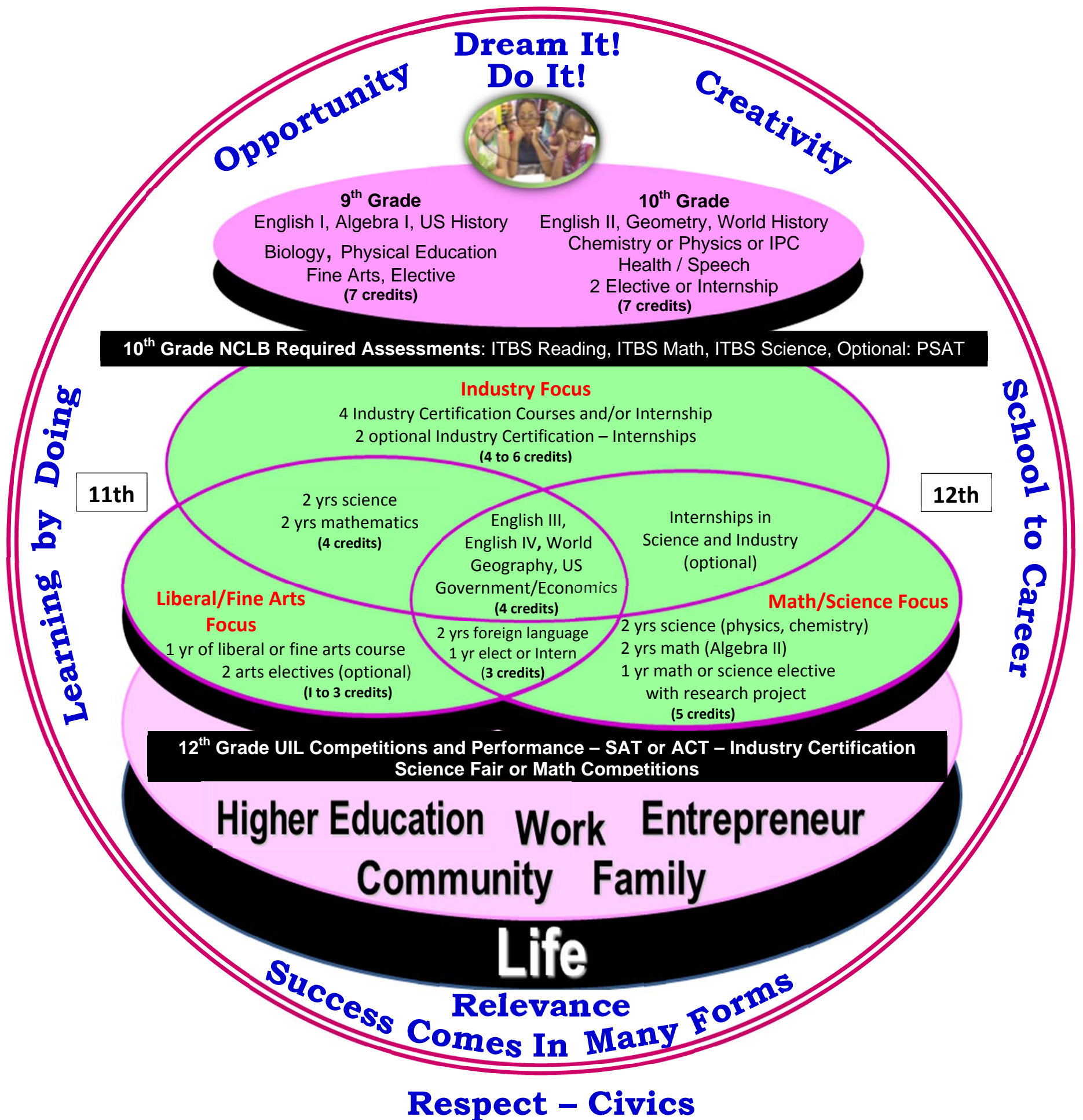


REAL WORLD EXPERIENCE

Mathematics, Science, English, Social Studies in Every Year of Life – Continuous Learners

4X4 High School Diploma Focus Programs (26 credits)



All education ought to be life education, to help students be successful at the next stage of life regardless of what that is.

Through real world learning experiences in the areas of industry, liberal arts/fine arts and math/science, every student of every age will achieve life opportunities that serve themselves, their communities and our nation.

The Texas Legislature in 2013 should:

1. Create opportunities for:
 - a. Community-based action (students, educators, business people and community members together) in innovating and implementing **real world learning experiences through 3 diploma programs** meeting graduation requirements for every student.
 - b. Students and parents to know about high-paying jobs.
2. Align and streamline the Texas Education Code to create the opportunities described above.
3. Take action in their communities to provide community-based leadership for the success of their children.

TEXAS EDUCATION CODE
SPECIFIC POWERS AND DUTIES OF BOARD – Sec. 11.1511 (b) (1)
The board shall seek to establish working relationships with other public entities
To make effective use of community resources
To serve the needs of public school students in the community

REAL WORLD LIFE OPPORTUNITIES

Samples from over 100 current industry certification tests in 16 different clusters High School

ACE/ACA Credentials: Adobe Dreamweaver Certification (**ACE**) or (ACA), Adobe Flash Certification (ACE) or (ACA) Adobe Photoshop Certification (ACE) or (ACA), Emergency Medical Technician B, (TXDSHS), National Academies of Emergency Dispatch- ETC Certification Pharmacy Technician, Certified (CPhT), Phlebotomy (Blood Draws) Technician, Certified (CPT), Veterinary Assistant, Certified, T, Cosmetology Operator License (TX Dept. of Licensing and Regulation), Certified ALLDATA Automotive Information Specialist ASE - Maintenance and Inspection Program I-CAR Refinishing Technician,

ASE Credentials in Brakes, Automatic Transmission/Transaxle, Electronic/Electrical, Engine Repair, Heating, A/C, Maintenance & Inspection Programs, Manual Drive Train and Axles, Medium/Heavy Truck Technician (Brakes, Diesel Engines, Drive Trains, Suspension/Steering) Painting, Refinishing, Structural Analysis and Damage Repair, Non-Structural Analysis and Repair, Aluminum Structural Technician, Steel Structural Technician, Auto Physical Damage Appraiser, Estimator, AutoCAD Certified Associate, T, Occupational Health and Safety Administration (OSHA)- 10 hour, Private Pesticide Applicator (Tx Dept. of Agriculture)

NCCER Credentials in - Carpentry Fundamentals, Electrical, HVAC, Electronics, Masonry, Painting, Pipefitting, Plumbing, Sheet Metal, Weatherization, Welding, Construction Technology, NCCER CORE, Autodesk 3D Max Design Certified Associate, Autodesk/Maya Certified Associate AAFCS (American Association of Family & Consumer Sciences) - Pre Professional Certification in Culinary Arts, - Pre Professional Certification in Culinary Arts, Office Proficiency Assessment and Certification (OPAC), A+ Certification, Certified Internet Webmaster (CIW) Associate, Cisco Certified Entry Networking Technician (CCENT), Cisco Certified Network Associate (CCNA), Internet and Computing Core Certification (IC3), Network+ Certification, Sun Certified Java Associate (SCJA)

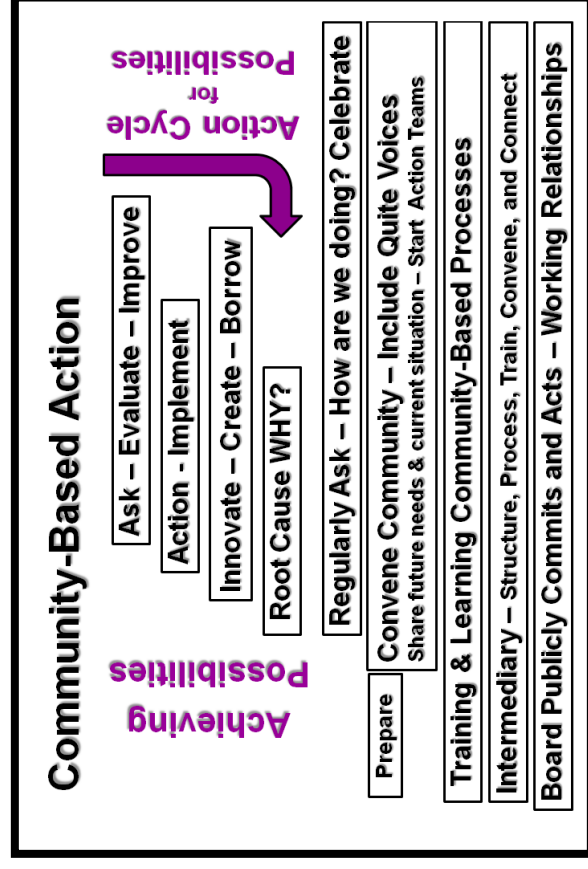
Accountant
Actor
Actuary
Agricultural and food
scientist
Anthropologist
Architect
Artist
Automotive mechanic
Bookkeeping clerk
Budget analyst
Carpenter
Chemist
Childcare worker
Civil engineer
Coach
Computer hardware
engineer
Computer support specialist
Cost estimator
Court reporter
Dancer
Database administrator
Designer
Desktop publisher

Drafter
Economist
Editor
Educator
Electrical engineer
Electrician
Environmental scientist
Farmer
Financial analyst
Firefighter
Fitness trainer
Historian
Human resources
assistant
Judge
Landscape architect
Lawyer
Librarian
Loan officer
Mathematician
Microbiologist
Musician
Paralegal
Pharmacist

Photographer
Physician
Physicist
Police officer
Professional athlete
Psychologist
Real estate agent
Recreational
Therapist
Referee
Registered nurse
Reporter
Secretary
Social worker
Software developer
Statistician
Surveyor
Systems analyst
Urban planner
Veterinarian
Web developer
Writer
Zoologist

Community-Based Action

1. **Stakeholders – Identify and include those who have a stake, including the “quiet voices.”**
 - a. Identify and include those who have a stake, both individuals with and those without influence.
 - *With influence – those individuals who, when they call, others will come.*
 - Elected officials, business leaders, community leaders, association and non-profit leaders, and individuals who do not need to be associated with an institution/association and still have influence.
 - *Without influence – those who are typically not heard, invited or listened to.*
 - b. People who are quiet, not of influence in the broad community, are considered “low” and not in the mainstream.
 - People of influence commit to and serve in Community-Based Action.
 - People of influence are continually serving and empowering others. They are committed to, support, encourage, and help all stakeholders to work and achieve together with open and honest communication and authentic collaboration. They are always there and/or encourage facilitation and training to help the stakeholders stay, work, achieve and improve together.



Essential Attributes of Community-Based Action

1. Develop relationships and norms for communication and collaboration first.
2. Inclusiveness.
3. Use of Processes and Tools to promote and achieve collaborative decision-making.
4. Both volunteerism and pay for services.
5. Commitment to participating.
6. Effective GROUP communication.
7. Driven by Community’s needs and shared norms, values, and sense of purpose.
8. Having **Champion(s)**, people who care about relationships – communication and progress and bring people together to connect and achieve the shared norms and values.

Obstacles to Community-Based Action

1. When the prime focus becomes the *administration* of programs resulting in losing critical focus on the Community’s needs, shared norms, values, and sense of purpose. Review meeting agendas to check focus.
2. Non-participation by essential groups or people.
3. Voting to have a winner/loser.
4. Believing we cannot change – maintain the status quo.
5. Apathy and indifference to situation and root causes.
6. Lack of in-kind and/or financial resources to support volunteers when needed.

Community Connecting For Youth

Steps for Action

Community-Based Leadership and Action

Focus and Purpose

The well-being and successful lives of all youth and communities

1. **Commitment** – Elected officials & other people of influence publicly state commitment to:
 - a. Working relationships – participatory and trust building
 - b. Processes for effective working relationships and community-based action
2. **Intermediary Structure and Processes Started – Continued**
Training – Processes – Convening – Connecting – Evaluating – Sustaining
3. **Convene Stakeholders (Students and Quite Voices Included) Facilitated**
Students, Parents, Teachers, Staff, Business, Community, Elected Officials
 - a. Experience to learn and establish shared principles & vision for effective working relationships
 - b. Identify barriers to effective working relationships and progress
 - c. Create process to collaboratively evaluate interactive communication, relationships & progress
 - d. Create action teams and steps
 - e. Start learning -using the skills, processes, and tools for community-based action

4. Ask regularly – How are we doing?

Interactive Communication, Relationships and Progress – Process, Schedule, and Results

5. Help – If and when needed using skills, processes and tools for community-based action

6. Celebrate – Always

When people realize and say they need to improve
as well as

When people work with one another effectively

Skills, Processes, and Tools for Community-Based Action

Proactive: Meeting Skills, Partnering, Dialogue and Deliberation, Quality Assessment and Tools, Continuous Improvement, Strategic Planning, and others

Problem Solving:

- 1st By people closest to the problem with those who have resources and skills to meet needs
 - 2nd With supervisors, and others
 - 3rd With people of influence
- Then Community/Restorative Justice

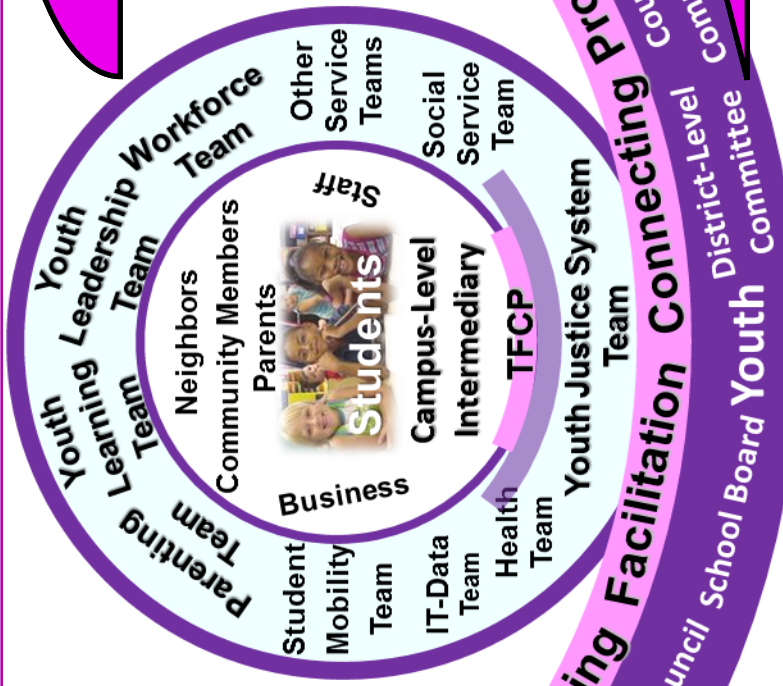
Any Community Divided Is At Risk



Start

Community-Based Leadership and Action
Effective Working Relationships

**Community-Based Leadership and Action
Community Connecting for Youth
Systemic Approach**



Training Facilitation Connecting Process
Higher Ed City Council School Board Youth District-Level Committee
County Business Commission Funders



**OUR FUTURE
Skilled Workforce and Business
Vibrant Economy and Community**

District-Level Intermediary Team

TEXAS EDUCATION CODE - Sec. 11.1511 (b) (1)
The board shall seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community

Youth in Trouble

**Skills, Processes, and Tools
Community-Based Action
Community Problem Solving**

Proactive: Meeting Skills, Partnering, Dialogue and Deliberation, Quality Assessment and Tools, Continuous Improvement, Strategic Planning, and others
Call the Circle

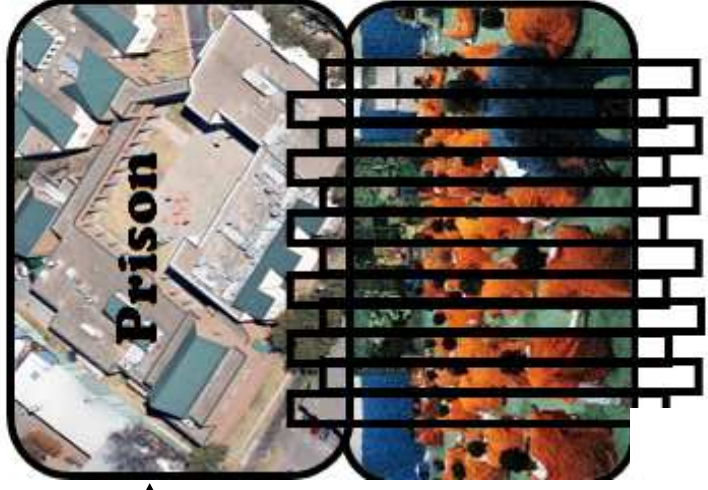
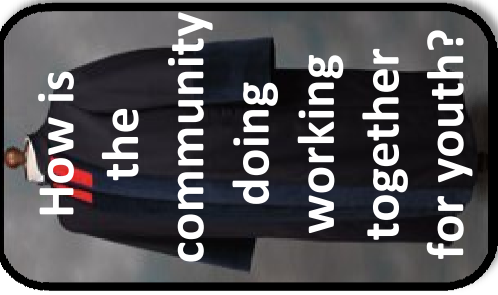
Reactive: Problem Solving

- 1st By people closest to the problem with those who have resources and skills to meet needs
- 2nd With supervisors, and others
- 3rd With people of influence
- Then - Community/Restorative Justice



Send Back with Community to Improve

Judge Asks Community as Last Resort



**Working Together with All Students
Community**

Flow Chart for Community Success

Contact Steve Swanson 512-422-5686 -- swanson@austin.rr.com