careervisions
INSTITUTE

ADDITIONAL EVIDENCE AND RESEARCH

The Community Change and CareerVisions Models

- *Community Change.* Community Change is a process for engaging youth in analyzing and addressing local, national and international social issues. In practice, Community Change is implemented as part of a club or class (i.e. social studies, ELA, dance, basketball or art). Students participate in club-related exercises as they examine their social issue of concern. For example, after researching the effects of drugs in the Dominican Republic, students of an art class create collages about the effects of drugs. Each class chooses a single Community Change topic. The Community Change activity divides the semester into six phases: 1. Self-Examination. 2. Statement of the Selected Issue. 3. Causes. 4. Effects. 5. Interventions. 6. Action Projects to Address the Issue. After completing the research of their selected issue, students work in small groups to engage members of their community in designing and implementing a project to address the issue.

- *CareerVisions.* The CareerVisions Model is a process for engaging students in defining and pursuing their career ambitions. Students will examine popular careers in the country of their choice through this approach. The CareerVisions Model divides the semester into six sequential phases for this exploration through activities based on their interests: 1. Individual Interests of the Students 2. People in the Field of Interest 3. Places in the Field 4. Other Things (other fields; the selected field's media and technology; etc.) Related to the Field 5. Social Issues Related to the Field 6. Individual and Group Actions (where the individual takes action towards pursuing their career; the group takes action to address a social issue related to the field).

CareerVisions Model-relevant Research

- Experiences and opportunities in teen and young adult years play a significant role in determining an individual's employment and earning potential for the rest of his or her life. Expanding opportunities for careers and educational achievement will affect subsequent employment outcomes (Holzer, Harry J. "What Might Improve the Employment and Advancement Prospects of the Poor? In Toussaint -Comeau, Maude and Bruce D. Meyer (Editors). Strategies for Improving Economic Mobility of Workers: Bridging Research and Practice Book. W. E. Upjohn Institute. Kalamazoo MI 2009).

- In order to increase efforts to provide youth with the information and guidance to overcome barriers to work, employers, educators and training providers for high-demand sectors, such as computer programming and high skill manufacturing, should develop initiatives that reach youth early on, including coding workshops in schools. Internships and job shadowing opportunities can be critical to capturing the imagination of youth early on, so that their education and training decisions are better informed by what is possible (My Brother's Keeper Task Force Report to the President, 2011).

- Tony Wagner from Harvard University argues that in addition to higher levels of basic skills, students need certain 21st Century skills for success in a knowledge economy, such as critical thinking, collaboration, communication, creativity, adaptability, imagination, and entrepreneurism (Wagner, 2010).

- Promising interventions to increase the pool of students with college aspirations include summer enrichment programs and college visits (ACT, 2008).

- A central premise of the cradle to career collective impact work is that it requires the collective effort of an entire community to really achieve the systems level and institutional change that is necessary to support every child, from cradle to career. Inherent in this, is the engagement, involvement, and mobilization of the community around this cradle to career vision. Collective Impact: Stronger Results with Community-based Organizations, StriveTogether and ExpandedEd Schools by TASC, 2014).

- Research confirms the importance of social networks and social capitals in how low-income youth receive information about employment, including learning about career options and finding jobs. Holzer, Harry J. "What Might Improve the Employment and Advancement Prospects of the Poor? In Toussaint-Comeau, Maude and Bruce D. Meyer (Editors). Strategies for Improving Economic Mobility of Workers: Bridging Research and Practice Book. W. E. Upjohn Institute. Kalamazoo MI 2009.

- My Brother's Keeper Task Force Report to the President (2011) reports that over 50 percent of workers, regardless of ethnicity, income, or age, report that they found their jobs through networks–family and friends, school connections, community and business contacts. The challenge for low-income young men of color is that their social networks are often limited regarding career and higher education options, preparation required to qualify for good jobs or training programs, or characteristics employers look for when they are hiring.

- Evidence suggests that mentoring has positive impacts on college outcomes when students are paired with mentors (Avery, 2009).

- Researchers believe that positive, nurturing experiences, such as caring mentoring relationships, in early childhood can help build the foundation for lifelong learning and good health. [Walkley, M & Cox, L. (2013).] Moreover, mentoring can provide youth with opportunities to build life skills and facilitate the development among young people of several key indicators of positive youth development, known as "the Five Cs of competence, confidence, connection, character, and caring and, as well, the "sixth C" of contribution to self and society." [Richard M. Lerner, Ph.D., Aerika S. Brittian, and Kristen E. Fay, *Mentoring: A Key Resource for Promoting Positive Youth Development*, Tufts University, 2007]. Mentoring programs have also been successful at promoting self-confidence and new skills, supporting academic success, encouraging higher educational attainment as a goal, focusing on identifying career pathways, and reducing at-risk youth behavior. Mentoring may further the social-emotional development of adolescents by modeling caring and providing support. Mentors can challenge negative views that youth may hold of themselves, and demonstrate positive relationships with adults are possible and may become a 'corrective experience' for for high-risk youth, and impact identity development.

School Success Research
- Researchers are making progress in identifying the underpinnings of school success. The University of Chicago Consortium on School Research identified essential components (Essentials) for school success: (1) effective leaders who work with staff to implement a clear and strategic vision for school success; (2) collaborative teachers who are committed to the school, participate in professional learning, and work to improve the school; (3) involved families who have strong relationships with school staff

and support learning; (4) supportive environments where the school is safe and orderly and teachers have high expectations and are engaged with their students; and (5) ambitious instruction where classes are academically demanding and engage students by emphasizing the application of knowledge (University of Chicago Consortium of Chicago School Research, Teaching Adolescents to Become Learners: The Role of Non-cognitive Factors in Shaping School Performance 2012). Research has found that schools strong on these essentials were 10 times more likely to improve student learning gains in math and reading than schools weaker in these essentials. (Bryk, Anthony. S., Sebring, Penny.B., Allensworth. Elaine. Luppescu. Stuart and John Easton. Organizing Schools for Improvement: Lessons from Chicago. Chicago, IL: University of Chicago Press 2010).

Expanded Learning Time Programs Research

- Research has also demonstrated the importance of expanded learning time in schools to open new opportunities for students to grow, providing more time for student engagement and deeper attention to academics; greater enrichment classes and activities that complement school curricula; and more time for teacher collaboration and development. Summer learning loss is a significant contributor to lowered achievement, and certain high-quality out of school time and summer learning programs have been found to sustain or accelerate learning and reduce incidences of violence and crime (Balfanz, R., Bridgeland, J.M., Fox, J.H.; DePaoli, J.L., Ingram, E.S., & Maushard, M. Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic; 2014 Annual Update. Washington, DC: Civic Enterprises, Everyone Graduates Center at Johns Hopkins University at the School of Education at, America's Promise Alliance, Alliance for Excellent Education (2014).

- In My Brother's Keeper Task Force Report to the President (2011), utilizing expanded learning time in-school and Out-of-School Time (OST) to engage students and accelerate socio-emotional and academic learning and health was one of the recommendations to help increase the percentage of students graduating from High School ready for college and career.

Mentoring and Family Engagement Research

- For students to successfully prepare for graduation and beyond, additional tutoring and mentoring with close academic assessment are needed. In addition, students will benefit from needed mentoring to support their more complete social and emotional development. Research shows that mentoring increases grade promotion, motivates students toward achievement, and can generate interest in attending college. [Cabrera, Alberto, Laura Perna, et al., The Role Of Mentoring In College Access And Success, IHEP, Spring 2011.]

- Researchers recently found that even at high risk levels, youth derived substantial benefits from participating in mentoring programs. The strongest program benefit found, significantly better than for youth in a non-mentored comparison group, was a reduction in depressive symptoms. Researchers also noted gains in academic attitudes, grades and social acceptance (Herrera, Carla, David L. DuBois and Jean Baldwin Grossman. 2013. The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles. New York, NY: A Public/Private Ventures project distributed by MDRC).

- Research demonstrates that involving families and the community contributes to children's academic and social success (Henderson & Mapp, 2002).

General Needs

- My Brother's Keeper Task Force Report to the President (2011) states that youth who grow up in poverty or experience other hardships have a particularly hard time transitioning successfully into adulthood and the world of work. This transition is especially difficult if they have not had positive adult

role models or lack exposure to and information about careers and postsecondary educational opportunities.

- Pedro Noguera and Anindya Kundu of New York University's Metropolitan Center for Urban Education have noted that a student's family socioeconomic status is generally the best predictor of academic success and college-readiness. They cite a 2012 Annenberg Institute Study which found that in 19 of New York City's poorest neighborhoods only 10% of high school seniors graduated from high school with college-ready skills. Noguera and Kundu argue that minority youth need the kind of structured support that can be provided through collective agency to overcome structural inequalities and empower young people to use education to take control of their lives. They support President Obama's My Brother's Keeper initiative calling for building "ladders of opportunity" for boys and young men of color. [*Pedro Noguera: Why students need more than 'grit'*, Jean Rhodes, March 24, 2014, http://chronicle.umbmentoring.org/pedro-noguera-why-students-need-more-than-grit/].

- The White House's Fact Sheet on My Brother's Keeper Initiative cites data showing boys and young men of color disproportionately at risk for low achievement, with 86 percent of black boys and 82 percent of Hispanic boys reading below proficiency levels by the fourth grade compared to 58 percent of white boys reading below proficiency levels. [FACT SHEET: *Opportunity for all: President Obama Launches My Brother's Keeper Initiative to Build Ladders of Opportunity For Boys and Young Men of Color,* http://www.whitehouse.gov/the-press-office/2014/02/27/fact-sheet-opportunity-all-president-obama-launches-my-brother-s-keeper].