

LOS ANGELES UNIFIED SCHOOL DISTRICT SECONDARY INSTRUCTION- CAREER DEVELOPMENT

Work Experience ♦ Career Technical Education ♦ Academy Partnerships



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CTE and Work Experience Redefine Jordan High's Career Day

The place: David Starr Jordan High School, Watts, California. The vision: to foster the growth of all students into thoughtful, literate adults, possessing the academic, social and technical skills necessary to think critically, solve problems and successfully pursue academic and career goals, becoming effective, responsible citizens. The charismatic trio to put it all together: Dorothy Cox, Jordan HS Career Advisor, Michelle Drayton, Career Technical Education Advisor, and Linda Miles, Career Technical Education Career Resource Advisor and a Jordan HS Alumnus.

With the assistance of the administration, staff, and local community of Jordan HS, the trio spearheaded two fantastic events as a means to manifest

their vision. The first was "The Day after Graduation," Jordan's Career Day, and second was the



(L - R) Michelle Drayton (CTE Advisor), Mike Lansing (LAUSD Board of Education, District 7), Melissa Stafford (Facilities Director, District 7), Linda Miles (CTE Resource Advisor), Dr. Stephen Strachan (Principal), and Vernida Owens (CTE Specialist) smile for the camera on Alumni Day!

first annual Jordan High School Alumni Day. What's more, the events could have not been successful without the efforts of Jordan HS Principal Dr.

Stephen Strachan, Jordan's staff and students, as well as a great deal of collaborative community and business partners.

At "The Day after Graduation," February 16, 2006, a plethora of mentors from countless career pathways came to Jordan HS to share their invaluable experiences with the students. Representatives from nursing schools, community colleges, universities, military, judicial courts, law enforcement, entertainment, CEOs, junior CEOs, artists, playwrights, theater and many other post secondary options served as mentors for the students of Jordan High. These mentors visited classrooms to spread awareness of the various options available for life (continued on page 3)

Bob Collins: Chief Instructional Officer

The position of Chief Instructional Officer requires someone that will ensure a high quality instructional program, provide access and equity for the achievement of all students, create a sense of community engagement, and possess a passion for education. That someone is Bob Collins.

Throughout his career Mr. Collins has received a myriad of awards such as California Principal of the Year (1989), Administrator of the Year (1998), California Superintendent of the Year (2003) and

Distinguished Educator of the Year by California State University, Los Angeles (2003).

Mr. Collins first began his journey through Los Angeles Unified School District as a classroom teacher in 1967. He continued serving in an upward progression, from high school teacher to dean,



Bob Collins

followed by assistant principal and then principal. After serving in various instruction and labor relations positions, Mr. Collins became the Superintendent of District C, supervising K-12 programs for 75,000 stu-

dents. In 2004, he served as the Superintendent of District One, with an enrollment of 134,000 students. Since mid-2005 he has served as the Chief Instructional Officer of Secondary Instruction.

In a recent *Daily News* article, "Apprentice Chances Grow" by Lisa Soddors (July 10, 2006), Bob Collins articulates, "The more we focus young people on what they're going to be doing after they graduate from high school – 'Who am I going to be and how do I get there?' – the better we're going to be in terms of dropouts."

Go for the Gold!

The goal of SkillsUSA is to empower students to develop attributes that will illuminate their technical, academic, and "employability" skills. They provide programs that train leaders for industry and the business world and is dedicated to building champions for America's work force. Every year, competitions are held at the regional, state and national levels where students demonstrate their skill on what is expected on the job. Competitions include computer repair and maintenance, job interview, prepared speech, job demonstration, and web page design among others. Only the best will win the Gold, Silver, and Bronze medals.

On February 4, 2006, Chapter 336, represented by Manual Arts High School, competed at Regionals, hosted at Mt. San Antonio Community College. Noe Gonzalez, senior, competed in Computer Maintenance Technology and won gold! Johana Ocampo, senior, and Michael Cline, junior, competed in Web Page Design and also won gold! The team would not be complete without Sindy Gonzalez, the team organizer. She does all the logistics and paperwork, fund-raising, and anything else to get the job done. Pedro Vasquez is the Advisor to the Chapter 336 team. The team is now moving on to the State competition which will be held at the Riverside Convention Center. We wish them good luck! For more information on SkillsUSA, visit www.casusa.org



Congratulations to Chapter 336, Manual Arts High School!

Rounding up the Resources, Yee Haw!

On January 18, 2005, Youth Opportunities Unlimited Alternative High School (Y.O.U. AHS), in collaboration with Career Technical Education (CTE), held the 1st Annual Resource Round Up on the Y.O.U. AHS campus on West Manchester Avenue in Los Angeles. The resource fair opened with a welcoming given by one of the event's organizers, Linda Miles, CTE Career Resource Advisor. Also presenting their warm welcome to the group of students, parents, and community partners



(L - R) Dr. Robert Simmons, Dr. Ken Easum, Tipawan McGee and Michael Smalley delighted to provide resources to the families of Y.O.U.

were Micheal Smalley, Principal, Dr. Robert Simmons, Dean of Students, Stacy Collins, PAC representative, Russell Ung, Work Experience Specialist, and Vernida Owens, CTE Specialist. Following the welcome, Dr. Ken Easum, Educational Options Coordinator, addressed Educational Option's objective and the program's positive expectations for the future.

The room was filled with eager parents and students ready to receive resources in areas of education, job opportunities, health and life enrichment. In addition to providing resources, the event was a venue for the Y.O.U. Culinary Arts students to demonstrate their skill. The students prepared the food and catered the event.

Among the community partners present were FedEx, Federal Aviation Administration, OASIS, Drivers Education to Graduation, LA Opportunities Industrialization Center, and the Soy Workshop. This successful event not only benefited the youth, but the whole family as well!

Students Help Students Find Their First Break

The LAUSD First Break program is a year-round employment program designed to link eager and interested LAUSD high school students to the world of work. First Break began in 1973 as a cooperative program between LAUSD and the Los Angeles Area Chamber of Commerce to find jobs for high school students. In 1996, First Break began utilizing the Internet to provide LAUSD students with job leads. Ever since, school site Work Experience counselors are able to access First Break online.

Part of the driving force that makes First Break function is the countless hours spent contacting employers to join the First Break employer network. Three student staff members that



Kevin Briseño, Magdiel Palacios, and Alberto Labrada, 2006 high school graduates!

provide much of the fundamental footwork are Kevin Briseño, Alberto Labrada, and Magdiel Palacios; three high school seniors at Roosevelt High School. Their role in First Break is to phone companies throughout the city to see if they would like to partner with First Break and offer job leads to our students via the First Break website. This is

a very wearisome task but Kevin, Alberto, and Magdiel pull it off smoothly.

This is an exciting time for Kevin, Alberto, and Magdiel because, at the end of the 2005-2006 school year, they will be dressed in cap and gown garb ready to receive their high school diplomas. We had a chance to meet Kevin, Alberto, and Magdiel when they worked a temporary assignment at an LAUSD office location. The three students helped the Central High School Administrative Office on 14th Street with office tasks. We spoke to them about their goals and aspirations after high school.

Kevin Briseño is interested in the world of computers and his career goal is to become a computer technician. After graduating from Roosevelt High School, Kevin is planning to attend East Los Angeles College and then transfer to a four-year university. However, Kevin says he is keeping his options open: "I don't know if I will change my mind once I'm in college." Although Kevin is not certain what discipline he will choose to receive a degree in, he knows he will step into the college arena to begin laying the foundation for a bright future.

Alberto Labrada is currently maintaining a 3.9 grade point average and is interested in pursuing a career in law or criminal justice. Alberto tells us, "My goals as of right now are to graduate from high school and go to college." He plans to attend Pasadena City College to take general education classes and then transfer to the University of Southern California. The post-secondary education road will not end there for Alberto. He is ambitiously looking forward to obtaining a Master of Arts degree in Criminal Justice or Criminal Law.

Lastly, there is Magdiel Palacios. "My goal is to attend Pasadena City College and transfer to USC," Magdiel says. After completing his undergraduate studies, he plans to undergo a law program which will allow him to be an attorney.

Fashion Students Looking to Take Fashion Beyond High School

What is on PCH, holds approximately 1,600 full time students, and is a breeding ground for Animation, Graphic Design, Fashion Design, Fashion Merchandizing, Interior Design, and Multimedia? The same place that took on groups of excited fashion students to expose them to a post-secondary opportunity: Brooks College, Long Beach.



Robyn Lane points to a piece of student work; one of the many student-work display cases on campus

Brooks College has worked closely with Career Technical Education (CTE) since the district-wide Fashion Pathway Meeting in November of 2005. Brooks College representative Mike Watts has visited various fashion classrooms not only to provide information on Brooks College but also to motivate the young population of students to strive for success. In addition, with the aid of Robyn Lane, Assis-

tant Director of Admissions High School Division, Brooks College hosted numerous field trips to their campus. The fashion design classes from five LAUSD schools, Crenshaw High School, Locke High School, Narbonne High School, Santee Educational Complex, and Wilson High School, toured the Brooks College campus during the months of February, March and April 2006.

The fashion design students had the opportunity to breathe in the environment of a college campus. They visited classrooms, department offices, computer labs, viewed student work, ate in the campus cafeteria, learned about Brook College's on-campus tutoring program and the financial aid process for attending a post secondary institution. In addition, Patrick Comstock, president of Brooks College, offered words of encouragement to the group.

Along with the exposure and the ex-

perience of walking on a college campus, the field trips provided a viable and valid post-secondary option for students interested in pursuing a career in the arts. Students can be told about post-secondary options in the classroom, but they can touch and truly experience those options with "hands-on" field trips. In addition, Brooks College will sponsor a four-day fashion summer camp, *Camp Couture*, from June 27, 2006 to June 30, 2006 which will culminate with a fashion show the campers put on.

Thank you to all the fashion teachers that helped the field trips happen: Warrenita Clark (Crenshaw HS), Karen Brown (Locke HS), Grace Watanabe (Narbonne HS), Cynthia Banks (Santee Edu.), and Emilia Onuorah (Wilson HS). In addition, thank you to Brooks College administration and staff for working with LAUSD and CTE to promote our goal of educating our students about life after CTE.. For more information on the programs offered by Brooks College, Long Beach visit www.brookscollege.edu.

Jordan High School (continued)

after graduation. Some of the mentors present included Small Business Administration, FedEx, UPS, the Gas Company, Unite LA, Brooks College, Cerritos College, El Camino College, UCLA, USC, American Teens Learn About Success (ATLAS), LAPD, and Wattstar Theatre. In addition, Adriana McNally, Director of School Services, District 7, was also present to show her support.



Wells Fargo Bank donates \$1000.00 in support of Jordan HS Alumni Day! (L-R) Principal Stephan Strachan, Renee Bizer, and Michelle Drayton

As a sequel to "The Day after Graduation," Jordan held the first annual Alumni Day on March 28, 2006. The purpose of the event was to bring back to Jordan successful alumni, or bulldogs as they were dubbed courtesy of Jordan's mascot, who are willing to

not only come and spark the interest of young, impressionable minds toward education and career choices but also to bring opportunities for internships and job shadowing, funds for college scholarships and a willingness to act as mentors to Jordan's student body. Jordan HS alumni and community supporters joined together to breathe life into what was once just a plan. As a result, the community at large was collectively involved in achieving Jordan's academic and career goals for their student body. Renee Bizer, Wells Fargo Bank Regional

Manager of Community Development, donated \$1000.00 which marked the opening of the Jordan HS Alumni Fund.

Despite the rainy weather, the event progressed as intended. Mentors visited classrooms during the first half of the day and then shared experiences and provided

encouragement to an auditorium full of seniors. Bulldog alumni and community supporters shared experiences and resources in aerospace, university options, education careers, entertainment, and



Old School Jordan Bulldogs come back to share their experiences with the current bulldogs!

sports to name a just a few. Among many of the bulldogs present was Kevin Young, 1992 Gold Medal winner and current world record holder for 400 meter hurdles. In addition, actor Anthony Anderson, and his grandmother, attended to support his mother, a fellow bulldog alumnus.

Be Cool Daddy-O, taking a trip to The Jazz Bakery

Some would say that jazz music has one hand holding on to convention while the other hand is baking a wild concoction. For a group of Business Education and Culinary Arts students, The Jazz Bakery was the medium to bake fresh jazz music in front of their eyes.

On March 20, 2006, a group of students from Grant High School, in Valley Glen, visited The Jazz Bakery in Culver City. The Jazz Bakery

is a non-profit, musical venue originally conceived and founded by Ruth Price as a showcase for local talent whose reputation has now grown to an international stature in the world of jazz. As LA Weekly writer Brandt Reiter put it, "The Jazz Bakery is the most



Members of The New West Jazz Guitar Quartet, talking about music, jazz history and the business

prestigious jazz space in Los Angeles - a serious, no-frills, seven-nights-a-week nonprofit listening room of international renown, where everybody who's anybody has played; where iconic musicians turn up as regularly in the audience as on the bandstand; where just ascending the stage is a sure sign that you've made it into the music's highest ranks" (Brandt Reiter, LA Weekly, "The House that Ruth Built," Nov. 6,

2003). The field trip was organized by Cheryl Molliconé, Director of the Fox/Hamilton Music Mentoring Program and Mark Washington, CTE Career Resource Advisor with Career Development.

The New West Jazz Guitar Quartet, a young group of four jazz musicians from the University of Southern California



(L - R) Ruth Price, Mark Washington, and Cheryl Molliconé

Music Department, performed for the group of approximately 20 students. Unlike traditional jazz music, the group consisted of four distinct guitars, no drum kit, bass, or other instruments, producing a distinct sound. Along with performing, they spoke on the history of jazz and the structure of the music. Kathy Gayer, Culinary Arts teacher, and Maria Ortiz, Business Education teacher, accompanied the group of about 20 students.

In addition to watching a jazz performance, Ruth Price, founder of The Jazz Bakery, appropriately discussed the business aspect of running a club. She spoke on the processes of funding the club, differences between non-profit and for-profit organizations, the development of an advisory board, booking talent and other business-related subjects.

For more information on the New West Jazz Guitar Quartet visit www.newwestguitar.com.

Why Career Technical Education Matters

It seems that the world of education is replete with acronyms of all sorts that leave non-educators and educators always asking the question, "What does that mean again?" CTE is not only something that we as educators are attempting to align with California Department of Education Standards, but also represents a hope of finding a place in the world for all students.

Typically, educators are anxious to point our students toward college to get a degree, any degree, just go to college and it will all work out. Countless studies point to the earning potential of college graduates as being at least double that of non-college graduates.

Like it or not, all students who leave Secondary instruction will not go to college. It doesn't however mean they are doomed to a subsistence wages model for their remainder of life.

CTE covers many meaningful careers that pay real money. In some cases, these careers pay superior wages to what an average college graduate may find. Case in point is Automotive Technicians working at dealerships who are specialists in their area of expertise can make more than a decent living.

Just try purchasing a high-end automobile and doing the required maintenance yourself. Even if you have a background in Auto Mechanics you are unlikely to be successful. Why? Because cars, high-end and otherwise, are computer controlled and quite complicated in their construction and inner workings. Qualified technicians are sought after by all automobile manufacturers.

A student could leave a LAUSD high school with a background in CTE automotive instruction and enroll in a post secondary training program that last from one to two years and then walk into a job paying \$50,000, \$60,000 and beyond.

The same is true for Computer Technology experts, Furniture Makers, Chefs, Fashion Designers and Animators. All of these disciplines can be mastered without four years of traditional college. CTE courses in LAUSD schools offer an option for any student willing to take on the challenge; to look under the hood of the careers they are considering. CTE offers not just good wages, but hope for the future of our students, regardless of what their dreams may be.



We're on the web!

www.lausd.net/careerdevelopment

click on *Career Tech. Education* or *Student Employment*

Garfield The Movie

When one thinks of Garfield High School what may immediately come to mind is the 1988 film "Stand and Deliver." The story, although set in 1982, was shot on site at Garfield. It was of course the heartwarming tale of the real life teacher Jaime A. Escalante as portrayed by actor extraordinaire Edward James Olmos.

What the film showed better than most was that it is not the students' fault that they are not learning; but rather the expectations placed on them by their teachers and how much the people around them care if they learn.

In the film, Escalante comes out to the parking lot after a long day on campus to

find that his car has been stolen, or so he thinks. What really happened was some of the students from the auto shop program borrowed Escalante's car to give it a makeover to show their appreciation for his caring and pushing them to above average behavior.

In reality, and the present day, the Auto shop program or rather Automotive Technology classes at Garfield are taught by two teachers that could just as well have a movie made

about their own brand of caring and above average instruction.

They are the Villarreal brothers. Martin and Carlos Villarreal are hands on, out of the box Automotive Teachers that truly

go the extra mile to meet student needs.

The most obvious evidence of that is the 1958 Chevrolet Apache pick up truck featured last year at the Peterson Car Museum with the help of the late John Liechty and Los Angeles Unified School District Beyond the Bell program.

The truck took three semesters and multiple students to finish but to this day is a rolling tribute to what perfection students can produce if the right teachers and administrators agree to put the students first.

The thing that sets the Garfield Automotive Technology program apart from most are the limits, or rather the lack of limits, the instructors place on what they will do to get students passionate about fabricating, imagining and executing the plan no matter how long or hard the obstacles appear to be.



The Villarreal Brothers, Martin (L) and Carlos (R), pose in front of their artwork, a 1958 Chevrolet Apache

Work Readiness Certification

In Los Angeles County, the rate of young adults that were out of school and jobless is becoming a more problematic issue for the county's labor force. 32% of Los Angeles County's teens participated in the labor force in 2000, down from 38% in 2000. One of the main culprits for this daunting drawback is the lack of skills appropriate to be job-ready among teens. Accordingly, how are we, as a community, going to prepare of youth to be become productive citizens in the city's workforce?

On Saturday, April 22, 2006 the Work Experience and Career Technical Education Programs facilitated the Work Readiness Certification (WRC) Pilot Program. The certification process was developed by the Los Angeles Chamber of Commerce and Los Angeles Youth at Work (LAYAW), the Los Angeles Community Development Department (CDD), and the Youth Council to "ensure that work-readiness (as defined by business) is achievable within the system that prepares youth." The WRC pilot program seeks to build on and document basic workplace, academic and employability skills that pertain to all industries at the entry level. A major advantage to youth participants is that they are able to earn a Work-Readiness Certificate that will put them at the head of the line when

seeking employment in Los Angeles.

The WRC pilot process consisted of the six main components: 1) an Online Employment Application, 2) an Online Math Skills Test, 3) an Online Customer Service Survey, 4) a Resume, 5) a Hard Copy Employment Application, and 6)



The faces of a successful school district-student-city-business industry collaboration!

an interview. In order to obtain a Work-Readiness Certificate, youth participants must successfully complete all six components of the pilot.

Ten students from various high schools across the district were selected by teachers and advisors to participate in the pilot. Each student was assigned a coach that prepared the student for the six components of the WRC process. In addition to creating drafts of the paperwork required, students underwent a

mock interview with their coach. To evaluate the interview, coaches utilized a scoring rubric developed by LAYAW using business defined standards. In addition to LAUSD, the WRC pilot program was implemented at other community organizations, however the LAUSD facilitated pilot was only one where all students passed all components and received a WRC certificate!

Congratulations to, in order pictured, Stephany Santos (Santee Educational Complex), Erik Castro (Valley Alternative Magnet School), Orlando Roman (Hamilton High School), Courtney Pruitt (Jefferson High School), Constance Pruitt (Jefferson High School), Fidel Guzman (Santee Educational Complex), Jessenia Castro (Los Angeles High School), Brian Reyes (Los Angeles High School), Adriana Sifuentes (Santee Educational Complex), and Deshawn Hill (Fremont High School) (not pictured).

Facilitators for the WRC pilot were Russell Ung, Work Experience Specialist, and Linda Miles, Career Technical Education Career Resource Advisor. Coaches included Mark Washington, Career Technical Education Career Resource Advisor, Horacio (Ozzie) Rodriguez, Career Technical Education, Richard Trudeau, Work Experience Advisor, and Mildred Lewis, Work Experience.

**LOS ANGELES UNIFIED
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- Student Employ



What is WIA?

First signed on August 7, 1998, the Workforce Investment Act (WIA) program is funded by the federal government. This program provides the framework for a unique national workforce preparation and employment system designed to meet both the needs of the nation's businesses and the needs of job seekers and those who want to further their careers. Our main focus in LAUSD is working with youth, whether young or old, in preparing them for a career. Through the many pathways, students have many options in choosing the field they are interested in. The WIA program also supports the academic needs of the students through the use of several interventions like tutoring or seminars.

What is CTE/Perkins?

Signed into federal law on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of vocational and technical education for the 21st century. The central goals of this new vision are improving student achievement and preparing students for post-secondary education, further learning, and careers. The Perkins program in LAUSD is located at several high schools to help meet the needs of the students.



*Biographical information for the Bob Collins
article was collected from the Clark County
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