

MARK YOUR CALENDAR

- **Leadership Team Meetings: Feb 3, Mar 3 (Joint), Apr 7, May 5**
- **Student Services Team Meetings: Mar 3 (Joint), Apr 12**
- **RCG POS Summit Mar 11 @ MVCC**
- **Connections Conference Mar 16-17**
- **IACTE Legislative Day Apr. 8.**
- **Entrepreneurship Contest, May 4**
- **SSC Spotlights**
Child Care Mar 14 + 21
Graphic Design Apr 8
Media Prod. Apr 28



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District 215 Students Restore the Past

The Fire Service is a noble profession that appeals to many little boys and girls. To some of us that appeal never dies. The wail of sirens and flashing of blue and red lights always cause our hearts to skip. We remain fascinated by the bright red truck or engine with its ladders, hoses, bells and gauges. This only pales in comparison to the sights and sounds of fire trucks and engines from decades past.

In a genius partnership with the local fire department, a group of 52 very talented and lucky junior and senior students from Thornton Fractional District 215's Center for Academics & Technology (CAT) have the opportunity to work on a 1914 American LaFrance Fire Engine, the first motorized engine owned by the local fire department. Under the leadership of Teacher Jorge Navarrete, the collision repair students of the district have partnered with the local Fire Department to restore a classic fire apparatus to its original glory. Mr. Navarrete sees a "good

thing" in education—community partnerships. The students' work will not only give them excellent experience in the field but also save the Calumet City Fire Department and the community some \$20,000 in labor costs. The city is expected to spend less than \$1,500 in materials for the work.



Above: Collision Repair students work on a 1914 American LaFrance Fire Engine. Below: An example of a restored 1914 American LaFrance Fire Engine from Keyser, WV



Critical to the success of this and other CTE programs is the support of administrators. Principal of the CAT, Kent Farlow has supported the program in its many innovative projects.

Students of the collision repair program have a long-standing reputation of excellence. The current fire engine restoration is only one of the projects students are working on this year. The students are also working to restore a 1964 Chevy Impala. In the past, cars restored by the students have taken top honors in the World of Wheels competition.



1963 Chevy Impala Restored by Thornton Fractional Students. Winner of the 1st Place Low Rider Category at the 2009 World of Wheels

Programs Of Study (POS): It's Not Just a Paper

Most of us exposed to the concept of Programs of Study will run the risk of thinking POS is nothing but the sequence of courses displayed on a piece of paper. However, the sequence of courses is only a piece of the puzzle that is POS. Let's think of it this way: our goal as educators is to create the perfect member of the workforce. This requires a holistic approach to education, keeping in mind the fact that EVERYONE will enter the workforce at one point or another. Even the wealthiest of individuals have to take action to maintain or grow that wealth and that becomes a job. So POS seeks to provide students with not only knowledge but also the skills necessary to acquire, maintain, and excel in a 21st century career environment.

Imagine, then, a system designed to customize training, knowledge, and skill acquisition to the needs, talents, and interests of a student.

A student enters the system at the secondary level and begins his or her courses. As the student progresses through secondary and post secondary, various "ingredients" are added to help the student become a good member of the workforce. These "ingredients" may include dual credits, hands-on skills training, soft skills acquisition, leadership experience through clubs and service organizations, stackable industry credentials, work-based learning opportunities, etc.

As the student is gaining these valuable experiences, counselors, parents, teachers,

and administrators are providing the assistance that the student needs to explore, develop, and focus on a career choice. At various points the student's academic achievements are evaluated.

In order for the student to gain these valuable experiences and skills, the educational institution in question has to provide support systems that include professional development for teachers and counselors, partnerships with industry, college and career exploration opportunities, career counseling, tutoring, etc.

The programs, partnerships, counseling and other forms of support necessary to create the ideal member of the workforce is what we call **Programs of Study**.

District 205 Culinary Arts Caters for the Cure



Ms. Carol Friedl teaches Culinary Arts at Thornridge High School

As educators, we occupy a unique position to mold the minds of future leaders. Nothing is more gratifying to an educator than to see students ply their lessons, especially, in the service of others. Thornridge High School Culinary Arts Teacher Carol Friedl is one such lucky educator. Last fall, students enrolled in Ms. Friedl's Intro, Intermediate, and Advanced Culinary Arts courses combined their efforts to cater a meal for the school's volley ball team in an event called Volley for the Cure.

Volley for the Cure was instituted by two Ohio Students to honor those fighting against as well as survivors of cancer. Un-

der the auspices of the organization *Susan G. Komen for the Cure*, the event has become an annual occurrence among many high schools around the country.



Students Tatiana Costello and Britini Scroggins dish pastry in preparation for Volley for the Cure.

So successful was this effort, that Thornwood High School has also taken up the effort, organizing a volleyball potluck as part of their Volley for the Cure event.

Ms. Friedl's students have been busy. Following the success of their collaboration with the Volleyball team, they catered another event. Students worked to cater meals for the South Suburban Principals' Conference. In an interview, Ms. Friedl stated: "I think this opens the students' eyes and lets them know they can cook for others. I think the hands-on, real world experience is really nice."



Ms. Friedl (second from right) poses with her students before they begin Catering for the Cure!

The Thornridge culinary arts students joined this worthy effort last year and again this year by cooking chili, Tex-Mex steaks and pies for the athletes, their friends and families. The young Chefs also joined the athletes in selling t-shirts that featured the names of cancer survivors. Not to be outdone, the Art students of the school joined in the efforts by creating and selling pink ribbons. All proceeds from the event were donated to *Susan G. Komen for the Cure*.



Culinary and Art Students pose with teachers, athletes, and coach prior to the fundraising game.



SSC Program for Success: Pharmacy Technician

Pharmacy Technicians work in a variety of healthcare settings such as hospitals, community pharmacies, long-term care facilities, home health care agencies, etc. Technicians assist pharmacists in the preparation and dispensing of medications to patients.

South Suburban College offers a comprehensive and rigorous program to certify deserving students as Pharmacy Technicians. SSC's program is accredited by both Illinois and Indiana as well as the American Society of Health-System Pharmacists (ASHP) based in Bethesda, MD. The full certificate program includes training the aseptic IV preparation, medication order processing, inventories, packaging, compounding, use of a pre-

scription balance and computers. Pharmacy students are also trained in pharmacy math, pharmacology law, medical terminology and human anatomy. This 36-credit hour certificate program meets in the evening and can be taken either on a part-time or full-time basis. Students are admitted to the program each fall or spring semester.

Admission to the Pharmacy Technician Program requires meeting with the program coordinator and successfully completing all developmental course(s) if needed. Students must also complete the following prerequisites:

1. BIO 115 - Human Body Structure
2. MDR 102 - Fundamentals of Medical Terminology

3. Proficiency in Elementary Algebra (or higher) with a grade of "B" or better preferred
4. Proficiency in Typing/Computers (typing skills of 25 wpm required)

A potential student should take the placement test prior to scheduling an appointment with the program coordinator. If the student completed Elementary Algebra (or higher) at another college, proficiency in elementary algebra has already been shown and the prerequisite would be met.

If you have any questions, please contact the counseling center at (708) 596-2000 ext. 2306 or the Program Coordinator, [Dr. Jan Keresztes](#) at (708) 596-2000 ext. 2432, Room 4469H.



Dr. Jan Keresztes, Pharmacy Tech Program Coordinator explains procedures to a student.

The Chicken or the Egg: District 228 Ag Project

Chickens have come to Tinley Park High School! One of the characteristics of a successful CTE program or project is the inclusion of other CTE, academic courses or even a business or community partner. Such an inclusion allows students to experience the interrelatedness of several subjects. In fact, sometimes it is even interesting and fun to take two or more subjects that only seem unrelated and bring them together for a project aimed at a single goal. This has been the experience of students involved in the Tinley Park High School agriculture project.

Several different departments have joined together to create a meaningful learning experience for the students at TPHS which involves raising chickens and utilizing their eggs. A group of students and teachers travelled to Dickman's Egg Farm in Herscher, IL to learn from the best! The Dickmans explained the process for raising healthy organic chickens and ensuring quality egg production. Students

asked many important questions regarding the amount of eggs they should expect the chickens to produce, the proper ways to care for and raise the chickens, and the importance of maintaining a disease free chicken coop. The Dickmans gave the students several dozen of their farm fresh eggs to taste which Mr. Robson prepared for his science classes for breakfast the following day.

Over the next few months, students in Biology, Business,



A chick hatches in a temperature-controlled hatchery as part of the chicken coop project at Tinley Park High School. This project brings together CTE and Academic students.

Family and Consumer Science, and Industrial Technology classes will be researching and preparing for Tinley Park's newest residents. Aside from the eggs that the students ate, the Dickmans gave TPHS another set of eggs from their farm which are being hatched in incubators located in the science classroom. Students have been carefully monitoring the eggs and new chicks. When the chickens are old enough, they will be transferred to a chicken coop in the school's courtyard. Science students will take care of the chickens and retrieve the eggs each day.

Family and Consumer Science students will learn a variety of ways to prepare the eggs in the kitchen and Business students will devise ways to market and sell these farm fresh eggs. The excitement created by this project is contagious! TPHS will continue to keep the community up to date with the newest developments of this "eggcellent" endeavor.

Age-old Question: Chicken or the Egg!

We have all heard the often-asked question: "Which came first, the chicken or the egg?" Let's try and settle the answer once and for all. According to the theory of evolution and findings by paleo-biologists, chickens (which are birds) evolved from reptiles (including dinosaurs).

Since reptiles were laying eggs long before the birds showed up on the evolutionary scene, one can surmise, that the egg came first. This of course begs the question: "Which came first, the dinosaur or the egg." Not so simple as I thought.



In Other News... Hillcrest HS Wins Partnership of the Year

CDS completed another successful Principal For A Day. In its 8th year, PFAD in the CDS region has laid the foundation that fosters long-lasting partnerships between business leaders and education. In the time since its inception such partnerships have proven both effective and beneficial to businesses and schools.

This is the third year CDS presented the Partnership of the Year award. This award was designed to highlight and recognize some of the hard work of the partnerships on behalf of the students. Last year's award winners showed excellent creativity and selfless service to benefit the students. This year is no different. The 2010 Partnership of the Year proves yet again what miracles can be achieved when business and education work together.

Dr. Corrine Williams, assistant superintendent of teaching and learning for Bremen High School District 228 presented the award to Renee Simms, Principal of Hillcrest High School and Mr. Sam Balark,

director of external affairs for AT & T.

The partnership between Ms. Simms and Mr. Balark proved to be fervently dedicated to the development of the students of Hillcrest High school. Mr. Balark cultivated a bond with the coaching staff; attended school sponsored events and activities, mentored students and assisted in creating opportunities to increase career and college readiness. Through his efforts, students attended the 100 Black Men of Chicago College Fair, met and dialogued with State Representative Al Riley, and gained excellent role models.

Ms. Simms and Mr. Balark provided students with exposure to colleges, scholarship information, and career exploration opportunities such as job shadowing. Their efforts did not end with the students. These partners provided help and assistance that allowed the school's faculty and staff to participate in activities with the Southland Chamber of Commerce, offering great opportunities for networking and collaboration to benefit students' learning experiences.

Our heart-felt thanks and congratulations to the members of this partnership. Their stellar performance continues a tradition of strong partnerships. We look forward to the growth and success of this partnership.



Executive Director of CDS (Center) poses with winners of the 2009 Partnership of the Year Award. Pictured from left to right: Dr. Corrine Williams; Mr. Sam Balark; Janice Stoettner; Ms. Renee Simms; Country Club Hills Mayor John Welch; and Bill Browne of the IL State Treasurer's Office.

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The Value of Experience

CDS Student Worker Melanie Keating, a senior at Tinley Park High School, writes about her valuable experiences in the workforce.

District 228 has a variety of work programs for junior and senior students. Last year, as a junior, I was eligible to be a part of a work program of my choice. I chose Family, Career and Community Leaders of America (FCCLA) because this class offers many opportunities to help me reach my long term goals.

Students enrolled in the work programs are dismissed from school early, in order to complete their required fifteen hours of weekly employment duties. This program helped me to secure my first employment at Career Development System (CDS) located at the South Suburban College University and College Center in Oak Forest, IL. I have been working at CDS for almost five months now and feel very pleased to have joined the ranks of a select group of students who are gaining a head start in the game of life.

In my short four months I have worked for CDS, I have learned many new things. Still, I

know I have much more to learn. The first thing I learned, at the threshold, was appropriate office attire. The proper personal appearance conveys respect for one's self and for their business organization and as such, is very important.

The next important thing I have learned working here is how to deal with constructive criticism. While any criticism is difficult to take, delivered in the proper context allows an employee to learn and further develop as a worker and leader. Despite the sting, constructive criticism is actually a very good thing.

Consider this for a moment: the idea of a work/study program is to both work and study. With such an opportunity, students are placed in a hands-on learning environment in which employers help students acquire new skills. As such, accepting dealing with, and learning from constructive criticism is a very important part of the experience.

Finally, responsibility is probably one of the most important aspects of my experience at CDS. All the tasks I perform in the office, no matter how small they may seem, are important. For instance, making sure that



the copiers and printers have ample paper supply ensures a smooth workflow at all times. A task as simple as compiling documents for meetings, would take longer to prepare without my assistance. I have learned during my time at CDS that I play a vital role in the operation of a very important office that provides services to educators. I may be a small part in a great big machine but I am a vital one.

The experience gained working in this office is invaluable. During my time with CDS, I have learned to be on time, organized, and attentive to my work. The support and knowledge I have gained have also helped me to be more confident and poised to take on future challenges, both professional and academic.



CDS is a consortium consisting of High School Districts 205, 215, 228 and South Suburban College District 510, working cooperatively to assist the youth and adults of our districts to plan and prepare for the future.

CDS is one of the statewide network of Education for Employment (EFE) groups, whose primary goal is to establish quality Career and Technical Education (CTE) Programs. These training programs incorporate the knowledge and skills needed in life as an integral part of academic and CTE programming and emphasize the continuum of leaving from elementary through post-secondary education.

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