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21st Century Community
Learning Centers (CCLC) Grant

Postsecondary & Workforce Readiness Toolkit

Soaring Beyond Expectations
21st Century Community Learning Centers

COLORADO
Department of Education

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Using this Toolkit

This toolkit can help you assess, plan, implement, and evaluate your 21st Century Community Learning Centers (CCLC) current and potential PWR programming. In the following pages, there are numerous resources, tools, handouts, links, and so forth that have been carefully curated by the Colorado 21st CCLC Grant State Office. Some of the resources are exclusively geared toward OST programs and some resources have been adapted from general PWR resources used by educators and schools across the nation. All of the resources highlight promising practices and have been vetted and made publicly available from various sources such as the U.S. Department of Education, state education departments, education nonprofits, and national research institutions, to name a few. Additionally, there are also several program highlights from 21st CCLC programs around Colorado that emphasize promising practices related to PWR that are incorporated into existing 21st CCLC programs. The 21st CCLC Grant State Office would like to acknowledge the thoughtful contributions of the Colorado 21st CCLC subgrantees who submitted content and contributed their ideas for this toolkit, as well as the expert feedback and ideas from several subgrantees, including indviduals on Colorado's 21st CCLC Advisory Board.
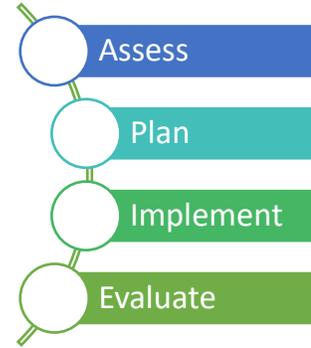
While efforts to expand this toolkit to represent strategies and materials for serving students in other grades is currently underway, this toolkit focuses on resources for 21st CCLCs serving secondary school students. The information included in this current version of the toolkit is not meant to be an exhaustive or authoritative presentation of all available PWR resources for OST programs. However, since these resources are electronic, they can easily be shared with 21st CCLC staff, students, and families virtually to enhance your PWR activities!

This project was initiated by the Colorado 21st CCLC Grant State Office, administered through the Colorado Department of Education (CDE), as a response to the expressed needs of Colorado's 21st CCLC programs across the state. The Colorado 21st CCLC Grant State Office included and adapted information and resources from external organizations for the purposes of this PWR toolkit, and all citations have been included to give proper credit and ownership to these external organizations and their resources. Please note the contents of this toolkit do not necessarily represent CDE policy, and there is no endorsement of the content by the Colorado State Government, the Federal Government, or the Colorado State Board of Education. This toolkit is intended to be used by 21st CCLC grant programs in Colorado that serve secondary students.
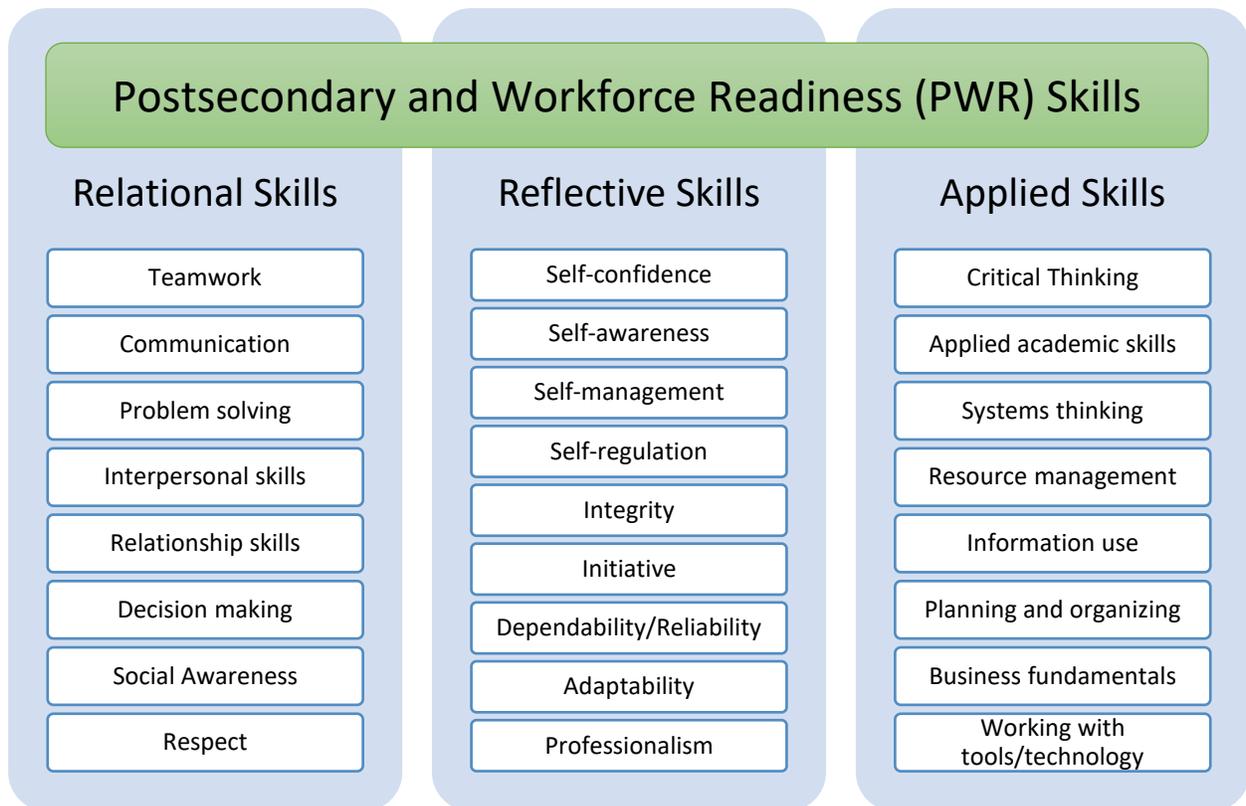

Students participate in auto shop and mechanics clubs in the 21st CCLC programs in Jefferson County Public Schools.

Introduction

Postsecondary and Workforce Readiness (PWR)

Postsecondary and Workforce Readiness (PWR) means that "high school graduates are able to demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens"[1]. The state of Colorado and the 21st Century Community Learning Centers (CCLC) grant program in Colorado are dedicated to advancing PWR through a variety of initiatives, including incorporating PWR activities and concepts into out-of-school (OST) time programs funded through the 21st CCLC grant.

While there are various frameworks that help educators understand PWR, it is generally recognized that there is a set of interrelated skills students should learn to prepare them for life after high school. Learning and demonstrating competence in these skills can help students achieve successful transitions between high school and the postsecondary option of their choice. These skills can be divided into three broad categories: relational, reflective, and applied skills (see below).

Postsecondary and Workforce Readiness (PWR) Skills

Relational Skills	Reflective Skills	Applied Skills
Teamwork	Self-confidence	Critical Thinking
Communication	Self-awareness	Applied academic skills
Problem solving	Self-management	Systems thinking
Interpersonal skills	Self-regulation	Resource management
Relationship skills	Integrity	Information use
Decision making	Initiative	Planning and organizing
Social Awareness	Dependability/Reliability	Business fundamentals
Respect	Adaptability	Working with tools/technology
	Professionalism	

Adapted from the Afterschool Alliance (2017) and National Network of Business and Industry Associations (2014).

It is important to note that PWR encompasses both college *and* career options for students who are graduating high school. Providing effective PWR activities in your OST program allows to students to become ready for whatever postsecondary pathway they choose.

PWR activities can be incorporated into the programming for students of all ages in OST programs. PWR programming at the elementary level tends to focus on awareness or exposure, allowing students to begin seeing connections between their interests and possible career pathways. At the middle school level, students begin exploring different career trajectories based on their skills and interests. And in high school, students are gaining valuable experience in specific fields and industries related to their career interests. Awareness, exploration, and preparation are key stages in PWR activities, and are explored more in the "Implementing PWR Activities in your 21st CCLC Program" section in this toolkit.

PWR in Out-of-School Time (OST) Programs

According to *You for Youth* (*Y4Y*), "In today's swiftly changing economy, most young people will need education and career training beyond high school. Fortunately, 21st CCLC programs can help, by offering students engaging learning experiences that help to prepare them for the postsecondary future. Today's graduates will enter a job market that demands a wide range of skills. No matter what their career path or area of special knowledge, graduates will likely need both academic knowledge and…skills such as problem solving, collaboration and time management. 21st CCLCs are uniquely poised to begin building many of these essential skills," or 21st century essential skills[2].

The Role of OST Programs to Support PWR

"OST programs can help students to gain the skills and find the resources needed to pursue their chosen postsecondary pathway," according to *You for Youth* (*Y4Y)*. "Infusing PWR activities within an OST program provides students opportunities that may not be currently offered during the traditional school day such as dedicated time to learn about career pathways or college application resources." Programs that effectively engage students in PWR activities typically use a combination of *career exploration, work experience* and *substantive theme programming*. Sound practices for designing PWR programs range from exposing young people to actual work to building skills through hands-on projects, helping youth explore their interests and linking youth to adult mentors[3]."

According to a study about the value of OST programs in preparing students for the workforce, there are five top skills developed by OST programs: Teamwork, Communication, Problem Solving, Self-confidence and Critical Thinking[4]. See the table below for examples of how these skills are incorporated in OST programming.

Top 5 PWR Skills Developed by OST Programs
Teamwork
• Provide opportunities to *work on projects in groups* and to *solve problems as teams*   • Activities: Robotics, Sports, STEM
Communication
• Provide opportunities to *give presentations* and to *develop writing skills*   • Activities: Clubs (Theater, Debate, Technology), arts performances, public speaking
Problem Solving
• Provide opportunities to *identify problems that are solvable* and to *strategize*   • Activities: STEM/Robotics, Clubs (i.e. Adventure, Photography, Cooking, Gardening)
Self-confidence
• Provide opportunities to *try new things* and to *excel and perform*   • Activities: Programs that allow choice, STEM/Robotics, student Leadership/Government
Critical Thinking
• Provides opportunities to *share opinions* and to *inquire about topics of interest*   • Activities: Reflection, discussion, argumentative essays

Adapted from the Riley Institute at Furman University (2017).

Engaging Secondary School Students in OST

When 21st CCLC and other OST programs recruit children and youth, they can find it especially challenging to appeal to the middle and high school students whose current choices may help shape their future livelihoods. For secondary school students, attendance in OST programs can help promote:
- Higher school attendance rates and lower dropout rates
- Improved attitudes toward school
- Stronger connections to adults/peers
- Improved overall health and ability to make healthy decisions
- More opportunities to learn about and choose postsecondary options[5]

According to *You for Youth* (*Y4Y*), "studies of programs for older students highlight some successful models, such as in-depth theme programming, career exploration, and actual work experience in the community. … Scaffolding the PWR activities builds motivation for youth to pursue learning about an interest area by starting with basic hands-on practice, and, step by step, working up to such options as visits to workplaces and internships." [6]

Oftentimes, OST programs struggle with recruiting and retaining high school students—those who should really be thinking about their plans for their future. "Engaging youth, finding the right staff and engineering a long-term impact," according to *You for Youth* (*Y4Y*), "are all doable for OST programs that want to help students explore postsecondary pathways. Certainly, 21st CCLCs can play a role in exposing young people to careers, building their employment skills and offering short-term but potentially life-changing ventures into the world of work." [7]

> For a comprehensive introduction to learn how to infuse PWR into your 21st CCLC program, use the You For Youth (Y4Y) Introduction Course.

About this Toolkit
Identifying the Needs of 21st CCLC Programs in Colorado

To gain insight into PWR programming among Colorado 21st CCLCs specifically serving secondary school students, the 21st CCLC state program office hired a graduate intern to oversee an assessment of PWR needs, potential and current PWR activities, and available PWR resources.

The needs assessment involved surveying and interviewing program directors of centers that serve secondary students throughout Colorado. One major need that arose was technical assistance and resources that support creating and expanding PWR activities and programs for both college *and* career pathways. Following are some of the other key takeaways from the research report.

Identified Themes:	Expressed Needs:	Toolkit Recommendations:
• PWR as Exposure	• CTE certifications	• Realistic and authentic
• Parent/Family Engagement	• Dissemination/Advertising	• Balance of workforce and
• Innovative Approaches to PWR	• Soft Skills Resources	college material
• Credit and Certification	• Sustainability tools	• Includes tools and handouts
• Alignment with School Day	• Tools for special populations	• Includes special populations

This toolkit is a product of the needs assessment of Colorado's 21st CCLCs within the research report and includes information pertaining to the identified themes, expressed needs, and recommendations included in the research report.

The full research report can be made available by requesting a copy from CDE's 21st CCLC State Office.

High school students at New America School Lakewood learn culinary arts.

Assessing PWR Activities
For Your 21st CCLC Program

The first step to implementing high-quality PWR programming is conducting a thorough assessment of the needs, opportunities, and resources available in the school community that you serve. This will ensure your program is responsive and aligned with the school day. Aligning the goals and objectives of your 21st CCLC program with the goals of the school you serve is essential for supporting sustainability, quality, and consistency in the students' experience.

When assessing PWR needs of your school community be sure to include school-day staff and administrators to ensure a shared understanding of expectations and common objectives for PWR programming and program outcomes both during the school day and during scheduled OST. This will allow your 21st CCLC program staff to appropriately and effectively assess and plan PWR activities based on what is currently occurring during the school day related to PWR. Aligning your 21st CCLC program with the school day also fulfills important 21st CCLC grant program requirement. More on alignment with the school day can be found later in this toolkit.

In the following pages, there are two different needs assessment worksheets to complete. The first worksheet is a Program Readiness Assessment, which should be completed in collaboration with school-day staff. This will result in having a clearer picture of the current capacity and buy-in of school-day staff to support the implementation or expansion of PWR activities in the OST program.

Program Readiness Assessment

Directions: *21st CCLC staff should use the following questionnaire with school day staff (including teachers and principals) at your 21st CCLC site.*

Question	Comments
Do school staff and administrative leadership see student postsecondary and workforce readiness as a critical outcome for every student?	
Do student enrollments in rigorous courses and dual credit courses reflect the ethnic and income diversity of the school?	
Does your school currently have the resources to help every student develop an informed, thoughtful plan for his/her educational and career goals throughout high school and beyond?	
Do you believe that staff members, other than school counselors, could play a role in helping students plan their future?	
Would staff support an initiative designed to strengthen family engagement in the educational of their student?	
Is your program fully integrated to complete a meaningful High School & Beyond Plan, starting in middle school, with each student over time each year?	
Other site-specific question:	
Other site-specific question:	

Adapted from Career Guide Washington (2016), the Washington State Office of Superintendent of Public Instruction.

PWR Activities Assessment

Directions: 21st CCLC staff should use the checklist to assess the 21st CCLC program components related to PWR that are strong, OK or need work. Involve staff and stakeholders in this process, and ask what they see as goals and challenges. Once you have finished, select the top three in the "needs work" category to focus on, identify action steps and set a timeline for improvement.

Program components	Strong	OK	Needs work
Vision, goals and objectives for PWR are clearly stated.			
Goals/objectives reflect alignment of all stakeholders' expectations.			
Program culture promotes and emphasizes that *all* students can succeed.			
Program includes engaging, grade-level-appropriate preparation activities (6-12; hallmark of high school).			
Academic enrichment activities align with Colorado PWR standards.			
21st century and employability skills are incorporated (e.g., creativity, critical thinking, self-direction, leadership, productivity, accountability, communication, collaboration).			
Real-life learning experiences are offered.			
Program partners with families in their student's education, with opportunities to build their own PWR knowledge.			
Partnerships with community-based organizations, businesses and government provide internships, work-based learning experiences, and other needed supports.			
Partnerships with schools, nearby colleges, universities and technical schools encourage postsecondary preparation, investigation, visitation and entry.			
Program regularly assesses student and family needs around PWR.			
Program has established method for obtaining feedback from students, families and partners.			
Program conducts systematic evaluation of all components, including PWR activities.			
Staff training supports innovative instructional approaches that combine academic and technical learning.			

Top three components that need improvement:

1.

2.

3.

Actions to make improvements, with deadlines for making them happen:

PWR in 21st CCLC: Program Spotlight

Jefferson Junior/Senior High School
Edgewater, CO
Weston Scott, Program Director

At Jefferson Junior/Senior High School (grades 7-12), we prioritize programming with OST enrichments that emphasize career pathways in various fields by carefully analyzing what is already in place during the school day in student's classes and other wraparound services. By building on what is already in place we are able to utilize school day staff to expand what they are already doing into an afterschool setting that all students are able to utilize.

Some examples of PWR activities that are incorporated include leadership clubs, family and consumer sciences clubs, service learning clubs/service learning components of all clubs that require volunteering from participants in the community or other neighborhood schools. We also incorporate auto shop and mechanics clubs, STEM programming clubs such as Destination Imagination/coding/3D printing, arts and design clubs, life skills clubs, resume workshops and more. All of these programs intrinsically promote success for PWR for our students.

I believe our program's success is in large part accredited to the establishment of long-term relationships with staff that understand the goals of 21st CCLC programming and connect to PWR curriculum that is available during the school day. By establishing this connection through curriculum, staff are eager and trained in their specialties and students are able to expand their learning in a different OST style that offers different opportunities.

21st CCLC staff should immerse themselves in as many different school settings as possible to get to know staff and students, create strong relationships with all staff, especially administration/facilities/ support staff. Utilize staff in their fields of expertise and build on what is in place to assist with student recruitment and retention, observe all programs regularly without micromanaging, and build programs with purpose based on research and data based OST programs.

For any 21st CCLC PWR programming I would recommend immersing yourself into as many different departments in the school as possible to learn what tools you have to work with, what kind of staff, and connect with students in as many different ways as possible with your presence. By doing this you can establish what is effective, who is effective, what students want, create a mission and goal of your PWR program. Then you will have a team effort for recruiting and retaining students.

We are fortunate to be a neighborhood school with another one of our sites across the street, which is the elementary school. Many of our students have siblings across the street that attended the elementary before enrolling at Jefferson Junior/Senior. We offer opportunities to our middle school and high school students to volunteer through service-learning projects at Lumberg Elementary.

Planning PWR Activities
For Your 21st CCLC Program

It is important to intentionally plan PWR activities for your 21st CCLC program in order to effectively serve the students who attend the programming and work toward the best outcomes for your students.

This section contains a list of tips to consider when planning PWR activities as well as helpful links to other PWR planning resources. In the following pages, there are two different questionnaires to be completed by students and their families. The student and family questionnaires will help gauge interest and need for specific PWR topics to include in your 21st CCLC program. Following the questionnaires, there is a planning tool to be used by 21st CCLC program staff so they can collaboratively develop ideas for implementing new PWR activities or expanding successful PWR activities.

There is also information on planning PWR activities to align with the school day, which is a requirement of the 21st CCLC grant, as well as planning activities to align with Colorado initiatives. Then, there are resources and tools for 21st CCLC programs to ensure that PWR activities are inclusive of all students and age appropriate for the three stages of PWR: awareness, exploration, and preparation.

Tips for Planning PWR Activities

To effectively plan high-quality PWR activities in your OST program, 21st CCLC program staff should consider key strategies for working specifically with older youth. While more information on engaging secondary students in 21st CCLC and PWR activities is provided at the beginning of this toolkit, following are successful strategies for planning PWR activities that will entice and engage middle school and high school students.

Strategies of successful programs include:

- **Scaffolding.** Build into your program age-appropriate PWR activities from awareness, to exploration, to preparation (see "Planning Age-Appropriate PWR Activities" below for more information).
- **Leadership.** Provide a variety of leadership opportunities for all youth so they have a voice and a sense of belonging and ownership.
- **Development.** Support the specific developmental needs and interests of older youth (e.g., programming that helps youth achieve concrete goals, choices in activities).
- **Flexibility.** Allow flexibility for older youth who may have other responsibilities, including work and family obligations.
- **Adult Relationships.** Employ staff who can form strong relationships with youth participants and who demonstrate that they care about them.
- **Peer Relationships.** Provide ample opportunities for intentional and meaningful interaction among peers[8].

There are other proven strategies to effectively plan to incorporate PWR activities in your program. Following are several overarching recommendations for program staff to consider.

- **Listen to youth.** Talk to youth about their interests and career goals. Expose youth to different kinds of careers and workplace environments (e.g., corporate, nonprofit sales, service, manufacturing). Talk to them about the diverse skills they will need to gain and sustain employment. Be explicit about how your program can build on students' interests and help them develop skills in these areas.
- **Listen to employers.** Talk to employers and recruiters in your community and find out what kinds of skills they expect employees to have. Share your program strategies and results with them. Set up internships and job-shadowing programs.
- **Be explicit.** Define the skills your program aims to develop, and specifically name and intentionally target competencies and employability skills that are important for the workplace.
- **Be comprehensive.** Consider all of the different ways your program can support employability skills and essential skills.
    - o Employability skills can be acquired through explicit programming designed to prepare youth for the workforce (e.g., internships, resume workshops).
    - o Essential skills can be learned in general PWR activities (e.g., practices that support leadership development, critical thinking, self- and social awareness, communication).
- **Be open and creative.** Tomorrow's workplace is going to be different in both roles and culture than our own, so be sure to stay up-to-date with workforce trends, and innovate with youth and families in your program on ways that your program can create tomorrow's job leaders[9].

OTHER PWR PLANNING RESOURCES

CCR and Success Organizer – A planning tool that covers four strands: goals and expectations, outcomes and measures, pathways and support, and resources and structures

Engaging Youth in PWR Webinar – This webinar will help you plan PWR activities by engaging youth in the planning process

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PWR Activities Planning Questionnaire (For students)

Directions: *Ask students and families to complete this questionnaire. Explain that it will help your 21st CCLC program understand needs and interests when it comes to postsecondary and workforce readiness. Be sure to translate this into families' native languages, if applicable.*

Student Name: _____   School Grade or Class: _____

My Career Interests

What are your favorite academic subjects, interests or hobbies you think might be an interesting career?

_____

When you picture yourself five years after high school, what are you doing for a job?

_____

If you could tell your parents/family one thing about your career and college search, it would be this:

_____

Getting Support

Check the boxes below to indicate areas where you would like more help:

- ☐ Understanding about colleges that are right for me
- ☐ Learning about hot career choices
- ☐ Discussing how my interests and hobbies could become a career
- ☐ Getting work experience through volunteering and internships
- ☐ Talking to college students and/or people in fields I am interested in
- ☐ Understanding the college admissions and financial aid process
- ☐ Other: _____

What excites you most about life after high school?

_____

What scares you most about life after high school?

_____

Other College and Career Ideas

When it comes to your future, what other ideas, opinions, dreams, and fears do you have?

_____

_____

PWR Activities Planning Questionnaire (For families)

Directions: Ask students and families to complete this questionnaire. Explain that it will help your 21st CCLC program understand needs and interests when it comes to postsecondary and workforce readiness. Be sure to translate this into families' native languages, if applicable.

About My Child

What, if any, career-related interests has your child explored?

_____

What do you want for your child after he or she graduates from high school (go to college, go to a certificate program, get a job to gain experience, other)?

_____

How can the program better prepare your child to explore career and college interests? Be as specific as possible.

_____

_____

How I Can Get Involved

There are many ways for parents to get involved with the program's college and career readiness initiatives, whatever your life experience. Check the boxes below to indicate ways you want to get involved.

☐ Tutoring students in academic subjects
☐ Mentoring students on college and career choices
☐ Talking to our program about your career field or the college you attended
☐ Being a chaperone and/or coordinating field trips to local businesses and colleges
☐ Attending a parent night around college and career readiness
☐ Joining a committee to help plan events
☐ Other: _____

What skills or special knowledge (career or life advice, connection with a local community college, etc.) of yours would you be willing to offer to the program and/or share with program youth?

_____

_____

Information and Resources

The program would like to provide parents with the information and resources you need to make informed choices about your child's future. Check the boxes below to indicate which types of resources will be helpful to you.

☐ Information on applying for financial aid
☐ The college application process
☐ Opportunities to visit local colleges
☐ Exploring in-demand career options
☐ Information about local resources
☐ Other: _____

PWR Activities Planning Tool (For 21st CCLC staff)

Directions: 21st CCLC program staff should complete this planning tool together. The topics included in this planning tool could form the basis for a series of lessons, activities or projects throughout the year. Choose a few topic areas to help prioritize planning and to develop next steps for implementation.

Description of PWR Topics	Ideas for Implementation/Expansion	Who is responsible?	Resources Needed
Academic planning/study skills: Students need help creating an academic plan or developing skills such as listening, note taking, reading and vocabulary building.			
Leadership/teamwork social skills: Students need to know how to be better leaders and team members, as these are essential to the learning experience and success in the future.			
College basics: Students should become more familiar with and ready for college by learning about college culture and the college admissions process.			
College test preparation: Many colleges and universities require students to take a test for admissions.			
College affordability: Students should develop financial literacy skills (e.g., budgeting) and learn about financial aid and scholarship resources.			
Career research: Programs can provide strategies, time and resources to help students navigate the career search.			

(continued on next page)

Description of PWR Topics	Ideas for Implementation/Expansion	Who is responsible?	Resources Needed
Work or volunteer experience: Programs can help students get work experience and skills as they engage in job shadowing, apprenticeships, and internships or serve a community need together.			
Job application process: Help students learn the basics of the job application process, such as filling out an application, writing a resume and interviewing. These skills can prepare students to find jobs in the future.			
Workplace skills: Help students develop positive attitudes toward work and understand the expectations and behaviors of the workplace to prepare them for success in their careers.			
Technical skills: Help students build technical skills related to obtaining certifications or credentials, taking concurrent enrollment classes, participating in internships, residencies, apprenticeships, etc.			

Next steps for implementation:

1.

2.

3.

Planning PWR Activities to Align with the School Day

Aligning activities in your out-of-school time program with the school day is a requirement for the 21st CCLC grant. 21st century community learning centers funded through this grant need to reinforce and complement the regular academic programs of the school(s) attended by the students served.

Programs are expected to align with and augment the learning that happens for students during the traditional school day. Programs can support the learning goals of specific students or reinforce the educational priorities within a building. This happens most effectively through intentional coordination between the 21st CCLC program and day school staff. Be intentional about the sharing of expertise, continuity of expectations, coordinated emphasis on academic outcomes, and the facilitation of joint use of the school facility. These considerations for alignment will bring additional value to your program for your students and families served. Oftentimes, alignment with the school day will also create more buy-in from school administrators and teachers, which you can use to bolster the visibility and significance of your program in the school community.

Below are suggestions for connecting with those involved in the traditional school day at your center, as well as some examples of how to best engage with these stakeholders for better alignment with the school day.

- **Connect with Teachers.** Talk with the teachers in your school to see what units they are currently covering with students to deepen learning and comprehention. Ask to attend joint teacher planning periods, meet with teachers over lunch, before or after school. Once you know what teachers are currently teaching, connect activites to current topics students are learning, even ask teachers to come and help with the activity to ensure consistant messaging of learning outcomes. This also helps provide significance and provide another oportunity for teachers to connect with students and be visable outside of normal school hours. By doing this, it helps with program by in by showing teachers and school staff are invested in your program too. You are also showing interest in connecting to what students are learning and support teachers in what they are teaching and demonstarting to students in class. You could even ask teachers what is something that would help support and enhance student's learning in their classrooms, something that would help but may require more time that the teacher may not have.
  - ○ **Activity Example.** If students are learning about the environment and climate impacts, they might have one experiment or lab related to this. Asking the teacher to come teach an additional lab/experiments in your program could allow students to dive deeper into the subject currently being taught and allow them to explore and see more of the impacts. You then have an expirement that might take multiple days or sessions that help with the repitition of learning.
- **Connect with Principals.** Talk with principals and other school administration to find out about school and district goals. This not only shows school administration that you're interested but also invested in the goals of the school too. Connecting with prinicpals and other school administartion on what the school and district are trying to accomplish support the significance on both sides. Your showing school administration that you're wanting to invest in their goals helps in return with them investing in your program. If the school has an overall goal for all students, think of activities that could explore and enhance learning toward this goal.
  - ○ **Activity Example.** If the school has a overall goal to have everyone explore a career path of interest and students are required to do a project to show and explain their research. Your program could help with research and completing the project. But take it one step further and take students into the field to expirence the career path they are thinking about to see first hand and perhaps get hands on expierence. This could be looking at a job in the field they are thinking about pursuing and then taking a field trip to see the job in action. Or multiple field trips that could evolve into an intership/apprenticship. This not only allows students to fulfill the school's goal of having students explore career paths but provides students with more in-depth research and first-hand expirence.

- **Connect with school counselors**. School counselors are a great resource for college and career exploration. Meet with your school counselor(s) and see if they have any suggestion or ideas. They could come to your program to present how they can help students, or they could come and work more indepth with students in your program to explore what they want to do after they complete their secondary education.
  - o **Activity Example**. Have your school counselor(s) come and present at your program. Have them present to students how they can help them reach their goals for what they would like to do postsecondary. Then have students divide into postsecondary education and career-driven groups. Once students are in their groups, have them discuss together what they would like to do, have them come up with questions they have as a group and what the first step is to complete their goal. They can present to the group with the counselor and then the counselor can help answer questions and provide guidance on first steps. Students can then specifically research what they are interested in doing once they complete their secondary education. Have them put together a presentation to present to their peers. Once all students have shared, have them reflect. You could also have them think about how each group can support one another (how can a student going into postsecondary education help someone wanting to start in the workforce, and vise versa). If you did this every year, you could then ask alumni students to come back once they have completed their secondary education, and talk about their first-hand expirence in what they choose and what they've learned and how their expirence may have altered their goals. Having alumni talk about the program and their expirence helps with program buy-in from students and families, it also provides oportunites for further leadership development for students.
- **Connect with the community**. Reach out to community members and partners, educate them about your program and see if they have anything to offer that might connect with PWR. This not only gives more visibility to your program but gets the community involved, contributing to a higher investment in your program. This also helps students realize the bigger picture and how to apply what they are learning to the "real world".
  - o **Activity Example**. If you have a community partner that might be in an industry with possible career paths for students, reach out to the community partner and see if they would be willing to host a few students for an intership. Students could go to the internship once or twice a week for a short time period, between four to eight weeks. Once the students have completed the intership, have them work with the community partner to present what they learned to the entire program. This not only explores a possible career path but allows the students to gain more leadership and presentation tools.
- **Connect with parents/families.** Survey parents and families to see what they would like to see happen in your program around PWR. Include a question that gives the families an opportunity to share what they do as a career and if they would be willing to presnt to your program or perhaps provide additional resources in postsecondary exploration. This allows for family involvment and engagement, as well as building more connections and resources for your program.
  - o **Activity Example.** Once you have surveyed families and compiled the data, have families that are willing to present come to your program and share their own personal expirence of postsecondary with students. If students want to explore further on what is presented, see if there are opportunites for studetns to get hands on expirence by doing a field trip, indepth project and/or internship. This not only helps explore postsecondary options but also builds relationships with trusted adults.

WANT TO LEARN MORE?

Check out the Colorado 21st CCLC website for more information and resources for aligning your 21st CCLC program with the school day.

Survey of Student Needs

Part I: Survey of Student Needs

Directions: *Use this survey to ask school-day teachers about the PWR-related subjects and PWR topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills. Then ask them to assign a priority level—low, medium, or high—to these skills. Teacher suggestions should be based on assessments, observation, student preferences and parent feedback. After collecting the forms, compile the information in* **Part II: Summary of Student Needs***.*

School-Day Teacher Name: _____

Grade Level(s): _____

PWR-Related Subject/Topic Area	Specific Skills	Priority Level
		____ High ____ Medium ____ Low
		____ High ____ Medium ____ Low
		____ High ____ Medium ____ Low
		____ High ____ Medium ____ Low
		____ High ____ Medium ____ Low
		____ High ____ Medium ____ Low
		____ High ____ Medium ____ Low

Survey of Student Needs (Continued)

Part II: Summary of Student Needs

Directions: *Make copies of **Part I: Survey of Student Needs** tool and compile all the needs identified. To aid in the decision-making process, you can sort the information by grade level, subject/topic area or priority level. An example appears below. Use the blank form on the following page for your program.*

Sample: Lincoln High School – School-Day Teacher Programming Needs

School-Day Teacher Name and Grade Level	PWR-Related Subject/Topic Area	Specific Skills	Priority Level
Ms. Davisson, Grade 9	Interacting with students with special needs	Communicating respectfully	_X_ High ____ Medium ____ Low

School-Day Teacher Name and Grade Level	PWR-Related Subject/Topic Area	Specific Skills	Priority Level
			____ High ____ Medium ____ Low
			____ High ____ Medium ____ Low
			____ High ____ Medium ____ Low
			____ High ____ Medium ____ Low
			____ High ____ Medium ____ Low
			____ High ____ Medium ____ Low

Planning PWR Activities to Align with Colorado

Colorado has many initiatives and resources for postsecondary and workforce readiness. Ensuring students are prepared and have the skills to enter the workforce is an essential strategy to meeting economic and business needs in Colorado. At the secondary level, the goal is for all students to understand and articulate their individual skill set, how they relate to potential careers and jobs, and graduate with in-demand skills from high school[10].

The information below is a broad overview of these initiatives and resources, and 21st CCLC programs are encouraged to dive deeper into the topics below, meet to plan with their site's leaders and administrators to come up with PWR activities, and incorporate activities approriate for their OST space. 21st CCLC programs can support students' PWR journies by focusing on preparing students for careers through work-based learning, equipping students to learn essential skills, and helping students navigate their Individual Career and Academic Plan (ICAP) and Colorado's Graduation Guidelines.

Essential Skills

Essential Skills are sometimes referred to as 21st Century Essential Skills, and are certainly appropriate to teach students in 21st CCLC programs. Several years ago, the development of Colorado's Essential Skills Framework was influenced by the 2015 Colorado Talent Pipeline Report publication by the Colorado Workforce Development Council.

The Essential Skills align with the Colorado Academic Standards taught to all students. The Essential Skills all students should learn are further grouped into four categories: Entrepreneurial, Personal, Civic/Interpersonal, and Professional[11]. Across Colorado, 21st CCLC staff should work closely with the schools they are serving to ensure the efforts to teach students Essential Skills throughout the school day are aligned with the efforts of the 21st CCLC program to reinforce the Essential Skills through engaging and enriching activities.

21ST CENTURY ESSENTIAL SKILLS

- creativity and innovation
- critical-thinking and problem-solving
- communication and collaboration
- social and cultural awareness
- civic engagement
- initiative and self-direction
- flexibility
- productivity and accountability
- character and leadership
- the ability to use the information and communications technologies to find, evaluate, create, and communicate information.

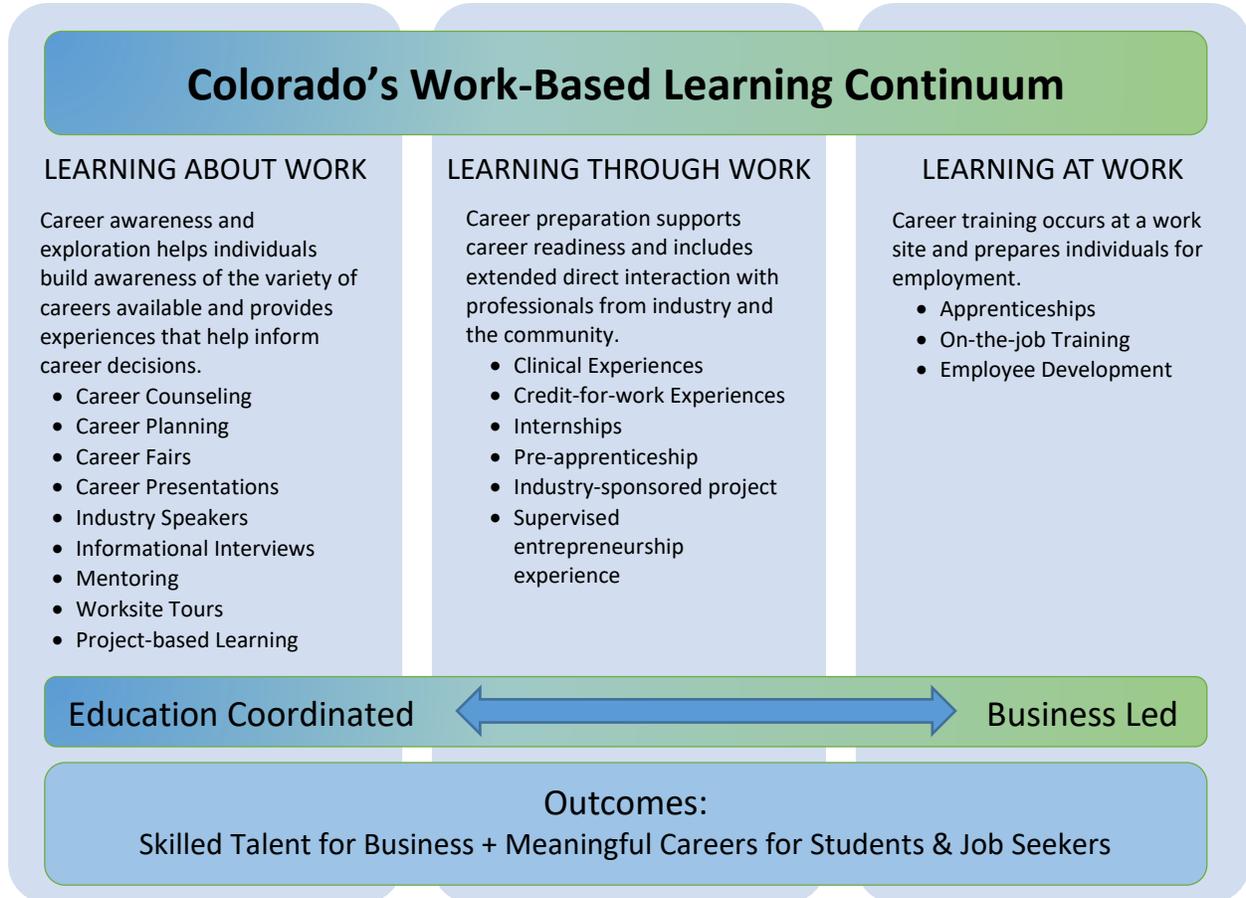### Individual Career and Academic Plan (ICAP)

The multi-year ICAP process is required for all students in Colorado. The ICAP intentionally gives students, with the support of adults, ownership of their postsecondary pathways, through the exploration of their unique talents and aspirations, their participation in career and postsecondary options, and their creation of paths to financial success after high school[12]. While 21st CCLC programs are not involved in the creation of students' ICAPs, 21st CCLC staff are encouraged to work with students individually to see how the students' ICAPs can be supported and fulfilled in part through their participation in your 21st CCLC program.

Graduation Guidelines

Colorado's Graduation Guidelines provide a roadmap to help students and their families plan for success after high school. The Guidelines outline a series of competencies that give students options to show what they know and can do before they graduate high school. It is important to note that the Graduation Guidelines begin with the implementation of: Individual Career and Academic Plans (ICAP), Colorado Academic Standards for all content areas, and 21st Century Essential Skills. Local school boards and districts select from the menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school[13]. 21st CCLC staff can familiarize themselves with their school or district's chosen option(s) and work with school/district leadership and staff to see how the 21st CCLC program can best support students and their fulfillment of the chosen Graduation Guideline(s).

Career-Focused Activities Through Work-Based Learning

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learning with hands-on, real-world experience. 21st CCLC programs can support PWR in fun and engaging ways. By taking a hands-on learning approach and aligning it with PWR standards and employability skill-building, 21st CCLC staff can ensure students are better prepared for life after high school.

Colorado's Work-Based Learning Continuum

LEARNING ABOUT WORK

Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.

- Career Counseling
- Career Planning
- Career Fairs
- Career Presentations
- Industry Speakers
- Informational Interviews
- Mentoring
- Worksite Tours
- Project-based Learning

LEARNING THROUGH WORK

Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.

- Clinical Experiences
- Credit-for-work Experiences
- Internships
- Pre-apprenticeship
- Industry-sponsored project
- Supervised entrepreneurship experience

LEARNING AT WORK

Career training occurs at a work site and prepares individuals for employment.

- Apprenticeships
- On-the-job Training
- Employee Development

Education Coordinated ⟵⟶ **Business Led**

Outcomes:
Skilled Talent for Business + Meaningful Careers for Students & Job Seekers

Adapted from the Colorado Department of Labor and Employment and Colorado Workforce Development Council, 2019.

OTHER COLORADO PWR RESOURCES

MyColoradoJourney – This groundbreaking new website combines two former websites, "College in Colorado" and "Careers in Colorado", into one user-friendly statewide platform. There are so many resources for finding out about career pathways, major industries, apprenticeships, money management, financial aid planning, and more.

PWR Symposiums – These are regional conversations that discuss implementing PWR initiatives locally. Learn how you can engage in strategic conversations about capstones, work-based learning, industry certifications, and ICAP at an upcoming symposium. There are also resources and best practices from the most recent Symposiums you can access.

Career Development Incentive Program – Provides financial incentives up to $1,000 per completed credential for school districts and charter schools that encourage students in grades 9-12 to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs, or qualified AP courses.

Inclusive PWR Activities

With intention and dedication from program staff and leadership, 21st CCLC programs can promote an inclusive environment with rich, engaging, activities for all students. Being responsive to the unique differences of your individual students will help set your PWR programming up for success. Planning PWR activities that are fully inclusive will ensure that all students can be successfully engaged in your 21st CCLC programming, including for:

- Students with differing abilities
- Students with Individualized Education Plans (IEPs)
- English learners
- Students from different cultures

By growing and learning together, students with varied abilities, interests, and backgrounds experience diversity as a community norm. 21st CCLC programs can help establish and promote relationships with peers in diverse groups, which is an important step toward the inclusion of all students. Creating inclusive activities for your 21st CCLC allows for the accommodation of students' various needs, interests, and knowledge and skills base, in order to ensure they can wholly participate in meaningful experiences that promote positive youth development. This consideration also includes activities that promote all students' readiness to pursue their passions and chosen pathway after they graduate.

First, create an inclusive program culture by making it clear to students, families, and school and program staff that all students are welcome to participate and all students will grow and learn alongside each other with the help of 21st CCLC staff. Second, provide any necessary accommodations as needed so that students do not feel excluded or unwelcome, and work with students, families, and the school to learn of any needed acommodations the 21st CCLC program. It is important to note that 21st CCLC funds can and should be used to provide any additional resources and acommodations, including additional staffing and transportation, so that students who wish to participate in 21st CCLC programs do not experience barriers to participating. Finally, create and offer activities that make it easy for all students—regardless of ability or identity— to participate in fun, meaningful experiences. The activities chosen should ultimately depend on the students served at your 21st CCLC site(s).

In order to implement inclusive activities in your 21st CCLC, staff must get to know students and their indvididual needs and interests. Connecting with teachers and school staff to fully understand the learning styles and needs of students and helpful strategies for teaching will help to incorporate and include each student in your program. It may be helpful to sit down with the teacher and the student's parents to see what helps their student learning in and out of the classroom. Some 21st CCLC programs have had success working directly with school staff to receive student's IEP Snapshots or even attending IEP meetings with students and their families to learn how to best support these students in an OST setting. It is also important to offer programming to students learning English and/or students from different cultures in 21st CCLC programs. 21st CCLC grant funds can be used to add staff or allow for staff to participate in professional development to increase their capacity to effectively engage with all students who are part of the programs.

MORE RESOURCES

TIES Center's 10 reasons to Support Inclusive School Communities for ALL Students is an introductory resource with articles and example on how to make activities inclusive for all learners in your program.

Use the Transition Planning Guide for guidance questions, activities, and resources by grade level to help students with disabilities transition from middle school to high school and to postsecondary options.

In Y4Y's course, Including Students With Disabilities, you'll brush up on legislation and discover program design options to implement accommodations and modifications to support everyone in your program.

Inclusive PWR Activities Planning Tool

Directions: *Use the following tool to help you ensure your 21st CCLC program's PWR activities are inclusive of all youth, including those of different cultures and those with special needs. Pick a few strategies to focus on, and decide how you will personalize them to meet the needs of your program.*

Strategy	Personalization
Conduct regular needs assessments of students and families in your community to identify appropriate PWR activities.	
Provide staff professional development on the variety of postsecondary options available to youth, and that there is no 'one size fits all' approach when it comes to college and careers.	
Make sure you know which students in your programs have classifications such as English as a Second Language, Migrant, Special Needs, etc., and that you learn about PWR opportunities for these special populations.	
Set aside a space in your program for families and youth to learn about PWR-related resources.	
Learn about the cultures of program families and youth, specifically how they relate to expectations around postsecondary education and careers.	
Don't reinvent the wheel – develop relationships with guidance counselors and others who are knowledgeable in this area. Try to utilize or adapt existing resources when possible.	
Make a special effort to learn about college and career options for students with mental and physical disabilities, and train staff to understand that every young person can succeed.	
Be prepared to help serve youth with criminal records. Know these student's rights, and partners they can be connected with.	
If possible, conduct parent workshops in multiple languages, and find PWR resources in popular languages spoken by students' families.	
When conducting student recruitment for the program, consider how you will conduct outreach to all populations of students in the target school or community.	

Inclusive PWR Activities Questionnaire

Directions: *Complete the following questionnaire with 21st CCLC program staff to help you ensure your program's PWR activities are inclusive of all youth and equitable to all students you serve.*

Equity Focus Questionnaire
Participation
What is the racial, ethnic, socioeconomic, learner ability, and linguistic makeup of our school community?
Do we have representation in our 21st CCLC program that is proportional to our school population?
Do we have disproportionate numbers of students from particular groups accessing specific activities/clubs? If so, what are the reasons for this and how might we remedy this?
Access and Achievement
Consider which students are enrolling in, completing, and achieving at or above grade level in the opportunities accessed. If not, how will we remedy this?
Strategies for Success
What strategies are we using to ensure that students are successfully participating in the opportunities we offer?
Are these strategies the most effective way to recruit and retain students from the various racial, ethnic, socioeconomic, learner ability, and linguistic groups in our school community?

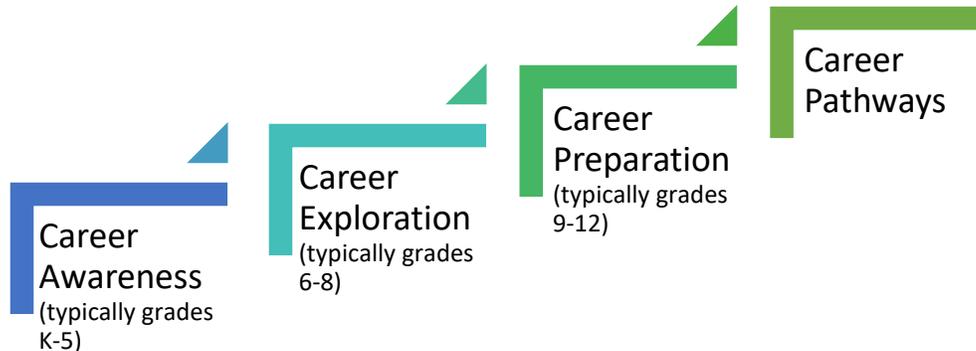Adapted from the Minnesota Department of Education "College and Career Readiness Resource Guide".

Age-Appropriate PWR Activities and the PWR Stages

Students of all ages have different developmental needs, interests, and skills. It's important to consider these differences in planning for PWR. When planning age-appropriate activities, pay attention to the three different type of PWR activities below.

Career awareness/orientation is the first stage of the process and should begin in the early elementary years. This stage really never ends, but should begin early in children's lives so they can develop self-awareness and feelings of self-worth/confidence. This will assist them in: (1) developing a work personality that helps them perceive themselves as workers; (2) becoming more aware of different jobs; (3) developing work values, attitudes and other attributes appropriate to their unique abilities and needs.

Career exploration is the second stage of career development. This stage should be emphasized particularly during the junior high years; although it, too, never really ends. During this stage teams should be given a chance to examine firsthand the number of occupational groupings such as agricultural work, office work, public service jobs, business and industrial positions. They should be allowed to obtain various hands-on experiences, and be given the opportunity to examine their own particular set of abilities and needs.

Career preparation represents a third stage of career development. This stage occurs usually during the senior high school years and finds the student beginning to develop and clarify personal, social and occupational knowledge and skills. Specific interests, aptitudes and competencies of the student should be more clearly delineated in this stage relative to the lifestyle the student desires. Experiential activities should be planned on this basis so a variety of experiences can be provided[14].

Career Awareness (typically grades K-5)

Career Exploration (typically grades 6-8)

Career Preparation (typically grades 9-12)

Career Pathways

Here are some examples of objectives and outcomes for the above types of activities:

- **Awareness**
  - *Objective:* expose students to various postsecondary educational and career options
  - *Outcomes:* Students should understand there are different kinds of jobs and different ways to pursue postsecondary education. Students should develop their interests and skills.
- **Exploration**
  - *Objectives:* allow students to discover their interests and strengths, and identify the educational steps they need to take to reach their career goals
  - *Outcomes:* Students should know what classes to take in middle and high school to prepare them for higher education. Students should develop good study skills or work habits.
- **Preparation**
  - *Objectives:* connect students and their families to the resources they need to create and achieve a concrete plan for the postsecondary pathway of their choice. Preparation activities should align with goals of the academic and technical training students receive to graduate and succeed after high school.
  - *Outcomes:* Students should know how to apply to college as well as how to apply for a job.

> Use this ready-made "Planning Age-Appropriate PWR Activities" training for your 21st CCLC staff!

Age-Appropriate PWR Activities Planning Tool

Directions: *Use the following chart as a planning tool for activities related to PWR that may already be a part of your 21st CCLC program or that you may want to begin to implement. The first two lines are given as examples, but you may revise them to fit your needs.*

Topic	What my Program is Doing Now	Ideas for infusing PWR
Service Learning	Designing and implementing a service learning unit for student	Have youth develop a project and plan and budget for a fundraising event
STEM	Incorporating STEM activities that fit your overall time, schedule, and staff	Citizen science projects to team STEM concepts

Next steps for designing age-appropriate PWR activities into my 21st CCLC program:

1.

2.

3.

Implementing PWR Activities In Your 21st CCLC Program

As discussed earlier in this toolkit, assessing student and community needs and planning for success are essential in building a foundation for your PWR programming. How you implement those plans will ultimately be the most important factor influencing the long-term success of your program.

In this section, there are tools and tips for successfully implementing PWR programming within each of the three stages of PWR: awareness, exploration, and preparation. Each PWR stage has its own section, complete with activity examples and some lesson plans. Each resource gives you the opportunity to customize the activities and examples for your 21st CCLC program. For instance, there are career exploration lesson plans to help students discover their interests and strengths, and identify the educational steps needed to reach their career goals.

In addition to implementing PWR activities for students who attend your 21st CCLC program, it's also important to involve families and partners in PWR programming for your center(s). There are several worksheets in this section to help you engage with families and partners and involve them in your program's PWR initiatives.

Tips for Implementing PWR Activities

Whether your 21st CCLC program serves middle school or high school students, you can help them connect school-day learning, college and careers. Consider these tips as starting points:

- **Create a learning environment that feels like a workplace.** Use project-based learning or other hands-on instruction. Have students work in teams. This teaches them to build effective relationships and apply academic knowledge from school.
- **Give students a voice in the program.** Encourage them to devise and carry out activities and projects. This will help them learn to manage time and resources, communicate effectively and use systems thinking to achieve goals.
- **Bring in the experts.** Even the best 21st CCLC staff won't have deep knowledge in every career field, so look to families and community members to enrich your program. Invite the fire chief or an arson investigator to probe the science of extinguishing and investigating fires. Ask an architect or a contractor to show how buildings are designed. Have a doctor or nurse explain how medical tests help determine what makes people sick[15].
- **Plan for student growth.** Set up your program so young people can learn at different levels. Activities can build from simple exploration (touring a workplace) to afterschool projects, then to intensive weekend or summer sessions. For students who master the basics and need more challenge, arrange internships in career fields of interest[16].

PWR in 21st CCLC: Program Spotlight

The PEAK Learning Center (Adams 12)
Thornton, CO
Stephanie Hansen, Program Director

PEAK partners with our Teacher Cadet program at a local high school. Students engage in coursework related to the critical issues affecting the quality of education in America's schools. The goal is to attract talented young people to the teaching profession. Students are required to volunteer in PEAK for a minimum of 10 hours. Our Cadets are a valuable resource to us afterschool. They provide homework support, listen to students read, and provide one-on-one attention to some of the most vulnerable students in the system. We have even been able to hire four former teacher cadets as aides!

We select a PEAK Teacher Cadet of the year, promote on social media, and encourage students to reference this experience on resumes etc. Students have context for class discussions and the host (classroom) teacher has commented about how relevant this opportunity is for her high schoolers.

The mandatory course requirement has helped grow this program significantly. In year one, students were encouraged to volunteer and four students volunteered for 34 total hours. After making it mandatory, 31 students volunteered for 543 hours! This year, the Teacher Cadets spent nearly 600 hours in PEAK by winter break. Students feel so valued and connected to our mission that most exceed their required 10 hours significantly.

Activities for Each PWR Stage

Awareness

Awareness activities introduce students to various postsecondary pathways through hands-on activities and simulations. Choose activities that fit your students, resources, time and staff. Recognize that you can use multiple activities at once, or use different activities at different times.

Awareness Activities		
College Zone	Your program can "adopt" a college for the year. Decorate your program space or display college banners, posters, mascots and objects when possible. Once a week or month, have students learn a new theme or topic related to the college. Ideas include famous alumni, sports teams, academic areas, extracurricular activities, student life, special events, songs/chants, campus map.	Change It Up: Each grade or program group can adopt a different college. Each week or month could feature a different college.
College Visit	Go on a field trip to a local college or university. Arrange for meetings with college professors or college students who will talk with your students. Include fun activities such as "a day in the life" of a college student, a scavenger hunt or a behind-the-scenes tour to interesting places on campus.	Change It Up: Go on a virtual field trip and follow up with a virtual Q&A session with a college student or professor through Skype, Google Hangout or Facetime.
College Collage	Have students look through various college brochures to explore schools and learn about their features and resources. As they select and cut out pictures for their collage, they can make choices about what they would like in their future college.	Change It Up: Students can create multimedia presentations and/or videos for their "collage".
Career Bingo	Create bingo sheets that represent career fields or clusters (e.g., Agriculture, Health, Education, Science, Math, Business). Each card should have various jobs in that field/cluster written or illustrated in the squares. Distribute beans/coins/markers for students to place on the card when certain careers are called out. The first student to complete a row wins!	Change It Up: Each student can create their own bingo sheets. Have the winner define the jobs in the winning row.
Career Day	Invite guest speakers or a panel of people representing a variety of careers or one specific career field to visit your program. Have students prepare questions in advance to ask after presentation(s).	Change It Up: Arrange for Career Day to happen on-site at a local business or nonprofit organization so students may also tour the work facilities.
Career Roadmap	Students will create a life map of career goals and dreams. Students can write or draw different points in their future journey. Consider using a career pathways resource to help students be more aware of the steps related to each career field.	Change It Up: Students interview a staff member, volunteer, family member or community member, then map the person's career path.

Awareness Activities		
Career Clusters Showcase	Students will complete the Career Clusters Interest Survey. Students can pick one of their top three clusters, research that career cluster, create their professional persona, and act out/present their career of choice to their peers. Students can research career clusters using the College in Colorado career explorer.	Change It Up: Invite parents and other community members who have jobs in different clusters to help present.
Career Fair	Have individual students or groups research different careers and prepare informational/poster displays. Invite families, local businesses and community members to the event.	Change It Up: Invite different representatives from businesses and nonprofit organizations to set up booths and answer questions.

List the awareness activities you will incorporate into your program:

1. _____

2. _____

3. _____

Next steps for implementation:

1. _____

2. _____

3. _____

ADDITIONAL AWARENESS RESOURCES

Step by Step: College Awareness and Planning Curriculum – This curriculum planning tool was written for middle school and can easily be tailored for higher grade levels as well. The curriculum packet contains lesson plans to engage students in college awareness activities.

High School Career Conversations – This tool can be used to start conversations about career and college awareness with students, parents, and community members. The questions are organized around mindsets and behaviors associated with making students aware and preparing them for postsecondary pathways of their choice.

PWR Goal Setting: Living, Earning, and Learning Goals Worksheet

Directions: *Students, discuss and answer the following questions to help define your goals for living, earning, and learning.*

Setting goals can be challenging and overwhelming, particularly when it comes to planning your future. Goals should be important to you, within your power, reasonable to achieve, and clearly defined. Completing this worksheet will help guide you through considering goals you want to set for yourself with respect to living, earning, and learning after you graduate.

Part I: Setting Living Goals

1. Where would you like to live?
   - ☐ Colorado
   - ☐ Different State within the United States
   - ☐ Outside of the United States
   - ☐ No Preference

2. What size of community would you prefer to live in?
   - ☐ Less than 1,000 population (examples: Dillon, CO; Ouray, CO; Silverton, CO)
   - ☐ Less than 5,000 population (examples: Manitou Springs, CO; Leadville, CO; Lyons, CO)
   - ☐ 5,000 to 25,000 population (examples: Alamosa, CO; Canon City, CO; Golden, CO)
   - ☐ 25,000 to 100,000 population (examples: Englewood, CO; Grand Junction, CO; Greeley, CO)
   - ☐ 100,000 to 500,000 population (examples: Colorado Springs, CO; Fort Collins, CO; Pueblo, CO)
   - ☐ 500,000 to 1,000,000 population (examples: Austin, TX; Baltimore, MD; Denver, CO)
   - ☐ Greater than 1,000,000 population (examples: Chicago, IL; New York, NY; Phoenix, AZ)
   - ☐ No Preference

3. Different careers require different working schedules. Considering your preferences for daily routine and time available for family and leisure activities, what schedules would you be willing to work if it is part of your career choice?
   - ☐ Days
   - ☐ Nights
   - ☐ Weekends
   - ☐ Holidays
   - ☐ Combination of Schedules
   - ☐ No Preference

4. Different careers require different working environments. What working environment do you prefer?
   - ☐ Indoors (controlled environment)
   - ☐ Outdoors (variable environment)
   - ☐ Combination of Indoors and Outdoors
   - ☐ No Preference

5. I am most interested in:
   - ☐ Being an Employee (working for someone else)
   - ☐ Being an Entrepreneur (owning your own Business)
   - ☐ No Preference

Part II: Setting Earning Goals

1. Which Career Cluster(s) are you considering as a future career possibility?
   - ☐ Agriculture, Food, & Natural Resources
   - ☐ Hospitality & Tourism

- ☐ Architecture & Construction Arts,
- ☐ A/V Technology, & Communication
- ☐ Business, Management, & Administration
- ☐ Education & Training
- ☐ Finance
- ☐ Government & Public Administration
- ☐ Health Science
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, & Security
- ☐ Manufacturing Marketing, Sales, & Service
- ☐ Science, Technology, Engineering, & Mathematics
- ☐ Transportation, Distribution, & Logistics

2. Do the knowledge and skills required for your career cluster goals seem to match with what you like to do on a daily basis?
   - ☐ Yes
   - ☐ No

3. How important is it to you to have a career that provides a high income earning potential?
   - ☐ Extremely Important
   - ☐ Very Important
   - ☐ Somewhat Important
   - ☐ Not Important

4. Check the activities that you have completed to help you match your earning goals with your learning goals:
   - ☐ Explored the income earning potential of career cluster/pathway of interest to me
   - ☐ Explored the levels of education and training required for success in the career cluster/pathway of interest to me
   - ☐ Studied the relationship between my future income earning potential and desired standard of living
   - ☐ Researched financial resources to help pay for education or training required

5. Identify two people who you can talk to and who can support you in reaching your postsecondary/career goals:

   Name:_____   Name:_____
   Title: _____   Title: _____
   Phone:_____   Phone:_____
   Email: _____   Email: _____

Part III: Setting Learning Goals

1. What subjects are your strengths?
   - ☐ English
   - ☐ Math
   - ☐ Reading
   - ☐ Science
   - ☐ Social Studies
   - ☐ Visual and Performing Arts
   - ☐ World Languages
   - ☐ Writing
   - ☐ Career Education Class
   - ☐ Other: _____

2. What subjects would you like to improve?
   - ☐ English
   - ☐ Math
   - ☐ Reading
   - ☐ Science
   - ☐ Social Studies
   - ☐ Visual and Performing Arts
   - ☐ World Languages
   - ☐ Writing
   - ☐ Career Education Class
   - ☐ Other: _____

3. What postsecondary options are you considering?
   - ☐ Employment/On-the-Job Training
   - ☐ License/Certificate
   - ☐ Associate's Degree
   - ☐ Bachelor's Degree
   - ☐ Master's/Doctoral/Professional Degree
   - ☐ Military
   - ☐ Undecided
   - ☐ Other: _____

4. Does your current academic transcript (credits, grades, and test scores) meet entrance requirements of your postsecondary goal?
   - ☐ Yes
   - ☐ No

5. Do you know about opportunities for college credit available to you during high school?
   - ☐ Yes
   - ☐ No

6. Do you participate in school-based activities and/or community-based activities?
   - ☐ School-based
   - ☐ Community-based
   - ☐ Both
   - ☐ Neither
     If you do participate, do the activities support your postsecondary/career goals?
     - ☐ Yes
     - ☐ No

7. Does your ICAP follow a recommended plan of study for your career cluster of interest?
   - ☐ Yes
   - ☐ No

8. Identify any obstacles that may interfere with the successful completion of your identified postsecondary/career goal?
   - ☐ Attendance
   - ☐ Financial Concerns
   - ☐ Grades
   - ☐ Learning Difficulties
   - ☐ Number of Credits
   - ☐ Personal Issues
   - ☐ Physical Health
   - ☐ Study Habits
   - ☐ Suspensions/Detentions
   - ☐ Test Taking
   - ☐ Undecided About Future
   - ☐ Other_____

Part IV: Setting Goals Wrap-Up
1. Write or sketch any other ideas you have about your living, earning, and working goals above.

Adapted from Nebraska Career Education, "Goal Setting Guide", 2017.

Exploration

Career Exploration allows students to leverage their skills and interests to thoughtfully engage in determining the type of career they want to pursue after graduation.

Remember, career exploration is comprehensive. It encompasses knowledge of all varieties of certificates and degrees for career preparation, different types of postsecondary education and training available as well as military training, entrepreneurship, apprenticeships, on-the-job training stackable credentials and entry-level employment as choices to reach career goals[17].

Career exploration can be integrated into your 21st CCLC through a variety of ways. Consider using the 16 Career Clusters (see box on right) as a guide for introducing exploration concepts and activities into your program. Students can learn experiences in Career & Technical Education (CTE) focused on knowledge and skills in each career cluster.

It's important to develop opportunities for students to investigate the practical application of academic learning and 21st century skills in the "real world". Exploration is particularly effective when students learn about and experience the environments of actual workplaces from professionals. Through using tools like career/college navigators (see below) and thoughtfully created lesson plans, 21st CCLC programs can successfully provide career exploration for their students.

THE 16 CAREER CLUSTERS

- Agriculture, Food, Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Adapted from The National Career Clusters Framework (2020).

CAREER/COLLEGE NAVIGATORS and OTHER RESOUCRES

ACT Profile: The Path to Success – Tools and resources including interest, ability and value inventories, major exploration, test prep, and career exploration and alignment

My Next Move – Search careers with keywords, browse careers by category, or find suggestions for careers based on interests. Also available in Spanish.

Get My Future – Resources to find careers, finish high school, get work experience, write a resume, get a job/training, or apply to college. This guide is also available in Spanish.

Find Careers in Colorado – Explore growing and in-demand industries throughout Colorado. This tool features "career ladders" explaining entry, medium, and advanced jobs and salaries.

Careers Clusters at a Glance – This is a resources and a guide for career exploration, organized by the nationally recognized career clusters. This tool was created by the Nebraska Department of Education in collaboration with other Nebraska agencies and organizations.

Virtual Job Shadow – A fee-based career exploration platform featuring video content, career and interest assessments, lesson plans, and college and career national databases.

College Exploration Lesson: College Treasure Hunt

Lesson Overview

Students explore key questions for college interests and consider personal preferences for different colleges and universities through this activity.

Opening Activity

Brainstorm a Top 10 list for "What I want in a college." This can be done in a small or large group. Debrief the activity, and have students consider other key questions and considerations for choosing a college.

Main Activity: College Treasure Hunt

1. Give every student a copy of page 29 of "Your Map to Buried College Treasure" handout.
2. Review each of the areas with key questions on the map.
3. Ask students to complete the treasure maps on their own.
4. Discuss with students which "map points" were most important to them and why.
5. Divide students into groups. Provide college guidebooks and view books (online or hard copy) to find information that would help them dig up information for their treasure map.
6. Have students share their findings.

Extending the Learning

- *Personal Treasure Maps:* Students create their own digital treasure maps using a website like Prezi, answering the key questions and choosing one college to highlight as their treasure.
- *Variation to the Treasure Map:* Students draw their own treasure maps that feature the questions they have or the steps they will need to take to reach their treasure.

College Exploration Lesson: Campus Tour

Lesson Overview

Students will explore important questions through a virtual or on-site campus tour.

Opening Activity

In small groups or as a whole group, students brainstorm about different aspects of the college campus. Time permitting, students can record or draw these aspects on chart paper.

Main Activity: Campus Tour

After debriefing the opening activity, students and staff may come up with a list of questions to explore at one or more colleges.
Sample questions:
- What is the population (how many people) of the university?
- Is it a public or private university?
- How much is in-state tuition? Out-of-state?
- What types of degrees are offered? (i.e., associate's, bachelor's, master's, doctorate)?
- What is the mascot?
- What is the name of the admissions building?
- What is the name of the main library?
- Find and name a landmark or statue on the university campus and explain why it is special.

Extending the Learning

- If the initial activity was virtual, the follow-up activity can be a visit to a local college or a variety of campuses.
- Students can create a brochure or multimedia presentation that includes the highlights of the campus tour(s).
- Invite local college students to your program for a Q&A session or panel on college life.

Career Exploration Lesson: Online Career Exploration Search

Lesson Overview

Students will have an opportunity to strategically use O*Net tools to explore careers of interest by referring back to the results of their Interest Profiler and their Work Importance Profiler.

Opening Activity

- Students write down at least three occupations of interest. If students need ideas, offer a list of potential occupations from a variety of career clusters.
- Alternatively: Divide students up into groups. Students can act out their three occupations of interest and have their group members guess.

Main Activity: Research Occupations That Interest You

Teacher demonstrates use of the O*Net tools, using the "Occupation Research" handout (next page) questions as a guide. Students research at least three occupations of interest based on the results of the Interest Profiler and Work Importance Profiler.

- If students did not complete the lessons about the Interest Profiler and the Work Importance Profiler, you may want to show them these tools at the O*Net Career Exploration Tools website. Students can complete this lesson without doing career exploration research in advance, but these two assessments help them to narrow their research to occupations that they know fit their profile.
- Teachers need to get online and explore these websites themselves before class. Although these websites have been in existence for quite some time, their structure and navigation change frequently to accommodate the latest information and tools. This lesson will point out high-level content that is always part of these websites, but you need to be able to show students where this information is and how to access it because the websites change over time.

Debrief: What occupations did you explore and what were your findings?

As students share, be sure to point out key information that might help them pursue this occupation, and also draw attention to important information they might have missed. Encourage them in their job research, and offer available resources to help them get started on their career journey.

Extending the Lesson

- Students can create a how-to guide for pursuing their careers of interests.
- Students can act out a play or create a documentary that shows the career pathway or "a day in the life" of careers of interests.
- Students can create a class newspaper or class yearbook that details the future career goals of each student in the program.

Occupation Research

Name: _____

Occupation Researched: _____

1. Is this a Bright Outlook occupation?
2. Look over the information, such as Knowledge, Skills, Personality and Technology. Does the information seem to fit your interests?
3. What education would you need?
4. Where would you find training?
5. Is there an apprenticeship program for this occupation?
6. What is the national average salary?
7. What is the average salary for your state?
8. What is the outlook for your state for this occupation? (found under Salary if available)
9. Are there related occupations that might interest you more than this one? If so, what are they?

Career Exploration Lesson: Job Shadowing

Lesson Overview

Students will have an opportunity to follow an employee on the job and learn exactly what he or she does. This lesson will require students to meet at a workplace to perform a job shadow. Ideally, select a location where students can divide into small groups and shadow different types of employees, such as a manufacturing plant or a large office that employs many types of employees. Alternatively, some students could job shadow an entrepreneur and his/her employees. Also, prior to the job shadow, speak with the person who will be shadowed to make sure they understand the process. Generally, they should explain their job at a very high level at the beginning of the job shadow. Then they should demonstrate the tasks they perform during a typical work day so students get a realistic picture of all aspects of the job.

Opening Activity: Explain How Job Shadowing Works

Prior to the actual job shadow, secure a meeting place at the job site where you can prepare the students. **Say:** Your role today is one of detective. You are trying to find out everything an employee does on the job for the purpose of deciding if this is a job you would like to have. You will actually be following an employee around as he or she performs the job tasks. This person will explain the job at a high level, then begin showing you the key tasks associated with the job. As you watch, be sure to take notes about what interests you and what you think you would not like doing. Also, don't be afraid to ask questions about anything you do not understand. Refer to your handout to make sure you ask key questions that might help you discover information about the job. Lastly, respect the employee's time and workspace – don't touch anything and don't wander away from the group. Keep focused on the person speaking, and thank him or her for taking time with you!

Main Activity: Job Shadow

During this step, students will perform the job shadow with the employee(s), using the "Job Shadow Guide" (right) and taking notes for later review. If possible, students can also document the job shadowing with video or camera.

Ask the students: What occupations did you explore and what were your findings? As students share, be sure to point out key information that might help them pursue this occupation, and also draw attention to important information they might have missed. Encourage them in their job research, and offer available resources to help them get started on their career journey.

Extending the Lesson

- Job shadowing can take much more than the allotted lesson time. If students show a great interest in the employee they shadowed, help them set up a time when they can return for a more thorough job shadow, or set up another job shadow with an employee in an occupation that interests them.
- Students can create a multimedia presentation or movie capturing the highlights or lessons learned.

Job Shadow Guide

Name of Employee: _____

Occupation Shadowed: _____

1. What are the key tasks of this occupation?

2. What tasks did I find interesting and why?

3. What tasks do I think I would enjoy and why?

4. What tasks would I not like and why?

5. Additional notes:

PWR in 21st CCLC: Program Spotlight

Justice High School
Boulder, CO
Charles McNeil, Program Director

In order to promote PWR, Justice High School offers the Phoenix Program, our 21st CCLC program that promotes PWR skills for students. We offer the course "business professions" to promote career skills. The business professions course was created to focus on career awareness, exploration, and preparation.
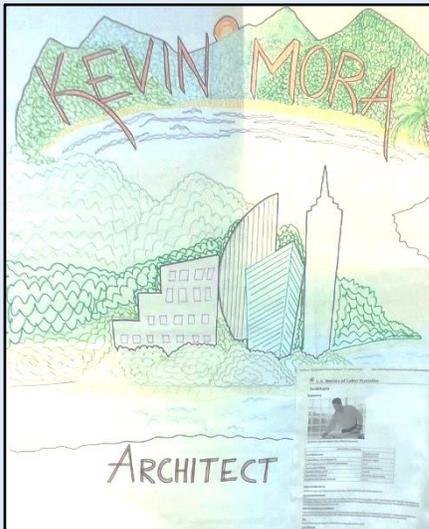
The students create a career portfolio, complete with resume, cover letter, certifications & awards, letters of recommendation and their results from a career assessment which determined what the students have an aptitude for their career success.

We were successful in using the RAISEC career assessment, which provided the students with a list of career choices that they would have an aptitude for success. RIASEC represents six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional, described by psychologist John L. Holland. Career counselors and career seekers use these types to focus career exploration and research. I surveyed our student in the business professions course at the end of the term, and their responses indicated that they enjoyed the career skills building lessons and their final project, the career portfolio.

We conducted mock interviews to give the students an opportunity to improve their oral-communication skills by practicing interviewing skills. Every student is required to complete the mock interview, and the panel of interviewers consists of one of our upper class students and myself. The interviews occur during class, and are conducted in a conference room with only the interviewee and the panel of interviewers. Although the interviews were with a "mock company," we have aspirations of hosting a career day at the campus in the future and inviting actual companies that will hire our students on the spot.

Partnering with non-profit organizations like "Dress for Success" who provide "free" interview professional outfits for female students has also been a part of our program. We recently went on a field trip to Dress for Success so that our female students can get the free interview outfits.

Preparation

Preparation is regarded as the final step in Postsecondary and Workforce Readiness, and is most appropriate for students in grades 9-12. Preparation activities encourage students to take specific actions to prepare for the future, whether they wish to pursue postsecondary education or enter a career. Using creative, project-based learning elements in 21st CCLC programs is a great way to give youth real-life PWR experiences while they participate in activities that already interest them. Activities can range from college visits, service learning, work-based learning, entrepreneurial projects, college preparation sessions like essay writing workshops or FAFSA nights—you name it! 21st CCLC staff are encouraged to get creative when planning and implementing preparation activities. The most successful PWR activities will tap into students' natural excitement and curiosity, and connecting students to explorations of college and careers. Support

preparation by facilitating engaging activities and connecting students and their families to the resources they need to create and achieve a concrete plan for the postsecondary pathway of their choice. Preparation activities should align with goals of the academic and technical training students receive to graduate and succeed after high school[18].

Students participating in the 21st CCLC program at Boulder Justice High School conduct mock interviews (above) and visit a university campus (right).

ADDITIONAL PREPARATION RESOURCES

Career Navigator Toolkit — features a variety of useful tools to help your students prepare for entering the workforce, including Templates and Guides for Building a Resume, Cover Letter Template, and Preparing for the Interview

Get a Job Toolkit — features worksheets and hands-on exercises that cover topics such as job skills, job searches, completing applications, writing cover letters and resumes, and interviewing

College Planning Timeline — shares steps for each high school grade level in key categories such as admissions tests, extracurricular activities, and financial aid

Student and Jobseeker Guide to Successful Internships — covers what internships are and their benefits along with a detailed 12-step program for students to make the most of their internships

Mappingyourfuture.org — will help students explore careers, prepare for college, and pay for college. There are also resources for school counselors and families.

General Preparation Activities

The following activities are general activities your 21st CCLC program can infuse into programming to prepare secondary school students for college and careers.

Preparation Activities		
Make a College and Career Plan	At the beginning of the year, have every student in the program fill out a plan for where they are now, their goal job (their first job after high school, this can be after attending college or a certificate program) and what they need to achieve to accomplish their goal job. Have youth conduct research and update the chart periodically, especially as they accomplish the various goals listed. Share students' plans with their families, guidance counselors or their teachers. Have students work on their plans in groups according to their career interests.	*Personalize it for your program:*
Youth College Panel	Invite students who attended the program in the past, or students attending local colleges, to share their experiences on a youth-led and moderated panel. Be sure to include the youth talking about their hopes, fears and realities when attending college. Use Skype to connect with college students who are not in your local area.	*Personalize it for your program:*
Family FAFSA Night	Invite parents and students to the computer lab for one or more nights to complete the Free Application for Federal Student Aid, or FAFSA. Have a guidance counselor on hand to help if parents get stuck. Invite youth or parents who have completed a FAFSA to speak about their experiences.	*Personalize it for your program:*
Business Writing Workshop	Determine the purpose or main task of the writing workshop (e.g., resumes, cover letters). Have students review samples of good and poor writing. Students create their own writing sample by using a template. Next, have students exchange and critique samples with a partner (may be a peer, volunteer or mentor). After receiving feedback, students will edit their drafts and write the final copy. Have students learn e-mail etiquette in the workplace. Create an ongoing resume workshop for students applying to jobs and internships.	*Personalize it for your program:*

Preparation Activities		
Mock Interview Session	Give students tips such as an appearance checklist, general interview questions and interview evaluation form. Divide students into people who will be interviewed and people who will be the interviewers. Have them participate in individual or group mock interviews and get feedback from peers. Invite people from local businesses to conduct mock interviews. Have students create and rate their own interview questions.	*Personalize it for your program:*
Internship Board	Keep a job opportunities board in your program with local listings of job openings. Have youth update the board, or appoint a member of your staff. Be sure to have jobs that are open to people of the age range of students in your program. Every time a student gets a job or an internship, have a mini-celebration or recognition event.	*Personalize it for your program:*
Other ideas?		

Preparation Activities by Subject

Service-Learning

Connect youth to projects that have positive impacts on local communities. If youth are already planning to sponsor a fundraising drive for a local charity, some college and career readiness connections could include the following activities.

- **Have youth develop a project plan and budget for the fundraising event.** What is the target students want to reach for income? What is the average gift/donation they will need to receive to meet that? What materials are needed, and what do they cost?
  - Reach out to the local nonprofit that will receive the funds, and have some of their staff members come and work with the students. These staff can present the mission of the organization and discuss budgeting and fundraising strategies. Youth can present and discuss their plans with staff members, and discuss joint outreach plans. Staff can also talk about their own college and career paths, what skills are necessary, the job application and job search processes, and more.
  - When the project is complete, have students present their funds and give a report to the benefitting organization or board of directors. College admissions offices will gladly make a presentation about college entrance, financial aid, or so on, and gear the presentation to the age group. Sometimes, colleges may funds to help transport youth to and from the college.
- **Connect with a local college or university program** (such as nonprofit management or MBA) and have a faculty member or graduate students meet with the youth. Youth can present their plans and have them critiqued. Have the higher education partners talk about their own career and educational journeys.

Arts

Whether working on quality craft projects or working with teaching artists or organizations to lead theater and arts projects, give students an opportunity to showcase their talents for the larger community. This can be an important connection to college and career pathways. Youth can plan and their own event to exhibit or showcase their work from beginning to end.

- **Get working and professional artists to share their insights.** Your professionals might respond to students' plans for an exhibition or event. Or, have the professionals come in as "teaching artists" for a project or even for an ongoing afterschool or summer program. Be sure to have the artists share their career and educational journeys with the youth.
- **Host the exhibit in a professional arts space—or a college.** Reach out to a gallery owner about hosting the event and giving youth a presentation on various ways to display and exhibit their work. Coordinate with a local college or art school to host the event there. Could students use a stage or studio on campus to display and perform their work? Arrange for a presentation on college entrance requirements so youth know what it takes to gain admission. This will give students exposure to real life after high school, and will help the gallery owner or the arts program connect with potential new patrons.
- **Make it big.** You want to generate buzz about the youth and your program as a whole. Have youth develop an outreach plan and promotional materials, set up the display space, greet and manage the crowd as it arrives, and so on. Have an event promoter share some tricks of the trade, and also share with young people how to get into that industry. Consider having youth "sell" their work at the event to raise funds to support afterschool programs or another cause.
- **Add to the learning.** Youth can create a website or blog to promote the event, so they become more tech savvy. They can post pictures of their work and the event on the site, so they begin and expand their personal portfolios.

STEM/STEAM

Citizen science projects can be an excellent way to teach STEM (or STEAM) concepts while young people work for and in support of real projects, businesses, universities and researchers. These projects are available for all age groups and in many topic areas, and they can happen in one afternoon or over the course of weeks. Many—but not all—do require special skills or materials. If youth are already engaged in a citizen science project, there are many ways to make the college and career readiness connections explicit.

- **How does citizen science work? Define the career path.** Youth can research the field they are working to support. Help them understand how they are effective citizen scientists/contributors, even with little or no training. How does that compare to the training the study designers have?
- **Build a connection.** Set up a Skype conversation or Twitter chat with someone at the organization that benefits from your program's contribution. Work with local STEM program providers to lead projects for youth and create an ongoing afterschool or summer learning program.
- **Field trip!** Visit an organization in the same industry as your citizen science project. Set up a visit to a college campus, and check out the science labs and programs. The admissions office would love to share information with budding STEM or STEAM professionals.
- **Teach it.** Have students give a presentation about citizen science opportunities to their families. Set up a community competition around the number of people the youth in your program can get to participate in citizen science projects.
- **Debate it. Share it. Solve it.** Ask students to critique the citizen science limitations. Have students share their thoughts with the project organizers in a professional way.
- **Make connections for youth from under-represented communities.** Women and minority STEM professionals will often have organizations and affinity groups for networking. Ask members to make a presentation to youth about their personal education and career pathways and connections to colleges and universities.

Youth Entrepreneurship

Career paths are being redefined. Professionals will likely work for many different organizations and in several fields over their lifetimes. The youth you serve may or may not start their own businesses but all will need an entrepreneurial mind-set to thrive. Projects that help youth to explore what it means to be an entrepreneur can be exciting, realize that working for yourself is a real option and help youth earn real money, right now. Here are a few easy ways to explore entrepreneurship in a "real" way.

- **Give youth small loans for a simple investment.** Allow them to purchase materials with the investment. Then guide youth as they create a business plan that includes ways to sell their product for a profit.
- **Lemonade stand anyone?** Do a youth entrepreneurship fair at your program and invite community members. Have students advertise the event in the neighborhood. Connect them with other entrepreneur programs (or start programs at your site).
- **If you build it…** Discuss businesses that youth might have already, or may be trying to start at home. Do they get paid for walking a neighbor's dog or doing yard work? Are they using their technology skills to help others build websites or blogs? How can they build their skill set in this area — and grow these opportunities as entrepreneurs? Have youth share their ideas with one another and offer each other advice.
- **Bring in the experts.** Have people (especially young people) who have started entrepreneurial ventures come in to speak with youth about how they started their businesses. Youth could present their business models and get feedback from the experts.
- **"Famous Entrepreneurs**": Research your favorite companies and learn about the founders.

PWR in 21st CCLC: Program Spotlight

New America Schools - Lakewood
Lakewood, CO
Savanna Berezniak, Program Director

We offer "College Club" which meets weekly and whose focus is on SAT, ACT, and Accuplacer test preparation, as well as help and support for college applications and scholarship essays. Through College Club we organize occasional college visits as well as trips to take the Accuplacer test at Red Rocks Community College. We also host several FAFSA help nights per year for students and families, which are facilitated by representatives from RRCC, CCD, and Metropolitan State University. In addition, and during OST programming, we offer at least four different, stand-alone and credit-bearing classes every quarter that we relate to The Colorado Career Cluster Model that encourage students to explore the different career options. Our most recent FAFSA Night (facilitated by Red Rocks Community College) was very well attended; we had 17 students and families attend, and almost every student that attended completed their application before the end of the session. College Club is also going very well; the advisor has six students on average per session.

Our OST classes are the most unique piece of our program as it relates to PWR because we offer such a wide variety of options for career exploration to our students. We visited Seaquest Aquarium for a behind the scenes tour where students were able to test habitat water and temperatures, weigh animals, and do a question and answer session with Seaquest marine biologists about careers in the field.

Students went to Keystone Science School, where they studied Forest Ecology and had the opportunity to learn about careers as KSS instructors and camp counselors. We also host an organization at the school to teach culinary arts, as well as Colorado Opera to work with students on transferring literature into performance.

A big part of the reason our last FASFA Night was so successful is that our counselor made it a huge priority during teaching our graduating seniors' homeroom class. He spent a lot of time on FAFSA vocabulary, which helped students feel prepared and capable. Because he also stressed the importance of getting it done early, students stressed the FAFSA's importance to their families, which is the thing that made the greatest difference in getting families in the door: almost every family cares about their student and wants their student to be happy and successful. If students are going home telling their parents that they need to go to school because they need them, most families will be there.

Engaging Families in PWR Programming

Ongoing family support can be a critical factor in preparing students for the workforce. Valuing families' knowledge and abilities through opportunities to participate will make families feel a part of the program. Involving families in a variety of activities will support PWR efforts for their children and make an impact on their futures. Equip families by providing resources similar to those offered to students for PWR. If they are able to be successful in their education/careers, they will be a good model/influence on their children.

The quality and degree of parents' involvement in students' personal and educational life is directly related to student achievement and personal success. According to research, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to do these things:

- Create a home environment that encourages learning.
- Communicate high, yet reasonable, expectations for their children's achievement and future careers.
- Become involved in their children's education at school and in the community.

The benefits of family engagement include these:

- Students have higher grades and test scores, better attendance and complete homework more consistently.
- Students have higher graduation rates and greater enrollment rates in postsecondary education.
- Students decrease behaviors such as alcohol use, violence and antisocial behavior as family engagement increases.
- Students are less likely to drop out; when parents are not involved, on the other hand, students are more likely to drop out of school.

> **PARENT PWR TOOLKIT**
> Use the High School College & Career Toolkit to view advice, videos, and articles about continuing education and careers! This toolkit is also available in Spanish.

One way to engage families is to recognize they have a lot to contribute in terms of college and career readiness. Some have had educational experiences and job opportunities that can be relevant to the students in your program.

> Use this ready-made Family Involvement in PWR Activities training for your 21st CCLC staff.

Family engagement in college and career readiness efforts includes giving families opportunities to participate in college and career learning experiences with their children. Having the families learn and participate and partner in those experiences will also enable them to share information, prepare, and collaborate for future college and career goals.

Family engagement in college and career readiness efforts includes offering or facilitating services for parents — preferably, in or near the location where the program operates. By supporting families, students can feel supported in reaching their academic and career goals in a safe, secure, healthy home environment and programs can help to minimize the challenges students may face in reaching their goals.

> **F** = Fair: Volunteer for the college and/or career fair.
> **A** = Advisor: Provide their opinion to the Advisory Committee or agency or school administration.
> **M** = Mentor: Mentor, educate or reach out to other parents and teens.
> **I** = Internship: Provide an internship opportunity for students.
> **L** = Lead: Help lead a specific class-related activity on college and career readiness.
> **Y** = Youth Insight: Give further insight on the youth you serve by providing the home perspective.

PWR Family Engagement Worksheet

Families can help their young people in a number of fun ways, and often youth won't realize they are learning important skills that will help with college and career preparation. Keep youth active in ways they can use, and get them to practice their reading, math and other skills. Experiential learning has great effectiveness for many students. Plenty of low- and no-cost options can help young people to see and imagine new careers.

Directions: *Parents and families, review the following low- or no-cost PWR-related activities with your student(s). Discuss and create a clear plan for incorporating these activities.*

Monitor "screen time" on computers, televisions, game systems, smart phones and other devices.
Research is showing that too much time interacting with screens has a negative effect on learning and shortens attention spans. If youth are in front of screens, point them to educational activities and websites.

Go to the library regularly.
This can be more fun than one might imagine, because of an array of opportunities and materials. Libraries are about more than just books!

Visit state and national parks.
Spark youths' interest in rocks, flora and fauna, and nature in general. Have them read the displays at indoor and outdoor exhibits, and participate in ranger-led tours and activities.

Attend museums.
You might choose natural history, art or children's museums. It doesn't matter which — they all offer chances for students to learn

See historical sites and architecture.
Connect youth to historical figures, movements and trends in American history.

Go to science and nature centers.
Show youth potential STEM (science, technology, engineering and mathematics) careers.

Attend cultural events.
Music, dance, theater and galleries give young people a start at appreciating these important expressions of human potential while also exposing them to possible careers in these areas.

Build things or do at-home science activities.
Have youth read the instructions and take the lead on activities while the adults support. Get students to ask questions, think aloud, wonder, discover and engage.

Encourage older youth to take on hands-on career activities.
Help them find ways to explore personal and career interests by taking a seasonal job, completing an internship or volunteering. Don't wait until it's too late to plan and prepare for college or other education beyond high school.

Support your child's participation in athletic activities.
These help young people develop motor skills as they learn teamwork and collaboration, and discover the power of persistence and practice.

Family Mentor PWR Conversation Starters Worksheet

Directions: *Parents, families, and mentors, review the following PWR-related indicator with your student(s). Use the suggested conversation topics for each indicator, which demonstrate skills that are essential to postsecondary and workforce readiness, in all careers and workplaces.*

Career Readiness Indicators	Suggested Conversation Topics
Applies appropriate academic and technical skills	• Share information about your job, job title, daily activities, and responsibilities. What are your favorite and most challenging parts about work? • Share past work experiences starting from your first part-time job and describe what skills were needed for each workplace. • Periodically ask student to describe the abilities and activities of the person they would like to become. • Share the requirements of education and training in your job. • Introduce student to someone who works in a career field of their interest, if possible.
Communicates effectively and appropriately	• Point out how reading and writing skills are utilized in the workplace. • Reflect on examples of customer service experienced in daily life. • Coach student on the connection between school and work. • Discuss appropriate and inappropriate time for cell phone use. • Talk about use of manners, eye contact, and body language to communicate a positive image.
Contributes to employer and community success	• Converse about why attendance, promptness, and dependability is important in work and school. • Generate a variety of reasons and ways to add positive influences to life at home, school and in the community. • Describe what personal responsibility looks like throughout your daily schedule.
Makes sense of problems and perseveres in solving them	• Support students to solve problems on their own even if they need to struggle with it a while. • Identify typical types of problem solving associated with different kinds of jobs/careers. • Investigate what kinds of problems in the world student would like to solve. • Assure student that setbacks and even failures are an opportunity to discover the new solutions.
Uses critical thinking	• Talk about how student's decisions affect themselves and others. • Consider multiple perspectives of ideas and issues in the news. • Identify strategies to deal with expected and unexpected change. • Support student to understand the cause and effect of their actions.
Demonstrates innovation and creativity	• Encourage imagination and brainstorming ideas • Emphasize how trying new things is good at all ages. • Explore new ways to complete tasks or chores. • Together, invent new things or ideas and try them out.
Models ethical leadership & effective management	• Identify how to be a positive leader at home, school, and in the workplaces. • Investigate helpful ways to motivate yourself and others to complete goals.

	• Talk about ways to be a leader regardless whether or not one has a leadership title. • Draw attention to leadership characteristics of respect, dependability, and empathy for others.
Works productively in teams & demonstrates cultural competence	• Discuss how each role on a team or within a student organization is important. • Coach student on skills to resolve conflicts on their own. • Review many different ways of how to be respectful of all cultures and people in our community.
Utilizes technology	• Model and set boundaries for appropriate use of technology. • Talk to student about how technology is utilized for work. • Show student how to use technology to be productive. • Talk to student about how they can establish a positive and safe on-line presence. • Follow student on social media and talk about what they post online.
Manages personal career development	• Identify and set a goal, related to a career readiness skill. • Support student in getting a part-time job. • Imagine what it would be like to own your own business. • Prioritize careers with the best-fit to student first, then search for college/ training appropriate to career goal.
Attends to personal and financial wellbeing	• Talk about financial goals and how to save for them. • Provide advice on managing a checking account. • Identify a healthy lifestyle including nutrition, exercise, and regular sleep. • Suggest and practice strategies to reduce stress. • Define and encourage healthy supportive relationships for student.

Notes:

Adapted from the Nebraska Department of Education, "Family & Mentor Conversation Starters about Nebraska Career Readiness Standards", 2018.

Engaging Partners in PWR Programming

Developing mutually beneficial partnerships will have a positive impact on the quality and sustainability of your program. PWR partnerships need to have clear goals, an understanding of the motivation and skills that each partner brings to the effort and defined leadership. Together, 21st CCLC staff and PWR partners should create plans for implementation, data collection, resource gathering and transitions.

PWR Partnerships Worksheet

Directions: *As you meet with initial and potential partners for supporting PWR in your 21st CCLC program, use these questions to guide your discussions. Designate a staff member to take notes.*

Part 1: Purpose
1. What are the goals of this partnership?
2. How do these goals align our existing college and career readiness efforts?
3. What existing programs or resources might we join or build on?
4. Are there new resources, curricula or other assets to be tapped?

Notes:

Part 2: Participation
1. What motivates us to form this partnership?
2. What are the specific skills we need to make this effort successful?
3. Are there other stakeholder groups we should bring in?
4. Based on the skills needed to lead this effort, who will make up the leadership team?
5. What additional skills will need to be developed?
6. What procedures and processes will help us maintain the partnership through transitions and staff turnover?

Notes:

Part 3: Implementation and Accountability
1. What role and responsibilities does each partner have in planning and implementation?
2. How will we make and follow through on recommendations?
3. How will we measure the outcomes of this partnership?
4. How will each partner be held accountable for implementation?
5. What resources will each partner contribute?
6. What other resources are available to support this partnership?

Notes:

Evaluating PWR Activities In Your 21st CCLC Program

In addition to the state-mandated evaluation tools and requirements provided by Colorado's 21st CCLC State Office, the following pages contain resources specific to PWR to help you continually improve the quality of PWR offerings in your 21st CCLC program. These resources can be used locally and informally to help evaluate the PWR activities you have already implemented.

First, there is a student observation checklist to observe and reflect on how students in your program are mastering PWR skills. Second, there is an Outcomes Inventory for 21st CCLC program staff to assess current program offerings and see how they can expand or improve those offerings. Next, there is an extensive self-assessment for program staff to evaluate the extent of 21st century skills as well as college and workplace preparedness skills learned in the program. Finally, a student self-evaluation will allow participants to share the impact PWR programming had on their perception of their own PWR.

All of these tools are made available in this toolkit in order for 21st CCLCs to maximize their PWR offerings to students served in their programs.

Student Observation Checklist

Directions: *21st CCLC program staff should use the following checklist as a tool for observation, reflection, and self-evaluation as they consider the portrait of PWR skills students are mastering.*

Students Demonstrate Independence

Students can challenge themselves with increasingly harder tasks because they have the skills and strategies for solving problems for themselves. They have the confidence and stamina to stay with a problem longer.

Students are:

____ a. Discussing their understanding of complex texts (books, articles, websites, etc.)
____ b. Using evidence from texts to convey specific, multifaceted information
____ c. Demonstrating understanding of a speaker's message
____ d. Expressing their own ideas during conversations and discussions
____ e. Asking clarifying questions during conversations and discussions
____ f. Building on the ideas of others during conversations and discussions
____ g. Taking responsibility for their own learning and behavior

Students Build Strong Content Knowledge

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Students are:

____ a. Connecting and comparing ideas and information presented in texts
____ b. Demonstrating understanding of a topic/problem through written/oral communication
____ c. Sharing their knowledge through writing and speaking

Students Respond to Varying Demands of Audience, Task, Purpose, and Discipline

Students adapt their communication in relation to audience, task, purpose, and discipline. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

Students are:

____ a. Demonstrating an ability to write and speak for formal and informal purposes
____ b. Demonstrating effective word choice to convey ideas to varied audiences
____ c. Setting a purpose for writing based on a given task
____ d. Setting a purpose for speaking or listening based on a given task

Students Comprehend as Well as Critique

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises.

They expect to disagree and to explain their position. They have a tolerance for and expectation of uncertainty, and understand the value of listening to others, particularly those who think differently.

Students are:

____ a. Open-minded to new ideas presented in conversation, text, and digital media
____ b. Identifying underlying assumptions of an author or speaker
____ c. Reviewing and evaluating information presented by an author or speaker
____ d. Assessing the validity of claims presented by an author or speaker based on evidence

Notes:

Student PWR Skills Observation Checklist (continued)

Students Value Evidence

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

Students are:

_____ a. Giving evidence from the text (unprompted) to support their thinking

_____ b. Demonstrating clear, effective written and oral communication

_____ c. Agreeing and disagreeing with peers and explaining why

_____ d. Effectively identifying and constructing detailed support for ideas in written/oral communication

_____ e. Providing sound explanations and justifications for claims made in written/oral communication

_____ f. Seeking evidence from others when interpreting written and oral communication

Students Come to Understand Other Perspectives and Cultures

Students appreciate that 21ˢᵗ century classrooms and workplaces are settings in which people from widely divergent cultures, and who represent diverse experiences and perspectives, must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great works of classic and contemporary literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

Students are:

_____ a. Appreciating diverse experiences and opinions

_____ b. Communicating effectively with individuals from varied backgrounds

_____ c. Demonstrating collaborative skills that support cooperative learning

_____ d. Seeking to better understand others and their viewpoints through reading and listening

_____ e. Reading a variety of literature across time periods and cultures

_____ f. Describing and attempting to understand the experiences of other cultures and time periods

_____ g. Contributing diverse ideas, opinions, and comments to whole-group discussions

_____ h. Using effective conflict-resolution skills

Students Use Technology and Digital Media Strategically and Capably

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline.

Students are:

_____ a. Identifying and using a wide variety of technology tools

_____ b. Using a variety of technology tools to enhance their written and oral communication

_____ c. Demonstrating research skills to effectively and efficiently retrieve information online

_____ d. Integrating print and digital media sources in written and oral communication

_____ e. Selecting technology tools according to their purpose, considering audience and task

_____ f. Recognizing and regulating competing demands of attention (interest, task-directed, etc.) when using technology tools

Notes:

This checklist has been adapted from the Center for the Collaborative Classroom, 2017.

PWR Outcomes Inventory

This inventory identifies youth outcomes related to PWR that can be achieved through an OST program. A well-constructed program with clear goals and activities linked to those goals may achieve a wide range of youth outcomes related to PWR. This inventory provides an opportunity for a program to review what it currently provides and how program staff may broaden or expand programming focus to other PWR areas crucial to the development of their served students.

Directions: 21st CCLC staff can use this inventory worksheet to evaluate the student outcomes of their program. Comment on each indicator, taking each sub-indicator in mind. You can also add other indicators and sub-indicators if needed to accurately reflect all PWR initiatives in your program.

Outcome: Students are prepared for Higher Education and Employment

Indicator	Sub-indicators	Comments
Increased knowledge of college choices	• Level of awareness of college application process • Level of awareness of college options • Other: _____	
Increased awareness of and interest in careers and employment pathways	• Level of awareness of post-secondary options • Level of awareness of a variety of traditional and non-traditional jobs and their requirements • Number of jobs one has been exposed to • Other: _____	
Increased demonstration of job readiness skills	• Ability to perform professional/office tasks • Number of certifications and credentials earned (e.g. first aid) • Number of previous jobs and internships held • Ability to write a resume • Level of interview aptitude • Other: _____	
Increased digital and media literacy	• Level of awareness of types of media • Ability to use technology (e.g. various computer programs) • Level of understanding of the Internet/social media • Other: _____	
Other:		

Adapted from PASE Afterschool Youth Outcomes Inventory, 2010.

OST Program Quality Self-Assessment

Directions: *21st CCLC program staff should complete the following self-assessment related to the 21st Century Skills, College Preparedness Skills, and Career Preparedness Skills that exist in their 21st CCLC programming for high school students. Use the following rubric as a tool.*

21st Century Skills			
Early	*Developing*	*Mature*	*Evidence*
Participant products in afterschool program activities show little development of the 21st century knowledge and skills they will need to be successful to pursue further education or enter the workforce.	Participant products in afterschool program activities show some development of the 21st century knowledge and skills they will need to be successful to pursue further education or enter the workforce.	Participant products in afterschool program activities clearly show development of the 21st century knowledge and skills they will need to be successful to pursue further education or enter the workforce.	
The afterschool program lacks offerings that address specific life skills and expertise that will help students succeed in life (global and cultural awareness, technology, financial, civic, and health literacy).	The afterschool program has limited offerings that address specific life skills and expertise that will help students succeed in life (global and cultural awareness, technology, financial, civic, and health literacy).	The afterschool program incorporates a diverse variety of offerings that address specific life skills and expertise that will help participants succeed in life (global and cultural awareness, technology, financial, civic, and health literacy).	
The afterschool program has no component to offer students opportunities to explore STEM (science, technology, engineering, and mathematics).	The afterschool program offers students limited opportunities to explore STEM (science, technology, engineering, and mathematics).	The afterschool program offers participants many opportunities to explore STEM (science, technology, engineering, and mathematics) providing hands on practice in applying STEM skills in simulated real world activities and applications.	
College Preparedness			
Early	*Developing*	*Mature*	*Evidence*
The afterschool program does not consult or collaborate with instructional day to assist students in	The afterschool program has initiated collaboration with instructional day to address how to assist	The afterschool program and instructional day have developed a collaborative process to support	

college preparedness activities.	participants in college preparedness activities.	participants in college preparedness activities.	
The afterschool program staff does not help participants prepare to finish high school or prepare for career or educational opportunities.	Some of the afterschool program staff take an active role in helping participants prepare to finish high school.	Afterschool program staff takes an active role in helping participants prepare to finish high school well and prepare for career or educational opportunities.	
The afterschool program does not provide participants with the necessary skills to navigate high school, college, and career exploration.	The afterschool program provides some participants with the necessary skills to navigate high school, college, and/or career exploration.	The afterschool program provides all participants with the necessary skills to navigate high school, college, and career exploration.	
The afterschool program has an inadequate process in place to regularly evaluate participant's student transcripts in support of college preparedness.	The afterschool program has a minimally defined process in place to regularly evaluate participant's student transcripts in support of college preparedness.	The afterschool program has a clearly defined process in place to regularly evaluate participant's student transcripts in support of college preparedness.	
The afterschool program does not offer opportunities for college exploration and preparation and/ or opportunities to help participants understand information on the process, what requirements they are going to have to meet, and to rehearse the process.	The afterschool program minimally offers opportunities for college exploration and preparation and/ or opportunities to help participants understand information on the process, what requirements they are going to have to meet, and to rehearse the process.	The afterschool program clearly offers many opportunities for college exploration and preparation and opportunities to help participants understand information on the process, what requirements they are going to have to meet, and to rehearse the process.	
Workplace Preparedness			
Early	*Developing*	*Mature*	*Evidence*
There are no afterschool program offerings that support the development of soft employment skills for participants (resume writing, interviewing skills, dress for success,	There are a few afterschool program offerings that develop soft employment skills for participants but a comprehensive program is not in place.	There is an intentional, comprehensive afterschool program focus that offers participants the opportunity to develop soft skills related to employment.	

business communications).			
The afterschool program provides little or no variety of grade-level and age-appropriate workforce opportunities to provide participants with transferable job skills or career exploration.	The afterschool program provides a limited variety of grade-level and age-appropriate workforce opportunities to provide participants with transferable job skills or career exploration.	The afterschool program provides a wide variety of grade-level and age-appropriate workforce opportunities to provide participants with transferable job skills or career exploration.	
The afterschool program has not developed partnerships to provide workforce opportunities, internships or work experience for participants	The afterschool program partially promotes and enters into multiple active collaborative partnerships to provide workforce opportunities, internships or work experience for participants.	The afterschool program clearly promotes and enters into multiple active collaborative partnerships to provide workforce opportunities, internships, and work experience for participants.	

Notes:

Adapted from the High School Program Quality Self-Assessment Rubric, 2015.

Student Self-Evaluation

Directions: *Students, use this self-evaluation worksheet to determine whether attending 21st CCLC programming has helped you gain postsecondary and workforce readiness skills and prepped you for your future once you graduate. Check the box by the statement if it is true for you, and if so, provide details or comments in the box below.*

The 21st CCLC program has helped me to:

☐ Learn skills that will help me be a leader.

☐ Learn skills that will help me to get a job.

☐ Learn skills that will help me to do better in school.

☐ Learn skills that will help me be successful in life.

☐ Think more about my future.

☐ Learn about how to get into college.

☐ Learn to work together with other students.

☐ Learn about different jobs or careers.

Student Self-Evaluation (continued)

Think about how you see your future. What are the chances that …

You will have graduated from high school?

You will go to college?

You will pursue another pathway, such as the armed forces, technical school, certificate program, etc.?

You will have a job that pays well?

You will have a job that you enjoy doing?

You will be connected with your community?

Life will turn out better for you than it has for your parents?

Your children will have a better life than you had?

Notes:

Adapted from PASE Afterschool Youth Outcomes Inventory, 2010.

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