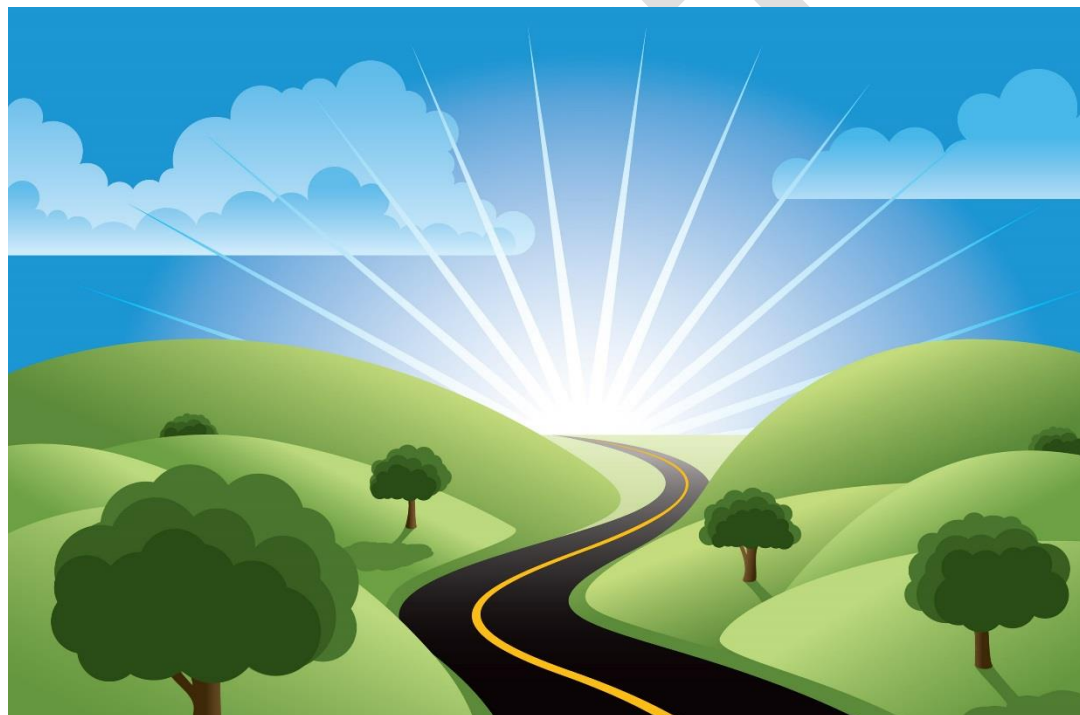




Innovation Pathway

Leading College and Career Readiness to Life-Ready:
Contextual Awareness, Leadership, Family, Curriculum, and Student Empowerment



Students who are Life-Ready exhibit the knowledge, skills and dispositions needed to succeed in a career. Life-Ready students ***set*** goals, ***succeed*** in ***any*** learning environment that supports ***their*** career choice, ***advocate*** for themselves, and ***navigate*** contextual situations of adult life.



Contextual Awareness

Student Perspective: “No matter the situation I’m in, I know what to do.”

School/District Perspective: Schools promoting *Life-Ready* attributes prepare students with contextual awareness skills and dispositions (e.g., financial literacy, soft skills, problem solving, and decision-making). This allows them to navigate any post-secondary learning environment and workplace which will enable them to find success in their career choices.

District Capacities	kid-FRIENDLY Resources
<ul style="list-style-type: none"> Guidance Counselors Career Pathways Career and Technical Education Systems ILP Planning College and Career Fairs, Operation Preparation FAFSA Completion Initiative 	<ul style="list-style-type: none"> College and Career Readiness Counselors WIN Soft Skills Course FranklinCovey leadership model FRYSC \$5 Funds College and Career Center startup funds Career Planning App for iPhone and Android
Best Practices Emerging From Personalized Learning	Next Practice in Innovations for the Future
<p>Best Practices in Career Exploration:</p> <ul style="list-style-type: none"> Job-shadowing experiences are tailored to student interests. Job co-op classes prepare students for industry standards. Students provide basic information about future employment opportunities (e.g., jobs vs. careers; salaries vs wages; traditional vs non-traditional jobs, related careers, occupational profiles, skills required for careers, education and training information including costs). Students demonstrate entrepreneurial skills in the school setting. <p>Best Practices in Long Range Planning</p> <ul style="list-style-type: none"> As early as middle school, students plan high school coursework toward their college and/or career goals that moves beyond traditional ILP compliance. <p>Best Practices in Acquiring Dispositions</p> <ul style="list-style-type: none"> Students acquire contextual awareness skills related to colleges, careers, and the workplace. In familiar settings, students demonstrate communication and social skills with a cross-section of teachers, professors, supervisors, and peers. 	<p>Next Practices in Career Exploration:</p> <ul style="list-style-type: none"> Students network with adults to create job-shadowing, internship and apprenticeship opportunities that support their goals. Students demonstrate industry standards in job co-op classes, internships and apprenticeships. Students research careers to support future lifestyle goals and can articulate reasons for their choices (e.g., job descriptions, potential for advancement, potential earnings, potential benefits). Students demonstrate entrepreneurial skills in the context of career explorations which extend beyond the school setting. <p>Next Practices in Long Range Planning</p> <ul style="list-style-type: none"> Life-Ready planning is student-driven as they self-select the tool that best facilitates their long-range planning (e.g., career exploration app, ILP, student designed plans). <p>Next Practices in Acquiring Dispositions</p> <ul style="list-style-type: none"> Students demonstrate contextual awareness for navigating the post-secondary system and to achieve success in the workplace.



- Students learn soft skills to build resumes and practice interviews. Classes provide guidance in self-sufficiency (e.g., healthy practices, money management, and other soft skills related to career success).

- Even if very different from the community in which they previously lived, students demonstrate communication and social skills to succeed in adult life.
- Life 101 classes for students and families focus on Life-Ready skills and dispositions to enable students to live independently and be workforce ready.

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Leadership

Student Perspective: “Adults in my school provide supports to promote my success.”

School/District Perspective: Leaders ensure Life-Ready is apparent in the inner workings of the school and school system as they empower all stakeholders to collectively “own” the process for preparing students for success while pursuing and cultivating partnerships with the community that has reciprocal benefits and enhances the local economy.

District Capacities

- Governance Bodies: Boards of Education, SBDM, KDE Support
- Schoolhouse culture of leadership capacity K-12
- PGES, TPGES, PPGES, OPGES
- Districts of Innovation
- Consortia Expertise (GRREC and OVEC)
- Relationships with Chamber of Commerce, businesses and industries, Junior Achievement
- CCR Benchmarks and accountability models
- Local business support of school programs

kid-FRIENDLY Resources

- Leadership Mentors
- Site visits to schools recognized nationally for Personalized Learning Strategies
- Communities of Learners
- Communities of Practice and Demonstration Classrooms
- Needs based professional development (e.g., AP Expansion, BYOD, literacy strategies)
- WIN Software
- Preschool Pals
- Data Teams and Data Retreats
- College and Career Readiness Counselors

Best Practices Emerging From Personalized Learning

Best Practices in Policies and Procedures

- Districts develop policies and procedures that promote personalized learning pathways for the diverse cultural needs of students and move away from “one size fits all” learning systems.
- Leaders seek stakeholders outside the school who can assist classroom teachers in making real-world workplace connections for students (e.g., CTE teachers, community leaders, professionals).
- Leaders assess the effectiveness of policies, procedures, and learning systems in meeting the needs of diverse student groups.

Best Practices in School Culture

- School culture defines college and career readiness in terms of state assessment benchmarks.
- Leaders seek business and industry partners to articulate employer expectations and soft skills needed beyond state benchmarks and industry certification for student success.

Next Practice in Innovations for the Future

Next Practices in Policies and Procedures

- Districts identify barriers, develop policies and procedures and remove ineffective practices to promote personalized learning for **ALL** students.
- Leaders advocate for expert stakeholders in their career field to be recognized as “teachers.” As a result, leaders seek to build programs that meet student Life-Ready needs with non-traditional teachers (e.g., licensed electrician, licensed nurse).
- Leaders seek families and community groups to provide meaningful input to decisions, policies and procedures that serve the diverse needs of the community.

Next Practices in School Culture

- Leaders look beyond benchmarks to provide a school culture that promotes the Life-Ready mindset, not just content or academic success.
- Leaders provide teacher training in workforce trends and release time for job-shadowing to connect the curriculum to careers, as well as help



- Leaders integrate and infuse culturally relevant content and personalized instructional approaches to meet the needs of all students in the school culture.
- School leaders and family community learn about each other's cultures in order to bridge the gaps between and among home, community and school cultures.

Best Practices in Community Relations:

- Districts become active partners with the community to understand economic and business trends.
- Schools solicit community mentors to support students to achieve college and career readiness.

teachers stay current with job expectations at the local, state, and national levels.

- Leaders regularly fine-tune instructional practices to ensure all personalized learning approaches are culturally proficient.
- Parent, family and school leaders continuously scan the environment in order to be responsive to ever-changing community demographics.

Next Practices in Community Relations:

- The district, school, and community leaders regularly participate in partnerships to inform and enrich classroom instruction based on economic and business trends.
- Life-Ready mentoring programs begin during the transition from elementary to middle school and continue throughout high school to assist all students. The intention is to target those who are at-risk and first generation college students.

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Family

Student Perspective: “My family knows how to support me to be ready for the future.”

School/District Perspective: Families are full partners in their child’s education to the realization that all schooling leads to Life-Ready.

District Capacities	kid-FRIENDLY Resources
<ul style="list-style-type: none"> SBDM FRYSC Federal Programs: Title 1 Family Component; Preschool; Migrant Programs, ESL, Gifted and Talented, Special Education; Free and Reduced Lunch Programs Family Nights: Training for CCR, Summer Reading Programs, Math and Literacy Nights Transition and orientation activities at all levels 	<ul style="list-style-type: none"> College and Career Readiness Counselors Funding for FRYSC \$5 per child FranklinCovey leadership model: 7 Habits for Highly Effective Families
Best Practices Emerging From Personalized Learning	Next Practice in Innovations for the Future
<p>Best Practices in Family Partnerships</p> <ul style="list-style-type: none"> Family partnerships are focused on whole-child success. College and Career Readiness planning moves towards preschool, elementary and middle school and is no longer limited to high school. Soft skills training helps families see their importance to academic and career success. 	<p>Next Practices in Family Partnerships</p> <ul style="list-style-type: none"> Families are engaged early in a student’s education to focus toward Life-Ready by graduation and are empowered to assist their children with Life-Ready planning. Preschool families learn about Life-Ready through the lens of kindergarten readiness. Elementary level family engagement is focused on connecting success in elementary to future Life-Ready outcomes. Individual family consults are conducted to enhance long-range student plans. Families are empowered to advocate for and assist their children with special needs in Life-Ready planning. (e.g., IEPs, GSSPs, PSPs, and/or 504 Plan)



Curriculum

Student Perspective: “I am taught what I need to know and my learning connects to my goals.”

School/District Perspective: Elementary students begin with the “end in mind.” As students transition to middle school, they are provided time to intentionally build on the experiences of elementary school and begin to plan their futures. As a result, high schools offer a challenging curriculum, expand career pathways, and intentionally design career experiences leading to Life-Ready.

District Capacities	kid-FRIENDLy Resources
<ul style="list-style-type: none"> • Best practices in instruction and student achievement • Supports for standards and curriculum design • Teacher Networks: Professional Learning Communities, Curriculum Alignment (horizontal and vertical) • Response to Intervention • New Teacher Supports • College and Career Readiness tools: ILP, Operation Preparation, Gear Up 	<ul style="list-style-type: none"> • Student empowerment strategies • Personalized Learning Strategies • Needs-Based Professional Learning (e.g., technology integration, literacy, math, student engagement) • Cultural Proficiency • Preschool Pals • Software, Wi-Fi, and technology funds • Communities of Practice • Data Retreats
Best Practices Emerging From Personalized Learning	Next Practice in Innovations for the Future
<p>Best Practices in Elementary Schools</p> <ul style="list-style-type: none"> • Elementary schools help students and their parents see that kindergarten readiness is the first step toward college and career readiness (i.e., what it takes to be successful in elementary reading, math). • Elementary administration and teacher leaders assist preschool and elementary teachers in seeing themselves in the overall picture of PreK-12 education. • Elementary curriculum demonstrates real-world problem solving focusing on college and career readiness. • PreK-5 students visit industry and business to understand how the community works and to see multiple examples of career choices within their community. <p>Best Practices in Middle School:</p> <ul style="list-style-type: none"> • Middle school teachers take an active role in understanding how they can prepare students for high school success and ultimately college and career success. 	<p>Next Practices in Elementary Schools</p> <ul style="list-style-type: none"> • Elementary schools help students and their families connect learning to Life-Ready success. • Preschool and elementary teachers acknowledge their importance to student success after high school and the magnitude of their contribution to high school graduation through collaboration with schools in the district. • Problem-Based Learning models engage students with learning opportunities that are relevant to student goals and interests. • Intentional curriculum connections reflect classroom learning to real-world careers through partnerships with business and industry in the community and beyond. <p>Next Practices in Middle Schools</p> <ul style="list-style-type: none"> • Middle school curriculum and career experiences are designed to promote success in high school for the purpose of Life-Ready success.



- Middle schools create jumpstart classes to prepare students to begin dual-credit classes earlier in their high school career or even in middle school.
- Middle school coursework is linked to career explorations and is designed to integrate high school internships.

Best Practices in High Schools

- Students arrive from feeder schools with information to prepare them to enter career pathways based on their interests and goals.
- Students realize there are multiple post-secondary options, not just four-year colleges.
- High school teachers develop an awareness for CTE programs and vocational programs and how they can integrate coursework and real-world job expectations.
- Teachers require the demonstration of critical thinking skills in class that facilitate the retention of key cognitive and content knowledge in real-world problem solving.

- Middle schools continue jumpstart and dual-credit classes while promoting intentional career exploration through release days for job shadowing based on student goals and job interests.
- Problem-Based Learning models reflect Life-Ready attributes and intentionally link to middle school students' interests and goals for their future career aspirations.

Next Practices in High Schools

- Career pathways intentionally align College and Career Ready standards with community and regional needs to provide students with authentic business and industry experiences.
- Schools provide multiple pathways to achieve Life-Ready (e.g., preparation for industry and business, dual enrollment in high school and colleges, AP coursework, augmented school day, 12 for Life).
- Student-guided and initiated internships, apprenticeships and job shadowing are linked to coursework through capstone projects.
- Problem-Based Learning models and coursework are integrated into the curriculum and reflect experiences students will encounter in real work settings.



Student Empowerment

Student Perspective: “I am in charge of my future.”

School/District Perspective: Students are empowered to become drivers of their PreK-12 education and achieve their personal goals.

District Capacities	kid-FRIENDLY Resources
<ul style="list-style-type: none"> • Student Leadership: Student Councils, Student Ambassadors, Student Voice Survey • FRYSC • Positive Behavior Intervention Supports • Bullying Prevention 	<ul style="list-style-type: none"> • College and Career Readiness Counselors • Funding for FRYSC \$5 per child • Preschool Pals • FranklinCovey leadership model <ul style="list-style-type: none"> ▪ 7 Habits for Highly Effective People; 7 Habits of Highly Effective Families; GRIT; Leader in Me • Career Exploration App for iPhone and Android
Best Practices Emerging From Personalized Learning	Next Practice in Innovations for the Future
<p>Best Practices in Student Empowerment</p> <ul style="list-style-type: none"> • <i>Leader in Me, Personal Greatness: GRIT</i> or other leadership programs become prominent in students’ generated ideas and activities and evident in the school culture. • Students make decisions based on their interests and goals to personalize their learning experiences. 	<p>Next Practices in Student Empowerment</p> <ul style="list-style-type: none"> • Schools intentionally scaffold leadership experiences which extend to the wider community and provide each student a unique opportunity for leadership. • Students explore their dreams and passions for the future, while adults nurture and empower them to achieve their goals.

Bibliography

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