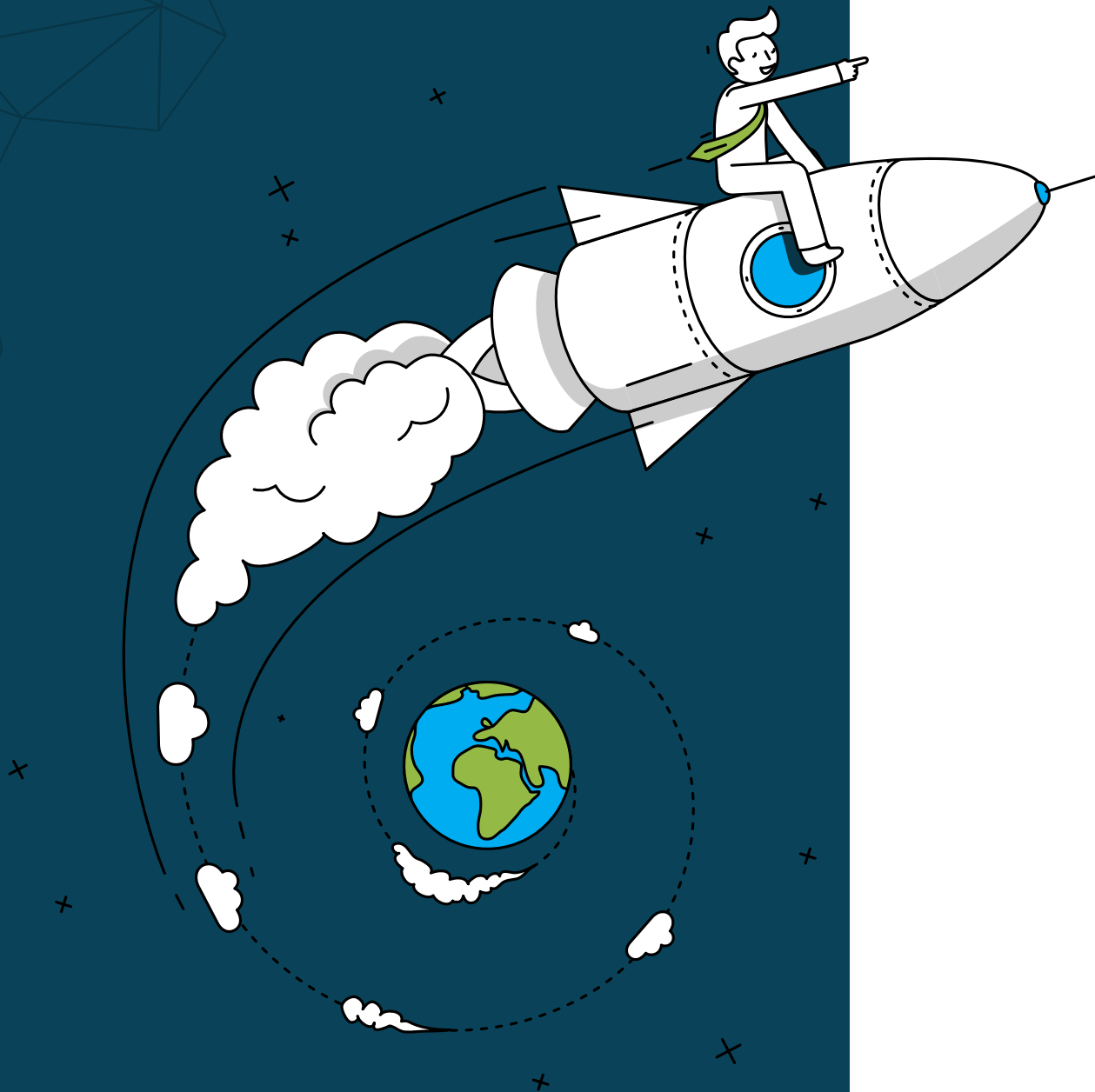


CTE | CAREER AND
TECHNICAL EDUCATION

SC SYRACUSE
CITY SCHOOL
DISTRICT

CAREER COACH HANDBOOK

Your tool kit to rocket you toward success!





**Thank you for being part
of our Syracuse City School
District work-based learning
team by serving as a
Career Coach!**

Your role is integral to ensuring that our students are graduating with the skills they will need to be successful. Through providing question and answer sessions, mock job interviews, resume reviews, project feedback, and more, your guidance and insight makes a tremendous impact.

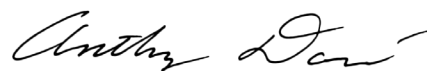
When our students have the opportunity to visit a college campus, manufacturing facility, or workplace, it is often their first time doing so – an eye-opening and inspiring experience. Without your partnership, we would not be able to offer students these core experiences.

Our goal is to help our students practice the skills necessary to be successful in their future career – and through your mentorship, our students can say that they have a network of industry professionals and insight that will help them feel confident that they have a knowledge of the skills and equipment needed in their industry of interest.

Of course, in education, we recognize that our ability to connect with students and form strong,

positive relationships is often the key to success. It takes a great deal of commitment to grow with our students as they progress from incoming 9th graders all the way through to their graduation. Your presence in our buildings positively impacts the culture of our schools, and the relationships you form with our students make them much more likely to choose to pursue a career in your line of work.

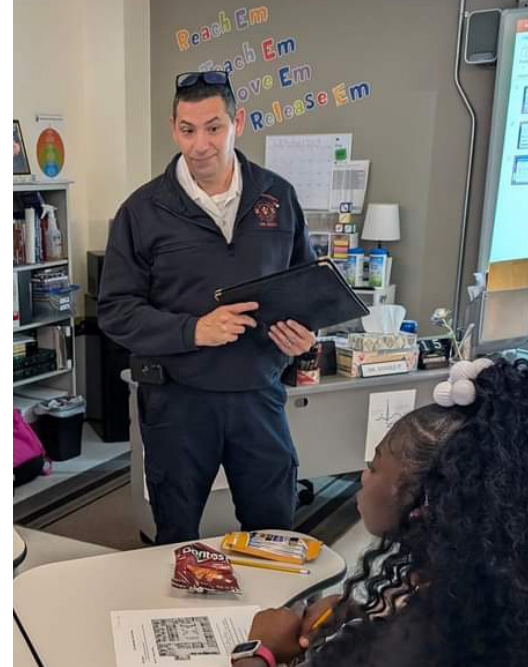
Thank you for being a valuable member of our Career and Technical Education team... thank you for helping our students and our district achieve greatness!



Anthony Q. Davis, Sr.
SUPERINTENDENT

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Congratulations

If you're reading this, it's because you've volunteered to be a Career Coach!

You're now part of a growing group of industry professionals who are making a lasting impact in the lives of career and technical education students in the Syracuse City School District. You're about to start a journey that will not only make a difference for CTE students who are in need of a role model, but also shape your life in many positive ways.

This Career Coaching Tool Kit is designed specifically for professionals like you. It provides detailed user-

friendly information that will help you throughout your involvement in work-based learning activities as a Career Coach. With ongoing support from work-based learning coordinators and CTE instructors you should have all the tools you need to become a successful coach.

Thank you for your commitment to helping our students develop into professionals who will be prepared to be successful in college and the world of work.



Your toolkit for success includes:



Our District

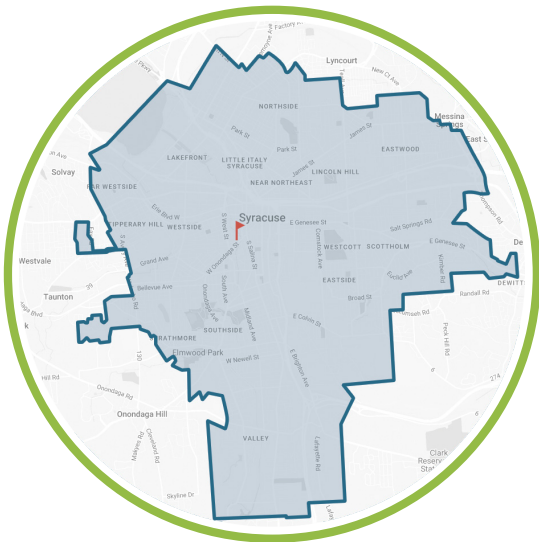
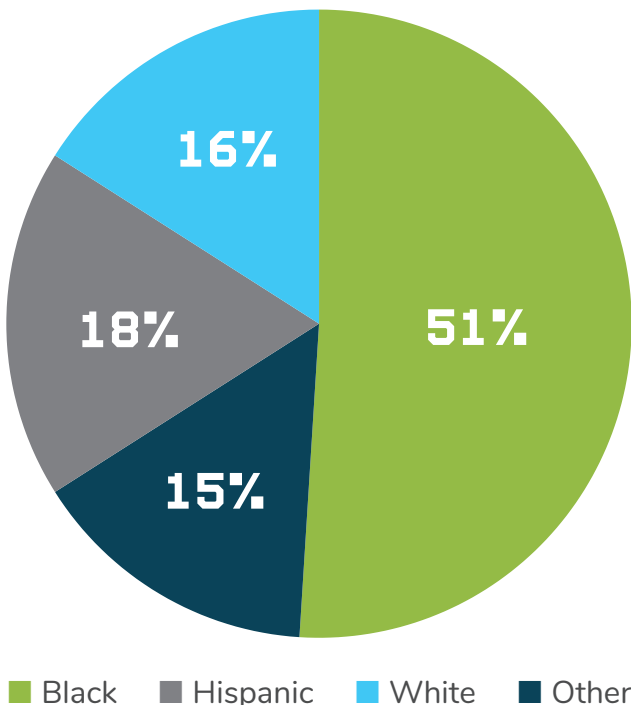
The Syracuse City School District educates **more than 19,000 students** each day, from pre-kindergarten through 12th grade, in **31 schools**. Our vision is to prepare and inspire all of our students to **ignite a passion for learning across the SCSD family, inspiring them to make a lasting impact on their communities and beyond.**



Our students are diverse, and we are proud to celebrate our **#SCSDDiversity**. **More than 80 languages** are spoken in the Syracuse City School District, and our students come from **more than 60 countries**. Our Department of English as a New Language (ENL), World Languages and Bilingual Education offers ENL

programs in 26 schools. World Language classes are offered in 18 schools and offerings include Arabic, French, Spanish and American Sign Language. Our district even offers two bilingual education programs, housed at Seymour Dual Language Academy and Delaware Primary School!

We have our challenges. Syracuse has a high rate of child poverty. From 2019 to 2023, Syracuse’s child poverty rate was 45.6%, the highest in the country among cities with populations of at least 100,000. This means that over 13,600 children in Syracuse lived below the poverty line during that time.



- High School CTE Enrollment:**
1962 students (approximately 1/3 of the total high school enrollment)
- Middle School CTE Enrollment:**
All **6th, 7th and 8th grade** students
- 16%** High School Enrollment Students with a Disability in CTE
- 11%** High School Enrollment English Language Learners in CTE
- 81.4%** High School Average GPA in CTE
- 79.9%** Graduation Rate for CTE students

SCSD Career and Technical Education Mission, Vision, Values and Beliefs

MISSION: Syracuse City School District Career and Technical Education exists to empower all students through innovative partnerships that build technical, academic, and professional leadership skills for college and career success.

Vision: Portrait of a Graduate

✓ Completed required academic competencies and technical skills

- Completed a sequence of 4 courses in a CTE pathway, and
- Completed all NYS HS graduation requirements, and
- Demonstrate mastery of all skills and readiness in the Employability Profile

✓ Prepared for Postsecondary Learning

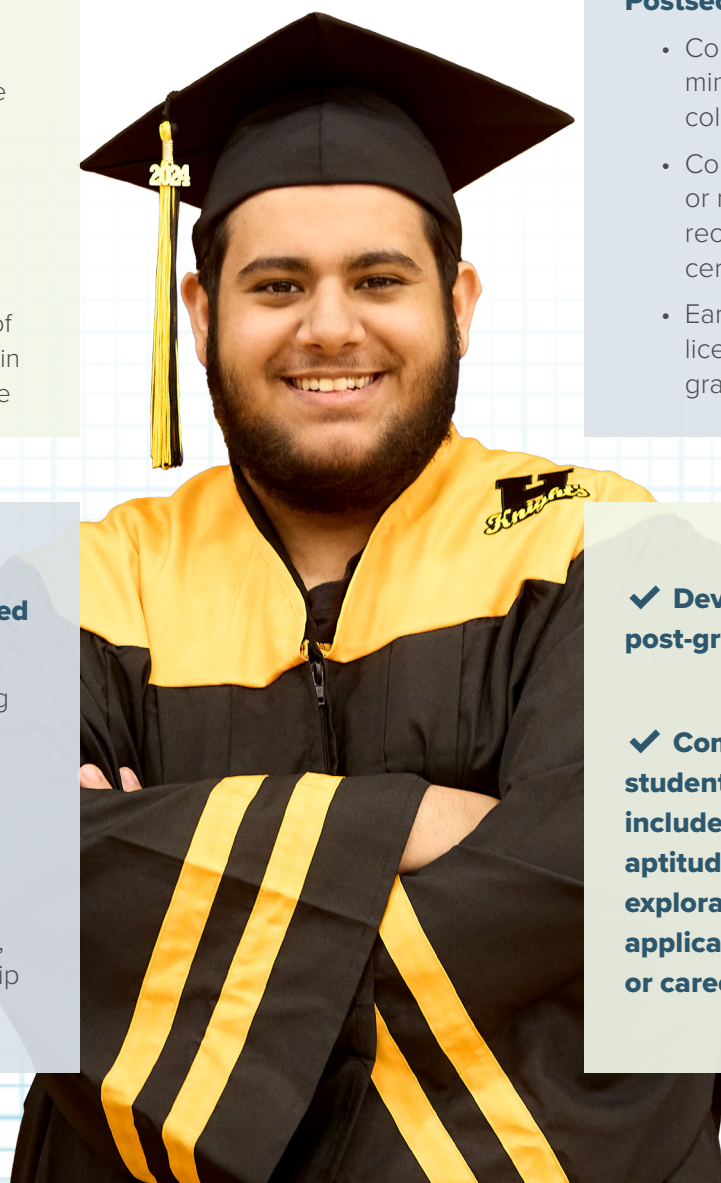
- Completion of a minimum of 6 hours of college credit; and/or
- Completion of one or more industry recognized certification; and/or
- Earn a degree or licensure prior to graduation

✓ Completed 60 or more hours of work-based learning experiences

Participated in the following experiences: Career Coaching, workplace challenge, industry site visit, job shadow and have the opportunity to participate in curriculum-aligned community service, internship, or apprenticeship beyond 60 hours.

✓ Developed a post-graduate plan

✓ Completed a student portfolio that includes interest and aptitude surveys, career exploration, resume, applications, and college or career plan



Values and Beliefs:

- All students **can be successful** in CTE pathways
- Education is a **community effort** that occurs beyond the walls of the classroom
- We value the **diversity, creativity, individualism**, and **innovation** of all learners (students and staff)
- All students must have access to **equitable opportunities** that align with their interests and aptitudes
- All students have strengths that are valued by the community and the ability to **impact change**
- We make **learning fun through real work experiences** that align with the curriculum

Work-Based Learning

What Is High Quality Work-Based Learning?

Programs that give students exposure to the world of work through a set of sequenced and coordinated activities. It addresses the shared goal of educators and employers in preparing students with the knowledge and skills necessary for productive careers.

NYS Education Department Work-Based Learning Framework

Work-Based learning (WBL) is the umbrella term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace. A quality WBL program can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Work-Based learning is supported in the school and at the work site. While school-based learning focuses on academic and career and technical preparation as part of the classroom curriculum, work site learning occurs, away from school, in a business or community organization.

The graphic to the right outlines the work-based learning progression students will have while in high school. It also highlights the type of work-based learning activities students will experience.

In the SCSD, we strive to provide our students **at least 60 hours of work-based learning experiences** throughout their time in high school.



Research Supports Value of Work-Based Learning

A meta-analysis by Wonacott found significant positive outcomes associated with work-based learning (WBL). Within the secondary level, WBL positively correlated with increased attendance, increased course enrollment, increased graduation rates, increased postsecondary enrollment and decreased drop-out rates.

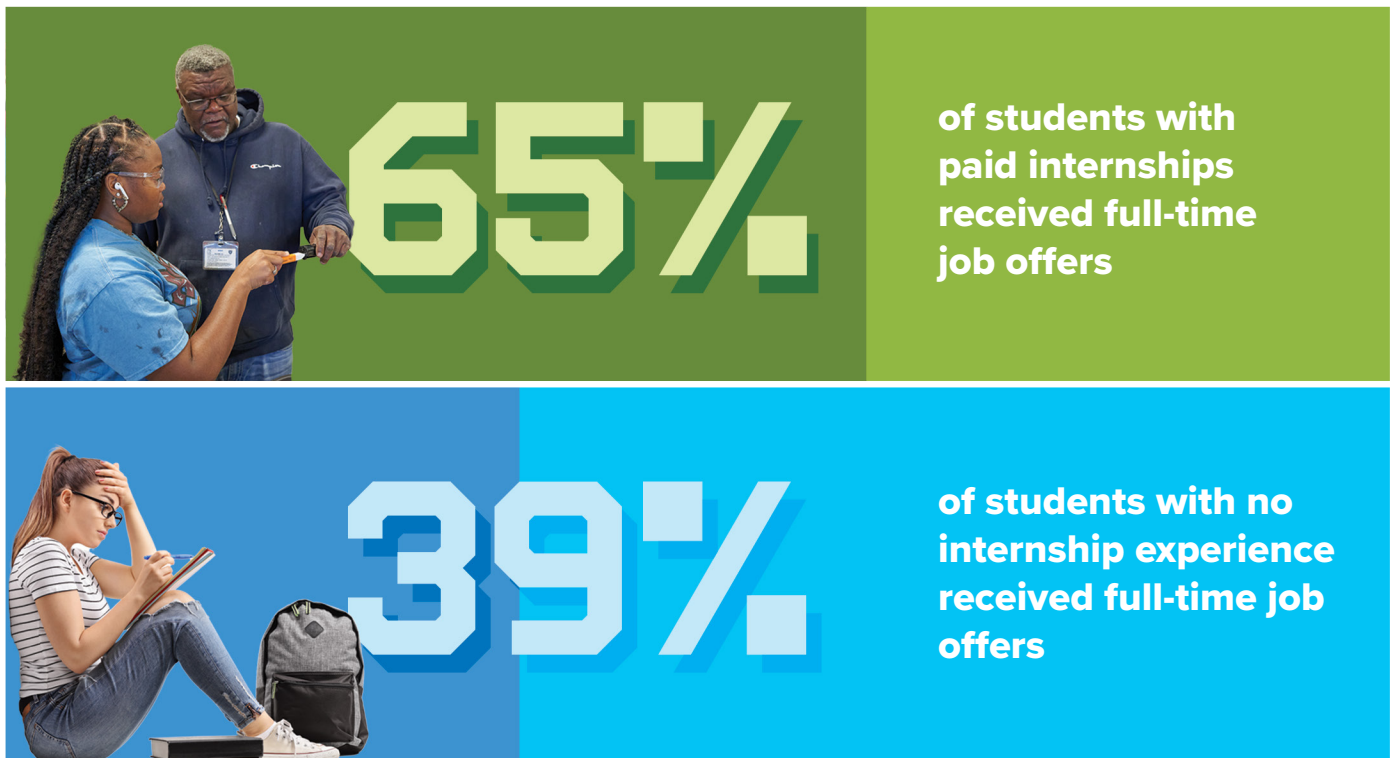
Surveys of students reflect positive attitudes toward WBL models, especially those that are personalized, mentorship-based and industry located. Post-graduation employment rates generally trend higher with graduates of WBL programs.

More recent reviews by Brookings (2020) summarize key research supporting core elements of WBL. These

include positive adult mentorship, development of social capital and the benefits of hands-on experiences that provide new expectations and environments for learners. The development of social capital relates to the quantity, quality and impact of the adult relationships found in WBL programs.

Additionally, race and socio-economic status matter. Black and Hispanic students are less likely to graduate high school, less likely to attend college, and more likely to end up in lower-wage careers. When high-quality scalable WBL programs focus on access for every student, outcomes improve.

A survey by the National Association of Colleges and Employers found that more than 65% of students with paid internships received full-time job offers compared with 39% of students with no internship experience. Data suggest that WBL is an important tool to support young people during critical transitions from school to employment.



SCSD Work-Based Learning Continuum

Career Coaches provide exposure to the workplace, college and careers as they relate to the student's CTE focus areas.

9th grade	<p>Projects and events generally focus on Career Awareness activities:</p> <ul style="list-style-type: none"> • Career Interest Assessments • Career Coaching Events - Coaches are invited into our high schools and CTE labs to participate in planned activities with our students. Events last about 1 hour • Industry Tours - Students visit a business as a group, tour the facility and visit with employees. Visits last 1-1.5 hours • Community Service/Volunteering - Students work for non-profit, or community organization performing duties related to their career pathway
10th grade	<p>Projects and events will still focus on Career Awareness, but begin to dip into Career Exploration activities:</p> <ul style="list-style-type: none"> • Career Coaching events • Industry tours • Community service/volunteering • Industry-based projects - Company gives students a "real world" issue they are facing to solve. Students try and solve it then present to company representatives their solutions • Informational interview - Student participate in mock job interviews with a Career Coach
11th and 12th grades	<p>Students will generally focus on Career Exploration and Development:</p> <ul style="list-style-type: none"> • Job Shadows - Students spend time at the company shadowing professionals. These opportunities can occur during and after school, school vacations, and summer bridge programs • Internships • School-based enterprises - A simulated or actual business, usually conducted on the school site as component of a CTE course • Supervised appearance enhancement • Clinical experience • Supervised health science clinical experience - Supervised clinical experiences are a required component of all health sciences and cosmetology occupations programs. Within each licensing content area, there are restrictions and mandates governing clinical experiences
P-TECH Years 5-6	<p>Career Coaches support internships and offer college and career guidance as students approach completion of their program and/or earning their associates degree, and advocate for students who apply for employment.</p>

Career Coaching with CTE at the SCSD

What to Expect:

Being a Career Coach is fun and rewarding! You will be contacted by a SCSD work-based learning coordinator about events and activities. Most CTE programs schedule events and activities every month.

Activities will be organized by the school and they will share details of the events to Career Coaches prior to the event. Generally, the events will have Career Coaches working with a small group of students, assisting them in competing a task. Remember these activities are designed for the students to get to know you as well as completing the task. Once the activity is complete, please share your feedback with the students.

When hosting students on a visit to your workplace, be assured we are there to help. We will provide transportation and always have adult chaperones with students. We recommend the visits last no more than 90 minutes and encourage a hands-on activity if possible.

When hosting a student job shadow or internship, we will provide transportation and all necessary personal protective equipment. We ask that you provide written feedback to the students and work-based learning coordinator. This will be shared with the CTE instructor and used in class to help assess the student's progress.

Who are Career Coaches:

Volunteers that work with students on a task or activity that varies by grade and objective. Tasks are designed to help students improve their teambuilding and interpersonal communication skills, provide networking opportunities, and prepare them for the workforce and college.

- Good listeners
- Professional who will encourage learning
- Coach who will help build skills and confidence
- Guide who helps with setting and achieving goals
- Motivator
- Role model

Career Coach Goals:

- Inspire, encourage and act as a positive role model to our students

- Provide guidance, strategies and tools for navigating through preparing for the world of work
- Support students in mastering the Career Ready Practices here: careertech.org/document/the-career-ready-practices
- Provide meaningful feedback on coursework and projects
- Serve as a window into careers, emphasizing workplace learning skills

Career Coach Commitment:

Generally, the work-based learning program starts in early October and ends in May. Summer opportunities are available. Coaches are encouraged and welcome to participate in as many work-based learning activities as we offer!

Safety & Security:

- All coaches must follow employer and school rules
- Parent(s)/Guardian(s) are notified of Career Coaching and work-based learning events
- Coaches are encouraged to contact school staff whenever a topic comes up in communication that they are not completely comfortable with. School personnel are trained to discuss tough issues with students

Preparing for a Career Coaching Event

- Check your email the day prior for any updates/activity sheets/work sheets (no need to make copies)
- Remember to bring your driver's license
- Be alert for school buses and park in a visitors parking space
- You will need to pass through a security checkpoint when entering the school metal detector and x-ray for bags
- Check-in a main office and proceed to location of event
- Enjoy the students and have fun!

Developmental Considerations:

First year students are in 9th grade, and between the ages of 13 and 15 years old. Students will remain in the program for their high school careers, and up to two years of college (4-6 years). When the program is fully mature, students' ages will range from 13-20 years old.

Adolescence is a developmental time of great importance, as there are many changes occurring physically and cognitively for each individual student. Below are some considerations to be aware of in terms of a student's development.

- Beginning to look more like adults, but maturity levels vastly differ among individuals
- Striving to become more independent and define who they are as an individual
- Attempting to find where they fit in and are accepted
- Greater focus on friendships and romantic relationships than familial relationships
- Beginning to set realistic goals for their future
- Tendency to push boundaries and explore new things
- More likely to be influenced by others, especially peers
- Mode of thinking changes from concrete to being able to deal with abstractions, test hypotheses, and see infinite possibilities
- Egocentric behaviors, thinking and attitudes prevalent throughout adolescence



Testimonials

Savannah Gibbs

*Sr. Agency
Operations
Specialist*



"Growing up, my dad was a long-term sub for the Syracuse City School District. His passion to show the students that their futures were bright is something that always inspired me. Since his retirement, I wanted to bring that back, and working with these amazing students has done just that!"

Michael J. Monds

*Chief of Department,
Syracuse Fire
Department*



"What impresses me the most about our Fire Rescue students are the great qualities they possess, which I have had the pleasure to witness. SCSD students are some of the most talented in the world, and they can become anything that they want, as long as they work hard and never give up!"

Michaela Pullano

*Talent Acquisition
Specialist, C&S
Companies*



"SCSD students are always engaged and prepared to ask well thought out questions of all of our team members - sometimes it's easy to forget they are only in high school!"

Positivity and Hospitality

Be Positive:

Give frequent encouragement.

Remind students of previous successes when something seems difficult.

- Tell them “you can do it”
- Acknowledge accomplishments
- Avoid bringing up past mistakes
- Don’t generalize negative behavior
- Avoid phrases like “you always” or “you never”
- Don’t get discouraged. Students are not going to change overnight

Students respond to people who are excited to see them.

- Ask them questions about their interests
- Be genuinely interested in them, and it opens the door to them giving you a chance to know them
- In event of a student’s misconduct, the work-based learning coordinator or CTE instructor will be available to step in to help

Be An Active Listener:

Hear what the student is really saying, pay attention, show that you’re listening, provide feedback, withhold judgment, respond appropriately, be a positive role model.

Barriers to active listening:

Shift response: This is the tendency to “shift” conversation to oneself rather than give continued attention to the other person.

Understanding of non-verbal cues: A high percentage of communication occurs with non-verbal cues.

Body language to be aware of: Eye contact, posture, tone/volume of voice, facial expression, gestures, etc.

Have Growth Mindset:

A growth mindset is the belief that your abilities can improve through effort, learning, and persistence.

People with a growth mindset:

- View challenges and setbacks as opportunities to learn and grow
- Believe that with enough work, they will succeed
- Have increased motivation
- Are open to learning new things
- See mistakes as a learning opportunity
- Openly accept criticism because they believe it will help them grow
- Are passionate about stretching themselves and sticking to it, even when it’s not going well

Ask students questions rather than advising. Avoid a mentality of “saving” or “fixing”. Think of coaches as the GPS – coaches can navigate, but students decide how to get to their destination. A GPS focuses on options, not judgment.





Providing Feedback:

- Use a combination of positive feedback and constructive criticism
- Remember the importance of power skills as well as the finished product

Students Like “To Do”:

Allow students to “do”. Give them an opportunity to make mistakes. Give them suggestions on things to consider doing differently. The more hands-on activities they can have, the better!

Embrace Diversity:

Be respectful and open-minded. Central NY has a wonderful variety of people from different backgrounds. Some students are bilingual or do not primarily speak English. Ask staff for help. Remember every student is at a different stage of development.

Testimonials

Kelli Tierney

Marketing and Communications Specialist, OneGroup



“Being a Career Coach is a really great way to connect with the youth here in Syracuse. I love the mission of Syracuse City School District and finding a way that OneGroup can further it. My hope is that we can make a small impact on these students and help their journeys.”

Steve Schil

*Senior Director, INFICON
Photo courtesy of Roger Mirabito*



“The students who focus are doing things I would have never even thought of in 9th-10th grade. And with the job shadows, we have students who are asking great questions who are only juniors in high school!”

Nick Stanley

Director of Operations, CNY Fabrication, LLC



“I’m most impressed by the commitment these students have made to pursue a path in technology and the varied backgrounds from which they have pursued this education.”

Engaging Question Starters

Questioning:

Types of questions:

- Open ended questions: Allow for elaboration
- Close ended questions: Allow for clarification (yes or no responses)

Question with a purpose:

- Questions should provoke further thought into certain aspects of a topic
- Don't just give students the answer

Conversation Builders:

When you are talking with students, there are many ways you can respond that will help build the conversation, making it go more easily and smoothly. These responses can be questions, statements or just brief sounds of acknowledgement. But they are all great strategies to practice.

- Making the minimal verbal response: (Provide verbal cues.) "Hm-mm." "Yes." "I see." "Uh huh."
Paraphrasing
Student: "I had a great day today." Career Coach: "It sounds like things are going well for you today"
- Reflecting: (Communicate your understanding of the student's perspectives.) "You're feeling great about completing this project"
- Clarifying: *"I'm having trouble understanding what you're saying. Is it that ...?" "I'm confused*

about ..." "Could you go over that again, please?" "Sounds to me like you're saying ..."

- Summarizing: Recap where you left off last time, go over what you've done throughout the current session or sum up a few things that the student has just said
- Informing: Share objective and factual information such as what grades you will need to attend college or university
- Reinforcing: Highlight any successes. *"Congratulations for doing well on your test!" "Wow! You programmed that board?! That's awesome!"*
- Self-disclosing: "One of my biggest fears is talking in front of a lot of people"

Keep these things in mind when you incorporate these conversation builders:

- Use the same vocabulary level that students use. Speak slowly enough that each word can be understood
- Use concise rather than rambling statements or questions. Time your responses to facilitate, not block, communication—for example, don't interrupt
- Maximize using open questions. These are questions that encourage longer answers; examples are those that begin with "how," "what," "could" and "would"
- Minimize using "why" questions. These tend to put students on the defensive causing the students to think they've done something wrong



Frequently Asked Questions:

What is required to be a Career Coach?

Career Coaches are industry professionals that are willing to share their time and expertise with our students. The activities range from coming to our high schools and participating in activities with our students, to hosting a students as an intern at your company.

How are students selected for CTE programs?

Students in 8th grade apply to participate in our CTE programs. They learn about careers and our CTE programs while in middle school and are encouraged to apply to programs that offer careers they would like to consider pursuing.

How do I find out about events?

Each high school has a work-based learning coordinator. Generally, the coordinator works with the CTE instructor to organize the events. The work-based learning coordinator sends out invites to the events. They also work with our Career Coaches to organize activities held at businesses.

What is required for students to visit my business?

If a business is willing to host our students for a visit, we will work with any requirements. We will provide transportation, supervision, and any necessary personal protective equipment required for the visit.

What is required for my business to host an intern?

Our work-based learning coordinator will work within the guidelines of each business. We will provide a Certificate of Liability Insurance. Our work-based learning coordinators hold certifications from the New York State Education Department and will be your direct contact. They will handle all necessary permission forms, transportation, etc.

Are Career Coaching events held during school?

Yes, generally these events are held at our high schools and are held during the school day. This helps ensure all students can attend.

Are there opportunities to work with students in the summer?

Yes, each of our programs offers a summer bridge program for our incoming 9th grade students. Career Coaching activities are planned during the bridge programs. Summer is also the best time to host our upper classmen (11th and 12th grade students) for an internship.



Power of Work-Based Learning

Work-Based learning (WBL) for all will depend on quality, commitment, coherence and collaboration. Everyone within the WBL ecosystem should commit to a clear shared goal:

- Increasing the number of gainfully employed young people earning a family-supporting wage
- Creating sufficiently staffed businesses and organizations

From the start, WBL programs must include collaborative representation from employers, communities and schools. With commitment and voice

from all three of these invested partner areas and a dedicated intermediary at the onset, each program will sustain and scale to reach more young people.

WBL is not a new concept. However, the urgency for more WBL opportunities has increased with rapidly changing industries, increasingly complex workplace demands and significant numbers of young people, especially those most marginalized, disconnected from opportunities to earn a family sustaining income.

A thriving economy depends on a well-prepared workforce that does not exclude any individual. A well-prepared workforce builds family-supporting jobs and careers for all. Family-sustaining income for all reduces stress and mental health challenges. A commitment to WBL for all supports a thriving, equitable and robust nation.



Glossary of Terms

CTE Career and Technical Education

CCN College Credit Now

CIS Computer Information Systems

CLT Clinical Laboratory Technology

ELT Electrical Technology

EMT Emergency Medical Technology

ESF Environmental Science and Forestry

HIT Health Information Technology

HPP Health Professions Program

HSC High School Choice

IB International Baccalaureate

ITC The Institute of Technology at Syracuse Central High School

MET Mechanical Technology

MVCC Mohawk Valley Community College

NNDCC Navy National Defense Cadet Corps

OCC Onondaga Community College

OSHA Occupational Safety and Health Administration

PSLA The Public Service Leadership Academy at Fowler High School

P-TECH Pathways in Technology Early College High School

RPAS Remotely Piloted Aircraft Systems

STEAM Syracuse Regional Science Technology Engineering Arts and Math High School

STEM Science Technology Engineering and Math

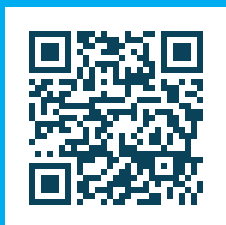
SUNY State University of New York

SUPA Syracuse University Project Advance

UTP Urban Teacher Preparation

WBL Work-Based Learning

CTE SCSD Resources



LEARN MORE ABOUT
OUR CTE PROGRAMS



SEE OUR CTE
PROGRAMS IN ACTION.



SEE WHAT IT IS LIKE TO
BE A CAREER COACH.

Interested in getting involved at a school?

Contact a school and ask to be connected with the CTE Coordinator

Corcoran High School (& P-Tech)

919 Glenwood Ave., 13207
(315) 435-4321

- Heating Ventilation Air Conditioning Refrigeration Clean Energy (HVACR)
- International Baccalaureate (IB)
- Manufacturing Technology Pre-Apprenticeship
- Semiconductor Microchip Technology
- Urban Teaching Preparation Program
- Welding

Henninger High School (& P-TECH)

600 Robinson St., 13206
(315) 435-4343

- Health Information Technology
- Health Professions
- Laboratory Science
- Medical Assisting

Institute of Technology @ Syracuse Central (& P-TECH)

258 E. Adams St., 13202
(315) 435-4300

- Automotive Technology
- Biotechnology
- Culinary Arts
- Electrical Technology
- Mechanical Technology
- Media Communications

Nottingham High School

3100 E. Genesee St., 13224
(315) 435-4380

- Business Technology
- Construction Technology
- Creative Expression and Design
- Natural Resources

Public Service Leadership Academy @ Fowler (& P-TECH)

227 Magnolia St., 13204
(315) 435-4376

- Barbering
- Business Technology
- Computer Forensics
- Computer Information Systems
- Cosmetology
- Cybersecurity
- Electrical Trades
- Emergency Medical Technician
- Forensic Science
- Fire/Rescue
- Geospatial Technology
- Law Enforcement
- Navy National Defense Cadet Corps (NNDCC)
- Remotely Piloted Aircraft Systems (RPAS)

STEAM High School

701 Warren St. South &
East Adams Street
(315) 350-7847

- Animation and Game Design
- Business Entrepreneurship
- Construction Management
- Data Analytics
- Entertainment Engineering
- Performing Arts
- Robotics/Automation
- Semiconductor Manufacturing Technology
- Visual Arts





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 **Still have
questions?**

Contact the CTE and Secondary Office
Phone: (315) 435-4964

Central Offices: 725 Harrison Street, Syracuse, NY 13210

Mailing Address: 1025 Erie Boulevard West, Syracuse, NY 13204

www.syracusecityschools.com/CTE | (315) 435-4964

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law.

Inquiries regarding the District's non-discrimination policies should be directed to:
Civil Rights Compliance Officer
Syracuse City School District
725 Harrison Street • Syracuse, NY 13210
(315) 435-4131
Email: CivilRightsCompliance@scsd.us