

# A Blueprint for the Development of a Comprehensive School to Work System

DRAFT

## I. PURPOSE

In today's competitive economy, young people need a strong educational foundation combined with analytical and technical skills, and a better understanding of the workplace in order to find high wage employment and pursue post-secondary education. Cambridge, through its commitment to workforce development, is developing a systematic effort to prepare young people for lifelong learning and entry-level employment and graduate its students into a competitive labor market with sufficient skills and knowledge to succeed.

Supporting young people as they make the transition from high school to post-secondary education or employment is critical as both a youth development and an economic development strategy. The development of a comprehensive school-to-work system will provide broad-based skills to prepare youth for citizenship, further learning, and the workplace. It will also help to attract and retain industries in Cambridge which offer high-wage potential. As stated in a 1994 report by David Gruber, "Toward a Seamless System for Workforce Development":

*All young people in this country deserve the opportunity to develop into active, productive citizens, family members, and workers. For this to occur, public and private-sector leaders and institutions must work together to create not just isolated programs, but a comprehensive, coherent system of learning, work, and social support designed to meet that objective.*

Guiding the transition of Cambridge youth from the public schools to the work place and/or to post-secondary education requires a broad range of community partners. Employers, schools, city government, community agencies, higher education institutions, parents and teachers are working together to establish a shared vision.

## II. GOALS

The City of Cambridge, through its City Council and School Committee, endorses education, youth development and economic development policies that are guiding Cambridge from a spectrum of programs to a comprehensive Career Pathways system designed to serve every Cambridge young person. The foundations of this system are in place, and the organization of the partners is well underway. The enactment of this policy and the following goals will put the Career Pathways system fully into place:

- All Cambridge youth will have access to an integrated sequence of work experiences beginning in elementary school and continuing into their post-secondary education, with the ultimate goal of linking students' community-based work experiences with their educational coursework. These experiences include: job shadowing, community service, internships, after-school and summer jobs, and apprenticeships operated in collaboration with community partners.
- All Cambridge Public School students will graduate with academic and vocational competencies which effectively prepare them for career or post-secondary educational opportunities. Portfolios demonstrating students' competencies, and reflecting their classroom and work-based learning experiences, will be presented for acceptance by employers and post-secondary institutions in the Cambridge area as appropriate credentials.
- The development of a skilled workforce will become a major component of the City's economic development strategy aimed at retaining and attracting Cambridge businesses.
- Students' work and learning experiences will be supplemented with career-readiness instruction and exposure as well as access to trained mentors providing educational and employment assistance and career guidance.
- Junior and senior year apprenticeships will be created and enhanced within a number of broad career paths including: health and human services, business and entrepreneurship, arts and communications, and industrial technologies and engineering.
- Local employers and institutions of higher education will be asked to give graduates of Cambridge's public schools priority in hiring and admissions decisions as a result of students' substantial educational and work place experiences.

### **III. ROLES AND RESPONSIBILITIES**

In order to build a Career Pathways system, organizational partners will commit to specific roles and responsibilities. Partners will be encouraged to phase in participation, building on their current involvement in Career Pathways efforts, with an eye toward full participation in the responsibilities delineated.

#### **■ Cambridge Public Schools**

- Create credit-bearing educational pathways which relate to broad occupational clusters. Pathways will include integrated sequences of academic and vocational projects and coursework, career exploration opportunities, and outside apprenticeships.

- Create opportunities for academic and vocational teachers to work together with business, higher education and community partners on curriculum development and implementation.
- As part of each apprenticeship, offer a work-focused humanities seminar that meets on a regular basis at the work site.
- Develop Individual Learning Plans and Portfolios of Completion for each student.
- Graduate students with demonstrated competencies in critical academic and vocational skills, shifting from a time-based (Carnegie Unit) system to a performance-based system. These competency and skill standards would be developed in collaboration with Career Pathways community partners.
- Provide parents and guardians with opportunities to become involved in their childrens' Career Pathways programming and coursework.

## ■ **Employers**

- Work with community representatives to double the number of challenging and educational paid after-school, summer jobs, and apprenticeship placements available for Cambridge youth within three years.
- Bring together representatives of current business groups and city representatives to produce, within six months, recommendations for incentives and strategies that will increase and enhance the level of business involvement in workforce development initiatives.
- Designate personnel to serve as liaisons to Career Pathways programs and to serve as mentors and supervisors who participate in trainings and work with youth.
- Develop and recognize skill competencies, learning plans, and work-based learning curriculum in collaboration with school, community, and higher education partners, giving priority to Cambridge students in entry-level hiring decisions.
- Create opportunities for job-shadowing, "try-out" employment, and supervised internships for middle and high school youth.
- Assist in peer recruitment and marketing to area businesses to expand private sector and institutional involvement in Career Pathways programming.

## ■ City Government

- Broker and facilitate linkages between businesses, schools, community agencies and higher education institutions to strengthen and expand Career Pathways system.
- Include workforce development priorities and programs as an essential part of economic development strategies aimed at retaining and attracting Cambridge businesses.
- Establish an ongoing systematic mechanism to understand the changing needs and interests of Cambridge employers.
- Provide start-up, technical assistance, program planning and resource development assistance to Career Pathways system and its components.
- Streamline and expand outreach to businesses and assist in development of sequential programming through coordination of community and school-based employment and work-based learning providers.
- Develop, in collaboration with school and community partners, a means of follow-up and reporting on progress of Career Pathways students.
- Inform Cambridge residents of resources available through the Career Pathways system.

## ■ Community Agencies

- Develop and manage, as part of Career Pathways programs, community and work-based learning opportunities, linked to students' academic and classroom learning.
- Collaborate with teachers, employers, post-secondary institution representatives and others to develop an integrated academic and vocational learning curriculum.
- Provide students with individualized case management support and educational guidance.
- Develop and teach job-readiness and career exploration skills to students as an integral component of Career Pathways programming.
- Within each pathway, train business partners and community-based mentors on working with youth, and facilitate communication between school and industry collaborators.

## ■ **Post-Secondary Educational Institutions**

- Develop articulation agreements with Cambridge Rindge and Latin School such that students can accrue college-credits and advanced standing through Career Pathways courses.
- Participate in design of program curriculum and development of skill competencies in collaboration with school, community, and private sector partners.
- Provide ongoing information to students on applying to and financing college, and determining appropriate post-secondary educational institutions.
- Develop arrangements such that Cambridge students are given priority in local admission decisions and access to scholarships.

## ■ **Parents and Guardians**

- Support students' participation in comprehensive programs by helping them identify skills and additional education necessary to pursue career paths.
- Meet with teachers and pathway coordinators to help guide students through decision-making, class participation, and development of career interests.
- Participate in program evaluation and formative program design.

## ■ **Students**

- Actively participate in Career Pathways opportunities and attend classroom and worksite activities regularly.
- Enter into and continue mentor relationships with community professionals.
- Explore potential career fields and, with assistance, identify skills needed and appropriate education necessary to pursue interests.
- Produce a portfolio of experience upon graduation from Cambridge Public Schools.

### **III. Career Pathways Partners**

This listing includes the current agencies, associations, and individuals involved in the formation and development of a Career Pathways system. It is expected that this list will grow as the plan is distributed to the broader community for input and involvement.

Aquinas College  
Cambridge Community Development Department  
Cambridge Chamber of Commerce  
Cambridge Community Services  
Cambridge Community Television  
Cambridge Department of Human Service Programs  
Cambridge Housing Authority  
Cambridge Partnership for Public Education  
Cambridge Public Schools  
Cambridge School Volunteers  
City of Cambridge  
Citywide Youth Employment Office  
Employment and Training Task Force, City Council  
Employment Resources, Incorporated  
Junior Achievement  
Just A Start Corporation  
Office of Workforce Development  
OWD Business Advisory Committee  
Regional Employment Board/Metro North region

# A Blueprint for the Development of a Comprehensive School to Work System

DRAFT

## I. PURPOSE

In today's competitive economy, young people need a strong educational foundation combined with analytical and technical skills, and a better understanding of the workplace in order to find high wage employment and pursue post-secondary education. Cambridge, through its commitment to workforce development, is developing a systematic effort to prepare young people for lifelong learning and entry-level employment and graduate its students into a competitive labor market with sufficient skills and knowledge to succeed.

Supporting young people as they make the transition from high school to post-secondary education or employment is critical as both a youth development and an economic development strategy. The development of a comprehensive school-to-work system will provide broad-based skills to prepare youth for citizenship, further learning, and the workplace. It will also help to attract and retain industries in Cambridge which offer high-wage potential. As stated in a 1994 report by David Gruber, "Toward a Seamless System for Workforce Development":

*All young people in this country deserve the opportunity to develop into active, productive citizens, family members, and workers. For this to occur, public and private-sector leaders and institutions must work together to create not just isolated programs, but a comprehensive, coherent system of learning, work, and social support designed to meet that objective.*

Guiding the transition of Cambridge youth from the public schools to the work place and/or to post-secondary education requires a broad range of community partners. Employers, schools, city government, community agencies, higher education institutions, parents and teachers are working together to establish a shared vision.

## II. GOALS

The City of Cambridge, through its City Council and School Committee, endorses education, youth development and economic development policies that are guiding Cambridge from a spectrum of programs to a comprehensive Career Pathways system designed to serve every Cambridge young person. The foundations of this system are in place, and the organization of the partners is well underway. The enactment of this policy and the following goals will put the Career Pathways system fully into place:

- All Cambridge youth will have access to an integrated sequence of work experiences beginning in elementary school and continuing into their post-secondary education, with the ultimate goal of linking students' community-based work experiences with their educational coursework. These experiences include: job shadowing, community service, internships, after-school and summer jobs, and apprenticeships operated in collaboration with community partners.
- All Cambridge Public School students will graduate with academic and vocational competencies which effectively prepare them for career or post-secondary educational opportunities. Portfolios demonstrating students' competencies, and reflecting their classroom and work-based learning experiences, will be presented for acceptance by employers and post-secondary institutions in the Cambridge area as appropriate credentials.
- The development of a skilled workforce will become a major component of the City's economic development strategy aimed at retaining and attracting Cambridge businesses.
- Students' work and learning experiences will be supplemented with career-readiness instruction and exposure as well as access to trained mentors providing educational and employment assistance and career guidance.
- Junior and senior year apprenticeships will be created and enhanced within a number of broad career paths including: health and human services, business and entrepreneurship, arts and communications, and industrial technologies and engineering.
- Local employers and institutions of higher education will be asked to give graduates of Cambridge's public schools priority in hiring and admissions decisions as a result of students' substantial educational and work place experiences.

### **III. ROLES AND RESPONSIBILITIES**

In order to build a Career Pathways system, organizational partners will commit to specific roles and responsibilities. Partners will be encouraged to phase in participation, building on their current involvement in Career Pathways efforts, with an eye toward full participation in the responsibilities delineated.

#### **■ Cambridge Public Schools**

- Create credit-bearing educational pathways which relate to broad occupational clusters. Pathways will include integrated sequences of academic and vocational projects and coursework, career exploration opportunities, and outside apprenticeships.

- Create opportunities for academic and vocational teachers to work together with business, higher education and community partners on curriculum development and implementation.
- As part of each apprenticeship, offer a work-focused humanities seminar that meets on a regular basis at the work site.
- Develop Individual Learning Plans and Portfolios of Completion for each student.
- Graduate students with demonstrated competencies in critical academic and vocational skills, shifting from a time-based (Carnegie Unit) system to a performance-based system. These competency and skill standards would be developed in collaboration with Career Pathways community partners.
- Provide parents and guardians with opportunities to become involved in their childrens' Career Pathways programming and coursework.

## ■ Employers

- Work with community representatives to double the number of challenging and educational paid after-school, summer jobs, and apprenticeship placements available for Cambridge youth within three years.
- Bring together representatives of current business groups and city representatives to produce, within six months, recommendations for incentives and strategies that will increase and enhance the level of business involvement in workforce development initiatives.
- Designate personnel to serve as liaisons to Career Pathways programs and to serve as mentors and supervisors who participate in trainings and work with youth.
- Develop and recognize skill competencies, learning plans, and work-based learning curriculum in collaboration with school, community, and higher education partners, giving priority to Cambridge students in entry-level hiring decisions.
- Create opportunities for job-shadowing, "try-out" employment, and supervised internships for middle and high school youth.
- Assist in peer recruitment and marketing to area businesses to expand private sector and institutional involvement in Career Pathways programming.

## ■ City Government

- Broker and facilitate linkages between businesses, schools, community agencies and higher education institutions to strengthen and expand Career Pathways system.
- Include workforce development priorities and programs as an essential part of economic development strategies aimed at retaining and attracting Cambridge businesses.
- Establish an ongoing systematic mechanism to understand the changing needs and interests of Cambridge employers.
- Provide start-up, technical assistance, program planning and resource development assistance to Career Pathways system and its components.
- Streamline and expand outreach to businesses and assist in development of sequential programming through coordination of community and school-based employment and work-based learning providers.
- Develop, in collaboration with school and community partners, a means of follow-up and reporting on progress of Career Pathways students.
- Inform Cambridge residents of resources available through the Career Pathways system.

## ■ Community Agencies

- Develop and manage, as part of Career Pathways programs, community and work-based learning opportunities, linked to students' academic and classroom learning.
- Collaborate with teachers, employers, post-secondary institution representatives and others to develop an integrated academic and vocational learning curriculum.
- Provide students with individualized case management support and educational guidance.
- Develop and teach job-readiness and career exploration skills to students as an integral component of Career Pathways programming.
- Within each pathway, train business partners and community-based mentors on working with youth, and facilitate communication between school and industry collaborators.

## ■ Post-Secondary Educational Institutions

- Develop articulation agreements with Cambridge Rindge and Latin School such that students can accrue college-credits and advanced standing through Career Pathways courses.
- Participate in design of program curriculum and development of skill competencies in collaboration with school, community, and private sector partners.
- Provide ongoing information to students on applying to and financing college, and determining appropriate post-secondary educational institutions.
- Develop arrangements such that Cambridge students are given priority in local admission decisions and access to scholarships.

## ■ Parents and Guardians

- Support students' participation in comprehensive programs by helping them identify skills and additional education necessary to pursue career paths.
- Meet with teachers and pathway coordinators to help guide students through decision-making, class participation, and development of career interests.
- Participate in program evaluation and formative program design.

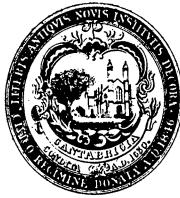
## ■ Students

- Actively participate in Career Pathways opportunities and attend classroom and worksite activities regularly.
- Enter into and continue mentor relationships with community professionals.
- Explore potential career fields and, with assistance, identify skills needed and appropriate education necessary to pursue interests.
- Produce a portfolio of experience upon graduation from Cambridge Public Schools.

### **III. Career Pathways Partners**

This listing includes the current agencies, associations, and individuals involved in the formation and development of a Career Pathways system. It is expected that this list will grow as the plan is distributed to the broader community for input and involvement.

Aquinas College  
Cambridge Community Development Department  
Cambridge Chamber of Commerce  
Cambridge Community Services  
Cambridge Community Television  
Cambridge Department of Human Service Programs  
Cambridge Housing Authority  
Cambridge Partnership for Public Education  
Cambridge Public Schools  
Cambridge School Volunteers  
City of Cambridge  
Citywide Youth Employment Office  
Employment and Training Task Force, City Council  
Employment Resources, Incorporated  
Junior Achievement  
Just A Start Corporation  
Office of Workforce Development  
OWD Business Advisory Committee  
Regional Employment Board/Metro North region



RECEIVED BY  
OFFICE OF CITY CLERK

1995 JUN 22 PM 12: 22

CAMBRIDGE MA.

# CAMBRIDGE CITY COUNCIL

CITY HALL, CAMBRIDGE, MASSACHUSETTS 02139

(617) 349-4280

FAX (617) 349-4287

Jonathan S. Myers  
City Councillor

## MEMORANDUM

**TO:** The Honorable, The City Council

**FROM:** Councillor Jonathan S. Myers

**DATE:** June 22, 1995

\*\*\*\*\*

Please find for your review a copy of **A Blueprint for the Development of a Comprehensive School to Work System**. This document was compiled by a task force which I was fortunate to have the opportunity to Chair, and whose membership included Councillor Frank Duehay, Ms. Jill Herold, Ms. Saphira Baker, Ms. Jeanne Strain, Mr. James Hawkins, Mr. James Keegan, Mr. Gerald Oldach, Mr. Lawrence Rosenstock, Ms. Ruby Pierce, Ms. Patricia Byrne, School Committee Member Denise Simmons, Ms. Nancy Brown and Ms. Maria Ferri.

s

enclosure

2.

5-230

**Comm. & Reports from City Officers**

**Comm. from Councillor Jonathan S. Myers  
regarding A Blueprint for the Development  
of A Comprehensive School to Work System.**

**In City Council,**

**June 26, 1995**

*Referred to the  
Economic Development  
Committee on motion  
of Councillor Galluccio  
6/28/95 - Copy sent to Economic  
Development Committee*