



CAREER CONNECTED
LEARNING PHL

Positioning Philadelphia's Youth for Career Success

Crafting Effective Learning | June 27, 2024

Part 2



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Objectives

- Understand the purpose and the importance of a driving question
- Practice creating a driving question



Foundations Inc. Your Capacity Building Partner



Build Capacity

Capacity Building and Support



Strengthen Skills

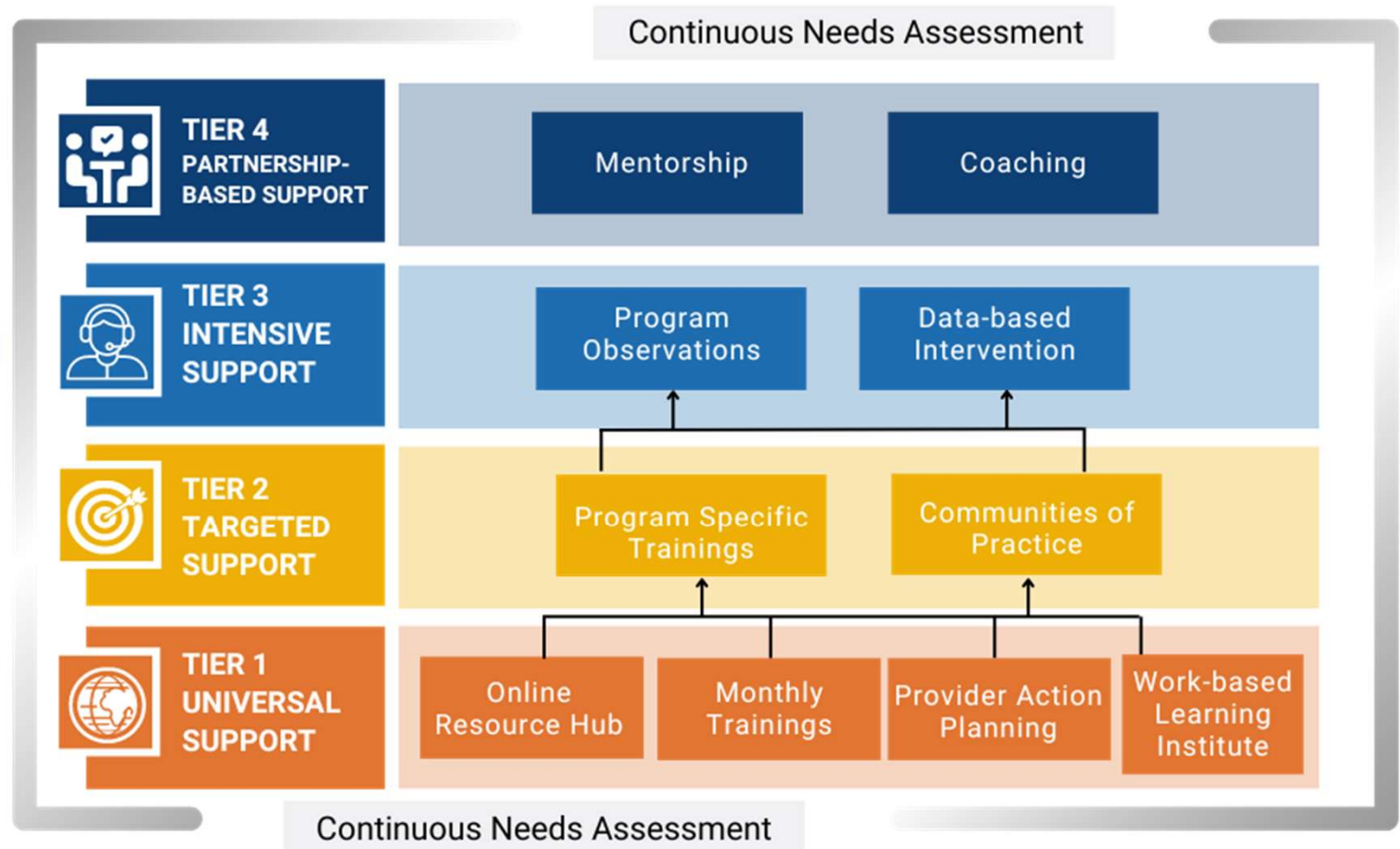
Professional Learning



Elevate Techniques

Resources

TIERED CAPACITY-BUILDING SUPPORTS



Our Approach

Types of Learning

- Project-based learning - Meaningful learning experiences
- Service learning - Community
- Expeditionary learning - Hands on

Applying a Driving Question



Brings Clarity

Encourages Critical Thinking and Problem-Solving

Supports Deeper Understanding

Enhances Engagement and Motivation

Fosters Teamwork and Communication

Encourages Real-World Connections

Supports Assessment and Reflection

Steps of Planning



ABC Career Prep Program

- Youth 16 – 20
- Employability Skills
- Find Employment
- Project-based Learning



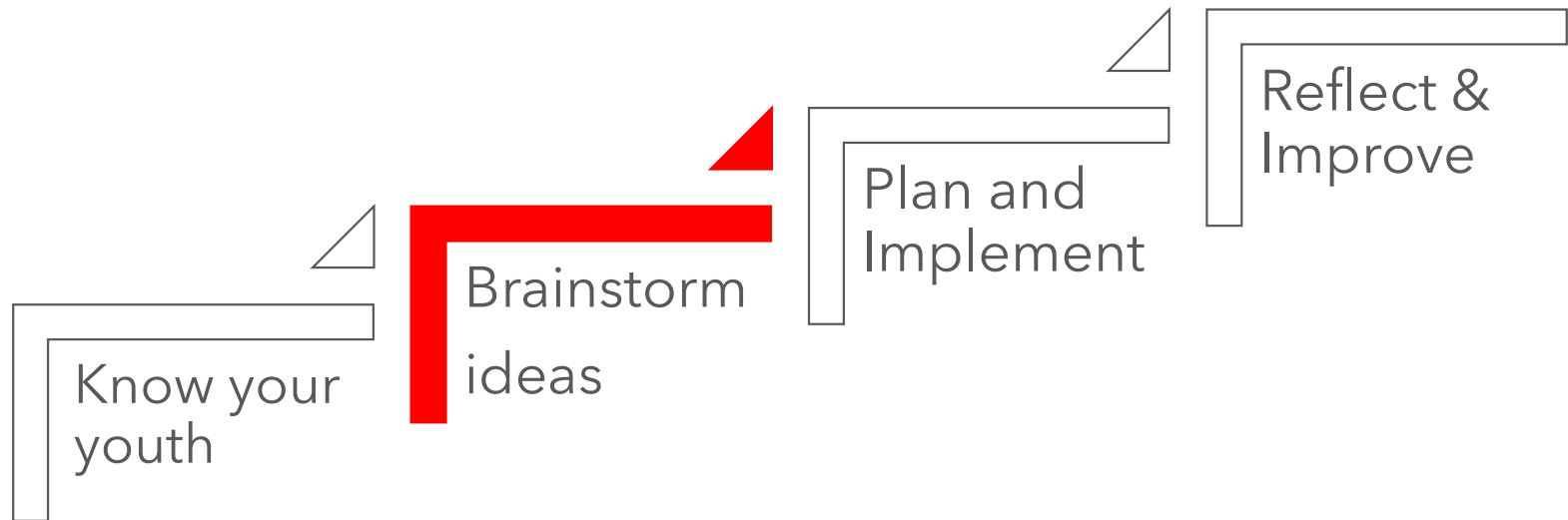
Developing a Needs Assessment

Youth Interest	Academic Needs	Topic
<ul style="list-style-type: none">• Surveys• Informal conversations• Polls• Formal forums	<p>30.1% of 11th graders were proficient or advanced in Algebra 1</p> <p>53.9% were proficient or advanced in literature</p>	<ul style="list-style-type: none">• Brainstorming with staff or participants

Developing a Needs Assessment

Youth Interest	Academic Needs	Topic
<ul style="list-style-type: none">• Surveys• Informal conversations• Polls• Formal forums	<ul style="list-style-type: none">• Conversation• Surveys• Youth observations• Pre-Assessment	<ul style="list-style-type: none">• Brainstorming with staff or participants

Steps of Planning



Results of Needs Assessment

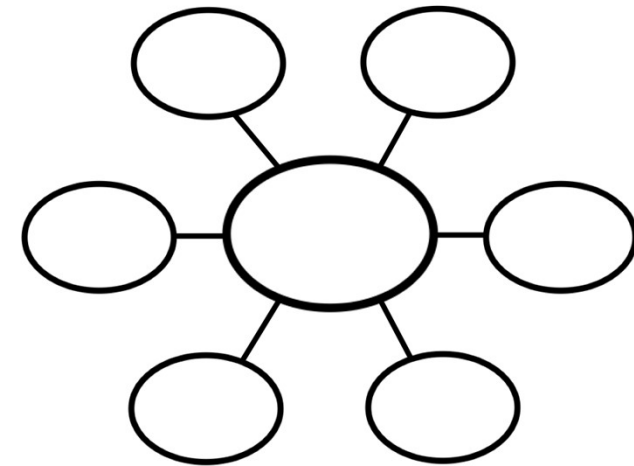
- Youth are interested in making money
- Not aware of the difference between debit and credit cards
- Budgets are a waste of time



Brainstorm

Come up with two or three ideas that connects to:

- Youth interests
- Career Connected Learning



Steps of Planning



Essential vs. Driving Questions

Essential Question

- Standards focus
- Leads into a lesson
- Provides background knowledge

Driving Question

- Youth focus
- Promotes inquiry
- Uncovers content

Driving Questions

- Open-ended
- Creates sub-questions
- Provocative and relevant
- Actionable
- Interesting
- Challenging
- Consistent with academic needs and youth interest



Writing a Driving Question Formula

Question	"How Can...", "What can...", etc
Action Taker(s)	Who will participate? What career will they focus on?
Action	What will participants do or create?
Recipient	Who will the project impact?
Impact	What is the purpose?

	Advanced	Proficient	Basic
Open-ended	The question allows for youth to adequately answer the question and take full ownership over the project. They will be able to fully answer the question that will show understanding of the content.	The question somewhat allows for youth to adequately answer the question and take some ownership over the project. They will be able to answer the question that will show understanding of the content.	The question does not allow for youth to adequately answer the question or take full ownership over the project. They will not be able to answer the question to show understanding of the content.
Creates sub-questions	The question has sub-questions that need to be answered before the problem is solved.	The question has some sub-questions that need to be answered before the problem is solved.	The question has no sub-questions that need to be answered before the problem is solved.
Provocative and Relevant	The question sustains youth interest during the entire project and challenges them to go beyond the obvious.	The question somewhat sustains youth interest during the entire project and somewhat challenges them to go beyond the obvious	The question does not sustain youth interest during the entire project and does not challenge them to go beyond the obvious
Actionable	The question challenges youth to do or create something. The question <u>is able to</u> engage youth.	The question somewhat challenges youth to do or create something. The question somewhat engages youth.	The question does not challenge youth to do or create something. The question does not engage youth.
Interesting	The question is based on real-world situations that will ignite interest in youth	The question is somewhat based on real-world situations that will ignite interest in youth	The question is not based on real-world situations that will ignite interest in youth
Challenging	The question encourages youth to confront different situations	The question somewhat encourages youth to confront different situations	The question does not encourage youth to confront different situations
Consistent with academic needs and student interests	The question addresses an identified need, focused on a particular issue.	The question addresses something that could be a need and is not really focused on any particular issue.	The question does not address an identified need and does not focus on a particular issue.



Driving Question Example

Consistent with academic needs and student interests

Advanced

Proficient

Basic

What can youth do to get better at money management skills?

Driving Question Example

Consistent with academic needs and student interests

Advanced

Proficient

Basic

How can youth learn to create a budget so they can develop money management skills?

Driving Question Example

Consistent with academic needs and student interests

Advanced

Proficient

Basic

In what ways can, young or new entrepreneurs, responsibly manage small business finances to ensure its sustainability and ability to foster economic growth within the community?

Writing a Driving Question

Question	How can
Action Taker(s)	Junior Financial Advisors
Action	learn to create a budget
Recipient	Small business clients
Impact	to develop money management skills to share with the community

ABC Career Prep Driving Question


Question	In what ways
Action Taker(s)	Professionals serving as mentors
Action	Youth will form mentorship relationships with business professionals
Recipient	Program youth
Impact	Help youth gain understanding of personal finance, budgeting, and credit and debit cards

ABC Career Prep Driving Question

In what ways can professionals mentor youth to enhance their understanding of personal finance, including budgeting and managing credit and debit cards?

Writing Your Driving Question

Question	
Action Taker(s)	
Action	
Recipient	
Impact	



What are some challenges you foresee and how can you overcome them?

How do you anticipate the participants responding to the driving question?



How would you ensure the activity was inclusive for youth with disabilities?

How would you ensure this activity is appropriate for Multilingual Learners?

Questions?

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▼ Self-paced Learning
Explore
▼ JEVS Technical Assistance
Help Desk

REMINDER: JEVS Office Hours are Monday - Friday 12 - 6pm

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Discover Resources: Dive into a wealth of knowledge curated for your success. Check out our Tools and Templates page for a comprehensive collection of resources you can use to enrich your youth workforce programming. Looking for something more? Check out our Explore tab to find external resources.

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