The High School Project

INSPIRING A FUTURE FOR ALEXANDRIA

Industry Advisory Boards Orientation

March 10, 2020

ACPS
Alexandria City Public Schools

EVERY STUDENT SUCCEEDS

Agenda

- Educational Programming Background and Context:
  - Pathways to Graduation from T.C. Williams High School
  - Educational Design Team
- Industry Advisory Boards (IAB) Scope of Work
- Work Based Learning (WBL) Process and Administration
- Questions and Answers
- Next Steps

Essential Questions

1. What is the teaching and learning environment at ***T.C. Williams High School***?

2. What are the Paths to Graduation at ***T.C. Williams High School***?

3. What are the expectations for the ***Industry Advisory Boards*** and its members?

4. What are the types of ***Work-Based Learning*** opportunities available to our students?

5. What are the ***Industry Advisory Boards*** next steps?

Federal Priorities

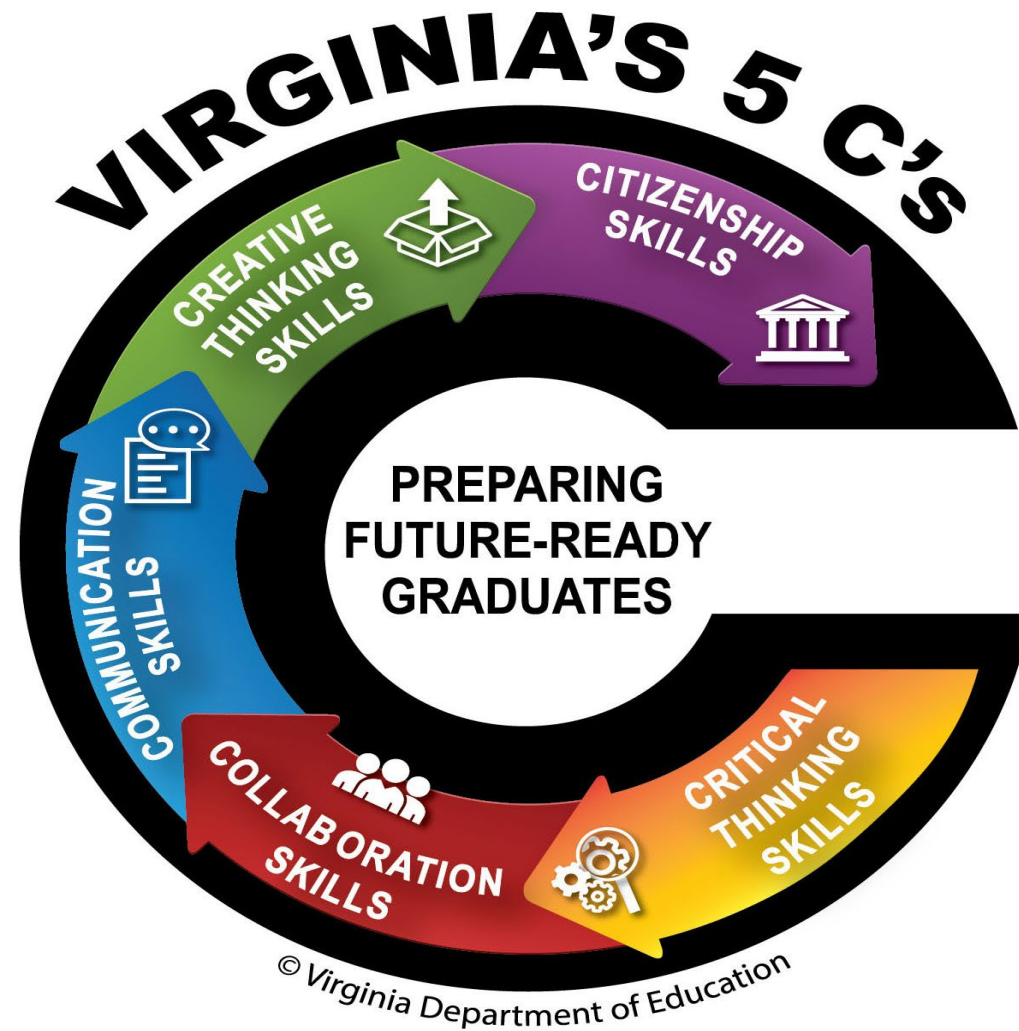| Next Generation High Schools*: |
| --- |
| **Promote** active, hands-on learning aligned with career readiness, personalized learning |
| **Tailor** academic content to student interest and needs |
| **Offer** higher quality career and college exploration |
| **Provide** multiple opportunities to take college courses in high school |
| **Use** project-based learning, all moving toward career readiness |

What do students get?

- More opportunities, better student achievement – focus on disadvantaged students, more rigor, more choice, exposure to college-level course work

*Next Generation High Schools, USDOE, 2016

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Profile of a Virginia Graduate

Educational Programming Framework

This represents the Virginia Department of Education (VDOE) and ACPS graduation requirements, 17 Career and Technical Education (CTE) career clusters, and includes program options for Advanced Placement (AP) and Dual Enrollment (DE), Specialized Instruction (SPED), English Learners (EL), and General Education (GE)

STEM

- Science, Technology, Engineering, and Mathematics
- Architecture and Construction
- Transportation, Distribution and Logistics
- Health Science
- Information Technology
- Manufacturing
- Energy (August 2020)

Business and Government

- Business Management and Administration
- Finance
- Government and Public Administration
- Hospitality and Tourism
- Marketing
- Agriculture, Food, and Natural Resources (TBD)

Core Courses

Education and Human Services

- Education and Training
- Human Services
- Law, Public Safety, Corrections, and Security

The Arts

- Arts, Audio Visual (AV) Technology, and Communication

Program of Studies

INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)

- 1:1 student advisement with School Counselor
- Identification of student strengths and interests
- Use of Naviance: Online College and Career Success Planning Program
- Course selection leading to graduation and post-graduation opportunities

UPDATE ON MEETING GRADUATION REQUIREMENTS

- Check of credits earned and courses needed
- Honors, Advanced Placement (AP), Career Technical Education (CTE), Dual Enrollment (DE)
- SOL tests passed or verified credits earned
- Grade point average, attendance, extracurricular activities

EXPLORATION OF POST-GRADUATION OPTIONS

- 2- or 4-year college
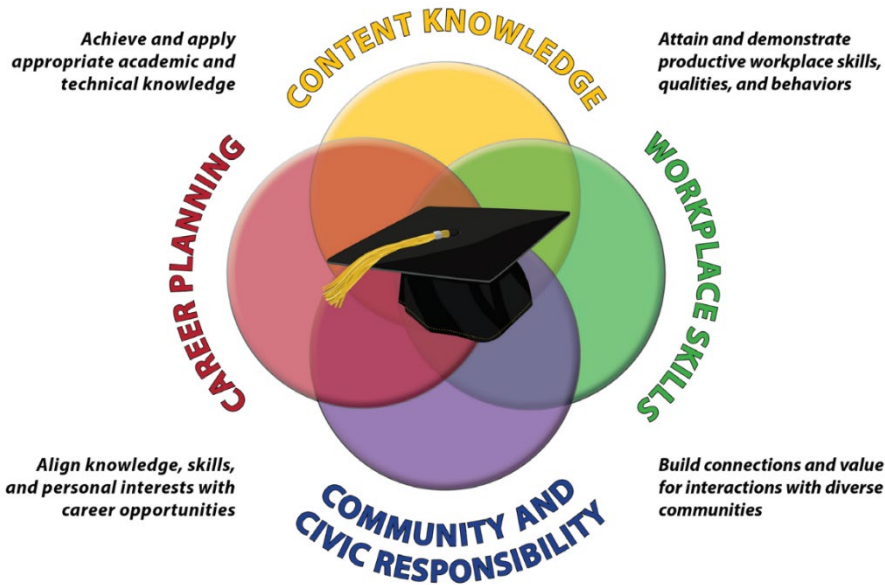- Technical/training program
- Military service
- Workforce/employment
- Gap year
- Volunteer opportunities

Paths to Graduation

In Virginia, the Life Ready Individual Will During His or Her K-12 Experience:

Achieve and apply appropriate academic and technical knowledge

Attain and demonstrate productive workplace skills, qualities, and behaviors

CONTENT KNOWLEDGE

CAREER PLANNING

WORKPLACE SKILLS

COMMUNITY AND CIVIC RESPONSIBILITY

Align knowledge, skills, and personal interests with career opportunities

Build connections and value for interactions with diverse communities

Standard Diploma (Class of 2022)		
Subject	**Standard Units of Credit Required**	**Verified Credits Required**
English	4	2
Mathematics	3	1
Science	3	1
History/Social Science	3	1
Health & Physical Education	2	
World Language, Fine Arts or Career & Technical Education	2	
Economics & Personal Finance	1	
Electives	4	
TOTAL	**22**	**5**

Advanced Studies Diploma (Class of 2022)		
Subject	**Standard Units of Credit Required**	**Verified Credits Required**
English	4	2
Mathematics	4	1
Science	4	1
History/Social Science	4	1
World Language	3	
Health & Physical Education	2	
Fine Arts or Career & Technical Education	1	
Economics & Personal Finance	1	
Electives	3	
TOTAL	**26**	**5**

NOTE: *For Standard Diploma, ACPS requires 4 History/Social Science and 3 elective credits*

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Alternative Paths to Graduation, Extracurricular Activities and Clubs

- Different format for **learning**
- Specially designed **locations**, **spaces**, and **schedules**
- **Flexibility**
- **Specially trained** staff
- Leads to **career** and other **postsecondary options**

Alternative Paths to Graduation

- Understanding **Virginia High School Sports League (VHSL)** rules and regulations
- **Staff sponsorship** is critical for clubs
- Offered **74 clubs** in 2018-2019 school year
- **Plan** forthcoming for better advertisement of opportunities

Extracurricular Activities and Clubs

The High School Project

On **September 26, 2019**, the Alexandria City School Board voted to expand T.C. Williams High School into a ***Connected High School Network*** and build a new building at the Minnie Howard campus.

➢ **Rethink** the way ACPS delivers high school education and, at the same time, solve space issues that come with a growing student body.

➢ **Utilize** partnerships with industry and Higher Education to provide new and enriching student experience.

Educational Design Team (EDT)

EDT Members Categories	
Career and Technical Education (CTE)	Secondary Instruction
Curriculum and Instruction	Special Education
Middle and High School Teachers and Counselors	Student Representatives
School Based Administrators	Student Services

EDT Member Roles and Expectations	
Form ad hoc Working Groups from their respective areas	Share information and receive feedback from respective ad hoc Working Groups
Meet with and consider Industry Advisory Boards' (IABs) recommendations to establish programming	Review and evaluate existing programming – adjust, expand, continue, add
Develop Programming Implementation Plan	Assist project team in defining space requirements for Programming Implementation Plan

Industry Advisory Boards (IABs)

STEM

David Baker
Assistant Director
Government Community Affairs
Virginia Tech

Megan Wallace
Industry Partnerships
Virginia Tech

Business and Government

Jennifer Ferrara
Vice President
Business and Professional
Banking, M&T Bank

Thomas James
Portfolio Integration Officer
Portfolio & Real Estate Div.
U.S. General Services
Administration

EDT

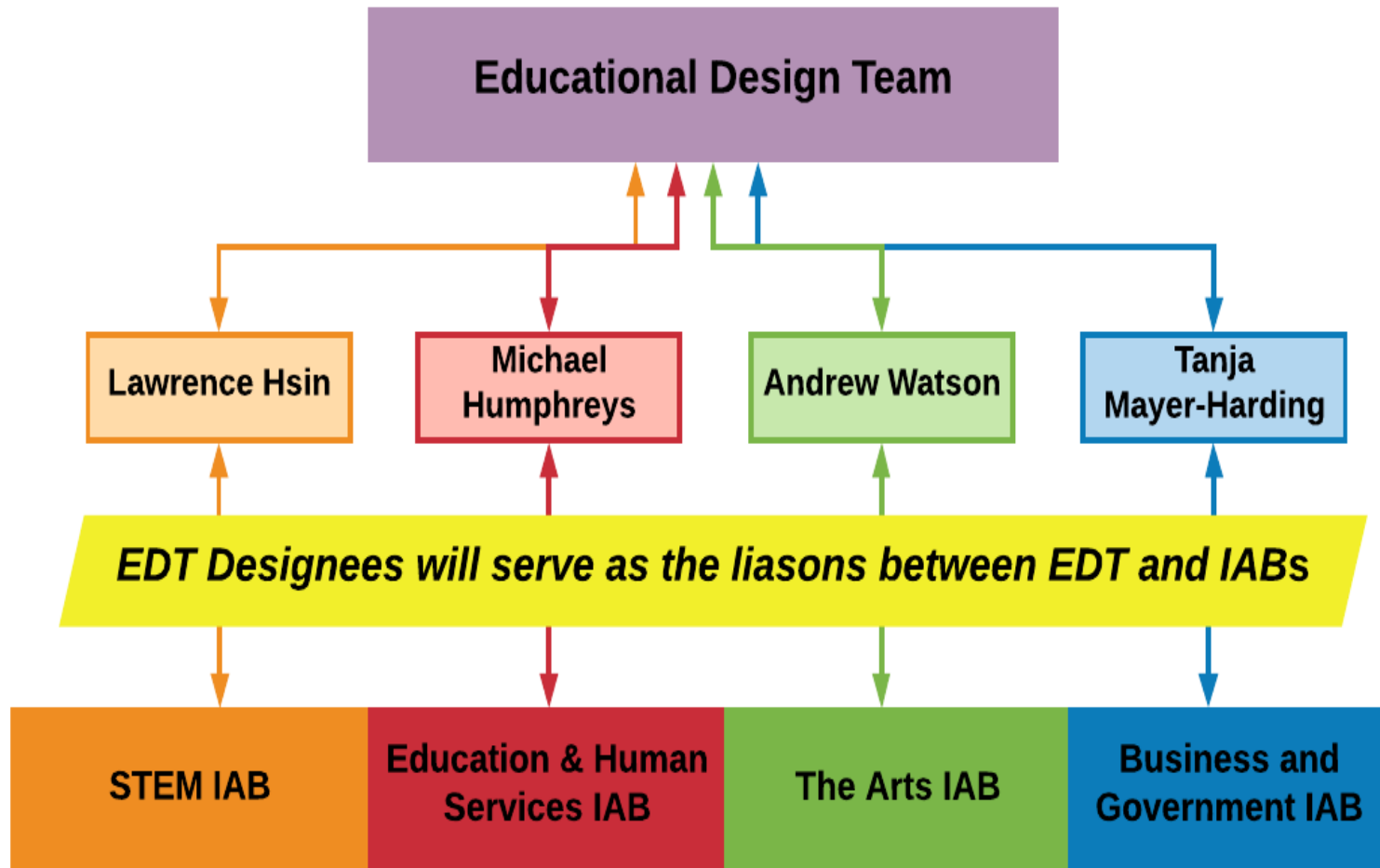**Education and Human Services**

Kate Garvey
Director
Department of Community and
Human Services
City of Alexandria

The Arts

Mario Rossero
Executive Director
National Art Education
Association

EDT – IABs Relationship

Educational Design Team

Lawrence Hsin | Michael Humphreys | Andrew Watson | Tanja Mayer-Harding

EDT Designees will serve as the liasons between EDT and IABs

STEM IAB | Education & Human Services IAB | The Arts IAB | Business and Government IAB

Success Story Videos

- [Terrell Brown, CTE Career Success Star, Arts, AV](#)

- [Charity Tyree-Hale, Education & Training](#)

- [Alex Barrett, CTE Career Success Star, Entrepreneur](#)

- [Tyee Mallory, CTE Career Success Star, Government](#)

IAB Scope of Work

Goal

To provide ACPS with an external partnership that advocates and supports students by generating resources, capability, funding, and direct supports currently not available to the school division.

Objectives

1. **Increase** IAB membership to include representatives from all career clusters.
2. **Identify** scholarship opportunities for students.
3. **Continue** to **review** course offerings and **provide** direction and advice.
4. **Develop** an understanding of the required data.
5. **Expand** outreach or work-based learning opportunities.
6. **Collaborate** with EDT and Advisory Boards.
7. **Identify** funding strategies.
8. **Develop** and approve a work plan for SY 2020-2021.

Workplace Readiness Skills (WRS)

A set of personal qualities, people skills, and professional abilities identified by Virginia employers and educators as essential for employee success in the workplace.

- 22 **NEW** skills this year
  - ➤ Personal Qualities and Abilities
  - ➤ Interpersonal Skills
  - ➤ Professional Competencies
  - ➤ Aligns with Profile of a Graduate

How Does ACPS Teach Workplace Skills?

- Career Investigations (CTE) Curriculum is a requirement across the Commonwealth
  - o CTE is being used as the foundation to develop strategies for the requirement
- Workplace Readiness Skills
- Work-Based Learning Experiences
- Experience Works!! A Convening of Business Leaders and Educators Conference

Labor Market Data

Washington-Arlington-Alexandria, DC-VA-MD-WV

Annual Growth

- 🟩 0.8%
- 🟨 1% or higher

Occupation	Current		1-Year Forecast	
	Empl	Avg Ann Wages[2]	Total Demand	Ann % Growth
Office and Administrative Support Occupations	437,832	$45,600	46,833	-0.3%
Business and Financial Operations Occupations	314,811	$94,100	30,820	0.8%
Sales and Related Occupations	282,506	$45,700	38,552	0.0%
Food Preparation and Serving Related Occupations	268,914	$29,100	49,940	1.0%
Management Occupations	260,242	$148,800	22,403	0.8%
Computer and Mathematical Occupations	211,110	$106,500	17,589	1.5%
Education, Training, and Library Occupations	204,280	$65,500	19,543	0.8%
Healthcare Practitioners and Technical Occupations	164,690	$93,200	10,381	1.0%
Transportation and Material Moving Occupations	160,406	$43,500	20,283	0.6%
Construction and Extraction Occupations	140,054	$51,600	15,922	1.0%
Personal Care and Service Occupations	134,018	$31,400	22,314	1.4%

| Occupation	Empl	Avg Ann Wages	Total Demand	Ann % Growth
Building and Grounds Cleaning and Maintenance Occupations	131,055	$32,000	17,383	0.6%
Installation, Maintenance, and Repair Occupations	113,987	$56,500	11,308	0.4%
Protective Service Occupations	90,128	$60,300	10,026	0.2%
Arts, Design, Entertainment, Sports, and Media Occupations	86,970	$80,300	8,699	0.4%
Architecture and Engineering Occupations	73,050	$102,800	5,563	0.5%
Healthcare Support Occupations	72,412	$35,500	9,858	1.8%
Legal Occupations	70,469	$147,800	4,416	0.5%
Production Occupations	68,333	$42,500	7,485	-0.3%
Life, Physical, and Social Science Occupations	61,018	$101,300	5,725	0.5%
Community and Social Service Occupations	53,214	$59,600	6,618	1.2%
Farming, Fishing, and Forestry Occupations	4,853	$40,500	708	0.2%
Total - All Occupations	3,404,352	$68,500	382,834	0.6%

Alexandria City Public Schools

ACPS Work-Based Learning (WBL) for 2018-19

Category	2018-2019 Report
Job Shadowing	200
Service Learning	891
Mentorship	82
Externship - NEW	N/A
School-Based Enterprise - NEW	N/A
Internship	421
Entrepreneurship - NEW	N/A
Clinical Experience	66
Cooperative Education	9
Youth Registered Apprenticeship	0
Registered Apprenticeship	0

WBL Process Chart
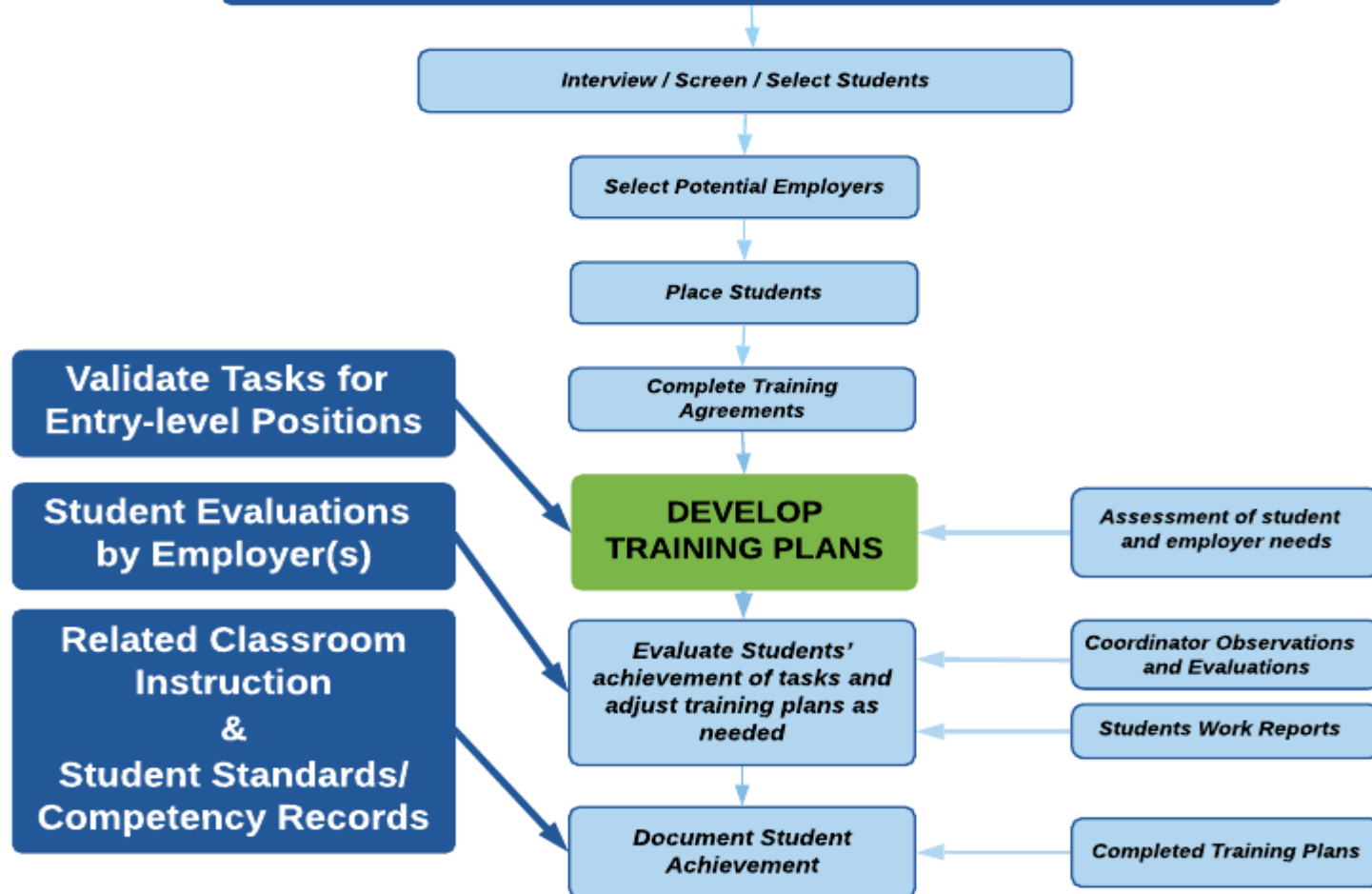
Next Steps

Discussions

Questions about the Action Plan

Thinking ahead to your first meeting

Thank You

IAB PROGRAM MANAGER
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Coordinator, Career and Technical Education

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HIGH SCHOOL PROJECT TEAM

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Madeeha Jauhar

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Superintendent
Dr. Gregory C. Hutchings, Jr.

School Board
Cindy Anderson, *Chair*
Veronica Nolan, *Vice Chair*

Meagan L. Alderton
Ramee A. Gentry
Jacinta Greene
Margaret Lorber

Michelle Rief
Christopher A. Suarez
Heather Thornton

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Read Ahead Package
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17 Career and Technical Education (CTE)
Career Clusters

1. Agriculture Food & Natural Resources
2. Architecture & Construction
3. Arts/AV Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Energy **[NEW]**
7. Finance
8. Government & Public Administration
9. Health Science
10. Hospitality & Tourism
11. Human Services
12. Information Technology
13. Law, Public Safety, Corrections, & Security
14. Manufacturing
15. Marketing
16. Science, Technology, Engineering & Mathematics
17. Transportation, Distribution & Logistics

What are Career Clusters?

Career Clusters are groupings of occupations and industries that are used for:

- Organizing curriculum design, and

- Career counseling and guidance.
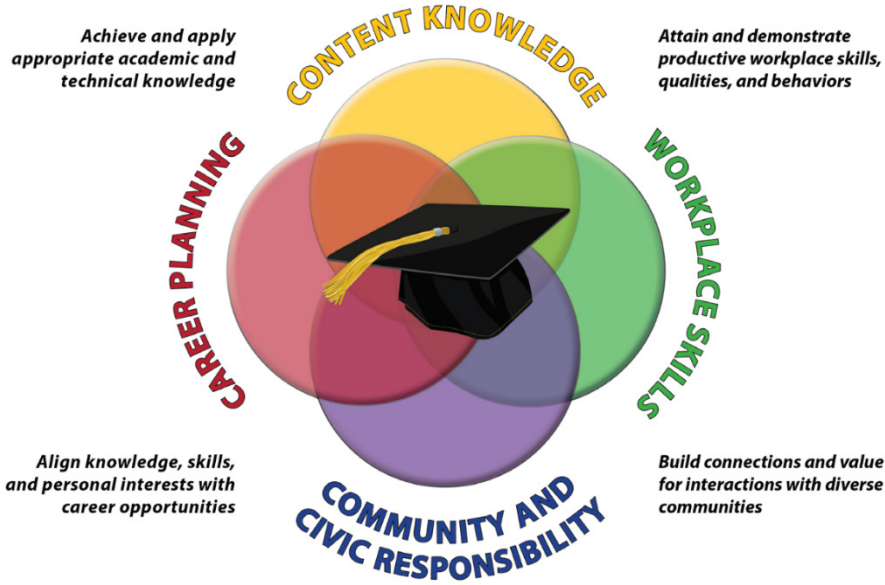
What Do Career Clusters Do?

- Organize academic and technical knowledge and skills into a coherent sequence

- Identify pathways from secondary to postsecondary education

- Provide a framework for seamless education

- Provide instructional support for rigorous academic teaching and learning

What Do Career Clusters Do? (Continued)

- Provide alignment of academic and technical skills with workplace readiness skills

- Provide opportunities to involve parents, business and industry, and the school community

- Provide the development of effective plans of study that are based on career assessments

Paths to Graduation

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Scope of Work - Industry Advisory Boards (IABs)

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  - Workplace Readiness Skills
  - Work-Based Learning Experiences
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Work-Based Learning (WBL) Methods of Instruction

- WBL is a school-coordinated, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are integrated with instruction, and are performed in partnership with local businesses, industries, or other organizations in the community.

- WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment.
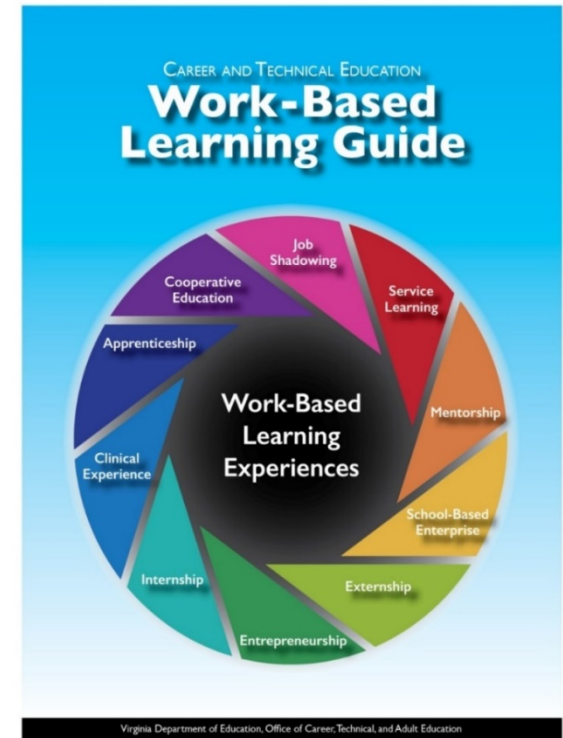
WBL Process Chart
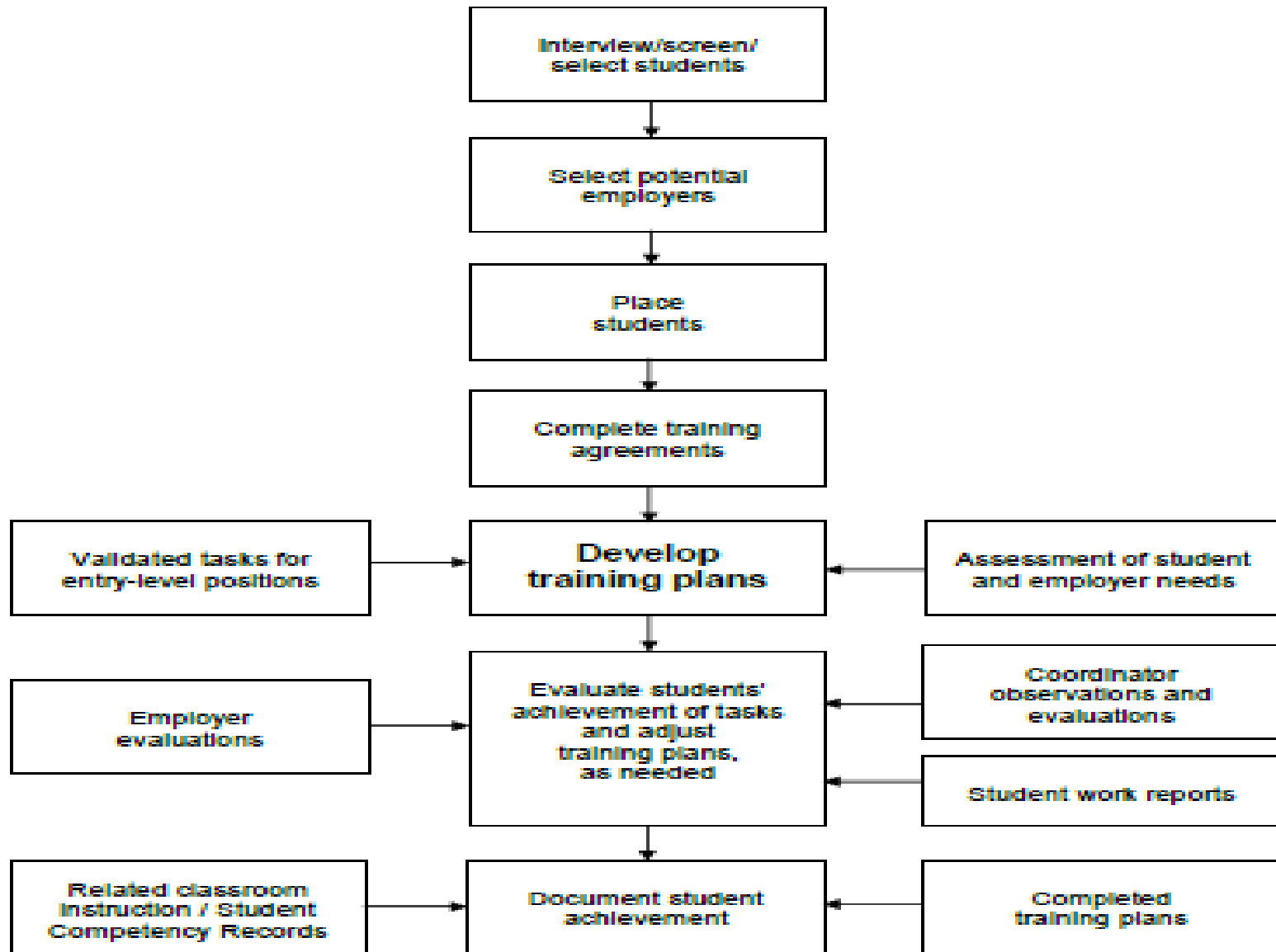
Work-Based Learning Opportunities

Work-based learning (WBL) is comprised of experiences related to students' career interests, based on instructional preparation, and undertaken in partnership with local businesses or organizations. WBL enables students to apply classroom instruction in a real-world work environment. There are 11 WBL methods of instruction practiced in Virginia.

WBL promotes the following:
- **Career Awareness**—exposes students to careers and increases awareness of interests and talents (e.g., guest speakers, career fairs, informational interviews)
- **Career Exploration**—encourages students to develop career interests and to make informed decisions on secondary and postsecondary education and training
- **Career Preparation**—deepens student knowledge with experiences that develop skills for success toward future employment and postsecondary education and training

WBL Experience	Description	Training agreement	Training plan	Suggested Grade levels	Related CTE	Minimum duration	Paid option	Standard unit of credit
Job Shadowing	Job shadowing places students in workplaces to interact with and observe employees. This helps students learn more about careers and workplaces as well as the education and training required for a career. Students may participate in several job-shadowing opportunities to compare careers of interest.	✓		6-12	✓	Varies by type		
Service Learning	Service learning goes beyond community service. Students learn and apply academic, social, and personal skills to improve the community and develop a lifelong ethic of service.	✓		6-12	✓	Varies by type		
Mentorship	Students are paired with professionals with first-hand experience and proven track records. Mentors are encouraged to provide hands-on experience, challenging opportunities, and a broad view of their industry.	✓		6-12	✓	Course duration		
Externship	Externs are paired with professionals to explore careers and the workplace and to learn about the education and training required to succeed. An extended job-shadowing experience, the externship does not include work delegated to students.	✓		6-12	✓	40 hours		
School-Based Enterprise	This experience is an ongoing, student-managed, entrepreneurial operation within the school setting. School-based enterprises replicate the workplace to provide career insights and relevant experiences for students.	✓		6-12	✓	Course duration		
Internship	Internships place students in workplaces to develop career-related knowledge and skills. Students participating in internships are guided by a training plan that defines academic and workplace skills to be mastered.	✓	✓	11-12	✓	280 hours	✓	✓
Entrepreneurship	Student entrepreneurs plan, implement, operate, and assume financial risks in businesses that produce goods or deliver services. In an entrepreneurship, students develop the skills necessary to become established in their own business or to gain employment.	✓		11-12	✓	Course duration		
Clinical Experience	This experience provides health and medical science students clinical practice essential to apply classroom learning. Students are placed in a variety of healthcare settings and observe patients at different stages to better understand the scope of the healthcare profession.	✓		11-12	✓	Varies by type		
Cooperative Education	This experience connects a rigorous and relevant curriculum with paid workplace experience. Students participating in cooperative education are guided by a training plan that defines academic and workplace skills to be mastered.	✓	✓	11-12	✓	280 hours	✓	✓
Youth Registered Apprenticeship	Integrating related technical instruction (RTI) and on-the-job (OTJ) training, youth registered apprenticeships help students gain employability and occupational skills. Instructors include qualified teachers and journeyworker experts.	✓		11-12	✓	None	✓	
Registered Apprenticeship	With registered apprenticeships, employers can develop high-quality career pathways to prepare their future workforce. Individuals obtain paid OTJ training and work experience, RTI, mentorship, and a portable, nationally-recognized credential.	✓		11-12	✓	144 hrs. RTI/2,000 hrs. OJT	✓	

Job Shadowing

► Places students in workplaces to interact and observe employees.

► Helps students learn more about career and workplaces as well as education and training required for a career.

► May enhance the class grade with participation in the experience.

Service Learning

► Goes beyond community service. Identifies an interest and community need.

► Applies academic, social, and personal skills to improve the community.

► Develops a lifelong ethic of service.

► May enhance the class grade with participation in the experience.

Mentorship

▶ Pairs student with professionals with first-hand experience and proven track records.

▶ Provides hands-on experience, challenging opportunities, and a broad view of the industry.

▶ May enhance the class grade with participation in the experience

Externship (NEW)

▶ Pairs student with professionals to observe and get a preview of the day-to-day activities needed for a career.

▶ Helps students learn more about the nature of various jobs and work environments as well as education and training required to succeed.

▶ Is an extended job shadowing experience.

▶ Has a minimum duration of 40 hours and may enhance the class grade with participation.

School-Based Enterprise (NEW)

▶ Is an on-going, student managed, entrepreneurial operation within the school setting.

▶ Provides goods and services that meet the needs of the school's target markets.

▶ <u>Examples include</u> culinary café or catering services, agriculture greenhouse plant sales, childcare programs, retail store, credit union, automotive services, and carpentry services

Internship

▶ Places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career filed related to the student interests, abilities, and goals.

▶ May be paid or unpaid.

▶ Is guided by a formal, written training plan that defines specific academic and workplace skills to be mastered.

▶ Receives a standard unit of credit for a minimum of 280 hours per year.

Entrepreneurship (NEW)

▶ Student plans, implements, operates, and assumes financial risks in a business that produces good or delivers services.

▶ Student owns the business assets and keeps financial records to determine return on investments. May be paid of unpaid.

▶ Provides students the opportunity to develop the skills necessary to become established in their own business or to gain employment.

▶ Business must comply with all the local, state, and federal regulations, including acquiring all necessary licenses and permits.

Clinical Experience

- A non-paid experience for health and medical students
- Integrates knowledge acquired in the classroom with clinical experience.
- Is based on observation and treatment of patients at different stages of medical practice.
- Provides an opportunity to integrate knowledge acquired in the classroom with clinical practice.
- Affords practice of fundamental skills, behaviors, and attitudes needed for professional competence in the health field.

Cooperative Education

- Connects classroom instruction with paid employment
- Is directly related to the student's interests, abilities, and goals.
- Combines a rigorous and relevant curriculum with an occupational specialty.
- Receives a standard unit of credit for a minimum of 280 hours per year.

Youth Registered Apprenticeship (YRA)

▶ Integrates school-based and work-based learning to help students gain employability and occupational skills

▶ CTE programs provide related technical education based on state-approved essential competencies.

▶ The participating employment sponsor provides the worksite supervision of a skilled mentor to meet on-the-job training requirements.

Registered Apprenticeship

▶ Offers worksite training form a skilled mentor in a specified occupation.

▶ Students can obtain paid work experience, occupation specific instruction and portable, and a nationally recognized credential.

▶ Combines on-the-job training with related technical instruction.

▶ Based on national industry standards and can be customized to the needs of the employer.

▶ Participating employment sponsor provides high-quality career pathways to prepare the future workforce.