



Activities and Strategies

To Enhance Student Achievement
and
Address Perkins Performance Measures

Activities and Strategies that support students' achievement of high academic standards, technical and employability skills, employment and postsecondary education preparation





CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

Performance measures required in the federal act:

Secondary

- 1S1 Academic Achievement Reading (Grade Level 12)**
- 1S2 Academic Achievement Mathematics (Grade Level 12)**
- 2S1 Technical Skills Attainment (Grade Level 12)**
- 3S1 Secondary School Completion (Grade Level 12)**
- 4S1 Graduation Rate (Grade Level 12)**
- 5S1 Secondary School Placement**
- 6S1 Nontraditional Participation (Grades 7-12)**
- 6S2 Nontraditional Completion (Grade Level 12)**

Postsecondary

- 1P1 Technical Skill**
- 2P1 Credential, Certificate or Degree**
- 3P1 Student Retention or Transfer**
- 4P1 Student Placement**
- 5P1 Nontraditional Participation**
- 5P2 Nontraditional Completion**



ATTAINMENT OF ACADEMIC PERFORMANCE MEASURES – 1S1, 1S2

Activities and Strategies for Administrators

- Involve all instructors, including those from alternative programs and special education in planning career and technical education (CTE) programs of study and related activities.
- Include CTE instructors in district/building wide professional development and other activities designed to improve academic student achievement.
- Provide specific professional development for CTE instructors on teaching strategies that promote the integration of reading/writing and math into career education courses.
- Encourage CTE instructors and school counselors to attend the Nebraska Career Education Conference to network and share best practice.
- Assist instructors in obtaining appropriate resources or provide professional development topics to help diminish barriers to learner success.
- Ensure that honor or advanced placement classes are open to all students, including CTE students.
- Gather and disseminate student follow-up data, and collect data using consistent methods and disaggregate according to program area to determine appropriate teaching strategies for all students.
- Establish clear goals for CTE programs and activities, comparing student performance data by CTE programs to determine success in school environments.



ATTAINMENT OF ACADEMIC PERFORMANCE MEASURES— 1S1, 1S2

Activities and Strategies for School Counselors

- Provide instructors, students, and parents with information about required future workplace skills; the importance of math, science, and technology education; the earning potential of various careers; and the importance of nontraditional employment opportunities.
- Arrange workplace experiences in at least one nontraditional occupation as part of an academic and/or CTE class.
- Assist CTE instructors to obtain appropriate resources or to identify professional development topics that help diminish barriers to student success.
- Determine availability of vital support services, including child care, transportation, preparatory training, and support groups for subpopulations that qualify. Develop a plan to address gaps in services.
- Link with VR, social services and community-based organizations to assist in support service needs of learners.
- Identify and/or provide instructors with resources on learning styles and maximizing students' strengths.
- Distribute referral forms to all CTE instructors for early detection of difficulty succeeding in class.
- Be proactive in identifying students who may have difficulty succeeding in education environments.
- Check for referrals with CTE and academic instructors, special education instructors, guidance personnel, bilingual program or ESL personnel, and WIA/HHS personnel.
- Offer short-term seminars (e.g., study skills, organizational skills) and issue special invitations with incentives to students for attending.



ATTAINMENT OF ACADEMIC PERFORMANCE MEASURES— 1S1, 1S2

Activities and Strategies for Instructors

- Provide instruction that includes academic skills, workplace skills, and technical skills taught in an integrated manner to assist students in connecting school, and careers.
- Plan an orientation session to provide students with an opportunity to meet/mentor one another.
- Coordinate with special population personnel to assess abilities, interests, aptitudes, unique learning needs, and styles.
- Develop a buddy system in which a graduating special population student acts as a "big brother" or "big sister" to an incoming special population student.
- Foster learning of academic skills by relating real-world applications.
- Orient students to your classroom, laboratory procedures, and expectations.
- Provide frequent feedback to students concerning their work in progress.
- Introduce potentially troublesome or misunderstood vocabulary at the beginning of each assignment.
- Make appropriate adaptations in assignments to meet student needs and strengths.



ATTAINMENT OF ACADEMIC PERFORMANCE MEASURES— 1S1, 1S2

Professional Development Activities for Instructors

- Work with instructors to determine professional development needs and then arrange professional development activities accordingly—for example, group learning through videos, lectures, and workshops with discussion, peer coaching, and individualized learning.
- Assist instructors in obtaining appropriate resources or provide professional development topics to help diminish barriers to student success.
- Provide training programs on how to plan lessons utilizing resources from the school and community that are available.
- Provide instruction or training on teaching strategies.
- Identify and/or provide instructors with resources on learning styles and information on maximizing student’s strengths.
- Provide inservice and/or materials on study skill techniques, academic skills, and other relevant topics that could be replicated in schools for all students.
- Conduct professional development activities related to the individual needs of special population students for CTE instructors, special education professionals, instructional assistants/paraprofessionals, mentors, tutors, counselors, and administrators.
- Maintain appropriate professional materials and resources.
- Conduct professional development activities in areas such as work- based learning, academic integration, interpersonal skills, critical thinking, cooperative learning, and teamwork.



ATTAINMENT OF CTE EDUCATION PERFORMANCE MEASURES-2S1, 3S1, 4S1, 5S1

Activities and Strategies for School Counselors

- Use Nebraska Career Connections career information systems for students to match interests, aptitudes, and goals.
- Help develop Personal Learning Plans for all students.
- Compile a list of available community resources and disseminate to schools and programs.
- Include in student evaluations a determination of whether students are being exposed to all aspects of an industry, including areas that are nontraditional for their gender.
- Ensure that labor market information is available to all individuals involved with career development activities.
- Plan career expos, job fairs, job-related field trips and other activities that include information on nontraditional careers.
- Identify the variety of human and financial resources available to determine ways these resources may provide support services.
- Identify businesses willing to train and prepare students with special needs and organize a transition planning committee to work with learners with disabilities.
- Follow through with students on the job. Support them during times of change through facilitation of agency linkages, financial aid, conflict management, teaming skills, small support groups, and personal follow-up.
- Provide all students with access to counseling; access to information on available resources, services, and career options, including options that do not require the traditional four-year college degree.
- Develop a mentoring program so that students can meet and talk with others who have had similar circumstances.



ATTAINMENT OF CTE EDUCATION PERFORMANCE MEASURES-2S1, 3S1, 4S1, 5S1

Activities and Strategies for Instructors

- Provide flexible pacing of instruction and assignments to meet the needs to individual students.
- Provide curriculum and instructional materials, including computer software, to determine if all materials are inclusive, represent diversity, and are gender fair.
- Involve other personnel in a team approach to teaching.
- Organize instruction into self-contained units, modules, and mini-courses.
- Introduce demonstrations by reviewing previously taught information and/or skills that are relevant to the demonstration.
- Introduce and discuss any technical terms that are used relevant to demonstrations, assigned readings, homework assignments, or the field in general.
- Provide follow-up activities to clarify, reinforce, or extend what is being learned.
- Allow students to learn and practice appropriate occupational behaviors and skills in a nonthreatening environment without fearing failure.
- Allow students to exercise their abilities and skills in a situation other than a reading or writing exercise.
- Foster learning of technical skills by relating real-world applications.
- Orient students to your classroom and laboratory procedures and expectations.
- Provide students and support personnel with course syllabus and/or outlines of planned instructional content and activities in easy-to-read formats.



**ATTAINMENT OF SECONDARY SCHOOL DIPLOMA /EQUIVALENT -3S1
POSTSECONDARY CREDENTIAL/DEGREE ATTAINMENT – 2P1**

Activities and Strategies for Administrators

- Establish and maintain partnerships among such entities as the access centers for the Americans with Disabilities Act, area labor/management councils, local Workforce Investment Board/youth councils, chambers of commerce, and advisory boards.
- Collect data on job placement and job retention for all students, including those who dropped out of school and those who graduated.
- Systematically seek advice and enlist support from program advisory and CTE participatory planning committees concerning strategies that support special population participation and retention in programs.



**ATTAINMENT OF SECONDARY SCHOOL DIPLOMA /EQUIVALENT -3S1
POSTSECONDARY CREDENTIAL/DEGREE ATTAINMENT – 2P1**

Activities and Strategies for School Counselors

- Designate an on-site liaison/advocate to assess the needs of specific students and assist them in accessing the services they need to continue and complete their education.
- Provide an ongoing support system for nontraditional students that includes a drop-in counseling program, time spent with female role models/mentors from various nontraditional shops/jobs, and job shadowing with employees in nontraditional occupations.
- Collaborate with instructors to ensure the success of all learners.
- Identify and coordinate support services necessary for students to succeed.
- Identify the variety of human and financial resources available to determine ways in which these resources may provide support services.
- Develop a buddy system through which a graduating special population student acts as a "big brother" or "big sister" to an incoming special population student.
- Provide mentoring and/or tutoring programs in areas in which students have deficiencies.
- Develop interagency agreements and strong collaboration among all service providers.
- Distribute referral forms to all CTE instructors for early detection of difficulty succeeding in class.
- Check for referrals with CTE and academic instructors, special education instructors, special population personnel, guidance personnel, bilingual program or ESL personnel, and WIA/HHS personnel.



**ATTAINMENT OF SECONDARY SCHOOL DIPLOMA /EQUIVALENT -3S1
POSTSECONDARY CREDENTIAL/DEGREE ATTAINMENT – 2P1**

Activities and Strategies for Instructors

- Encourage students to develop a sense of responsibility and pride in themselves and their work.
- Deliver instruction and assignments in a nonthreatening manner.
- Coordinate with special population personnel to assess abilities, interests, aptitudes, unique learning needs, and learning styles.
- Check to make sure that all students are involved in classroom/laboratory activities.
- Provide frequent feedback to students concerning their work in progress.
- Introduce role models for students (especially special needs, disadvantages, and ELL learners).
- Provide students and support personnel with a course syllabus and/or outlines of planned instructional content and activities.
- Assure that assignments which are to be completed outside the classroom/ laboratory are designed to provide the necessary remedial help.
- Encourage all students to become actively involved in CTE student organization activities (leadership development, interpersonal relationship skills, and self-concept).
- Develop a buddy system in which a graduating special population student acts as a "big brother" or "big sister" to an incoming special population student.
- Integrate the following instructional activities into your classroom planning:
 - Computer-assisted instruction and individualized learning packages
 - Practical, hands-on activities
 - Task analysis, including the further breakdown of available tasks into subtasks and elements
 - Team teaching



**ATTAINMENT OF SECONDARY SCHOOL DIPLOMA /EQUIVALENT -3S1
POSTSECONDARY CREDENTIAL/DEGREE ATTAINMENT – 2P1**

Professional Development Activities for Instructors

- Work with staff members to determine professional development needs and then, arrange professional development activities accordingly (i.e., group learning through videos, lectures, and workshops with discussion; peer coaching; individualized learning).
- Assist instructors in obtaining appropriate resources or provide professional development topics to help diminish barriers to learner success.
- Conduct professional development activities related to the individual needs of special population learners for CTE instructors, special education professionals, instructional assistants/paraprofessionals, mentors, tutors, counselors, and administrators.
- Identify and/or provide instructors with resources on learning styles and information on maximizing students' strengths.
- Provide inservice and/or materials on study skill techniques, academic skills, and other relevant topics that could be replicated in schools for all students.
- Maintain appropriate professional materials and resources.
- Conduct professional development activities in areas such as work-based learning, integration, interpersonal skills, critical thinking, cooperative learning, and teamwork.



POST-PROGRAM PLACEMENT IN, RETENTION IN, AND COMPLETION OF SECONDARY - 5S1

POSTSECONDARY EDUCATION OR ADVANCED TRAINING, PLACEMENT IN MILITARY SERVICE, OR PLACEMENT OR RETENTION IN EMPLOYMENT - 4P1

Activities and Strategies for Administrators

- Establish clear goals for programs and activities, comparing student performance data to determine success in school- and work-based environments.
- Collect data using consistent methods.
- Survey learners and relevant others for program and activity improvement suggestions.
- Solicit observations and data from appropriate external sources.
- Gather and disseminate student follow-up data and collect data using consistent methods.
- Ensure that follow-up studies include the retention rate of students entering nontraditional occupations, including those nontraditional for their gender.
- Involve all instructors, including those from alternative schools and special education, in planning CTE-related activities.
- Invite employers to sit on the CTE programs' advisory committees.



POST-PROGRAM PLACEMENT IN, RETENTION IN, AND COMPLETION OF SECONDARY - 5S1

POSTSECONDARY EDUCATION OR ADVANCED TRAINING, PLACEMENT IN MILITARY SERVICE, OR PLACEMENT OR RETENTION IN EMPLOYMENT - 4P1

Activities and Strategies for School Counselors

- Provide dependent care and transportation to facilitate access.
- Provide current information and updates to all learners and their parents on the graduation requirements, entry requirements for postsecondary training, and college entrance requirements.
- Develop linkages with employers to ensure all learners have equal access to jobs.
- Develop articulation agreements with provisions for traditionally underrepresented populations to ensure equity in transition.
- Assist learners to obtain resource materials on career opportunities in the community.
- Conduct coordinated recruitment and guidance efforts.
- Provide career development services to help learners identify, plan, and prepare for career options.
- Provide career education materials.
- Coordinate school-to-school or school-to-work transition activities.
- Constantly reinforce the program's positive image.
- Provide employers with information on nontraditional employment, including opportunities and potential barriers.



POST-PROGRAM PLACEMENT IN, RETENTION IN, AND COMPLETION OF SECONDARY - 5S1

POSTSECONDARY EDUCATION OR ADVANCED TRAINING, PLACEMENT IN MILITARY SERVICE, OR PLACEMENT OR RETENTION IN EMPLOYMENT - 4P1

Activities and Strategies for Instructors

- Provide options for students on viable career that do not require the traditional four-year college degree.
- Provide opportunities for nontraditional students to form strategies for successes in an occupation dominated by the other gender.
- Develop a mentoring program utilizing community members from business and industry, municipal and other not-for-profit agencies, learners, alumni associations, fraternal organizations, church groups, and retired employees.
- Orient and train mentors to familiarize them with the procedures and people. Match mentors and learners using personal interests, hobbies, relevant backgrounds, and family information.
- Evaluate the mentoring and tutoring programs to ensure the programs are effective and serving the needs of all students.
- Offer short-term seminars on topics such as appropriate workplace behavior, career-specific language and terminology, and issue invitations with incentives to students for attending.
- Offer peer and professional tutoring on specific skills (e.g., social, etiquette, job application, interviewing, and job maintenance) to help student gain confidence. Distribute business cards, program brochures or packets, and fliers.
- Initiate and maintain positive public relations about the programs and services by issuing press releases, mailing newsletters to employers, making public service announcements, hosting program open houses for employers, and giving informational presentations to business groups and organizations.



POST-PROGRAM PLACEMENT IN, RETENTION IN, AND COMPLETION OF SECONDARY - 5S1

POSTSECONDARY EDUCATION OR ADVANCED TRAINING, PLACEMENT IN MILITARY SERVICE, OR PLACEMENT OR RETENTION IN EMPLOYMENT - 4P1

Professional Development Activities for Instructors

- Work with instructors to determine professional development needs and then arrange professional development activities accordingly (i.e., group learning through videos, lectures, and workshops with discussion; peer coaching; individualized learning).
- Conduct informal workshops at business, community, or school locations.
- Inform employers of the major benefits of attending these workshops, emphasizing labor market consideration and community responsibility.
- Provide training, as requested, to community members and business and industry representatives.
- Train placement staff on overcoming barriers to entry into nontraditional employment.



LEARNER PARTICIPATION IN AND COMPLETION OF CAREER AND TECHNICAL EDUCATION PROGRAMS THAT LEAD TO NONTRADITIONAL TRAINING AND EMPLOYMENT

Activities and Strategies for Instructors

- Involve all instructors, including those from alternative schools and special education, in planning CTE-related activities to nontraditional employment.
- Organize and utilize a gender equity task force of department faculty or citizen volunteers to establish gender fair criteria for educational and promotional materials.
- Establish an advisory committee that involves females and minority businesses, industries, and labor organizations and advocacy groups for girls and women.
- Ensure posters, brochures, and other promotional materials include nontraditional occupations, which feature photos and testimonials of women and minorities working in these occupations.
- Send introductory letters to all starters in every program to welcome them and inform them of available support services.
- Establish clear goals for nontraditional programs and activities, comparing student performance data to determine success in school- and work-based environments.
- Gather and disseminate student follow-up data and collect data using consistent methods.
- Survey students who are involved for nontraditional activity improvement suggestions.
- Solicit observations and data from appropriate external sources.
- Establish and maintain partnerships among such entities as local Workforce Investment Board/youth councils, chambers of commerce and faculty advisory boards.
- Systematically seek advice and enlist support from program advisory and CTE participatory planning committees concerning strategies that support nontraditional participation and retention in programs.



LEARNER PARTICIPATION IN AND COMPLETION OF CAREER AND TECHNICAL EDUCATION PROGRAMS THAT LEAD TO NONTRADITIONAL TRAINING AND EMPLOYMENT

Activities and Strategies for School Counselors

- Provide information for learners on general workplace skills that include legal rights on the job and techniques to prevent and diffuse sexual harassment.
- Test for abilities, interests, aptitudes, unique learning needs, and learning styles in learners, and provide support to strengthen these.
- Send letters to parents and learners informing them of nontraditional programs and available support services.
- Hold career information days for 8th and 9th grade students.
- Establish a center where learners can go during designated hours to use computerized career information software to check their interests and aptitudes.
- Assist students to obtain resource materials on career opportunities in the community.
- Provide career development services to help students identify, plan, and prepare for nontraditional career options.
- Coordinate school-to-school or school-to-work transition activities with role model mentors in nontraditional careers.
- Develop recruitment materials that feature pictures of students in nontraditional programs, emphasizing information about all types of jobs available through nontraditional training, with indications of the salary range for entry-level and experienced workers.



LEARNER PARTICIPATION IN AND COMPLETION OF CAREER AND TECHNICAL EDUCATION PROGRAMS THAT LEAD TO NONTRADITIONAL TRAINING AND EMPLOYMENT

Activities and Strategies for Instructors

- Help plan career expos, job fairs, and other activities, including information on nontraditional careers.
- Develop and provide nontraditional work-based experiences for all students.
- Expose each student to a full range of careers, including those which are nontraditional for their gender.
- Provide students with career exploration activities, experiences, and information about high-wage, high-skill, and nontraditional occupations; access to role models in nontraditional careers; and visits to worksites.
- Ensure that career fairs include nontraditional occupations and role models that represent the workforce, including those in nontraditional careers.
- Involve women-owned and minority-owned businesses in all phases of planning and implementation of work-based learning experiences.
- Train workplace mentors on gender issues and on methods to mentor girls interested in nontraditional occupations.
- Provide training for workplace mentors that include awareness of gender issues, introducing methods to mentor girls and boys interested in nontraditional occupations.
- Offer peer and professional tutoring on specific skills (e.g., social, etiquette, job application, interviewing, and job maintenance) to help learners gain confidence.
- Include information for students on general workplace skills, legal rights on the job, and techniques to prevent and diffuse sexual and racial harassment.
- Conduct coordinated recruitment and guidance efforts.



Activities and Strategies for Instructors_{--continued}

- Provide career education materials to students.
- Coordinate school-to-school or school-to-work transition activities.
- Develop a buddy system in which a graduating nontraditional student acts as a "big brother" or "big sister" to an incoming nontraditional student.
- Plan an orientation session to provide nontraditional learners with opportunities to meet one another.
- Expand the availability of work-based learning experiences in high-wage, high-skill occupations.
- Evaluate work-based learning experiences by gender and racial/cultural backgrounds to determine that learners are represented equally in all areas.
- Ensure that students who are exposed to the full range of careers are assisted in determining skills and interests which are transferable to nontraditional occupations, prior to being matched to work-based learning experiences.



LEARNER PARTICIPATION IN AND COMPLETION OF CAREER AND TECHNICAL EDUCATION PROGRAMS THAT LEAD TO NONTRADITIONAL TRAINING AND EMPLOYMENT

Professional Development Activities for Instructors

- Offer workshops and inservices for faculty and school personnel that address nontraditional issues.
- Work with staff members to determine professional development needs and then arrange professional development activities accordingly (i.e., group learning through videos, lectures, and workshops with discussion; peer coaching; and individualized learning).
- Maintain appropriate professional materials and resources.
- Conduct professional development activities in areas such as legislation, work- based learning, integration, interpersonal skills, critical thinking, cooperative learning, and teamwork.
- Conduct professional development activities concerning identifying and/or developing special instructional materials or adapting existing instructional materials for nontraditional programs.
- Provide training, as requested, to community members and business and industry representatives on nontraditional careers.
- Orient all participating businesses/organizations about nontraditional careers and the composition of the workforce of the future, and require gender parity in the students they accept for placement.



**ATTAINMENT OF CTE EDUCATION PERFORMANCE MEASURES
SPECIAL POPULATIONS – 6S1, 6S2**

Activities and Strategies for Administrators

- Organize and utilize a gender equity task force, department faculty, or citizen volunteers to establish gender fair criteria for educational and promotional materials.
- Meet with business representatives to improve the level of understanding and communication regarding special populations.
- Investigate existing interagency agreements regarding opportunities such as job shadowing, job placement services, apprenticeships, etc.
- Establish and maintain partnerships among access centers for the Americans with Disabilities Act, area labor/management councils, local Workforce Investment Boards/youth councils, chambers of commerce, and advisory boards.
- Promote public relations and marketing activities for programs and services.
- Involve all instructors, including those from alternative schools and special education, in planning CTE-related activities.
- Ensure that honor or advanced placement classes are open to all students, especially CTE students who want the challenge.
- Establish a system for gathering and disseminating student follow-up data using consistent methods.
- Establish clear goals for programs and activities, comparing student performance data to determine success in school environments.



**ATTAINMENT OF CTE EDUCATION PERFORMANCE MEASURES
SPECIAL POPULATIONS - 6S1, 6S2**

Professional Development Activities for Instructors

- Provide career development services to help students identify, plan, and prepare for career options.
- Provide career education materials.
- Offer workshops and inservices for faculty and school personnel that address nontraditional issues.
- Provide inservices to businesses and employers on issues and accommodations relating to working with special populations.
- Collaborate with existing community groups such as the Business Education Alliance to provide professional development to employers and community service providers.
- Work with staff members to determine staff development needs and accordingly arrange staff development activities (i.e., group learning through videos, lectures, and workshops with discussion; peer coaching; individualized learning).
- Coordinate activities that include technical assistance and inservice to inform and raise awareness of the following equity issues: gender role stereotyping, gender fair language, gender fair teaching, changing roles of women and men, labor market and workforce trends, impact of career choice on wages, nontraditional careers, balancing work and family, family friendly work environments and racial and sexual harassment/discrimination-free environments.
- Provide technical assistance and inservice activities to address serving special populations learners. Include methods to define and identify learners' barriers to full participation in programs, and methods used to provide services to overcome those barriers.



Equity Activities for Integrating Basic Academic Skills and Careers

- Engage students in a discussion on nontraditional career options.
- Encourage accomplished minority and women business leaders to provide positive role models for youth.
- Recruit minority associations and media serving minority communities to identify key prospects for employer recruitment.
- Encourage accomplished minority and women business leaders to serve as mentors, tutors, tour leaders, and speakers.
- Train instructors, counselors, and program administrators to support access to high-wage training and employment.
- Provide inservices to instructors and counselors on gender equity practices.
- Develop policies and practices to prevent and harassment of females in nontraditional shops.
- Ensure that speakers, mentors, instructors, and field trips in technical areas include female role models.
- Develop supportive services to ensure retention of females in nontraditional CTE programs.
- Carry out school-wide education about sexual harassment with staff and students.
- Offer workshops and inservices for instructors and school personnel that address nontraditional issues.
- Help plan career expos, job fairs, and other activities, including information on nontraditional careers.
- Provide media education to students, assisting them to identify stereotypes and biases. Take a critical approach to evaluating the media, teaching learners to question, analyze, and evaluate TV shows, websites, and games.
- Adopt a class philosophy or mission statement, collectively promoting differences and fairness.



Activities for School-Based Enterprises & Service Learning Projects for Integrating Basic Academic Skills and Careers

- Landscape school grounds.
- Repaint school buildings that are frequent graffiti targets with murals showing scenes from history.
- Produce a video yearbook.
- Make toys for underprivileged children.
- Operate a school convenience store.
- Build and auction student-created items.
- Evaluate buildings for handicapped access.
- Rehabilitate rundown housing for homeless persons.
- Organize an international fair.
- Conduct health screenings or a health fair on campus or in the community.
- Grow and sell plants and flowers for Mother's Day, Valentine's Day, etc.
- Run a birthday concession-balloons, flowers, clowns, etc.-and incorporate a cake decorating business.
- Make overnight kits for the women's crisis center.
- Make and sell Christmas ornaments.
- Operate a gift-wrapping business before Christmas.
- Manage a word processing, resume, and letterhead business.
- Direct a website development service.
- Print/dye custom T-shirts.
- Volunteer for a "Meals on Wheels" route.
- Operate a clothing alterations/repair business.
- Make costumes and do makeup for Halloween.



Ideas that Work for Mentoring

Mentoring is an excellent technique to help learners stay in school. Effective mentoring programs provide learners with opportunities to interact with adults who can help develop their skills in communication, problem solving, and in many other areas.

Meaningful relationships between mentor and learner are important in providing additional support and guidance to learners, and to assist in establishing high expectations and improving self-image.

DID YOU KNOW?



Youth who have strong bonds with an adult avoid problem behavior despite living in high-risk situations.

Studies show that a strong bond with an adult—whether a parent or other family member, instructor, coach, community member, or other significant individual—can decrease the likelihood of delinquent behavior.

Research shows a 46% reduction in the initiation of drug use and a 27% reduction in the initiation of alcohol use for young people who participate in the mentoring programs provided by Big Brothers/Big Sisters.

Grades in school improve for 59% of learners as a result of help from their mentors

53% credited mentors with improving their ability to avoid drugs.

52% of learners improved their ability to stay out of trouble as a result of their mentoring experience.

Some mentoring experts have advocated that an individual have multiple mentors, including older, more senior individuals, peers, and subordinates.

People don't want to know how much you know until they know how much you care.

Support and mentoring should be given to develop competence not dependence.

Asking "why" questions can be interpreted as blaming or judging and creating defensiveness.

Learning requires humility, curiosity, and risks.



Ideas that Work for Recruiting Successful Mentors

Select mentors who can communicate with learners and are willing to listen; explain complex concepts; and to empathize with learners who are dealing with competing stresses at school, work, and home.

Seek mentors who are willing to make a personal, long-term commitment targeted at making a sustained and significant impact on a young person's life.

Recruit mentors from business, industry, municipal agencies, local church groups, retired teacher organizations, college alumni associations, and fraternal organizations.

Select mentors who are not only exemplary in their occupations, but who also have personal characteristics that include sincere generosity, compassion and concern, and the ability to look objectively at accomplishments and offer encouragement.

Require references, interviews, and careful screening of mentors.

TIPS FOR TRAINING SUCCESSFUL MENTORS



Orient mentors on the role of the mentor, expectations of the school for mentors, training plans for learners, mentoring strategies that work, profile of the typical learner, how to interact with learners, and the benefits of mentoring.

Identify the role of instructors in mentor-learner relationships or the role of the school in a work-based mentoring program.

Discuss liability issues with mentors.

Help mentors establish benchmarks of progress in the relationship.

Orient mentors to cultural sensitivity, student records, and confidentiality issues.

Provide strategies to mentors on how to instill self-esteem.

Develop a mentoring handbook to address common questions mentors have about working with learners, especially those learners with special needs.

Inform mentors of the direct and indirect benefits from working with individuals with disabilities.

Include information about behaviors that constitute sexual harassment and the school district policy on enforcement.

Educate mentors on career-technical education and the benefits to their business.



Tips for Training Learners to be Successful in Mentoring Situations

Learners may also be wary or uneasy in understanding their role in a mentoring relationship. In order to ease anxiety and frustration, here are some suggestions for mentors, instructors, parents, or counselors to use when introducing a learner into a mentoring program.

TIPS FOR TRAINING LEARNERS TO BE SUCCESSFUL IN MENTORING SITUATIONS



Provide learners with a handbook that discusses their role in a mentoring program.

Help learners understand what to expect from a mentoring situation.

Encourage learners to be willing to learn from a mentor.

Have learners seek information on the profile of a typical mentor.

Ensure that learners are willing to work with a mentor and will appreciate the benefits and time given by the mentor.

Link career and technical education to work, family, and community.

Motivate learners to see that what they learn in school has relevance to their daily lives.

Tie curricula and instruction to learners' daily situations and environments.

Increase the understanding, motivation, and importance of the learning in school and its relationship to the world of work.

Invite the learner to special company activities and will provide tours that show learners typical work areas and jobs.



Ideas that Work for Applauding Efforts of Businesses and Communities

Too often we forget to reward businesses and communities for participating in our educational partnerships. We ask these entities to coordinate, collaborate, brainstorm, share resources, and provide support, but sometimes forget to show our deep appreciation for the work.

- Elicit businesses and the community in the design of the CTE programs.
- Ask businesses and the community to identify the competencies needed now and in the future.
- Use businesses and the community to help set and assess work-related competency standards.
- Create action-oriented task forces that address business and community concerns.
- Acknowledge and take action on employers' and community members' concerns about student workers.
- Consult with employers about decisions that will impact the preparation of future employees.
- Involve business employees and community members as tutors, mentors, guest speakers, and in job shadowing activities.
- Reward businesses and communities' for their contributions by providing school publicity.
- Mention employers' and community members' contributions to local, state, and national organizations (e.g., Chamber of Commerce) and dignitaries.
- Ask dignitaries and the news media to visit business-school-community partners.
- Nominate the businesses and the community for state and national boards and organizations.
- Ask members of the business partnership and community to speak at school functions such as commencement.
- Spotlight the achievements of business-school-community partnerships in career-technical education at conferences and conventions.
- Ensure that recognition given is for equitable activities and behaviors.



Promoting Equity within the Business-School-Community Partnership

- Plan a strategic recruitment drive that promotes equity.
- Identify someone within the employer community to be a "champion" for providing equitable school-to-work programs.
- Find companies and community groups that already evidence commitment to equitable activities.
- Scan the want ads in local newspapers and analyze the positions available for equity assurance.
- Survey local businesses and industry to determine if there is a shortage of nontraditional employees.

Additional Ideas for Including Businesses and the Community

- Access employers through local chapters of industry associations, Chambers of Commerce, Private Industry Councils, advisory board members and other organizations that offer training.
- Access unions through local leadership.
- Involve employers and unions representing career-technical industries as full partners on the governing coalition, in consultation on program design and skills standards, etc.
- Use union members to serve on advisory boards, to identify youth apprenticeship slots, to assist in curriculum development, to design mentoring programs, and to recruit employers that encourage and promote women.
- Use employers to identify appropriate mentors and coaches for learners, to provide plant tours, to provide youth apprenticeship slots, and to increase participation of women in business.
- Involve work supervisors to teach the skills they practice and relate to their employees in an academic setting.



Ideas That Work for Recruitment and Marketing Career and Technical Education

The entire education system coupled with the community, business, and local industry can make great things happen for learners interested in career and technical education (also known as CTE). First and foremost, learners and the communities need to recognize the importance and relevance of CTE. The next steps include recruitment of interested learners and aggressive marketing of programs, instructors, and opportunities.

DID YOU KNOW?



CTE helps to increase graduation rates as CTE concentrators graduate at 98% versus all learners at 82%.

CTE provides the foundation of basic skills for Workforce Development.

Technical skills taught in CTE courses are based on industry and Occupational Skill Standards.

Recruiting for CTE

- Present information and material about CTE at local business organizations.
 - Recruit employers in a door-to-door or mail-out and phone follow-up campaign.
 - Develop CTE business champions to recruit their employers.
 - Conduct informal workshops at businesses in the community, or at school locations.
- Inform employers of the major benefits of attending these workshops, emphasizing labor market consideration and community responsibility.
 - Coordinate efforts with other area schools to ensure that major businesses are not inundated with multiple requests.
 - Visit the personnel offices of large corporations.
 - Notice the opening of new businesses.
 - Check local Chamber of Commerce listings or other business guides.



Recruiting for CTE--continued

- Emphasize the institution's or program's general reputation in the community at large.
- Identify employers that have hired students in the past.
- Make scheduling sacrifices and other compromises. Schedule when it's convenient for employers, not necessarily for instructors.
- Secure commitment from employers to interview and hire students by making the request for commitment in a way that cannot be answered with "no."
- Take the employer on a tour of the program's facilities.
- Constantly reinforce the program's positive image.

Marketing CTE

- Distribute business cards, program brochures, packets, or fliers.
- Issue press releases.
- Mail a regular newsletter to employers.
- Make public service announcements.
- Host a program open house for employers.
- Give an informational presentation to business groups and organizations.
- Invite employers to sit on the program's advisory committee.
- Send seasonal greeting cards.

DID YOU KNOW?



You should not ask, “Would you like to hire a graduate?” but rather. . .

You should ask, “When may I bring my student in to interview (or visit)?” or better still. . .

Say, “Let me bring the student in tomorrow”.



Ideas That Work for Parental Involvement

In today's changing culture, it is absolutely vital to involve families in raising and influencing learner standards. Family involvement influences the attitudes of children towards educational activities, and positive attitudes are essential for learning and success. The following information includes strategies for the inclusion of all families, including those with language barriers.

Encouraging Parental Involvement

- Offer parenting classes with an emphasis on promoting self-esteem.
- Encourage parent membership on an advisory board.
- Inform parents of the benefits of learners participating in nontraditional fields and encourage parents to explore these avenues with their children.
- Involve parents as tutors and mentors.
- Support parents, instructors, and other principals to build a partnership.
- Consult with parents on a variety of issues and become aware of their areas of knowledge.
- Conduct annual parent-learner-counselor/advisor meetings.
- Develop a written contract with the parent agreeing to the learner's choice of career path and courses.

DID YOU KNOW?



83% of parents say that they have had contact with their child's instructor to discuss academic progress.

95% of parents say the teacher genuinely cared about their child during parent-instructor conferences.

90% of parents say the instructor motivates their children to learn and explore.

25% of parents say they are actively involved in their child's school.



Encouraging Parental Involvement--continued

- Encourage parent involvement in developing a learner's training plan.
- Establish an expectation that every parent will volunteer at least one day a year to the school.
- Examine your region's practices and consciously build in more opportunities for parental involvement.
- Require a parent contract for learner entry into CTE.
- Encourage parent attendance at student academic fairs demonstrating their children's competence and achievement.

Encouraging Involvement of Parents with Limited English Proficiency

- Provide information, written and oral, in the parent's native language.
- Use bilingual staff to help as interpreters and translators to involve parents.
- Call a nearby college to ask students to assist as interpreters and translators.
- Offer meetings at a variety of times and locations, and keep track of those that draw the best attendance.
- Host an open house for parents to meet and network with one another.
- Offer cross cultural workshops for parents.
- Conduct follow-up services with parents to troubleshoot linguistic or cultural misunderstandings.
- Offer bilingual classes or workshops on employability skills.
- Promote family counseling activities.
- Arrange tours of schools and other related facilities, providing a translator to ensure effective communication.



Involving Parents in Career Guidance

- Invite parents to provide job shadowing opportunities at their places of employment.
- Develop a brochure or promotional materials targeting parents, detailing services and programs offered by the school.
- Encourage parents to network with community employers.
- Inform parents about nontraditional fields and work opportunities.
- Implement a Parent/Learner program on campus to alleviate fears of learners about attending college.
- Ask parents to help develop job shadowing opportunities and work experience opportunities for their child.
- Involve parents in helping to identify the child's career interest and aptitudes.
- Recruit parents to coordinate community and support services, and provide leadership in governance, advisory, and advocacy groups.
- Organize a panel of parents, learners, school staff, and agency representatives to share examples of best practices.

Providing Support Services to Parents

- Arrange transportation to and from meetings.
- Hold meetings in the community.
- Design an informative newsletter for parents.
- Coordinate parents as volunteers within the school.
- Provide babysitting.
- Employ a parent outreach coordinator to build parent involvement.
- Recruit parents as speakers and mentors for learners.
- Provide computer training and access for parents and showcase software that learners are using.
- Organize a parent support and networking group.
- Offer stress management, effective parenting, and effective communication classes for parents.



Ideas That Work for Assisting Individuals Who are Economically Disadvantaged

Individuals from economically disadvantaged families, including foster children, are defined as such families or individuals who are determined by the Secretary of Education to be low-income according to the latest available data from the Department of Commerce. According to Perkins III, these individuals may be identified by eligibility for free or reduced-price school lunches, TANF/public assistant funds, or by an annual income set at, or below, the official poverty level, etc. These individuals need assistance in many ways. Listed in this section are suggestions that may assist economically disadvantaged students to achieve academic success!

DID YOU KNOW?



Between 1970 and 1990, 99% of the increase in the number of families living in poverty was among families headed by women.

Births to single mothers have nearly doubled since 1980, from 18.4% to 32.4% in 1997.

Only 21.3% of child support recipients have received full payments.



Assisting Economically Disadvantaged Individuals

- Train learners to learn and deal creatively with conflict situations in the workplace.
- Teach learners team building skills such as brainstorming, sharing resources and task responsibility, and delegating assignments.
- Encourage the contribution of thought-provoking ideas, encouragement of others, giving and accepting non-defensive feedback, taking turns for talking, and focusing on group problem-solving.
- Plan activities to teach learners about the concepts and realities of checking accounts, savings accounts, budgets, and lifestyle choices with reference to money.
- Train learners how to obtain information relating to their own interests and abilities at career days and job fairs.
- Provide information to learners on available resources community colleges, independent scholarship search organizations, community agencies, and philanthropic foundations.
- Encourage learners to participate in a paid cooperative education experience.
- Find role models who were economically disadvantaged.
- Inform parents and learners about the financial aid process.
- Support a functional curriculum.
- Integrate school service and a community-based service delivery system.

Offering Supplementary Services for Economically Disadvantaged Individuals

- Develop alternative schedules to allow individuals to work and earn money, such as classes on Saturdays, at midnight or early morning, on holidays, and between semesters.
- Assist students with fees, transportation, babysitting, books, tutoring, etc.
- Consider including support services such as child care, flexibility in school scheduling, counseling, family planning services, instruction in prenatal health and parenting, and school-linked health centers.
- Provide on-the-job training for students to gain skills and experience as well as payment.



Offering Supplementary Services for Economically Disadvantaged Individuals--continued

- Assist students in completing scholarship applications and financial aid forms.
- Provide stipends to individuals for travel or provide a travel allowance.
- Provide small stipends (at minimum wage) for the time spent in retraining programs or in class.
- Identify the variety of human and financial resources available.
- Determine ways in which financial resources may provide support services to disadvantaged students.
- Collect and make available interview clothes.



Ideas That Work for Meeting the Needs of Individuals with Disabilities

- Promote teamwork and shared responsibility through cooperative learning and peer instruction.
- Require team members to discuss problems, make decisions, and quiz and encourage each other.
- Promote self-esteem and tolerance for diversity.
- Provide information on how learners with learning disabilities can best prepare for higher education, covering topics such as understanding their legal rights and the college and job application process.
- Require mentors to have a "basic" understanding of the learner's disability and how it may affect the cognitive, affective, and psychomotor domains.
- Select mentors who are able to appreciate the unique circumstances of learners with disabilities and the situations that a learner might encounter.
- Match the mentor to the learner.
- Model appropriate social, behavioral, and living skills.
- Place individuals in positions that capitalize their strengths.
- Concentrate on improving effective interpersonal communication skills.
- Allow flexibility in the way work and tasks are customarily done.
- Encourage individuals with disabilities to take the lead in their educational and occupational programs.
- Encourage individuals to participate in community activities of interest.
- Provide CTE training that includes a core curriculum in interview skills, resume writing, teamwork, cooperation, understanding a paycheck, and other work-related issues.
- Teach individuals to transfer skills to environments outside the school.
- Teach self-advocacy skills



Ways to Link Individuals with Disabilities from Education to Employment

- Help learners see the direct relationship and connections between schooling and work, family, and community.
- Use the functional approach by using illustrations and examples.
- Establish partnerships with adult services.
- Require learners to complete a summer internship.
- Identify summer employment for individuals with severe disabilities and hire a coach to work with them.
- Involve key agencies who serve individuals with disabilities, parents, and consumers in a task force to impact local transition policy, procedures, and practices.
- Offer first aid instruction to the learners' instructors, employers, and coworkers.
- Teach individuals when it is appropriate to disclose a disability and how to articulate strengths and weaknesses.
- Establish a rapport with national organizations and associations.
- Assist in developing social networks if requested.
- Offer to help arrange transportation to and from work, school, and community activities.



Ideas That Work

for Meeting the Needs of Individuals Pursuing Nontraditional Occupations

The more education a person has, the greater the likelihood that he or she will seek employment. Males and females with specialized technical training can expect to earn half a million dollars more in their lifetime than someone who is working at a low-skill, minimum wage job. There are several ways in which to meet the needs of individuals pursuing nontraditional occupations. Many suggestions are listed here, specifically suggestions for elementary, middle, and high school students.

DID YOU KNOW?



Median weekly earnings for full-time wage and salary workers in 1999 were \$473 for women and \$618 for men. In other words, women earned only 77% of what men earn.

77% of all working women are in the 20 occupations that are 80% female; there are approximately 440 occupational categories.

Women comprise only 11% of the technical workforce.

Men can expect to be in the workforce an average of 40 years, with women expecting to be in the workforce an average of 34 years.

Women are entering the workforce at twice the rate of men and are leaving the workforce at a slower rate than men.



Assisting Individuals to Pursue Nontraditional Occupations

- Encourage learners to master computers, communications, and information systems and skills needed to succeed in the new workplace.
- Identify community agencies and services to assist and support individuals in nontraditional occupations.
- Select mentors that understand the challenges a worker in nontraditional settings will face.
- Encourage girls to pursue advanced math and science careers and to participate in math and science conferences on campus.
- Examine the posters and illustrations in current use on the walls in every classroom to see if the posters depict only or mostly men and boys. If so, add posters with women and girls.
- Hold a student assembly on gender equity.
- Organize support groups for nontraditional learners in industrial technology programs or advanced math and science courses. Let learners set their own agenda.
- Utilize peer recruitment whenever possible.
- Let girls write a script for a television public service announcement asking for female mentors or business partners.

Introducing Nontraditional Occupations in Elementary Schools

- Focus on the roles of males and females in our culture. Target areas that appeal to their specific age group, such as popular television programs, fairy tales and adventure books, and heroes and heroines in their favorite movies.
- Engage children in discussions about the different ways they see males and females depicted in the media. This will open up the issue of stereotypes and how they are formed and reinforced.
- Have children draw pictures of workers (e.g., police officers, scientists, secretaries, firefighters, hairdressers). Discuss stereotypic features and pay close attention to how they exclude females or males.
- Read gender-equitable stories to children. Include units on women achievers and men who have achieved in traditionally female careers.



Introducing Nontraditional Occupations in Elementary Schools--continued

- Have children rewrite the ending to favorite fairy tales and then role-play their new stories. Discuss the different attributes that children give to characters and their relationship to the story's outcome.
- Encourage young girls and boys to play with toys and do activities that are both traditionally male and female.
- As children spend time on activities they are not used to participating in outside of school, the more possibilities they will see for themselves.

Recruiting and Retaining Learners in Nontraditional Occupations at the Middle School/Junior High Level

- Reinforce the application of math, science, and computer technology to the world of work.
- Continue to introduce women from history into all curriculums.
- Engage learners in discussions about gender stereotypes and challenge them to step "into another's shoes."
- Explore the ways in which gender stereotypes affect our lives, especially in the area of career choice.
- Ask learners to make predictions about their lives.
- Present earnings information on math, science, and technology occupations to learners on an annual basis.
- Expose learners to nontraditional careers and role models more than once a year through field trips, guest speakers, mentorships, classroom partnerships with business, and career shadowing.
- Have older girls "share stories" on the computer with kindergarten children. Take groups of middle school girls to the elementary school to talk to younger students about the important of science, math, and computers.
- Administer interest inventories, assessments, and career tests only after expanding learners' knowledge about high-wage, high-skill work opportunities.



Recruiting and Retaining Learners in Nontraditional Occupations at the High School Level

- Offer many smaller scale career fairs.
- Utilize themes in career fairs, such as Careers on Wheels, Headgear, and Construction Expos.
- Make posters about single-parent families and poverty levels in the area, and about how the more math that learners take, the better their chances are for a well-paying job. Show these to learners and discuss fully.
- Be honest with learners regarding limited earning potential and lack of career opportunities in some fields.
- Include information on nontraditional classes during orientation programs. Encourage enrollment of both males and females, using audiovisual materials that portray both genders in nontraditional occupations.
- Ask parents to present to learners the use of computers and technology in their jobs.
- Take girls to visit college math, science, and technology facilities and observe a class. Have female college students or faculty speak to them about scholarships and even post-graduate job placement help. Ask female college students to lead the tours.
- Suggest that girls interview and photograph women in the community doing nontraditional jobs. They can create bulletin or display boards for the school and present them at student assemblies and parent events. If possible, have them create multimedia presentations.

Financial Resources for Nontraditional Training & Programs

- Team with local business and industry to create a tailored pre-employment program.
- Unions and non-union apprenticeship programs can sponsor programs or provide scholarships to learners.
- Investigate Workforce Investment Act (WIA) funding in your area.
- Contact local and regional foundations for funding for educational programs, since they are known to be good sources of financial support.
- Investigate local and state women's organizations (Business and Professional Women, AAUW, NOW, etc.) for financial support.



Ideas That Work for Working with Single Parents/Displaced Homemakers/ Single Pregnant Women

Pregnant and parenting students face significant barriers to academic achievement, largely because the traditional school environment often conflicts with the competing demands of pregnancy and child rearing. The children of teen parents are themselves at high risk for educational failure, as their prospects for academic success are directly correlated with the education attainment of their mothers.

- Emphasize nontraditional careers that offer greater earning potential resulting in a better quality of life (i.e., improved self-esteem, confidence, health benefits, etc.).
- Provide a career planning program that includes resume writing, goal-setting, stress management, wardrobe, and job shadowing experiences.
- Provide support services such as child care, transportation, books, tuition, and uniforms.
- Encourage dual credit program participation.
- Organize a support group for single parents, displaced homemakers, and single pregnant women.
- Locate community support groups and agencies to assist these populations.
- Educate students, educators, and employees about gender bias.
- Offer stress management classes.
- Offer parenting classes and connect individuals with respite agencies.
- Encourage the enrollment of their children in local services such as the YMCA, Big Brothers/Big Sisters, etc.
- Include women-owned and minority-owned businesses in all phases of planning and implementation of work-based learning experiences.
- Orient businesses and organizations on nontraditional careers and the composition of future workforce needs.