

Program Goals

1. **A Sustainable Workforce:** Facilitating partnerships with local businesses to attract younger, dedicated employees with a focus on character and establishing mentoring cultures.
2. **Student Empowerment:** Providing students with exposure to job opportunities, essential soft skills, and connecting them with businesses valuing their contributions.
3. **High School Solutions:** Assisting high schools in promoting post-graduation, long-term employment solutions, especially for students not pursuing traditional university paths.

Strategic Partnerships

The program's success relies on collaboration with:

1. **Local Businesses:** Five to six manufacturing and skilled-trade businesses provide job-shadowing opportunities and mentorship to program students.
2. **High Schools:** Public and private institutions offer the course to their students. Small classes are led by facilitators who are involved in students' job-shadowing experiences.
3. **Post-Secondary Credit Opportunities:** Aligning job-shadowing and classroom experiences with potential post-secondary credit opportunities and observation experiences helps engage and guide students towards achieving their post-secondary goals.
4. **CWC Foundation:** At its core, the program involves coordinating, supporting, and training certified facilitators, forming partnerships, conducting mentor training, and providing ongoing support to ensure an exceptional learning experience for students.

Program Structure

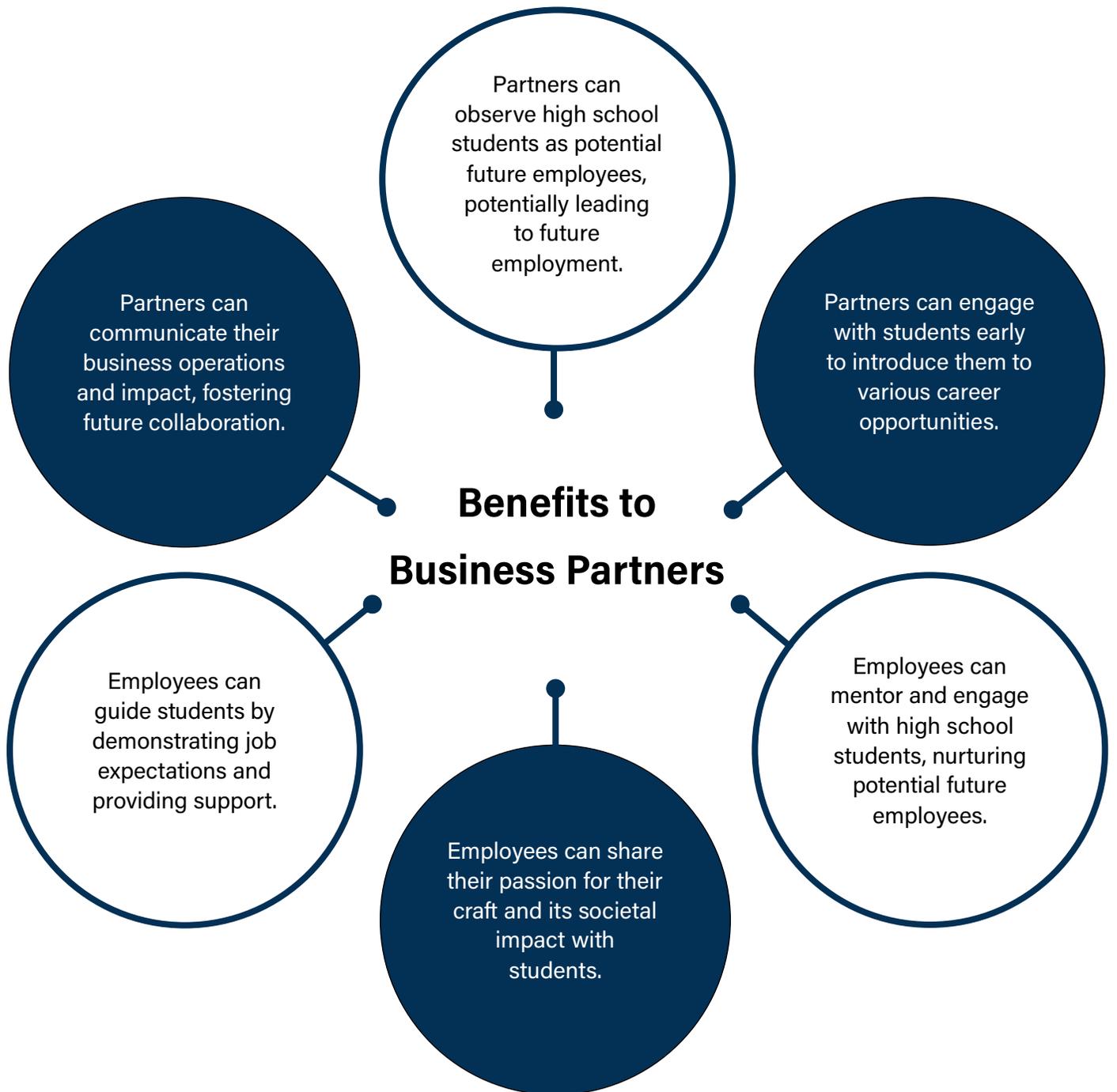
The CWC program spans one high school semester.

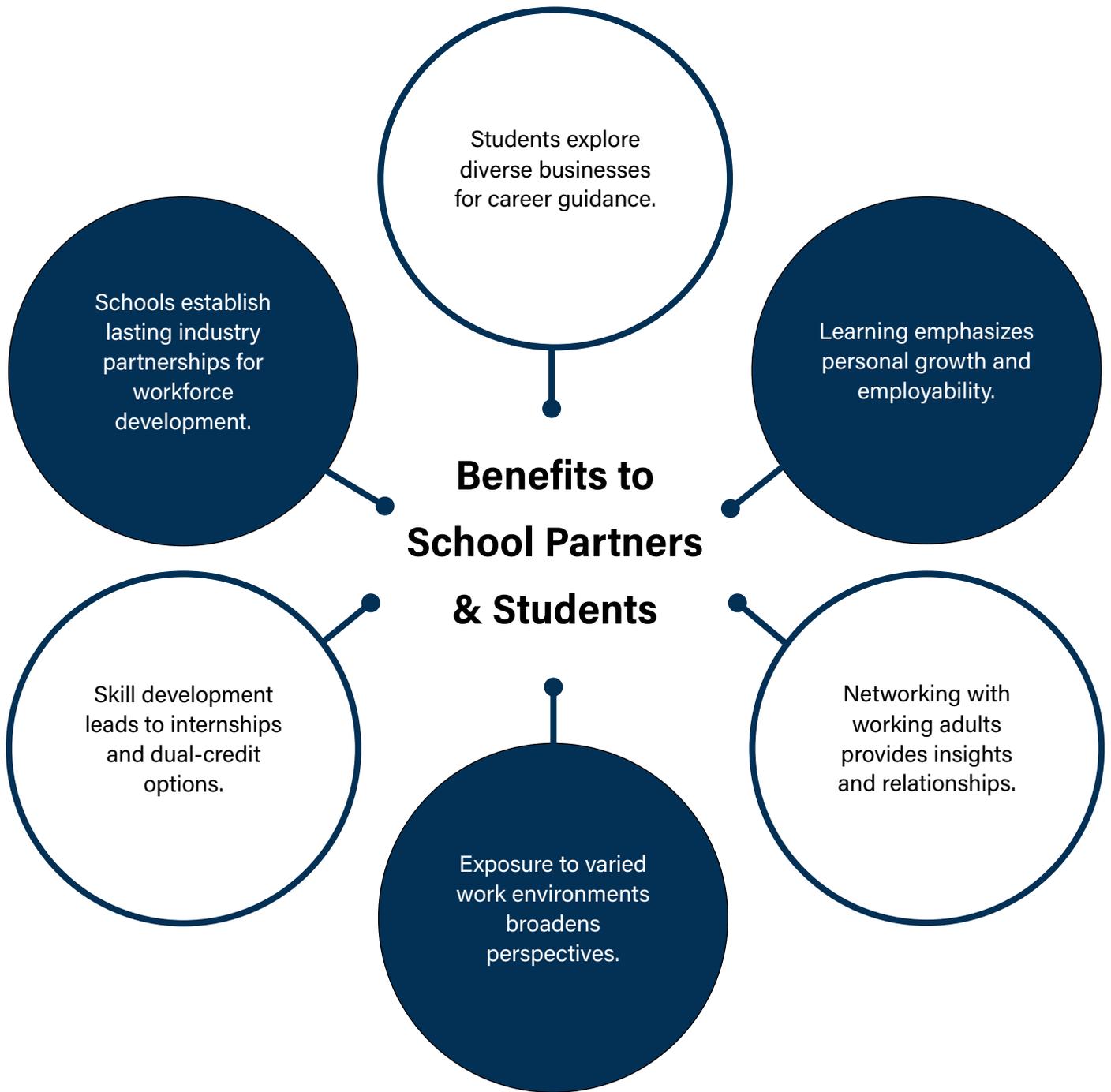
- **Job-Shadowing Experience:** Students spend four days a week in real-world work environments. This immersive experience provides hands-on exposure and learning opportunities from current employees at partnering businesses.
- **Classroom Instruction:** One day a week is dedicated to teaching professionalism, purpose, humility, self-confidence, and dignity. This instruction takes place at the anchor business and supports student growth through mentoring, engaged discussions, and a focused curriculum designed to foster their development.

Curriculum

CWC's official curriculum focuses on:

- **Character Development:** Instilling essential values and ethical principles.
- **Self-Worth:** Empowering students to recognize their potential and value.
- **Career Exploration:** Introducing students to diverse career paths in manufacturing and skilled trades.





THE CRAFTSMAN'S CODE

1. I AM NOT THE CENTER OF THE UNIVERSE.

The trades stand on the shoulders of those who have come before us, who learned and contributed to the body of knowledge. (The Machinery's Handbook). Great accomplishments and advancements have happened, and will happen, because of a commitment to the collective good of the trade. I am always respectful and appreciative of the past and present, recognizing I am part of the great fraternity of practitioners of my trade.

2. I DO NOT KNOW EVERYTHING, NOR NEARLY AS MUCH AS I THINK I DO.

I am always learning. I value and respect those who teach me. This includes even those who are learning for the first time, as they, too, can teach me new things. No one person can know everything, but collectively, our trade continues to grow in knowledge and skill.

3. THERE IS DIGNITY AND PURPOSE IN KNOWING MY TRADE.

There is nothing better in work than to engage my hands, head, and heart.
My head learns knowledge, but my hands test if it is true.
My hands do the work, but my heart gives it meaning.
My heart has passion, but my hands and head give it expression.

4. THE WORLD NEEDS ME.

The world as we know it would not function without my trade. From basic necessities to extravagant luxuries, my trade supports them all. Therefore, I will commit to giving my best efforts.

5. PAY IS A REWARD FOR MY EFFORTS, BUT NOT MY MAIN MOTIVATION.

I need money to live, but I do not live for the money. I do not believe in the lie that money will make me happy. Rather, my reward is in the journey – in making something of quality, that is right and that benefits the world, something that uses my creative talents.

6. EVERY PERSON HAS UNIQUE GIFTS AND TALENTS.

There is only one me. Although I am always learning, I bring a unique skillset and perspective to every job. It is my responsibility to discover my talents and to apply them in meaningful work.