

**Social Advocates for Youth (SAY) - College and Career Readiness (CCR) Program**  
**Santa Rosa City Schools Work-Based Learning Services**  
**Year-To-Date Report: August 1, 2017 – May 1, 2018**

For the second school year, the College and Career Readiness (CCR) team at Social Advocates for Youth (SAY) has coordinated and executed a variety of work-based learning activities on and off Santa Rosa City high school campuses, including: mock interviews, networking events, job readiness workshops, guest speakers, integrated projects, worksite tours, work study placements, and more. All of these work-based learning activities are itemized on our Menu of Services and are in alignment with the work-based learning continuum of career awareness, exploration, and preparedness. Overall, **3,922** total student engagement activities have taken place year-to-date. Listed below are highlighted efforts from the CCR team collaboratively as well as on each high school campus in the district.

**Team Highlights:**

**New Work-Based Learning Team Members**

In January we welcomed two new Work-Based Learning Coordinators to the team, Brianna Marr and Gabe Hirsh! Brianna and Gabe both come from rich backgrounds in education, youth development and curriculum and instruction. Brianna will serve Piner and Maria Carrillo high schools and Gabe will serve Montgomery and Elsie Allen high schools. Both Brianna and Gabe hit the ground running, becoming integrated members of their school campuses, providing high-quality work-based learning services from the get-go.

**C<sup>3</sup>: Integrated Project-Based Learning Institute**

In collaboration with the Sonoma County Office of Education (SCOE), five teacher teams from Santa Rosa City Schools participated in C<sup>3</sup>, an Integrated Project-Based Learning Institute. Teams from Santa Rosa, Montgomery, Piner, and Elsie Allen High School attended the institute to build and plan projects for their students. C<sup>3</sup> provides an opportunity for CTE and core academic teachers to work together in effort to deepen integrated project-based learning. Teams collaborated with industry and community partners to design integrated project-based learning experiences that engage and prepare students. The work-based learning coordinators organized and secured these industry partners and community connections to consult and guide the projects through development. C<sup>3</sup> strives to provide on-site coaching support for curriculum alignment and integrated lesson planning. Work-based learning is an integral part of project-based learning!

**Food & Beverage Manufacturing Summit**

The Work-Based Learning Coordinators helped recruit and prepare students for the Food & Beverage Manufacturing Summit on March 15, 2018. At this event, students were given the opportunity to explore high-wage, high-need career pathways in Sonoma County's food and beverage manufacturing industry. The summit, hosted by the Career Technical Education Foundation, took place at Santa Rosa Junior College's Bertolini Center, providing students with an opportunity to also become familiar with the junior college campus. Students participated in a career panel of local businesses including Jackson Family Wines and Petaluma Poultry, engaging with industry by sending questions to the facilitator via text message. Next, students transitioned into a large-group tabling fair with representatives from local businesses including Clover Sonoma, Traditional Medicinal, La Tortilla Factory, and many more. Industry partners manned tables to speak with students about their business, manufacturing, food industry, and employment opportunities. Many companies at the summit were even looking to hire interns and entry-level positions. Students were encouraged by the work-based learning coordinators to arrive professionally dressed and helped students prepare resumes to take advantage of this networking opportunity. Last, students enjoyed a tour of one CTE program available at SRJC, including Machine Shop, Welding Shop, Maker Space, Culinary, or Brewing/Winemaking. Students traveled to these departments to gain a deeper understanding of how studying those fields can lead to job opportunities discussed at the summit. Overall, students thoroughly enjoyed the experience and left with a better

understanding of high-wage, high-need careers in Sonoma County that tie into their current interests and classes.

<b>Santa Rosa City School Work-Based Learning Student Engagement Totals Year-To-Date</b>			
<b>Activity</b>	<b>Student Engagement (Non CTE Programs)</b>	<b>Student Engagement (CTE Programs)</b>	<b>Total Student Engagement Activities</b>
<b>Workshops</b>	2561	188	2749
<b>Walk-ins</b>	5	0	5
<b>Guest Speakers</b>	262	26	288
<b>Job Shadows</b>	0	9	9
<b>Industry Panel</b>	60	73	133
<b>Mock Interviews</b>	282	34	316
<b>Worksite Tours</b>	14	55	69
<b>Industry Classroom Engagement</b>	0	25	25
<b>Business Networking Event</b>	136	0	136
<b>Internships/ Work-experience placement</b>	0	2	2
<b>Bite of Reality</b>	120	30	150
<b>Food &amp; Beverage Manufacturing Summit</b>	35	3	38
<b>Total Engagement</b>			<b>3,922</b>
<b>Additional Services &amp; Numbers</b>	<b>Student Engagement (Non CTE Programs)</b>	<b>Student Engagement (CTE Programs)</b>	<b>Total Engagement</b>
<b>Job Readiness Certificate</b>	0	0	0
<b>Career Preparation Certificate</b>	282	9	291

**\*\*Explanation of Numbers\*\***

This table is a representation of the number of WBL activities that students were engaged in this quarter. This is not a representation of the total number of students who were reached. The fields with the number “0” are services that were available, but not requested during this reporting period.

## **School Highlights:**

### **Piner High School: Social Media Workshops with 9<sup>th</sup> graders**

The Work-Based Learning Coordinator facilitated thirteen individual Social Media workshops in various Piner High School courses, including Computers for College and Career, Special Education, and Early College Foundations. The Work-Based Learning Coordinator worked with the entire freshman class, over 330 students, to cover important social media etiquette skills and share the importance of social media in regards to the future. Social Media Etiquette was stated as a priority by the site principal during the initial meeting and the work-based learning coordinator reached the goal of having every Piner High School Freshman participate.

### **Maria Carrillo High School: Career Preparation Certificate and Work-Experience Placements in Culinary**

Students enrolled in the Culinary Arts and Hospitality Management course earned the Career Preparation Certificate, consisting of three class-long workshops in Resume Writing, Interviewing-Beyond the Basics, and Business Etiquette, ran completely by the Work-Based Learning Coordinator. The Career Preparation Certificate was used in the transition of the class to a “Work Experience course” due to a change in the course instructor. The culminating experience consisted of Mock Interviews with actual culinary professionals from around Sonoma County. All interested students were considered for Work Experience placements by these industry professionals. Nine of the students received a Career Preparation Certificate and three were offered placements at Worth Our Weight, a local restaurant in Sonoma County. Two of these students accepted the placement at Worth Our Weight, earning class credit by working twice a week at the local restaurant. The Work-Based Learning Coordinator worked with students, culinary teacher, and industry professional to coordinate the Work Placement schedule. Students are receiving hands-on culinary experience and mentoring while earning credits. Students check in with their teacher once a week and attend Work Experience placement twice a week.

### **Santa Rosa High School: Career Preparation Certificate**

To date, 203 senior students from Santa Rosa High School have earned the Career Preparation Certificate in their English class. The Career Prep Certificate is a four-part career preparation activity consisting of a resume workshop, resume writing session, interview preparation workshop, and a capstone one-on-one “mock interview” with a local professional. These students created a new resume or refined an existing resume, learned advanced interview etiquette, practiced deeper-level interview questions and answers, and prepared to interview in a simulated interview activity. Students took what they learned from the workshops and class time, and applied it to the culminating mock interview, receiving on the spot feedback in the form of a rubric and verbal discussion.

### **Ridgway High School: TAPP & SAY Partnership**

A strong partnership continues to exist between Ridgway’s TAPP classes and Social Advocates for Youth (SAY). Every three weeks, since the beginning of school, TAPP students at Ridgway have received an informational presentation by the Work-Based Learning Coordinator about the services available to them through SAY, both on and off campus, as well as a resume workshop. In the SAY presentation, students learn about housing, counseling and career & life readiness services offered through SAY as well as the work-based learning coordinators, mental health counselors, and support-staff who work on campus to support their educational and emotional well-being. Students ask questions and gain resources such as website information, phone numbers, and addresses of different SAY programs and facilities. This partnership has grown to include resume writing in the TAPP English class as well.

### **Elsie Allen High School: Fire Safety Unit, Fire Inspection & Historic Fires**

The 10th grade Public Safety class at EAHS completed a fire inspection of Cook Middle School with Assistant Fire Marshal Ian Hartage. Groups of four students were paired with a fire department employee or an adult chaperone and completed an inspection of one of the buildings on Cook Middle School’s

campus. Each student got a turn to introduce themselves to the teacher and explain their inspections and evaluation. The students inspected every classroom in the building they were assigned to and recorded their results. In their English class, students wrote a letter to Cook Middle School summarizing their inspections. The report that the students wrote is used by Santa Rosa Fire Department as the official report for Cook Middle School. The 10th grade World History students created model buildings of a structure that burned down in a historic fire. The groups researched how the fire started, what the response was and what the impact was. The groups then came up with ideas on what could have prevented the fire and what could have been done to minimize the loss of life. The presentation was in front of a panel of professionals including Fire Marshal Scott Moon and Assistant Fire Marshal Ian Hartage. The students also earned Fire Safety Certificates to signify the completion of their Fire Safety Unit.

### **Montgomery High School: Resumes and Peer Interviews in Guitars class**

The Work-Based Learning Coordinator completed a resume workshop and a resume writing session with 40 students in the Guitars class at Montgomery. The intent was to help the band students apply for jobs within their concert performance. Students wrote their resume in the computer lab and brought them into their interview. The Work-Based Learning Coordinator worked with the “student managers” to help decide which questions they were going to ask the classmates they were interviewing and helped the students being interviewed prepare their responses to common interview questions. The positions the guitar students were interviewing for were concessions, marketing, stage tech or usher. The student managers decided who they wanted to hire for each position and at times interviewed students twice to find the best fit for them. The exercise was extremely valuable because students not only got practice interviewing for a job practiced making hiring decisions.