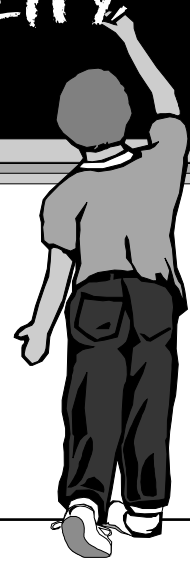


# IT ALL ADDS UP!

MOTIVATION + COMPETENCE =  
ACHIEVEMENT

ACCREDITATION + COMMUNITY  
PARTNERSHIP = ACCOUNTABILITY



## SCHOOL-TO-CAREER'S ROLE

Local STC partnerships bring together the partners and the practices necessary to promote high levels of achievement for every student and educational accountability for all community stakeholders.

### ACHIEVEMENT

#### Motivation

- ★ Students need to understand the relevancy of academic curriculum and instruction to authentic problems.
- ★ Exploring careers encourages application of learning and increases post-secondary school specialization.

#### Competence

- ★ Students must master rigorous academic content as demonstrated via Colorado Standards and Assessment Program scores.
- ★ To be successful, students need skills for learning, retaining, organizing, and transferring complex content to new and challenging situations.
- ★ Specific skills needed for academic success are the same as those in the workplace and post-secondary education.

### ACCOUNTABILITY

#### Community Involvement

- ★ School-Community Partnerships help all stakeholders define what is expected, identify roles each will play, and hold one another responsible for results.

#### Accreditation

- ★ K-12 Accreditation indicators and rules address academic assessments and community plans.
- ★ Higher Education Quality Assurance Act—requires that all Colorado higher education institutions:
  - provide career and academic advising for every student,
  - prepare students in a variety of a careers, integrating classroom and real world activities,
  - cooperate with employers and measure their level of satisfaction.
- ★ Accreditation rules focus stakeholders on rigorous and relevant results.

WHAT CAN YOU DO TO GET INVOLVED? SEE BACK PAGE

# ACHIEVEMENT + ACCOUNTABILITY:



## COLORADO STUDENTS SAY:

- ★ High school seniors are motivated by classroom instruction that includes an opportunity to apply active, hands-on lessons (74%) and to solve real world problems (61%).
- ★ High school students are motivated by teachers they like (79%), teachers who are knowledgeable (78%) and enthusiastic (80%) about the subject, and teachers who use humor related to the subject (88%). Students are also motivated to learn when they are interested in the subject (96%) and see how the class relates to their career interests (62%).
- ★ 65% of students are bored in school half or more of the time. Only 20% find lectures motivational.
- ★ Students with three or more career experiences are more likely to:
  - go on to post-secondary education (54%) than students without these career experiences (43%),
  - select a major entering college (43% to 27%), and select a school based on a career interest (44% to 28%).Additionally, students with the career experiences are more likely to be excited about their future (63% to 43%). Career experiences include internships, job shadowing, participation in a mentorship program, a written academic/career plan, working towards certification, or a job connected to a class or school.
- ★ Academic and career planning and job shadowing are comparatively the most effective career-related experiences.



—From *What Works! Statewide High School Senior Survey 1999*

## COLORADO EMPLOYERS SAY:

- 91% involved in local STC partnerships will expand/continue support for the partnership
- 83% are satisfied with teacher workplace externships
- 36% participate in curriculum planning
- 86% are somewhat-to-very satisfied with their STC partnership
- 42% involved in local STC partnerships hired students as a result of STC activities
  - 88% of those students had one or more job experiences
  - 78% of employers were satisfied with the work-readiness of those students hired

—from *Talmey-Drake Statewide Employer Surveys 1998-99*

# IT ALL ADDS UP IN COLORADO!

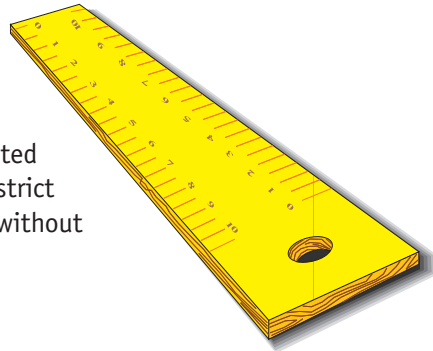
## COLORADO'S LOCAL PARTNERSHIPS SAY:

- ★ North Conejos graduation rates increased from 83% to 92%; dropout rates decreased from 3.9% to .9%, average ACT scores increased from 17.7% to 19.3% with implementation of career-relevant instruction for all students 1993–97.
- ★ Salida's higher education enrollment increased from 82.9% to 84.2%, graduation rates increased from 82.9% to 88.3%, percent of students taking ACT test increased from 67% to 78% with composite ACT scores increasing from 21.2 to 22.4 with integration of academic and occupational standards and instruction for all students 1996–1998.

—*from Effective Examples in Colorado 1998–99*

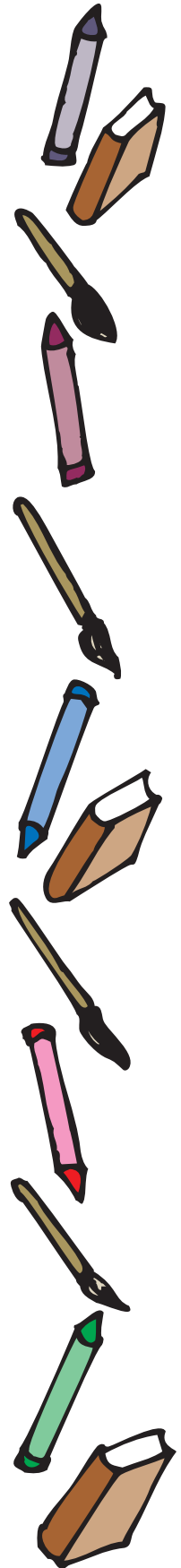
- ★ In Aurora, mentors matter! Middle school gifted–talented students with community mentors scored better on district standards assessments than gifted–talented students without mentors.

—*Aurora School-to-Career Partnership*



## OTHERS ELSEWHERE SAY:

- ★ Applied Math students in a thirteen-state study scored higher in 12 of 16 algebraic skill areas than standard math class students.  
—*Center for Occupational Research and Development Study 1994*
- ★ Relevant, contextual teaching led to less tardiness, more time on task, better attendance and overall behavior.
- ★ Gifted–talented students report learning more in contextual teaching classrooms.  
—*University of Oregon Contextual Teaching study 1998*
- ★ Career experiences increase the likelihood that students will take more challenging academic classes/advanced placement classes.
- ★ Student attitude and attendance increase, cutting classes decreases with more relevant instruction.
- ★ Students with high school career experiences are exposed to higher quality jobs.  
—*New York STW Statewide Study 1997*
- ★ Students with career related experiences are better prepared for college.  
—*National Employer Leadership Council Report 1998*



# BE PART OF THE STC EQUATION

## WHAT PARENTS AND STUDENTS CAN DO

- ✓ Aim high!
- ✓ Form a partnership focused on mapping a course to high academic achievement and strong preparation for the future.
- ✓ Work together on a plan that ties the relevance of post-secondary schooling and careers to rigorous academic proficiency.
- ✓ Ask your school to assist you in planning and provide you with opportunities to implement your plan and reach your goals.

## WHAT EDUCATORS CAN DO

- ✓ Show students the relevance of academic curriculum and instruction to authentic problems.
- ✓ Teach students skills for learning, retaining, organizing, and transferring complex content to challenging new situations, including state tests!!
- ✓ Use a teacher externship in a business related to your subject area to enhance your instruction.
- ✓ Establish a comprehensive guidance system that includes an academic and career planning process for every student.
- ✓ Follow and evaluate the progress of graduates 3+ years beyond graduation.

## WHAT SCHOOL BOARDS CAN DO

Join the many school districts that have made total student achievement, i.e., academic proficiency and preparation for the future for every student the policy centerpiece for your school district. Establish supportive policies in the areas of:

- ✓ Graduation requirements, ✓ integrated academic and skill competency standards, ✓ curriculum and assessments aligned with integrated standards, ✓ academic and career planning for all students that includes parents as partners, ✓ teacher and administrator evaluation related to relevant/contextual teaching, ✓ and joint resolutions of partnership with employers in the community.

## WHAT EMPLOYERS CAN DO

Make it your policy to:

- ✓ Offer students and teachers internship and job shadow experiences in your workplace, ✓ provide mentors/career coaches for students, ✓ develop school-based and work-based curriculum projects for students and teachers, ✓ participate in career days/career fairs, workplace and industry tours and classroom career talks, ✓ contribute time, leadership, funding, equipment and expertise.

## RESOURCES FOR ALL STAKEHOLDERS

- ★ "Making Standards Work" curriculum that integrates state academic content standards with workplace competencies
- ★ "Bringing Standards to Life"—a "how to" guide to contextual learning and curriculum
- ★ "Teacher Externships: Things to Consider"
- ★ "What Works" 1999 High School Senior Survey

For resource assistance contact:

### SCHOOL-TO-CAREER REGIONAL RESOURCE CENTER COORDINATORS

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# COLORADO

## School-to-Career Partnership

*Connecting Communities, Classrooms & Careers*

