chapter 2)

How *Career Choices* Addresses the Requirements of Common Funding Sources

Career Choices Addresses WIA's 10 Essential Elements

Preparation for post-secondary educational opportunities

- ❑ *Career Choices* engages students in a process of self-discovery. By demonstrating the impact the education and training will have on their future life, *Career Choices* effectively motivates young people to apply real energy to their studies.
- ❑ Completion of *Career Choices* means development of a meaningful 10-year education and career plan that is updated and revised throughout grades 10, 11, and 12, making high school graduation and the pursuit of post-secondary training far more likely.

Alternative school services

- ❑ Alternative school services were developed to prepare young people for a traditional world in a nontraditional way. *Career Choices* can help do this.
- ❑ *Career Choices* is not a traditional textbook; it's a covert learning experience. By engaging students in a process of self-discovery, you have instant relevance—Who Am I? What Do I Want? How Do I Get It?

Summer employment opportunities

- ❑ *Career Choices* has been used successfully in JTPA/WIA programs across the country for more than a decade, touching the lives of thousands of students.
- ❑ By teaching students skills that are essential for success in the workplace, *Career Choices* can enrich any summer job.

Paid and unpaid work experience

- ❑ *Career Choices* discusses the process by which young people can obtain work experience—both paid and unpaid.
- ❑ *Career Choices* also encourages young people to “network” with adults in the local business community, thereby helping them find appropriate mentors and work experience opportunities.

Occupational skills

- ❑ Goal setting and decision making are essential occupational—and life—skills. *Career Choices* gives students practice in applying both.
- ❑ Equally important skills include attitude (yes, having a good attitude is a skill), avoiding roadblocks, and getting back on track if you're derailed, all of which are covered in *Career Choices*.

Leadership development opportunities

- ❑ Many of the occupational skills discussed above are also important elements of leadership.
- ❑ *Career Choices* is filled with cooperative learning activities through which young people uncover and build their own leadership abilities. Whether through group discussions, small group projects, or building effective teams, *Career Choices* provides practice of practical leadership skills.

Adult mentoring

- ❑ In addition to the mentoring and job shadowing activities outlined in this *Instructor's Guide*, *Career Choices* encourages young people to work with adults in the community. For example, as students work on their budgets (Chapter 4) and begin their career research (Chapter 6), they are urged to interview adults as a source of vital information.
- ❑ Instructors are also prompted to invite adults to class as guest speakers, giving students additional access to potential mentors from the community.

Comprehensive guidance and counseling

- ❑ Each activity in the *Career Choices* texts motivates students to sharpen academic skills by demonstrating the relevance of present studies to their future lives. At the same time they practice reading, writing, and computation, students learn to identify interests, explore career options, and build decision-making skills, all of which leads to the development of a personalized 10-year education and career plan.

Supportive services

- ❑ *Career Choices* builds conscientious consumers. Young people are taught not only to find appropriate services, but also how to identify the need for these services.
- ❑ Students are also taught that planning and goal setting can often help avoid the need for state-supported services.

Follow-up

- ❑ The *Instructor's Guide* includes a pre-/post-testing instrument that can be used to effectively measure attitudinal change. Also outlined is the process for measuring gains in academic skills.
- ❑ Completion of *Career Choices* means development of a meaningful 10-year education and career plan that is updated and revised throughout grades 10, 11, and 12. The *Workbook and Portfolio* and *My10yearPlan.com* are designed to facilitate follow-up, providing counselors and advisors with instant online access to students' dreams, goals, and plans, making advising sessions more relevant and timely.

Below are sample activities from the *Career Choices* curriculum that demonstrate how the program meets the competencies and the foundation skills of SCANS:

***Career Choices*, pages 238-241**

Work maturity skills

Students, imagining themselves as the owner of a successful restaurant, conduct annual performance reviews for their employees. Participants become enthralled with the stories behind each employee. The discussions and debates as the students evaluate and write performance objectives for each employee, are always lively. This activity offers a great opportunity to discuss the foundation skills in a real-world context as well as to practice the SCANS workplace competencies.

***Possibilities*, pages 279-283**

Workplace exposure

After reading Linda Pastan's poem, "25th High School Reunion," the class forms a publishing company to produce a booklet for its 25th high school reunion. All students submit their "autobiographies" as they imagine their lives 25 years from now. Job descriptions, mirroring those of a real-life publishing company, are given for each committee. Students get a unique opportunity to practice all the SCANS competencies and foundation skills as they create their motivational booklet. Committing their dreams to print has been shown to have an powerful effect on future life plans.

***Lifestyle Math*, pages 98-99**

The value of team work

Producing a graph that illustrates the value of math education not only visually demonstrates the importance of math, but also emphasizes the role a good math background plays in future happiness and success. Job descriptions for the team developing the graph are outlined using the five SCANS workplace competencies.