



Action Gazette

Today's Youth in Tomorrow's Jobs



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Jordan and Polytechnic High Schools Experience the Job Club

On June 16, 2005 and July 30, 2005, Jordan High School (Los Angeles) and Polytechnic High School (Sun Valley) experienced the Career Technology Education and Work Experience Office job club tour. Headed by Linda Miles and Mark Washington (Career Resource Advisors), they organized mentoring sessions, meetings with students and arranged job recruitment for each of the schools.

At each school, Ms. Miles and Mr. Washington divided up the job club event into two days. The first day, students sat down with mentors and talked about everything from business etiquette to methods of job searching. The second day (which

occurred on the following week), the students got to sell themselves to a variety of companies. A Jordan High School student said, "It is amazing the number of employers here today to give us jobs, that is so cool."

Events like these help build self esteem for the students, help connect the schools with the community but most importantly, gives the students that much needed encouragement that there is life after high

school.

A variety of businesses were represented during this two day process. Companies that came include: United Parcel Service, the Federal Aviation Administration, Federal Express, El Proyecto del Barrio, Work Source Centers in the San Fernando Valley, LAUSD First Break, the United States military, the LAUSD Work Experience/Career Technical Education offices, LAUSD Classified Personnel among others. Both events were successful.



Network members take turns in speaking with students about career exploration, preparation and job readiness.

General Fund and Cal Works Programs are a Success!

For many years, the county and city of Los Angeles and LAUSD have teamed up to give well-deserving students summer jobs. This summer, our office employed over 1,100 students throughout the entire district. There were students that worked with animals, helped at local public libraries, assisted in taking care of



The students above are busy putting things together for the Work Experience Office.

young children, etc. The students really felt important with having these jobs. A student from our downtown office said that it was always her dream to work with people that wear suits everyday in downtown.

With the summer winding down, the Work Experience office will once again start focusing on the Workforce Investment Act program even though we still have slots for the General Fund program.

The summer programs gave students a vehicle to actually doing something productive and meaningful and at the same time get a paycheck.

CTE and Work Experience Connect with Watts

Gene and Sandra Fisher are partners. However, this married couple doesn't get up early to run a convenience store or a bed and breakfast. They don't bore you with endless conversations about their investments or how they are positioned in the market. Instead, they sport huge contagious smiles that belie the hard work it takes to run a school that literally changes the lives of children each and every day.

While many of their contemporaries are looking forward to playing golf or an early retirement, these two are in the full throws of a passionate educational experience. The Watts Learning Center is located at 310 W. 95th Street in Los Angeles. WLC is an independent Public Charter School that offers instruction to some 250 students from kinder through fifth grade.

Exact excellence is the credo at Watts Learning Center. In 2004, WLC was one of 53 schools within Los Angeles Unified School District to be honored with the **Title I Academic Achievement Award** and one of 12 to receive the **California Distinguished School Award** from the California Department of Education. In addition, WLC's Academic Performance Index (API) grew in four years from 577 to 786. A score of 800 or higher is considered to be the goal for high performing schools.

As you're driving down Broadway toward the 105 freeway, the facility appears on the right hand corner of Broadway and 95th street. At first glance it looks as though it could be a private school or even a religious school with the obligatory Spanish architecture and open yard feeling.

Gene has the demeanor of a dignitary or college professor who carries himself with a kind of positive, deliberate persona. His words are exact and metered. He always seems perfectly relaxed and at the same time in control. Sandra is elegant, knowledgeable and understated. She has the kind of casual elegance that reeks of style, patience and beauty. There is an almost regal quality to both of them.

Gene Fisher holds a graduate degree in Chemical Engineering and for many years was a Lobbyist to Sacramento on behalf of

Los Angeles Department of Water and Power. Sandra Fisher, formerly Sandra Porter started her journey as a grade school teacher in Los Angeles Unified School District. She ultimately became a principal and administrator of a school.

Kwasi Geiggar is a CAMP Returnee Program Counselor for Los Angeles Unified School District. As a small boy Geiggar was often angry and sometimes troubled. He came from a family with limited resources and sometimes he had to wear "hand me down clothes" that did not exactly fit. His favorite

teacher in grade school was Ms. Sandra Porter. He remembers the day he came to school with his clothes falling off of him because they didn't fit well.

"She took me to the side and pinned my clothes up so they at least looked like they fit." She told me 'even though your clothes may not be new, you can still be clean and neat with what you have.' She was strict and stern to us all, but always very loving toward us and demanded that we do better for ourselves. She taught us what dignity was."

Geiggar now returns the favor by being a counselor to young men who have run afoul of the law, but still need to return to school for their high school diploma.

The combination of the Fishers backgrounds and their vision for the future makes the WLC unique among educational institutions, not to mention grade school. According to Sandra and Gene, their commitment is to bring excellence into the lives of children.

President and CEO of Watts Learning Center, Gene Fisher says that WLC's "Whole child" approach to education includes addressing issues in the home that may have an effect on a student's ability to learn. They accomplish this by providing resources through partnerships with AmeriCorps Vista and other local agencies. They also offer assistance to the parents of the children that attend WLC. This comes through the coordination of the Skills Enhancement arm of WLC. Agencies are brought on campus to help parents of the WLC population get jobs. Also addressed are



Passport to the World students get ready to board an airplane that will take them to different parts of Africa.

issues such as financial management and the process of buying a home for the first time.

Watts Learning Center has been in the business of education since 1997 and currently operates at near capacity for enrollment. Their goals include expanding the capacity of their school, within their school grounds to accommodate not only grade school but middle school as well.

When listening to Gene and Sandra speak of their school and their educational philosophy, they exude the same sort of contained enthusiasm present on the faces of their students. Their instructional philosophy is helping each child develop their innate gifts that will allow them to lead constructive, productive and successful lives. Gene adds "What we try to do is combine high expectations with deep caring."

Yet another remarkable aspect of the Fisher school is a program they call "Passport to the World." Every two years the Fishers arrange to take some twenty plus students, teachers and parents to destinations around the world. Their last trip was to the continent of Africa: Senegal and Gambia specifically. The trips last about 10 days. Sandra explains "We do this to give the children a world view and also to show them that they are really global citizens."

Parents are asked to contribute a small stipend of money for the children they want to send on these trips, but the lion share of the monies comes from donations by a small group of professional individuals and

businesses who believe in the mission of WLC. A future trip is scheduled for next year; they will be going to Ghana and Benin. The Watts Learning Center welcomes partnerships with community and educational organizations

whose goal is improvement for the child and their family.

With a planned expansion of their facilities in the near future, WLC welcomes underwriting and contributory opportunities for Los Angeles area businesses that would care to be identified with educational excellence and ownership.

There is a real sense of attention to the child present as one walks about the campus. Executive Director Sandra Fisher put it this way "Every student is a part of a family and every student has ownership in this campus."

"Every two years the Fishers arrange to take some twenty plus students, teachers and parents to destinations around the world."

Orlando Roman– Super ‘Computer’ Man

With so many great student success stories during our summer work programs, there were many students that stood out from all work locations. In our Work Experience office, there was a student that made the technology portion of the office run like a well-oiled machine. Orlando Roman is his name. Currently attending Hamilton High School, his dream is to become a computer technician and eventually open many computer repair shops to help people. “To me, computers are not just something with a monitor and a keyboard, it is a medium that allows me to do my everyday assignments and communicate with the world.” He added that he sees computers as being the backbone of our



Orlando Roman poses while working on a computer.

society, “without computers in the future, our society will go backwards and it will prevent the world from finding new and innovative ways to live and survive better.”

Orlando is currently in the 11th grade. As to the future, he is not sure on how to approach it, “should I focus on the programming aspect or the engineering.” Whatever decision Orlando makes will be a great one.

Orlando is currently taking honors and advanced placement classes. He currently assists people around the school and community with their technology needs.

“Man, yesterday I fixed a remote control and today I am calibrating a network hub,” the often humble but serious Orlando heralded. Jose Artiles, his advisor and mentor said, “this kid is the next Bill Gates, period!”

New Supervisor Looks Forward to Working with Partners

Hello, my name is Russell Ung and I am the administrator for “Collaborative Programs,” which is a fancy title for the person responsible for supervising the Work Experience office and the LAUSD/Department of Water and Power Youth Service Academy programs. My experience with the District spans over 30 years. I was a Resource Specialist teacher at Bret Harte JHS and Belmont HS. Moreover, at Belmont HS, I had the opportunity to coach football, track, and swimming, as well as sponsor the senior class.



Russell Ung is busy preparing a report during our photo shoot.

Recently, my primary focus has been on the overall development of instructional programs and career preparation for students with special needs throughout the District. During my tenure with the District Office of Transition Services, I worked with the Division of Special Education to support the required outcomes of the Modified Consent Decree (Chanda Smith), and to implement a comprehensive instructional program that integrated the School-to-Career and

SCANS reforms into work based learning programs for students with disabilities.

Since my appointment to the Work Experience Office, I have worked with our staff to restructure our service delivery model to provide the continued quality ser-

vices that schools have come to expect from us. I look forward to the challenges that this new position comes with, and feel confident that the Work Experience Office now has the right personnel and a service delivery model in place to ensure a successful year with all of the programs (WIA, Cal Works, TANF, WorkAbility I, TPP) that we work with.

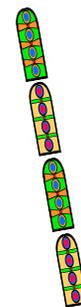
Work Experience/ CTE Staff in Action



Rick Trudeau and Dale Hirayama, Work Experience Advisors, work hard in completing important paperwork.



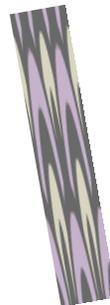
Community partners at one of our Job Club events at Belmont High School.



Students look on as one of our community partners share their career program.



Jordan High School students are eager in checking out the different career programs offered by our community partners.



A career day presenter and Mark Washington, CTE Advisor, look on as students discuss their career plans.



Yadira Torres—Yesterday and Tomorrow

Yadira Torres has been in our General Fund program and WIA program for the past few years. She has worked in our Work Experience Office off and on since 2003. She also worked for the ROTC office where she was nationally recognized for developing a file management system for their data and inventory.

This young lady is always finding something to do, whether it is filing or answering the phones. Mildred Lewis, Administrative Assistant says, "Yadira is the type of student worker you do not get very often.....she comes to work and ready to help." Other co-workers feel the same way of her work ethic. "She

doesn't know what the word 'stop' means....meaning that she is always working diligently on a project until it is done," Russell Ung, Work Experience Supervisor added.

Yadira graduated from Jefferson High School in June of 2005. She is currently going to Los Angeles Trade Tech where she is studying to become a registered nurse. "I want to help people feel as best as they can," said the shy yet energetic Yadira, "I want to change this world one

person at a time."

Currently, Yadira has been rehired to work for our office as a Work Experience Advisor Assistant at her alma mater, Jefferson High School and the new South Los Angeles Area New High School #1. Her new main role is to get students work training and subsidized jobs. "I am very excited that now I can help students get jobs and get them ready for their future,"

Yadira exclaimed. The Work Experience Office is happy to have her on board, she earned it.



Yadira Torres spares some of her valuable time for a picture.

Does the Future Hold a Job Boom or Bust?

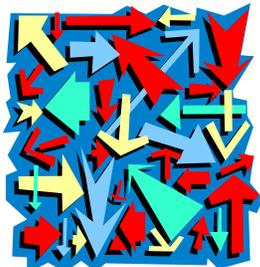
by John Rossheim

Monster Senior Contributing Writer

Hey, great news, workers! Well-off Baby Boomers will be leaving the workforce by the tens of millions over the next three decades, while continuing to gorge themselves on the services and goods that are the fruits of your labor. Your skills will be in high demand as far as the long-term prognosticators can see. There's just one problem with this vision of working America's glowing future: The lackluster present with its financially shaky employers, stagnant wages and nearly jobless recovery. To get a realistic perspective on your career prospects, you've got to begin to understand how these divergent perspectives mesh.

Short-Term Prospects

Near-term employment prospects are mixed. Earlier this year, 27 percent of employers said they expected to hire more workers in the third quarter of 2002, whereas only 24 percent of companies plan to staff up in the fourth quarter, according to staffing firm Manpower Inc.'s Employment Outlook Survey. But there appears to be some good news on the employment front. US unemployment unexpectedly ticked down from 5.9 percent in July to 5.7 percent in August, according to the Bureau of Labor Statistics (BLS). A tentative improvement in unemployment aside, "at the micro level, you get individual experiences of people losing jobs," says Ron Bird, chief economist at the nonprofit Employment Policy Foundation (EPF) in Washington, DC. Those currently unemployed are more blunt about their troubling career prospects. "I will take anything now," says a man identifying himself as E.K. O'Dear, a 25-year IT veteran in Houston who has been jobless for 11 months.



Long-Term Outlook

While the immediate future features both the clouds of jobs stagnation and the haze of economic uncertainty, most organizations bold enough to look ahead 10 years or more see little but sunshine for American workers.

The EPF, for one, has predicted "persistent shortages of qualified employees" during the next 30 years, which translates to high employment and healthy wage increases. From now until 2012, shortfalls among professional ranks are expected to be particularly pronounced; America will need 18 million new college grads, but colleges will only

produce 12 million through the period, says the EPF. Meanwhile, the BLS projects that US firms will create a staggering 22 million new jobs between 2000 and 2010. While the vast majority of new positions will be in the services sector, even goods-producing jobs will increase by about 1.3 million, according to the BLS. In the face of the economic difficulties of the 2000s, why are the crystal-ball readers still optimistic about the coming decades? Because even in the wake of the recent recession, "the fundamental forces of change that are driving the economy are still there: technological change and global integration," says Bird.

Globalization of Professional Work

But some observers see globalization's negative effect on US employment in the long term, even among professional workers. "I'm not so sure that higher IT unemployment is a short-term phenomenon," says Janet Ruhl,

owner of the consulting-rates database Real-Rates.com. "There's a new thing going on that's causing a huge disruption; companies are exporting their IT departments to India." Indeed, multinational giants including Sony, American Express, GE Capital and Nortel Networks have outsourced all or part of various back-room operations to companies operating in India, as Thomas Friedman has noted in the New York Times. Of course, many experts argue that by giving US producers of goods and services access to the world market, globalization creates more jobs on American soil than it exports to Asia or elsewhere.

Job Churning as a Fact of Life

Another factor that shapes careers and workers' perceptions is the rate of job turnover. Many Americans might be shocked to hear there were 52.9 million "separations" of workers and their employers from May 2001 to May 2002, according to the BLS. But there were also 52.3 million hires over the same

period, and nonfarm payroll employment decreased by 1.4 million -- a significant decline, but not a disaster. Turnover -- not permanent, catastrophic layoffs -- is endemic to the American service economy. But again, if you're an individual worker in a bad spot, statistics and predictions of a bright future are cold comfort. "I have a CPA and 15 years of heavy tech and accounting experience," says Joy Anderson, who works in the telecom industry. "I am working at a consulting firm on a data warehouse for less money than I made seven years ago." Anderson, living out a scenario she could never have imagined in 1995, isn't alone in worrying about what the world of work will look like seven years from now.



Dr. Paul Foster—Aviation Careers

Dr. Paul Foster is a member of the National Black Coalition of Federal Aviation Employees; holding the position as their National Education, Recruiting, Training Chair. He works for the Federal Aviation Administration (FAA) as an FAA Aviation Safety Inspector (Airworthiness – Maintenance) currently assigned to the Western Pacific Region Office of Runway Safety and Operational Services. He is also an Adjunct Associate Professor with Embry-Riddle Aeronautical University teaching graduate and undergraduate courses in aviation safety, management, & aircraft maintenance. He holds a Doctorate in Education (EdD) in Organizational Leadership, Specialist in Education (EdS) degree in General Education Administration, Masters of Art in Management, and Bachelor of Professional Aeronautics from Pepperdine University, Troy State University in Montgomery, Webster University, and Embry-Riddle Aeronautical University, respectively. He holds the following professional certifications: Certified Government Safety Officer (CGSO), Certified Safety Instructor (CSI) Master Level, Certified Federal Aviation Administration Aviation Maintenance Technician (Airframe-Powerplant ratings) and Certified Safety and Health Manager. Dr. Foster is an active member of LAUSD CTE & Work Experience Advisory com-

mittee.

1) What expertise do you bring to the table?

I bring over 30 years of experience in aviation maintenance; approximately 20 years experience in education including 18 years teaching experience with the Air Force and civilian education institutions.

2) What are your central goals for your partnership (FAA-NBCFAE) with our office (WIA and Perkins programs)?

Establish a communication network and develop an awareness campaign to encourage Black, female and minority individuals to consider aviation as a career option.

3) What is your vision of your partnership (FAA-NBCFAE) with our office (WIA and Perkins)?

To provide critical aviation leadership by developing a relationship and serving as an advocate between our offices to build

a network for recruiting Black, female and minority individuals for positions in aviation. To be a resource that provides support, training, encouragement, and camaraderie for Black, female and minority individuals.

4) What message do you have for our youth in regards to your field, including the future?

To achieve a balanced workforce that reflects the demographics of society I would urge the youth to actively participate in activities that provide career enhancement, growth and networking opportunities. This can be done by maintaining and enhancing communications by using email, websites and newsletters.

5) Why do you enjoy working with youth?

We are consistently asked to invest in our future. As I see it the youth are our future; and since there is hope in their eyes, we should not allow them to go blind. My enjoyment is seeing the youth discover a career option that will allow them to excel personally and professionally.



Dr. Paul Foster (FAA) takes time from his busy schedule to pose for a picture.

David Diaz—Running to UC Santa Barbara

The man loves to run, work and study. His name is David Diaz. This recent graduate from Manual Arts High School has high dreams and aspirations. This young man has been a student of our programs (General Fund and WIA) for the past three years. During that time, he has exhibited a sense of professionalism and dedication. “My everyday goal is to make sure that I do everything 110%I want people to not just be happy



With the office being busy, we were able to take a quick snapshot of David in action.

with me as a person but to be happy with the quality of work of have done.

“I am going to miss this kid,” exclaimed Rick Trudeau, one of the Work Experience Advisors, “David has the potential to not only be a positive role model but to actually change the world.”

When David is not busy with our program, he is busy receiving academic honor roll awards, perfect attendance awards, running awards like 3rd place in the high school cross country city competition and a com-

pletion medal for the demanding Los Angeles Marathon. He has also acted in several high school plays, including being a central figure in the production of “Westside Story.” Lastly, he dedicates a lot of his time by being a member of the U.S.C. Neighbor Academic Initiative Program, a rigorous seven-year academic program where students get prepared to endure the toughness of top four-year universities.

David will be attending UC Santa Barbara in the fall. “I am excited that I will be able to ‘spread my wings’ at such a prestigious university,” exclaimed the excited 18 year-old. The Work Experience Office wishes David good luck on his new trek in life.

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It's all about the students!

**You can also check us out on
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- Career Tech. Edu
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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.



Special thanks to John Rossheim, senior contributing editor from monster.com, for his story. For more information and/or stories from this source, log on to www.monster.com.



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