



California FBLA Business Leadership Initiatives

Inspiring all students to achieve their full potential

BACKGROUND AND SUMMARY

Education in California is quickly transforming as local educational agencies (LEAs) determine, through Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) requirements, how to best serve the needs of all students by setting ambitious goals and making wise spending decisions. The LCFF encompasses three broad principles: funding schools more equitably, based on student needs; making more decisions at a local level; and measuring school achievement using multiple metrics, not just test scores, and supporting schools so they improve.

The LCAP provides extra funding to school districts “to enable educators to overcome the barriers that confront non-English speaking families and those with low and very modest incomes.” The new LCAP includes a three-page summary that asks districts to cite significant areas of progress and greatest needs for improvement. It also requires listing two to three significant ways it will improve or increase services for student groups who receive supplemental dollars. A district must estimate how many extra dollars it will receive under the funding formula for high-needs students and the actions it’s taking on their behalf.

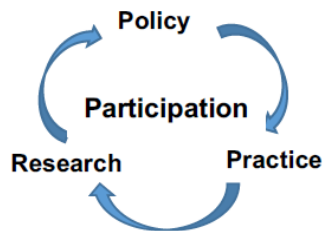
This proposal requests school districts use a portion of the LCAP funding to promote student self-confidence, self-management and desire to improve their abilities to succeed in school. The California FBLA Business Leadership Initiatives will serve to inspire disengaged and underachieving students to achieve their full potential. Leadership Initiatives may include:

- ✓ Developing and enhancing leadership pathways from elementary school to high school.
- ✓ Increasing middle school CA FBLA Chapters at school where there is a high number of at-risk students.
- ✓ Conducting Leadership Rally’s that inspire students to do their best at high school.
- ✓ Implementing Leadership Camps during the summer at the school site or away from the school site.
- ✓ Implementing Leadership Camps designed specifically for English Learners.
- ✓ Implementing Leadership Camps designed specifically for students from families with low and very modest incomes.
- ✓ Implementing “Gap-Year” Global Leadership programs that include foreign students.

The Leadership Initiatives would be organized under the direction of the California Future Business Leaders of American (CA FBLA), a nonprofit 501(c)(3) career technical student organization (CTSO), which is committed to preparing today's students for success in business leadership. CA FBLA provides students in CTE programs with carefully structured leadership development opportunities, career skills, opportunities to participate in competitive career-related events, and community service opportunities.

It also offer connections with peers, alumni, and adults who can serve as mentors, counselors, and conduits to prospective employers.

Many of the current CA FBLA students are high achieving, come from highly successful families and live in well-served communities. These students are highly successful in school, college-ready, and are leading the nation in winning national FBLA competitive events. As an organization, CA-FBLA has set a goal to increase membership diversity to include more students who are English learners and low income and at-risk students. The California FBLA Business Leadership Initiatives are conceived to support students with life skills that prepare them for both high school and for participation in the CA FBLA program at their high school.



An important goal of the Leadership Initiative experience is to inspire students to enter high school with a desire to take business-related CTE courses and to continue developing leadership through their high schools CA FBLA program. CA FBLA understands an “outside” approach does not create by-in nor work to fully change student outcomes at the LEA level. Support from local school districts is essential and would make it possible to create “a greater community of practice” where stakeholder groups and practitioners along with policy makers engage in a cycle of learning. We believe a collaborative approach that works with middle and high school teachers and administrators will stimulate action to improve the practice of adults and outcomes for students. Collaboration at the school site level is also needed to accurately identify those particular students who may benefit from a leadership camp experience. CA FBLA will launch a Teacher Leadership Network for CA FBLA Advisers to lead the development of the Leadership Initiatives.

THE NEED

The California Department of Education released the second year results of standardized tests in math and English language arts/literacy on August 24, 2016. First administered in 2015 to students in grades 3 through 8 and grade 11, the tests were created though the Smarter Balanced Consortium based on the Common Core State Standards. The tests revealed wide gaps in subgroup scores that education analysts said reflect the challenges of online tests and the rigors of the Common Core standards that they assess. While test results are inadequate and incomplete indicators of learning, based on these recent test results, the wide gaps indicate an urgent need to focus on the neediest students.

The state has taken actions that are intended to narrow disparities. It has adopted English language development standards for English learners that are aligned with the Common Core – an important step to help English learners master academic content while they learn English. And, under the Local Control Funding Formula, districts receive additional dollars for each English learner, low-income, homeless and foster child they enroll: 20 percent per student and more dollars in districts with large concentrations of high-needs students. Districts are required to spend these “supplemental and concentration” dollars increasing and improving programs and services for the students who attract the money.

THE SOLUTION

CA FBLA recognizes California has persistent achievement and graduation gaps that clearly divide students along socio-economic lines, and that low performing student typically lack access to the full competitive programs offered by CA FBLA. The intent of the CA FBLA Leadership Initiatives is to bring the disadvantaged 8th grade students to an expanded learning experience designed to help them develop personal skills to succeed in high school. The Leadership Initiatives will include activities that will:

- 1) Prepare students to be globally and culturally competent;
- 2) Enhance their non-cognitive skills; and,
- 3) Help them identify, focus, and engage on subjects that resonate with their personal interests and innate abilities.

Preparing Students with Global and Cultural Competence

The research-basis for the leadership camps stems primarily from a study by the Association for Career and Technical Education, Asia Society, Longview Foundation, and National Association of State Directors of Career Technical Education Consortium entitled, [*Preparing a Globally Competent Workforce through High-Quality Career and Technical Education*](#). This study offers insight into how educators can embed global competency into their CTE instruction and how this effort can be incentivized by defining the need for global competency. Global competence is: “the capacity and disposition to understand and act on issues of global significance.” The four pillars of global competence include:

Investigate the World. Global competence starts by being interested in learning about the world and how it works. Students ask and explore questions that are globally significant. They can respond to these questions by identifying, collecting, and analyzing credible information from a variety of local, national, and international sources, including those in multiple languages. They can connect the local to the global.

Weigh Perspectives. Globally competent students recognize that they have a particular perspective, and that others may or may not share it. When needed, they can compare and contrast their perspective with others, and integrate various viewpoints to construct a new one.

Communicate Ideas. Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors. They can effectively communicate, verbally and nonverbally, with wide-ranging audiences and collaborate on diverse teams. Because it is increasingly the world’s common language for commerce and communication, globally competent students are proficient in English as well as in at least one other world language. They are technology and media literate within a global communications environment.

Take Action. Globally competent students see themselves as capable of making a difference. Alone or with others, ethically and creatively, globally competent students can envision and weigh options for action based on evidence and insight; they can assess their potential impact, taking into account varied perspectives and potential consequences for others; and they show courage to act and reflect on their actions.

The focus on cultural competence at the leadership camps is largely based on the work found in the publication: [*Cultural Proficiency, A Manual for School Leaders*](#). According to the authors, over the last 10

to 15 years, it has become increasingly apparent that issues of diversity play a vital role in the economic and political life of the United States. The ability to understand and appreciate diverse peoples both within and across international borders profoundly affects one's ability to flourish in the global economy and the world political community. Educators must prepare learners to function well and to interact effectively with the richly diverse peoples of their worlds. To do so, educators can start by helping students to address issues of diversity in each of their school and home communities.

Educational leaders who are successful in creating culturally proficient learning communities will enable all students to play vital roles wherever they go in the global community. Technology has made the world much smaller. As the business community has learned, this nation's economic and political well-being depends on the ability of educators to foster an appreciation of diversity. If educators are to prepare future adults for this challenge, they must commit themselves to address effectively the issues that arise in diverse environments. These efforts will benefit students who are currently thriving in the public schools, as well as those who are being underserved.

Non-cognitive Skills for the 21st Century

A commitment to developing character, social and emotional skills, and 21st century competencies is key to a student's school success and success in life. In addition to academic learning, schools develop students to become life-long learners, skillful collaborators, moral individuals, confident and persistent problem-solvers, organized and conscientious leaders, innovative thinkers, and much more. With an anchor in preparing students for the careers of their choice and a focus on the critical academic, technical, and employability skills needed for success, CTE offers a natural platform on which to build global competencies through the acquisition of noncognitive skills.

A recent report, entitled: [*A Rosetta Stone for Noncognitive Skills – Understanding, Assessing, and Enhancing Noncognitive Skills in Primary and Secondary Education*](#) concluded skills that are now required for success in the 21st century can be organized and measured under a “Big five personality factors” model. The personality factors in the below table highlight the noncognitive skill sets that would be embedded in leadership camp activities. Students who have these skills will be more self-confident, self-managed, and have personality factors that will improve their abilities to succeed in school.

Conscientiousness	Agreeableness	Emotional Stability	Openness	Extraversion
Dependability	Collaboration	Confidence	Creativity	Assertiveness
Grit	Collegiality	Coping with Stress	Curiosity	Cheerfulness
Organization	Generosity	Moderation	Global Awareness	Communication
Persistence	Honesty	Resilience	Growth Mindset	Friendliness
Planning	Integrity	Self-Consciousness	Imagination	Leadership
Punctuality	Kindness	Self-Esteem	Innovation	Liveliness
Responsibility	Trustworthiness	Self-Regulation	Tolerance	Sociability

Helping students understand the importance of developing these traits can lead them to inter-relate in ways that are positive, uplifting and constructive.

Engaging Students in Subjects that Resonate

Students attending the leadership camps will explore their aptitudes and consider how their talents can be developed through the school program to help them prepare for college and career. The national FBLA organization broadly focuses [competitive events](#) on many subjects that align with current successful business practices and the National Business Administration Standards. Students who are enrolled in courses in Arts, Media and Entertainment; Business and Finance; Information and Communication Technologies; and, Marketing Sales and Services career sectors can find subjects which will resonate with their innate abilities and interests. As shown in the below table, FBLA competitive subjects include a wide range of subjects, from traditional business subjects like accounting and management decision making, to current “hot topics” like cyber security, web site design, computer applications, digital design & promotion and digital video production:

Crosswalk: FBLA Competitive Events & National Business Administration Standards

3-D Animation	Digital Video Production	Marketing
Accounting I	Digital Video Presentation	Microsoft Office (MOS)—Excel
Accounting II	E-business—Production	Microsoft Office (MOS)—Word
Agribusiness	E-business—Performance	Mobile Application Development
American Enterprise Project	Economics	Network Design
Banking & Financial Systems	Electronic Career Portfolio	Networking Concepts
Business Calculations	Emerging Business Issues	Parliamentary Procedure
Business Communications	Entrepreneurship	Partnership With Business Project
Business Ethics	FBLA Principles and Procedures	Personal Finance
Business Financial Plan	Future Business Leader	Public Service Announcement
Business Law	Global Business	Public Speaking I
Business Math	Health Care Administration	Public Speaking II
Business Plan	Health Care Administration	Sales Presentation
Business Presentation	Help Desk	Securities & Investments
Business Procedures	Hospitality Management	Social Media Campaign
Client Service	Impromptu Speaking	Sports & Entertainment Mgt.
Community Service Project	Introduction to Business	Spreadsheet Application
Computer Applications	Business Communication	Virtual Business Mgt. Challenge
Computer Game and Simulation	Information Technology	Web Site Design
Computer Problem Solving	Parliamentary Procedure	Word Processing I
Cyber Security	Job Interview	
Database Design & Applications	Life Smarts	
Desktop Application Programming	Local Chapter Business Report	
Desktop Publishing	Management Decision Making	
Digital Design & Promotion	Management Information Systems	