

APPENDIX B – REQUIRED DOCUMENTATION FORMS

**APPLICATION COVER PAGE**

(Please Print or Type – All Fields Must Be Completed)

|   |
|---|
| Project Name: Multiple Pathways to Career & College Success |
| Requested Funding: \$145,436                                |

|  |                                |            |
|--|--------------------------------|------------|
| Project Director: John Young, School to Career Coordinator |                                |            |
| District, School or ESD: Canby School District             |                                |            |
| Address: 721 SW 4 <sup>th</sup> Ave.                       |                                |            |
| City: Canby  | State: Oregon                  | Zip: 97013 |
| Phone: 503-263-7218  | Email: youngj1@canby.k12.or.us |            |

|  |                               |            |
|--|-------------------------------|------------|
| Grant Fiscal Agent Contact: David Moore                |                               |            |
| District, Charter School or ESD: Canby School District |                               |            |
| Address: 1130 S. Ivy                                   |                               |            |
| City: Canby  | State: Oregon                 | Zip: 97013 |
| Phone: 503-266-0020                                    | Email: moored@canby.k12.or.us |            |

|  |                                |            |
|--|--------------------------------|------------|
| Superintendent: Dr. John Steach        |                                |            |
| District or ESD: Canby School District |                                |            |
| Address: 1130 S. Ivy                   |                                |            |
| City: Canby                            | State: Oregon                  | Zip: 97013 |
| Phone: 503-266-0019                    | Email: steachj@canby.k12.or.us |            |

|     | Participating High School or Middle School Name | Lead Contact Name      | Grade Levels | Student Enrollment |
|-----|---|------------------------|--------------|--------------------|
| 1.  | Canby High School                               | John Young, S2C Coord. | 9-12         | 1550               |
| 2.  |   |                        |              |                    |
| 3.  |   |                        |              |                    |
| 4.  |   |                        |              |                    |
| 5.  |   |                        |              |                    |
| 6.  |   |                        |              |                    |
| 7.  |   |                        |              |                    |
| 8.  |   |                        |              |                    |
| 9.  |   |                        |              |                    |
| 10. |   |                        |              |                    |

discussed, and agreed to their part in implementing the project proposed in this grant application:

|     | Name               | Title                         | Organization                   |
|-----|--------------------|-------------------------------|--------------------------------|
| 1.  | Tom O'Connor       | Division Chief                | Canby Fire District            |
| 2.  | Keith Galitz       | President                     | Canby Telcom                   |
| 3.  | Dave Guile         | Projects Consultant           | Cascade Fruit Management       |
| 4.  | Megan Helzerman    | Regional Coordinator          | C-TEC Clackamas ESD            |
| 5.  | John Makin         | Engineer                      | JVNW, Inc.                     |
| 6.  | Paul Schlumpberger | Operations Manager            | Pioneer Pump                   |
| 7.  | Kory MacGregor     | President                     | Roth Heating & Cooling         |
| 8.  | Mitchel Karp       | General Manager               | RSG Forrest Products           |
| 9.  | Kim Parker         | Executive Director            | Workforce Investment Council   |
| 10. | Mary Greco         | Executive Vice President      | Clackamas Federal Credit Union |
| 11. | Karyn Haaga        | Clinical Services Coordinator | Women's Healthcare Associates  |
| 12. |                    |                               |                                |



### **Abstract of Canby CTE Project:**

Since 2000 Canby High School has been dedicated to improving and expanding their Career and Technical Education Programs. This is exemplified by a state of the art CTE facility completed in 2003 and the development of quality programming for their students. Currently the high school has seven (7) approved programs of study that include Construction Technology, Marketing, Accounting, Graphic Design, Early Childhood Education, Agriculture, and Manufacturing.

With the opportunity provided by the CTE Revitalization Grant, Canby High School is seeking funds to expand and further develop student internships using the existing partnership between Canby High School and Clackamas Community College's SMART Internship Program. At present, there are 45 student interns in a variety of placements. Canby High School will link these and future internships to each of the existing programs of study as well as utilizing the present job shadow program in creating additional internship opportunities.

Our project has two components that require support from the CTE Revitalization Grant: (1) Hire temporary staff for the period of the grant project to expand the job shadows into full student internships and (2) provide professional development to existing high school teachers including internships at key community partner job sites, time to collaborate as learning teams, and visitations to other programs across the state. This type of professional development would allow a variety of academic and CTE classroom teachers an opportunity to build classroom lessons for their students that link industry skills into math, science, technology, and engineering curriculum.

## **Project Outcomes and Progress Markers:**

The Canby High School CTE Revitalization Project has four major outcomes:

1. Improved partnerships with business, industry, labor and educational providers:

Although we currently have a large number of businesses involved in our job shadow program, our high school has not always connected our student's job shadow activities with regular classroom curriculum. The CTE Revitalization Grant will provide us the time to connect our educational staff and business partners in a deeper understanding of how the business and industry site can help meet academic and educational outcomes needed for the Oregon Diploma. Classroom teachers will be able to design lessons that connect worksite and the National and State Standards. This strengthens and reinforces CTE programs and provides students with clear learning outcomes instead of "just an interesting job shadow experience" for students. During the course of the project we want to create a minimum of **fifty new business partnerships** that play a much deeper role in our CTE instruction. These roles will include working with teachers at their worksites to develop lessons, developing presentation materials by local businesses that will be presented in CTE classrooms by the business partners, and developing a cadre of business/industry guest speakers for both the junior high schools and high school classrooms.

2. Improved teacher knowledge and practice: During the course of this grant project

we want to implement a teacher internship program where Canby High School staff members have a chance to spend extended periods of time at local Clackamas County businesses to understand how math, science, technology,

and communication are used on a daily basis in the workplace. Teachers would also work with business staff to create a set of resource materials to be used in their classrooms. Teachers would have opportunities to visit other school districts that have successfully partnered with their local communities and increase their knowledge of best practices around community partnership development. An example would be visiting the IMT Project in Tillamook, Oregon to talk with their staff and industry partners. This part of the project is open to CTE and regular classroom teachers. Funds from the CTE Revitalization Grant would be used to fund substitute costs and out of school time visitations for teachers to work with the business partners. We will provide **ninety (90) of these visitation opportunities** for our staff. Visitations will be aligned to current programs offered at our high school.

3. Improved student engagement in CTE: Although our current CTE programs are well attended and meaningful to our students, we feel that the missing piece is a longer exposure to career and college opportunities for all of our students. As students reach their senior year they have additional “free time” which we want to take advantage of as a meaningful transition to their next steps. After the sophomore job shadow experience many of our students have stated they wish they could spend more time at the business site. Our plan over the next two years is to have, by the end of their senior year, every Canby High School student in a minimum of a two week internship and/or enrolled in an approved SB 300 expanded option at Clackamas Community College not offered at Canby High School that is related to their career and college plan. By implementing a

fully developed student internship program at the junior/senior year, we can help students transition into a more robust career and college ready status. In talking with our current area employers, many of them are interested in providing pathways for students into actual jobs within their companies. Our local businesses struggle to find workers who are prepared with the skills they desire. Our job shadow businesses such as the health industry and technology firms are very interested in expanding to a full internship project so that they have access to a future workforce. Our local businesses are interested in the model of a “grow your own” workforce out of the surrounding community. This allows them to develop a skilled workforce in partnership with the high school and to support families in the local area.

4. Improved rigor in technical/academic content aligned to diploma requirements:

As teachers design curriculum in partnership with the local business and industry partners several goals are achieved in the alignment of Oregon Diploma requirements. Specifically this project will design classroom lessons in engineering design, science inquiry, and challenge students in problem solving and working together as a team. Our local businesses have offered real world problems for our students to solve in their classrooms. These types of real world problems move the technical/academic content out of the textbook into a real world context for our students. Students will also be exposed to real world technology and understand how computers and technology are used as a tool in careers and not just for word processing and internet surfing. Students will also have a much greater depth of

understanding of the ethics of technology as they are exposed to use and misuse in the workforce.

**Career and Technical Education Program of Study Design:**

Currently Canby High School has seven (7) approved programs of study that include Construction Technology, Marketing, Accounting, Graphic Design, Early Childhood Education, Agriculture, and Manufacturing. Some of the programs are currently using community resources on a regular basis while others are utilizing them rarely. One of the major goals of our project is to create an overall system that allows all of our programs of study to maximize the community resources in our area by partnering with our local businesses and educational partners in a variety of new projects.

Our project will create a system that will embed student internships and/or an approved SB 300 expanded option at Clackamas Community College as part of the student CTE experience at Canby High School. In the first year of this two-year project we will hire temporary staff in our Career Center to allow our school to career staff to focus on designing the internship program with teachers, university partners, and local businesses. The School to Career staff will also begin to build deeper relationships with local business and industry partners and develop “job descriptions” and credit for proficiency for each of the internship sites. Teachers in the CTE and academic programs, after visiting other educational programs and business/industry sites, will work together to design STEM (Science, Math, Engineering, and Technology) activities that reflect work force needs and meet the goals of the Oregon Diploma in areas such as science inquiry and engineering design. These “new” classroom lessons will engage students far more than contrived activities out of a textbook that are not related to the



local community context. An additional element of our project is to involve our local college partners such as Clackamas Community College to provide experiences to our students such as guest speakers, field trips to the local colleges and a series of mini-courses to expose students on how to be college ready.

Canby High School continues to provide students at the sophomore level a community job shadow experience. Our Career and College Readiness counselor works with the local community partners to provide over 500 job shadows for all sophomores as well as any junior or senior who requests another job shadow experience. All sophomores complete a required career development class called Future Focus. During this class they begin their high school portfolio, revisit their MAPP they started as a freshman, complete a job shadow experience, participate in a mock interview, discuss with a panel of business leaders what it means to have a work ethic, and participate in other work readiness skill development activities.

Canby High School has also developed a thriving ASPIRE program, presently involving 17 community volunteers with 437 students enrolled. Over 70% of the present senior class is actively receiving assistance with present and post high school planning through the ASPIRE Program. Many students learn about internships in their area of interest from these one-on-one meetings with their ASPIRE mentor.

**Innovation:**

As all of us who have been in the field of Career and Technical Education in Oregon know, our programs have been under siege for a number of years. Often CTE programs are the first classes to be cut during a school budget crisis which occurs

because of the lack of advocacy for CTE and the overall understanding of what CTE programs provides to students, how CTE is connected to meeting the requirements of the Oregon Diploma and how CTE helps develop the local economy/emerging workforce. While many other Oregon school districts have removed many of their CTE programs, Canby has continued to transform and expand the vision for their Career and College Ready projects.

Canby over the last few years has been a statewide leader in Career Technical Education. The state of the art facility at our high school is underpinned with the philosophy of integrating academic and technical skills in a seamless system for making our graduating seniors career and college ready. Over the last ten years we have put in place quality programs of study that are aligned with high wage, high skills careers.

Our proposed project, using the CTE Revitalization funds, would develop even closer relationships with our business and educational partners by developing a CTE leadership council. This council would include business and industry leaders, high school staff, community college representatives, state agencies (such as BOLI) and parents. The purpose of this group would be different than a typical CTE program of study advisory committee. This CTE leadership council would provide an overall vision for future development of all of our programs of study, create potential funding resources from local groups, and connect our classroom teachers to workforce trends and needs. This CTE leadership council would be an advocate for CTE programs in the local community and raise awareness both within our schools and our community of the importance of CTE. Our project will be innovative because of the type of partnership our CTE staff will develop with our local community partners. Instead of just meeting with

the partners we will expect a much higher level of commitment and resources from all members of our CTE leadership council. Examples include the teacher internship program, student internships, and a level of commitment to our education partners from businesses to provide funding for educational programs that meet the needs of the local workforce area.

### **Diploma Connections:**

Our project is linked to the Oregon Diploma in several areas: Essential Skills, STEM, Career and College Ready Preparation, and Career Related Learning Skills. Our proposal also allows us to develop a high school system that allows all of our graduating students further opportunities for Career and College Readiness. Students will receive academic credit for their internships including CTE credit, math, science, and other subject areas depending on the community placement and course requirements set by the high school and community college staff. As this project develops over time we anticipate that the CTE leadership council will work together to develop college credits that students can obtain in their community placement. We recognize that during the course of the grant many of these agreements will need to be finalized with the educational partners. The internships will allow our students to have experiences that reinforce the essential skills learned in their high school experience. Skills such as teamwork in the workplace can be scored by the worksite employer and provide valuable feedback to the student and to the classroom teacher. Students will gain an appreciation for workplace communication (English) and how math is used to calculate real solutions to everyday problems. These types of experiences will better prepare

students for their future careers in their areas of interest and also provide them a jump-start into college classes related to their programs of study.

**Activities and Timeline:**

The following table describes the activities, links to our four outcomes and the timeline of accomplishments for our proposal:

| <b>Activity</b>   | <b>Outcome</b>   | <b>Timeline</b>                         | <b>Person/s Responsible</b>   |
|---|--|---|---|
| 1. Convene a partnership meeting to create a leadership council for the project | Improved partnerships with businesses, labor, and educational partners                                     | On or before May 30 <sup>th</sup> 2012  | High School Principal, Career Center Staff  |
| 2. Hire staff for building student and teacher internships                      | Improved teacher knowledge and practice, student engagement in CTE   | On or before June 30 <sup>th</sup> 2012 | High School Principal, Career Center Staff  |
| 3. Identify businesses who will pilot teacher internships                       | Improved partnerships with businesses, labor and educational partners, improved teacher knowledge          | June 30 <sup>th</sup> , 2012            | Career Center Staff, Business Leadership Council Membership                                 |
| 4. Identify sites who will pilot student internships                            | Improved partnerships with businesses, labor and educational partners, improved teacher knowledge          | July 30 <sup>th</sup> , 2012            | Career Center staff, & business leadership council membership                               |
| 5. Educational partners meeting for lesson design, college/H.S. alignments      | Improved rigor in technical/academic content aligned to diploma requirements, & improved teacher knowledge | Meet four times during the grant.       | Career Center staff, H.S. teachers, Community College staff, H.S. Principal, College Admin. |
| 6. CTE Leadership   | Improved   | Meet                                    | Leadership council  |

|   |   |   |  |
|---|---|---|--|
| Council meetings  | partnerships with businesses, labor and educational partners                                      | monthly during the course of the grant                  | members meet to evaluate project, set policies and develop the program for the future. |
| 7. Develop and implement teacher internship program with businesses | Improved partnerships with businesses, labor and educational partners, improved teacher knowledge | July 1 <sup>st</sup> 2012- June 1 <sup>st</sup> 2013    | Leadership council members and Career Center Staff                                     |
| 8. Develop and implement pilot student internship program           | Improved student engagement in CTE programs   | August 30 <sup>th</sup> 2012- June 1 <sup>st</sup> 2013 | Businesses, educational partners and Career Center Staff                               |
| 9. Teacher teams visit other school sites                           | Improved teacher knowledge and practice   | Sept. 30 <sup>th</sup> 2012- June 1 <sup>st</sup> 2013  | High School and Community College team   |

Additional Statements of Rationale for Activities: Related to Chart Above

1. Convene a partnership meeting: In order to develop our leadership council we have invited our local and regional businesses and educational partners to a meeting to discuss our vision. Starting in Dec. 2011 we met with each partner separately to discuss our goals and they are all interested in supporting our project.
2. Hire staff for project: In order to pull this project together we need to have temporary additional staff hired to work with our CTE leadership council, develop our teacher and student internship project and still maintain our current job shadow projects and other work readiness activities. We will use our senior

Career Center staff to develop the teacher and student internship projects because of their knowledge of the community. Temporary staff would fulfill the duties associated with the day-to-day operations of the Career Center.

3. Educational team meetings and visitations are critical for the alignment and sharing of knowledge between institutions and to see what other school districts are doing in regards to school and community programming.

**Evaluation:**

We will evaluate our project on an ongoing basis using a combination of student, teacher, and business surveys. We have collected data on our job shadow program over the last eight years using a student reflection sheet that has specific questions related to learning outcomes designed by our staff and also a business partner questionnaire and comment sheet that asks for specific feedback on essential skills students demonstrated during the job shadow experience. We will modify these sheets for the student internship program and expand the survey for the businesses. We will do a pre and post survey for each student placed in the student internship program.

In regards to the teacher internship project, the principal will meet with each teacher intern and develop a set of outcomes with the teacher. Teachers will be observed at the intern site at least twice and the business will provide a written narrative of the teacher intern program to the high school principal. Teacher interns will also be responsible for at least two lesson plans that are related to their coursework and that can be used and disseminated to other school staff. At the end of the project these lessons will be published and provided to other interested high school staff across the state.

Overall program evaluation will be done using a quarterly survey given to students, teachers, community college staff, and businesses that participate in the project. The survey will be tied to our four outcomes as related to this grant. We will record the number of student placements, customer satisfaction and other numerical data. The reports will be reviewed by the CTE Leadership Council and Career Center staff. We will use online tools such as Survey Monkey to conduct these surveys and compile the results.

### **Partnerships:**

For our project it is key that our partners have a “voice” every step of the way as we move forward. Canby has a long history of working with the local community, but this proposal takes the past partnerships to a much deeper level. The following businesses and educational organizations have been involved with the development of our grant proposal:

**Canby Telcom** has been involved with Canby High School since at least 2001 with financial support and beginning in 2004 with hosting students in job shadows, providing speakers to classrooms, and with internship placements. They are committed to serving on the CTE Leadership Council and working with our teachers to develop lesson plans. Canby Telcom offers many areas for involvement such as high tech, marketing, customer support, administrative, and tech installation, repair, and support.

**Women’s Healthcare Associates of Oregon** (both Canby & Oregon City locations) has been involved for several years providing much needed health care related job shadows such as CNM, RN, CNA, medical receptionist, medical assistants, sonographers, physicians, and nurse practitioners. These occur at both the Oregon

City and Canby locations. There has been discussion of possible student internships and they are interested in supporting us in this grant proposal and being involved in further developing opportunities for our students.

**JVNW Inc.** is one of the few companies of its kind in the United States. They design and manufacture a variety of stainless steel tanks for the food and beverage industry. They have hosted our students in job shadowing in the manufacturing area as well as in the engineering department. JVNW is committed to assisting us in the development of the CTE Leadership Council and promoting the involvement of other businesses in the area of manufacturing, engineering, and design.

**Roth Heating & Cooling** is fully supportive of CHS's internship expansion and is committed to providing internship opportunities. Kory MacGregor, President of Roth Heating & Cooling has been involved with CHS students in the area of workforce development and work readiness skill development for the last 15 years. There is student internship interest in the areas of engineering, fabrication, installation, technical support, marketing, accounting, and customer service. Roth's is committed to serving on the CTE Leadership Council and assisting financially with a sustainability plan.

**Canby Fire Department (CFD)** has been involved in hosting students in job shadow ride-a-longs for both firefighters and paramedics since 2002. Presently, there are three internship positions at CFD. There is strong support for the internship concept and a willingness to be involved in further developing opportunities for our students.

**RSG Forest Products** is interested in partnering with Canby High School and BOLI to further engage interested students into the forest products manufacturing process. RSG will continue to be involved in many of the CHS Career Center activities



and will be a vital player on the CTE Leadership Council as well as an advocate to the business community for continued support and development of student internships.

**Cascade Fruit Management** is a relative newcomer to working with Canby High School but in a short time has become one of our most vocal advocates for the work readiness and career development activities at CHS. They have participated in mock interviews, job shadowing, and presently have an intern at their company. They are committed to future involvement in all phases outlined in this grant proposal. We have had discussion with Mark & Monica Nyman and the Nyman Foundation regarding financial assistance for continued future sustainability.

**Clackamas Technical Education Consortium (CTEC)** supports Canby High School's proposal and views CHS as being in a unique position to propose and implement this internship expansion. Being one of the last high schools in Clackamas County that still maintains a full time licensed teacher as the School to Career Coordinator, as well as an ASPIRE Coordinator/Career Center assistant, Canby High School has demonstrated a high level of commitment to building business and industry connections (relationships) that support student and teacher internships.

**Workforce Investment Council of Clackamas County (WICCO)** continues to be a resource for Canby High School's expanding base of business and industry partners and has committed to continuing that assistance with this grant proposal. They were involved in several of our partner meetings to develop this grant proposal and they continue to be an advocate for our sustainability proposal.

**Pioneer Pump** is located in Canby, Oregon and is the only US manufacturer of pumps of its kind. They have been involved with Canby High School for many years

and are very interested in being involved in a teacher/student internship program. CHS manufacturing students have toured Pioneer Pump and afterwards attend an interactive debriefing with staff where the focus is on what jobs did they see on the manufacturing floor? What kind of education and wages do these jobs require? Are they in high demand? Etc. Pioneer Pump is a regional leader in the concept of high school engagement centered on the themes presented in this proposal.

Canby High School Career Center staff have spent the last 12 years developing strong partner relationships with local area businesses as well as businesses in the Portland Metro area. These business partners have helped develop the high quality student interest driven programs that focus on personalized career development while exposing students to the work readiness skills needed in today's workforce. All of the partners listed above are excited about the next level of involvement; focused junior / senior interns within a structured program, earning college credit, while at the same time being exposed to the many high wage / high demand jobs that are available in manufacturing, health care, and high tech.

CHS met personally with all of the partners listed above in face-to-face meetings to discuss and develop this CTE Revitalization Grant proposal. All the partners were excited to be able to have a "voice" in this process and to have a "hand" in the creation of relevant real time curriculum for our students. To the business partners, the ability to host teachers and students in internships in pursuit of this grant proposal seemed like a logical part of this exciting process.

## APPENDIX C – BUDGET WORKSHEET

### **Sustainability:**

We recognize that this grant is for a period of one year. We would hope for the sake of CTE and the Oregon economy that the State of Oregon continues to provide these funds to schools and communities on an ongoing basis.

It is imperative that in order for the Canby proposal to be sustainable we focus on creating the business partnerships at a much deeper level than we currently have. It is clear from the conversations we have had with our business partners that they are very pleased with the current job shadow program and work readiness activities and are anxious to expand the project into a student/teacher internship model. Our local businesses face the same dilemma as the national workforce, the lack of students going into manufacturing and the skilled labor areas. We want to model our project after school districts such as the Tillamook Industrial Maintenance Program where businesses contribute membership fees on a quarterly basis that provide the educational partners resources to develop and expand CTE Programs. Our businesses have never been brought together to develop a collaborative model that will fund high quality CTE programs that meet their workforce needs. The CTE Revitalization Grant will provide us the jump-start we need to support the development of our CTE Consortium. We have already set a date in May (2012) to meet with all our businesses to lay out our vision related to this grant proposal. We will over the course of next year develop a proposal of funding that will ask our businesses to fund activities through quarterly fees to continue to fund the elements of this proposal. Businesses are often asked to write out a check for schools, often times they don't understand how the funds will be used. Our proposal provides our businesses a "voice" and a deep understanding

of how those funds will be used to meet the local and regional workforce and educational needs.

As far as recruiting students into our internship program we have built a lot of student interest using our current job shadow program. Each student is required to develop their plan with our Career Center staff and the students have become our best recruiters. When we talk with students and parents about the possibility of a longer time at a job site they are very excited. Students look forward to their job shadow experiences and are often disappointed that they don't last longer.

### **Communication/Replication:**

Canby School District has a long history of sharing their work with other communities. Canby has had numerous districts visit our schools and inquire about our technology programs, Career Technical Education (CTE) facilities, and service learning projects. We would continue to share our work on this project by presenting at Oregon Association for Career Technical Education (OACTE) and other state conferences. We plan to write up our results from this project and share with the Oregon Department of Education (ODE), Bureau of Labor and Industries (BOLI), and other school districts.

We have just developed a new brochure on our CTE Programs of Study at the high school and we plan on producing a similar product for this grant. We have included copies of the brochure as additional material to be considered. Our educational and business partners would also be willing to travel to other school districts or state wide conferences to share our project as it develops.

Canby High School will continue to share this and other projects with the regional C-TEC Consortium (Clackamas Career & Technical Education Consortium). CTEC is a consortium of schools and partners in Clackamas County committed to creating high quality pathways from education to the workforce. The following schools and partners are in the consortium: Clackamas HS, Clackamas Web Academy, Colton HS, Estacada HS, Gladstone HS, Lake Oswego HS, Lakeridge HS, Milwaukie HS, Molalla HS, Oregon City HS, Rex Putman, Sabin-Schellenberg Center, Sandy HS, West Linn HS, Wilsonville HS. Clackamas ESD, and Clackamas Community College.

### **Student Diversity:**

As Canby High School becomes more diverse, the demand increases to find the most effective way to help ALL students succeed academically as well as prepare them for present and upcoming decisions relating to careers and education.

We encourage our students in their job shadows to explore non-traditional careers for their gender. Our student internship program will serve all students. Minorities, special populations, females and males will all be served. Students will be supported at the job sites by giving training to employers, if required, to allow the students to have success regardless of potential barriers. All of our students are given training prior to their job shadow experience through our Future Focus classroom and this would continue for the student internship project as well. Special Education students are included in our regular Future Focus classes with support in the classroom and if needed at their job shadow site. Future Focus is taught in Spanish for those students with limited English and we also recruit Spanish-speaking job shadow hosts. Each Future Focus student completes two mock interviews as part of the class curriculum and Spanish-speaking interviewers are provided.

The CHS Career Center assists our diverse population in a number of ways through our thriving ASPIRE program. ASPIRE is a mentoring program that helps all high school students access education and training during and beyond high school. Weekly we have 17 volunteers. Several work primarily with our Latino/ELL population. We also have a partnership with INCIGHT, a resource for students with disabilities.