

**Arlington Public Schools  
The Advisory Council on Instruction  
Evelyn Syphax Academic Center (Education Center Annex)  
Wednesday, February 9, 2011**

**Present were:**

ACI Leadership: Tecla Murphy and Donna Felipe, ACI co-chairs; Judy Hadden, Yvonne McIntire, Betsy Morse, Theresa Schweser, and Lisa Sockett, ACI Vice Chairs; Mark Johnston, Assistant Superintendent, Instruction

ACI Membership (returning, new, and prospective members): Barbara Oliver (AAUW), Julie Gugino (Civic Federation), Natalie Goldring (League of Women Voters), Tina Masciangioli (Abingdon), Janice Bitetti (Arlington Science Focus), Kathy Rehill (Arlington Traditional), Matt Karush (Ashlawn), Ted Black (Barcroft), Barret Hildebrand (Barrett), Tracey Kretzer (Campbell), Blaise Scinto (Drew), Hans Bauman (Glebe), Sara Wilson (Patrick Henry), Jerry Murphy (Jamestown), Rebecca Hunter (Key), Beth Dowd (Long Branch), Maureen LaPiana (McKinley), Deborah Morone (Nottingham), Paula Kelso (Nottingham), Tracy Malone (Oakridge), Penelope Bender (Taylor), Joanna Hemmat (Kenmore), Edwin Yong (Williamsburg), Marian Klymkowsky (Williamsburg), Debbie Spiliotopolous (H-B Woodlawn), Susan LeFande (Washington-Lee), Luann Moy (Washington-Lee), and Karen Hunt (Yorktown)

Advisory Committee Chairs/Staff Liaisons: John Kaufhold, Chair of the Career Technology and Adult Education Advisory Committee and Kris Martini, APS Director of The Office of Career, Technical and Adult Education; Sandra Redmore, Chair of the Early Childhood Advisory Committee and Dr. Michelle Picard, APS Director of Early Childhood and Elementary Education; Alisa Cowen, Chair of the Special Education Advisory Committee

Guests: Diane Murphy (member of the CTAE committee)

The meeting was called to order at 7:32 p.m.

Donna Felipe: Good evening. We have a busy night tonight, as it is the first night we will be hearing reports with recommendations. We will be voting on the recommendations so we should review the ground rules. Following the reports, you may have one two-minute question or two one-minute questions as we go around the room. These are lengthy reports. We want to remind you to state your name before you ask your questions. Also remember that the room is large and with the noise from the Smartboard and HVAC, it can get rather loud in here. Please keep your side conversations down and we request that you keep texting and use of electronic devices to a minimum. When it is time to vote, everyone gets one vote but you must be present to vote.

John Kaufhold: Thanks, Donna. My name is John Kaufhold and I'm the chair of the Career, Tech, and Adult Ed. Advisory Committee. And, I'm also for this council the liaison to the Budget Advisory Council. This is Kris Martini. He's the director of the CTAE office in APS and also our staff liaison. I also want to introduce Diane Murphy. Diane is one of our committee members. She's also the chair of the business and IT department at Marymount University and she is one of the many accomplished, educated, phenomenal communicators and writers on our committee. Our committee has representatives from academia—in addition to Diane we also have two-year technical colleges represented—we have government, both former national as well as local officials, we have business and industry representatives, parents, and community members. It's also worth mentioning we have 6 Ph.Ds on our committee. We bring a wide range of experience, technical expertise, and analytical skills to this recommendation process. These are the committee members: (shows slide of committee member names).

Tonight I'll talk about four recommendations, but that's already a distilled list. We started with 10-15 ideas. We voted, got it down to five, and eventually settled on four. How did we do that? If you look at all of our recommendations, you see some link to some national priority. For instance, if you take President Obama's State of the Union address last year, he mentioned "pathways" for students to go to community colleges. One of our recommendations deals with pathways. This year, President Obama mentioned an emphasis on STEM education and if you look at every one of our reports for the past five years, you'll see an emphasis on STEM education—in fact in one report we took two pages to define STEM Ed for APS. Jobs in the future in the US will require more than a high school education; that's another national priority.

We have four individual recommendations. This is a link to a video I'll show you because it introduces some of the background on two of our recommendations. Played video at [www.careertech.org/makingthedifference](http://www.careertech.org/makingthedifference)

That was a lot of motivating evidence for our first two recommendations. The first is "Promote CTE in APS." Why promote CTE? In our report, we point out there's a huge return on investment in tax dollars. For every dollar spent in CTE you get seven dollars back in tax revenue, so there's an economic benefit to the community. Also, you just saw evidence of costs of dropouts, \$3T over a decade. Why is that relevant to CTE? Because CTE has been shown to reduce dropout rates. As we point out in our report, a 6% reduction for students participating in CTE in one study. In the video, some students said they would've been more inclined to stay in school if the courses were relevant and CTE has an element of relevance in its instruction, part of that is through 21<sup>st</sup> Century Skills, like teamwork through partnerships with local businesses (like automotive), etc. The first recommendation is "Promote CTE in APS."

The second one is "Improve this 3<sup>rd</sup> route to college credit through the Governor's Career and Technical Academy in Arlington (GCTAA)". In our report last year and this year we pointed out there's a convergence of academic and CTE instruction and you can't have just one or the other because the workforce of the future is going to be both

highly skilled and highly educated. And these jobs of the future demand college educations. And the video pointed out there's a need for three million new associate degrees, so you need to somehow get them to college, so you need to increase college access. This is about specifically introducing academic credit through dual enrollment at the GCTAA in addition to the current dual enrollment credits available in five career clusters. There are some great examples in the video of Newark Tech High School [New Jersey] and also Kearny High School [San Diego, California] on college access.

If you boil down these first two recommendations, it's because 1) if you promote CTE in APS, you'll improve graduation rates which will benefit both students and the local community and 2) why the second one? Because future jobs will require a college education.

The third recommendation is to "maintain walkable access to REEP." REEP is the Arlington Education and Employment Program, and it teaches adult English language learners English. This top line is the enrollment in REEP as a function of time since 2003 and you can see this slow and steady decline. This is Clarendon's enrollment, which has been relatively flat or increasing since 2006, and Clarendon is the North Arlington REEP hub, and when the South Arlington hub at Arlington Mill Career Center closed and moved to Jefferson, there was a decline in enrollment. We need to provide space for adults differently than we provide space for children; children are mandated to go to school and have access to buses—not true with adult learners. What we see in a number of "natural experiments" listed in the report is that every time we move a hub to a place that's less accessible, enrollment drops. There are two issues APS needs to address. First, the Clarendon lease expires in 2012 and Arlington needs a plan for how it will maintain that metro accessibility. We also need a better Columbia Pike corridor location. Arlington Mill worked well. We saw evidence through surveys that a lot of those students did walk to class and now that it's moved to Jefferson, we see students from other neighborhoods and we see students that don't walk to class as much. Location, location, location.

The fourth recommendation is "reconfigure APS instructional methods to promote innovation, creativity, and 21<sup>st</sup> Century Skills." There are a number of lines of reasoning leading to this recommendation. Over time, since 1990, Torrance tests of creativity, which are creativity indices, have been dropping substantially. In addition, the opportunities of the future will require more 21<sup>st</sup> Century Skills like critical thinking, teamwork, communication, etc. There are examples in APS like "the Little Green House," "Math-in-CTE," and "History Alive." We need to do more of that. There are four approaches we have to foster innovation and creativity and 21<sup>st</sup> Century Skills. One is through exemplary review. A second is through professional development for teachers to learn curriculum integration. A third is for teachers to take STEM courses because a lot of these teachers who were education majors might not have taken many math or science courses, for example, even though they may teach it. The last is professional development for inquiry-based, problem-based, and project-based instruction. At a high level, we recommend reformulating APS's instructional delivery to include a focus on innovation, creativity, and 21<sup>st</sup> Century Skills.

Hans Bauman: OK. That was great. I am not sure if mine is a question but I did want to mention that at the elementary level, I notice that we've historically had computer labs and that's in line with getting students with 21<sup>st</sup> century skills. There is a movement to put laptops on a cart and although that may teach students new skills with wireless technology, I wonder whether we should revisit whether computer labs or laptops work better. Do elementary students learn computers by middle school?

John Kaufhold: With recommendation number 4, we talk about tools like Google Docs and cloud computing. And students should be familiar with those things earlier rather than later. Not only do we believe that should happen in CTE instruction, it should happen throughout APS. I agree with you.

Kris Martini: Your question relates to educational technology and what is best for classrooms. In elementary school, students learn keyboarding in CTE classes. We also have Children's Design and Engineering as well. There are also some teachers working with legos and robotics and that's where the CTE area would be.

Hans Baumann: I understand this has to do with educational technology, but there's also an instructional component. I am just not sure it is an apple-to-apple replacement.

Barbara Oliver: When the new Arlington Mill is complete, will there be space for REEP?

Mark Johnston: There will not be a guaranteed dedicated space. If there is space, it would be available to us, but there's no guarantee there will be space or that it would be consistently available.

Barbara Oliver: With the decrease of Arlington's Hispanic population by 11% as shown in the 2010 Census results, is that reflected in your REEP recommendation? I'm assuming most of our REEP participants are Hispanic and will that affect the needs of the population?

John Kaufhold: I just want to acknowledge that yes, more than location comes into play when you look at the REEP enrollment rate. It responds to tuition, demographics and where the population lives. So yes, we acknowledge that is a variable.

Barbara Oliver: Back to STEM, I want to brag a little that the AAUW Arlington branch will be presenting a STEM program for Middle School girls at Gunston in March. We feel very strongly that girls are not encouraged to try these areas out. The name doesn't evoke something that attracts girls. The Governor's School is a much better name, so why not change the name? If you want change, you need to make the Career Center more appealing.

Penelope Bender: Thanks for the presentation. It was obviously a lot of work. Your recommendations seem quite broad to me and I would like to see a profile of the target

population. I would also like to see how that relates to the priorities of employers in the area and how your recommendation fits into their needs as well

John Kaufhold: The only place we talk about target population is in the REEP recommendation. For REEP, historically the population in the Columbia Pike Corridor used the Arlington Mill location—they walked to it. And they no longer do. At least not as much as they did before. For your second question, could you be more specific?

Penelope Bender: You have representation of business and industry on the committee. Reports indicate they want more 21<sup>st</sup> century skills. Can employers communicate what they are looking for?

John Kaufhold: Well we do have representation of different business and industry leaders on the committee and we have reports on what business and industry want in general, and they want 21<sup>st</sup> Century Skills. They want their employees to be able to communicate with each other working on a team, they want their employees to be ethical, think critically, and think for themselves. Yes, that's broad, but also broadly applicable across APS curricula.

Kris Martini: I would like to add that the way we have to report that to the state is program completers. Program completers are students who've completed a sequence of two CTE classes, such as automotive 1 and automotive 2, or engineering 1 and engineering 2, or other similar sequences. We had approximately 420 completers last year among seniors that graduated; of those, over half of them were students that took advanced diplomas. I think that's interesting. When you used to think of Career and Technical Education, you would think maybe just of students that would go right to work after high school. That's changing, as you saw in the video. We are targeting kids who go on to college and careers and we always encourage the students to continue their education as they're going through either. We're also trying to increase participation in our medical pathway because there's an employer need locally for more graduates with skills in that Pathway. So we do try to change our offerings based on what Arlington employers need as well as what we expect in the future.

John Kaufhold: I did want to make sure that you understand I was answering your specific question about businesses, but CTE students will exit APS into both businesses and two-year or four-year college programs. So while I answered your question about businesses, by no means is that the only place these students go. They go on to college in Associates and Bachelors programs.

Jerry Murphy: As usual, your recommendations are right on target. I do think there's a need for better publicity of the programs that are offered. My question relates to the Career Center and increased dual enrollment. Is there enough room at the Career Center for the increased number of students?

John Kaufhold: Yes. That's one of the great things about the Career Center right now—it's under capacity. There is room for students and I think that's one of the motivators.

Kris Martini: There is some space for more students. We already have some academics at the Career Center. So it's a question of having teachers certified to teach those as adjunct professors.

Jerry Murphy: I have a question regarding REEP. What are the options on Columbia Pike? How much space is needed? Would it be cheaper to have satellite sites that presumably would be cheaper? Maybe two locales? Could you get cost savings like that? Is this something that could be within office buildings or storefronts?

Kris Martini: I'm not sure if there'd be cost savings because typically APS needs to have a building manager at the same time as the classes for each site so that might create more cost, but it would create flexibility.

Jerry Murphy: Do these classes typically take place in the evening?

Kris Martini: Usually they're evening classes. Right now we run them in the morning and evening. Usually the 12:00-4:30/5:00 time period is underutilized. We just don't get people to go to class at that time. In the morning between 9 and noon, there's a large contingency at the Clarendon Education Center. And in the evening we have both Clarendon Education Center and Thomas Jefferson. But that's when we have our biggest enrollments over the day.

Sara Wilson: I have a question regarding recommendation number 1. Do you have information that students in Arlington aren't aware of CTE opportunities?

John Kaufhold: If you look at last year's transcript of our presentation here, we covered a lot more issues on Career and Tech Ed. And I would say ACI probably represents a more informed cross section of Arlington than most of the parents, and we got a lot of people saying, "Wow, I never knew." Not that that's a study, but that was good enough for our committee to respond to it.

Kris Martini: We hear that quite frequently. Also with the real change in career and tech education, it's important to dispel the vocational education misperceptions parents got from when they went to school. A lot of people know but parents and kids need more information.

John Kaufhold: That was also a big part of last year's report, covering this convergence of academic and CTE instruction. CTE instruction now includes IT, physical therapy, and programs you might consider more academic or that might need more academic coursework.

Barret Hildebrand: Can you remind us of the APS dropout rate?

Mark Johnston: It depends on the metric used.

Barret Hildebrand: The metric that would be affected by recommendation 1.

Mark Johnston: I don't know which one you used.

John Kaufhold: We cite a couple of different studies and every study seems to measure it a different way.

Barret Hildebrand: In terms of reducing it, you cited a number.

John Kaufhold: Yes, 6% in one study.

Barret Hildebrand: What's our dropout rate now?

Mark Johnston: One measure (not the measure I would recommend) is to look at students who enter their 12<sup>th</sup> grade year and finish 12<sup>th</sup> grade year—that might be 1 to 1.5%. If you look at students who enter 9<sup>th</sup> grade and four years later graduate from grade 12, excluding students who are able to stay longer, it's probably across the system closer to 15% with the majority of those students being limited English proficient. We are about to present a fairly extensive report on dropouts in Arlington to the School Board. I'll give you a sneak preview. One thing we found is the majority of students who dropout are coming to us in grade 9 or above, transferring into APS in grade 9 or later.

Mark Johnston: We also have a history of outreach to older students, particularly limited English proficient students. But according to the way calculations are done, if you don't meet all of your high school requirements by age 22 if you're limited English proficient, you are considered a dropout even if you stay enrolled in school. So by reaching out and encouraging students to come get a high school diploma, it ends up driving up our dropout rate and we're fine with that! There's also graduation rate, dropout rate, and a lot of discussion nationally focuses on a common metric, so it's a complicated question to answer.

Barret Hildebrand: Last year at the Career Center I believe there were logistical issues, getting the students to and from the Center. Are these being addressed?

John Kaufhold: Adding classes creates and addresses some issues. If you add academic dual enrolled courses, the Career Center starts looking like a High School. That starts changing the way it functions. That said, when the STEM Task Group reviewed the proposal a few years ago, and I was on that Task Group, they understood there would be academic dual enrollment, Mark also pointed out last year the same Task Group said we couldn't create a Governor's Career and Tech Academy that would limit access to Arlington students. And if you all of a sudden start making it look like a high school, you're limiting access. So the Task Group actually created two conflicting recommendations. But this is Arlington.

Kris Martini: Career and technical education is also offered at the comprehensive high schools. It's not only at the Career Center. It's at the comprehensive high schools; it's also at the middle schools. Dual enrollment credits are at the Governor's Career and

Tech Academy, which is located at the Career Center, and there are some dual enrolled courses for some of the business classes.

Judy Hadden: I just have something to add regarding recommendation #1 relating to strategies for promoting CTE. If we were to add graduates, students who graduated and are out there working and there are tons out there, if they would talk to students and administrators about their experiences on their jobs, they would be the best sales pitch. I think that would be quite helpful.

John Kaufhold: That is a great point. Thanks for saying it. It has been captured in the minutes and will reach the School Board through the minutes.

Tracy Malone: Regarding the chart that shows the enrollment drop, I noticed there was a noticeable drop in 2008 when there was also a drop in the economy. Do you think the change in the economy affected the enrollment? Maybe people took a second job to make ends meet.

John Kaufhold: I don't know. If I looked at that critically, if the economy dropped off, that meant unemployment went up, so I would argue people aren't taking on a second or third job. I would argue they're trying to work on their resume and get themselves to be more marketable to replace the job they just lost. But you can view it both ways.

Tracy Malone: Is there a way you could know?

Kris Martini: They track that population pretty well and demand for scholarships went up during that time, so people have been asking for funds to support going to school.

John Kaufhold: There was an increased need for REEP scholarships that last year.

Joanna Hemmat: I would like to echo that I think bringing back graduates from the Career Center to advertise it is an excellent idea. To add to that, in terms of middle schools, they could possibly attend career days and other opportunities to provide input to middle school students. You could have grads from the Career Center on those days. Regarding Arlington Mill and REEP, I strongly support getting the program accessible whether they're satellites and maybe on a smaller scale and dispersed throughout the Columbia Pike Corridor. Have school sites been explored? These may be schools where the adults' children are going anyway.

Kris Martini: It has been and has at a couple of the other schools as well. I am not sure if it is a budget issue. They look at where people are. I know we had one down in the Green Valley area.

Barbara Oliver: We had one at Carlin Springs. But there was no way to get there.

Kris Martini: We have had some different locations and over time we kind of consolidated into one.



Lisa Sockett: My daughter is a ninth grader at H-B Woodlawn and went to the Career Center. She wanted to learn how to fly a plane. A previous PTA president's daughter who was pursuing a medical career also has taken courses there. It is a great way to show these students practical skills. Where did the video come from?

John Kaufhold: The video is from [www.careertech.org](http://www.careertech.org), a national organization. I didn't mention in the intro, but our committee had a lot of national policymakers come in and talk to us. We had Betsy Brand, who was a former Assistant Secretary for Vocational and Adult Education at the U.S. Department of Education under President Bush. We had Kim Green speak, and she's the Executive Director of the National Association of State Directors of Career Technical Education Consortium who produced that video. We also had Dr. Gerhard Salinger speak; he's a program officer at the National Science Foundation's Division of Formal and Informal Learning. But the video came from Kim Green's organization.

Tracey Malone: My question has to do with recommendation #2. Can you clarify whether there's ever been an evaluation of the GCTAA?

John Kaufhold: There was a recent evaluation by David Boesel but that evaluation was a formative evaluation, not an evaluation of metrics that we asked for in the STEM Task Group, metrics like "what's the college access rate for all students? How does graduation rate change in response to participation in the GCTAA?" So there has been an evaluation, but it was survey-based and was not based on before and after metrics of the GCTAA, which was what we asked for.

Tracey Malone: You're still comfortable with this recommendation without that evaluation?

John Kaufhold: Yes. Absolutely. Even though the data don't exist, the recommendation is that dually enrolled academic courses provide a third path to college for APS students. No matter what a report on metrics over time might say, I still say academic courses should be part of the future. We hear that from all these national policy makers, including the ones I just mentioned.

Tina Masciangioli: That report was very informative for me.

Luann Moy: My daughter was very interested in engineering but her school did not fuel interest in courses at the Career Center and maybe that was because of obstacles with logistics. She was able to take some courses in their P.R.I.M.E. internship program over the summer. I heartily agree with your recommendation for promotion of the program.

Kris Martini: Washington-Lee has a very good engineering program for students. There is an IB Design Tech class there too.

John Kaufhold: Students don't need to go to the Career Center to take those courses.

Mark Johnston: All three high schools offer great engineering courses. Students can take level 1 and level 2 at their home schools, but numbers tend to dwindle, so by centralizing the capstone courses at the Career Center you can draw students countywide.

John Kaufhold: CTE isn't only offered at the Career Center. There are some logistical issues but travel accounts for students losing 1 class per day.

Kris Martini: No, students don't lose a period. They need to have 2 credits in their schedule for a Career Center course and they still get two credits for the course, but they don't lose a class.

John Kaufhold: I'm glad he's here.

Ed Yong: I would suggest it would be good to have former students on a time frame, say five and ten years down the road. That would give current students something to shoot for. Students could see in five years they would be running their own business. They could make the argument stronger that CTE education gives them a return investment.

Marian Klymkowsky: When you had the discussion about academic programs, I was a little bit confused. Are you talking about English and History and those courses?

John Kaufhold: Yes. Among others. Science, Math, etc.

Marian Klymkowsky: The fact that students have to have two periods to get over there makes it so some students wait until 12<sup>th</sup> grade to take classes. My son said in 9<sup>th</sup> grade that he'd just wait until 12<sup>th</sup> grade after colleges have seen his grades. Then he would do something at the Career Center but by then it may be too late to capture interest in the Career Center. I love recommendation # 4 but I am concerned about fostering critical thinking, innovation and creativity in a climate of SOLs. I think problem-solving and things like this take away from test preparation. I want you to address that.

John Kaufhold: The thing I believe about SOLs is if you ignore the SOLS and teach real problem solving and critical thinking, they'll actually do better. That might be a fringe theory.

Mark Johnston: I would say that captures the philosophy. I'd call it teaching with the heart versus teaching with the head. It's a challenge because the heart says that's right, but the head says if I'm not getting the SOL performance I've got to drill, drill, drill. It's a constant struggle for us.

Kathy Rehill: If all REEP students are over 18, how does REEP fall in the mandate of the public K-12 schools? Usually, I've always thought of that as a social service as opposed to an educational department.

John Kaufhold: In our report, on the first page, we say that we'd appreciate in communication between APS and the community that it focus not just on children, but that it focus on all students. Students are of all ages. Adult Education is part of Arlington Public Schools.

Kathy Rehill: Then I would strongly recommend in this space crunch rethinking using schools at night for the REEP program, especially where parents have already figured out how to get their children to that school. I think it would be a great use of the schools to open them up at night.

Blaise Scinto: Regarding recommendation #2, how does the Governor's Academy support elimination of the achievement gap? Are you looking at particular groups and what needs does the Governor's Academy fill?

Kris Martini: Some of the kids we're looking at may be the first generation in their family to go to college. We're looking at supporting them and trying to get them into classes that would give them college credit while they're in high school and give them the support for that so they can have confidence in going on to community college or pursue a four-year degree.

Mark Johnston: The advantage is that the students can get college credit at greatly reduced costs by doing it through the public schools. Also, APS does not ask for, nor are we allowed to ask for, documentation status of students, and by offering dual enrollment credits, that is a non-issue for APS students who want to participate in college courses. Whereas, given the current discussion at a national level, I would say that is discouraging students from even completing school, let alone even thinking about college, because once they complete school, they're prevented from actually having access to college. We see it as a way to encourage and support kids for whom that is a realistic expectation. Unfortunately, we can't control the national dialogue at this point, and what happens upon graduation is they're left to fend for themselves. It's a big concern.

Blaise Scinto: I have one more question, have you looked at the Career Center for a REEP location?

Kris Martini: We already have a lot of evening courses taking place at the Career Center, so I don't think we have the additional capacity there for evening REEP classes.

Blaise Scinto: So the times where you're most at capacity are also the times most popular for the REEP courses?

Kris Martini: Right.

Deborah Morone: I have a REEP question. Many other groups offer English language classes. Are we offering duplications and making an effort when we could use funds for

other programs? Could we direct some of those interested to classes that are in their neighborhoods already?

Kris Martini: The REEP program doesn't have funding for that. There is a waitlist for REEP.

Deborah Morone: My second question relates to the benefits of CTE and Middle School counselors. What effort has been made to make counselors aware of the courses and opportunities available to students?

Kris Martini: Usually in December, we go around to all the high school counselors. We also have open houses where they can come over and see what's going on at the Career Center. Usually our CTE teachers promote the program in their own schools along with guidance counselors. That's at the middle school.

(Unknown): Are they getting it?

Kris Martini: I think some get it.

(Unknown): For recommendation # 4, staff is critical. Where is the staff coming from? Do they have a traditional educational background? What kind of training do they need?

Kris Martini: For career and technical courses, typically Family and Consumer Sciences, Business and Information Technology, Technology Education, teachers come in with four-year degree backgrounds. Usually our trade and industrial courses have people who are in the field and have so many hours in the field when they come in to teach. They also have to take a certain number of education courses to be certified to teach as well. I would like to go back to the question before, regarding middle school counselors. One thing that's helping with the counselors is we are starting to develop six year plans and look at and identify pathways. That has been a big help with promoting opportunities and awareness. Instead of just trying to get into college, students ask what career they want and then ask what education they need for that career. That's been helpful.

Karen Hunt: I would like to speak to six year planning for the high school experience. To get to these courses is promoting career exploration, and I think that's feeding into your 50% with advanced diplomas. In high school, you have people trying to schedule multiple career interests over three years. So I encourage that kind of planning and promotion. This is not an alternative to college but part of preparation. My question is, is it still considered or anticipated that students might schedule a class or transportation during lunch, so only one period could be taken up with CTE courses?

Mark Johnston: No. We are looking at the transportation schedule to avoid conflicts. The Career Center courses are double block credits and you need two credits available in your schedule in order to do that.

Karen Hunt: Were there discussions to couple lunch with CTE? There would be no lunch and a full academic period, which would equal the CTE course with transportation.

Mark Johnston: No, it really is a comprehensive look at how the schedules are aligned to try to ensure students are able to avail themselves of those programs. And it does involve some looking at when the lunch periods occur, and can there be adjustments to those to accommodate that, but that's the discussion. So lunch topic, and scheduling of courses have been topics. We have had discussions on whether we run one-credit options that meet for 90 minutes every other day, or for example, Wakefield and W-L are on an alternating day schedule anyway, so we always are looking at that. We have had a healthy discussion about that over the past year.

Karen Hunt: I would like to go back to the point of conversation relating to creative thinking or drilling for the SOLS. I see high school level students motivated in experiential learning and engagement in critical thinking and I think we should challenge ourselves to back off drilling and leverage the motivation experience and get students to drill themselves.

Rebecca Hunter: I have a question regarding the Governor's Academy. Is the majority funded through grants or is additional money going to be needed?

John Kaufhold: Funding to start the Governor's Academy came from the National Governor's Association, which I guess came from the Gates Foundation a few years ago. And I don't know when that ends.

Kris Martini: It has ended. It ended about a year ago. We did just get a little bit of funding and we're using that for a summer program where students get college level math classes plus Career and Technical college level classes together. So the math and CTE courses are working together and students are getting college credit for it.

Rebecca Hunter: Your recommendation didn't include a budget increase, so would this be an increase compared to the current budget or should we assume a continuation of grant money to fund that?

Mark Johnston: There is grant funding in the Career and Technical Education office.

Rebecca Hunter: My second question is regarding REEP. There seem to be a lot of options for adult learners to learn English. There are free options at churches and other organizations. When Arlington Mill changed location, is there an assumption that one of the reasons the REEP program enrollment declined is because people availed themselves of free learning opportunities or are you assuming they just stopped going to classes?

John Kaufhold: To explain the enrollment decline, there are many variables. Over time, there have been many moves. And I just want to point out that every time there's a

move to a place that's less accessible, enrollment goes down. We don't think that's a coincidence. There have been a lot of natural experiments in Arlington that bear that out. Are there other options? Yes. Is it part of APS's mission to provide that opportunity within APS? Yes. I understand REEP comes from an agreement between the County and APS.

Rebecca Hunter: Given budgets, and options and locations, we have the opportunity to partner with other groups and give out more opportunities.

Natalie Goldring: You have a terrific focus on the cross subject issues. You describe CTE as the ideal way to bring students into the 21<sup>st</sup> century but I am not convinced of this. I think it is one way. If CTE stands out, it suggests a weakness in the other curricula as opposed to strength in CTE. Is the task made easier because CTE courses don't have SOLs? And if you add academic subjects, do you then put yourself in a position of being a model for the comprehensive high schools to teach a more hands on, practical, curriculum? Or do you risk falling prey to the SOL culture?

John Kaufhold: That last part is difficult, and Kris can answer. But the first part, we agree, those kinds of integrative, inquiry-based instructional methods should be used across the APS curriculum, not just in CTE, but in every silo, and they should start fusing silos. Math-in-CTE is a great example.

Kris Martini: One school that's had a lot of experience with the CTE way of doing things is The Thomas Jefferson Science and Technology High School. And that's what that was developed at a high level.

John Kaufhold: And they don't focus on the SOLs.

Natalie Goldring: They have a special population.

Kris Martini: With CTE education, and program completers there is usually an occupational competency test at the end. Those tests are being administered to students more and more. The state is asking us to ramp that up so in two years we'll have 100% of our students taking those tests.

Theresa Schweser: For the students who travel every day, do they miss a block?

Mark Johnston: For students who attend at the beginning of the day, every day, they miss one block. Every day, they miss the first 90 minutes. This is two periods and for that they receive two credits.

Theresa Schweser: So at Wakefield and W-L, they miss both early blocks each day. My second question is about REEP. It seems APS is very reactive in the Columbia Pike corridor. Do you see APS as being more reactive than proactive to REEP issues—first with Arlington Mill Career Center, and now with the Clarendon lease?

Mark Johnston: There are some unknown variables with regard to our leases and I'd suggest if we can continue at the Clarendon building with the lease we have, that's good for us, and with the market as it had been, that was entirely possible. Right now, things are changing so we don't know and I'd suspect we'll continue to be reactive because of the space limitations in K12 and the overcrowding we're experiencing.

Ted Black: On CTE promotion is there anything for the elementary school students? It seems like the earlier you can deal with perceptions about CTE, the better.

John Kaufhold: Do you have a suggestion? If you do, they'll go in the minutes and the School Board will see them. There are programs available, like Children's Engineering

Kris Martini: There are early enrichment programs at the Career Center. These take place over the summer and on weekends.

Ted Black: I think when you are promoting it is something to consider.

Susan LeFande: I wonder why Arlington doesn't offer CTE medical training leading into the NOVA RN program.

Kris Martini: We had one in adult education and one at the Career Center but we had to close due to low enrollment. That was many years ago. And we have been looking at options.

Susan LeFande: TC Williams has it.

Alisa Cowen: I am thrilled with this because my own children have loved the integrative and collaborative process of education at the Career Center, and last summer they were able to have their precalculus and programming classes. Those are great. I'm a little disappointed that room for special education and the interweaving of special education and life skills and job skills seems like a natural at the Career Center, but is not anticipated. The autism program at Wakefield this year involves life skills and job training where the students stamp books at the library. Well that is not a career for the rest of their lives. I see so many potentials for the interweaving of special education at the Career Center and I encourage you to take a look at it.

John Kaufhold: You're right.

Beth Dowd: Throughout the report, I see a willingness to be a catalyst...and this may seem like a tangent, but bear with me...I saw an amazing piece on Frontline relating to technology. There was a middle school featured where they gave every student a laptop and the kids all did amazingly well. We are so far from that and realistically we may end up with no computer labs. All kids need laptops and how can we fund this? How do we get staff up to speed to use this technology? I worked at a software company seven years ago, and now I admit I am behind. I used to know it, but I don't know it now. There are challenges in training and how do we address these?

John Kaufhold: You're right it touches questions of how we provide access to hardware and tools to teach 21<sup>st</sup> Century Skills. But let's cross that bridge when the computer labs close.

Chorus of voices: They have closed!

John Kaufhold: I agree, but our recommendation didn't address those extra elements. There's a budget component and a space component and they're not in our 4<sup>th</sup> recommendation.

Mark Johnston: You can check the APS five year technology plan. In there, your points are addressed. Now the question will be how we get there, but it is acknowledged by the Board and there's strong interest, and by putting that in the minutes, we'll have the link to that in there. [Note to the minutes: the link referenced is [http://www.apsva.us/15401082907600/lib/15401082907600/APS Technology Plan for FY2010-16.pdf](http://www.apsva.us/15401082907600/lib/15401082907600/APS_Technology_Plan_for_FY2010-16.pdf) ]

Matt Karush: I have a question about recommendation #2, the dually enrolled academic courses and professional development for teachers. Concretely, what is involved with that professional development? What are their credentials? Are they teaching there already or do we need more staff or money?

Kris Martini: In order for a teacher to be an adjunct professor at Northern Virginia Community College, each teacher needs 18 graduate credits in the area that he/she is teaching. A large majority of our teachers have masters but they don't have the 18 credits in a specific area because it's mostly in education.

Matt Karush: Does this create a challenge to get them to bring in the academic courses?

Kris Martini: It does. The Superintendent asked us to look at how many teachers might fit that criteria at the different schools to see if we can do it at the Career Center or at the high schools. And we do in some of the math classes; we do multivariable calculus at the three comprehensive high schools through Northern Virginia Community College with our teachers.

Debbie Spiliotopoulos: H-B Woodlawn has a population of older HILT students. I am glad the Board is looking more closely at supporting these students. I agree we need to get the word out to reinforce these great programs, particularly in this area. My kids don't always know about them and I feel like maybe it's being promoted to some kids, but I don't know if more broadly kids are coming to it themselves.

Donna Felipe: Now we will vote on the recommendations. We are voting on our support for the recommendation to share with the School Board. Only ACI members may vote. There is one vote per elementary school and two votes per secondary school. Vice-chairs may also vote.



Recommendations:

**1. APS should actively promote CTE opportunities to students, parents, teachers, guidance counselors, and the broader Arlington community.**

ACI Vote:	Yes	No	Abstaining
	32	0	0

**2. Increase College Access through the Governor’s Career and Technical Academy in Arlington (GCTAA)**

ACI Vote:	Yes	No	Abstaining
	31	0	1

**3. Support the Arlington Education and Employment Program (REEP)**

ACI Vote:	Yes	No	Abstaining
	31	0	1

**4. Fostering Creativity and Innovation and 21<sup>st</sup> Century Skills**

ACI Vote:	Yes	No	Abstaining
	32	0	0

Mark Johnston: I am going to be brief. As you know, Emma Violand-Sanchez is the School Board Liaison to ACI. She wanted to make sure you were all aware of the presentations going to the School Board. I will ask that you access and reference the following Board Docs:

**Reports on Progress of Strategic Plan Indicators:** September 23, 2010 – State of APS in 2009-2010; October 14, 2010 – Reading and Writing; October 28, 2010 – Goal Areas 3 and 4; and November 9, 2010 – Rigor and Special Services

**Program Overviews:** October 22, 2010 – ESOL/HILT Update; November 9, 2010 – Summer School Update; and December 16, 2010 – Mathematics Achievement

Mark Johnston: I think if you take a look at the different program areas and comparisons, you will find it helpful.

Susan LeFande: I object to teacher evaluations not being made public.

Tecla Murphy: I think it is time to move on and welcome the Early Childhood Committee.

Sandra Redmore: I would like to introduce myself, Sandra Redmore; I am the chair of the Early Childhood Advisory Committee. This is Michelle Picard, Director of Early Childhood and Elementary Education for APS. I would also like to thank all of our committee members. We did a lot of research and we believe that building a strong foundation in our children's education is optimal and important. This quality of early education does make a difference. As we know, with a stronger foundation, the higher a building can be. We know that before the age of five, the brain is under construction. If you would like to read more about the development of the brain from birth to age five, the National Resource Council published "From Neurons to Neighborhoods, The Science of Early Childhood Development." I recommend this to all of you. Our prime concern is with APS practice and policy to lay foundations for our early childhood students. We have three recommendations. One of our recommendations is for APS to dedicate resources to strengthen APS Montessori programs by adding a Montessori specialist to the Early Childhood Office as soon as resources allow. The need for a specialist has been prominent for eight years. We persist because the need still remains. A professionally trained Montessori specialist can recommend programs and has intimate knowledge of traditional Montessori teaching. The devil is in the details. A specialist would allow our good program to thrive. We have approximately 600 students enrolled in Montessori programs. Our second recommendation is that APS should maintain the size of its Pre-K programs. Inclusion of at-risk children, as defined by qualification for free and reduced lunch, should continue to be the priority. When funding is provided for Pre-K programs for at-risk students, we have higher achievement scores. There is some really exciting data looking at children in Pre-K. Children at risk economically and with limited English proficiency score higher on DRPs and SOLs. I was thrilled to see this data. Pre-school provides an effective strategy for success. I received an email before tonight that asked if this was budget neutral or "costed" out. I will defer to Mark for that answer. We, as a committee, felt the need to bring this proposal to ACI. It may be budget neutral, if there is a significant allocation of resources. It is really tempting to view three- and four-year-olds outside of the K-12 mandate. The problem is that in a year or two, those kids are our Kindergarteners. Investing in educating the three- and four-year-olds will result in cost savings. For every dollar spent, we may save two or three down the road. There are not a lot of options. Statistics show that Pre-K kids programs are expanding and APS should make it a priority to maintain funding. Our third recommendation relates to ensuring the foundation of our instructional practices. We believe the Office of Early Childhood should look at and review instructional practices related to social and emotional learning, particularly classroom management techniques, in early childhood classrooms across the district in order to determine the extent and consistency of best practices. This is fundamentally an instructional issue. In a positive environment, students learn more and there is a strong correlation with academic achievement. There was a study last week in Education Weekly by the University of Chicago, the first study with follow up with children from 2007 to the present. The study showed that students who have participated in programs that address social and emotional learning scored 11 points higher on average than students not in that program. Self-regulation and control are helpful. Learning shows that environment is related to cognitive development. Conflict resolution is important and ACI as an adult group, lays the framework for development.

This is an important area to be reviewed. It hasn't been done in a systematic way. Members of the ECAC have received feedback from parents about teachers using classroom management techniques that are not helpful experiences. We know that consistency across the district needs to be addressed. We would also recommend as a part of the review, data from the Classroom Assessment Scoring System (C.L.A.S.S.) assessments completed for program evaluations should be disaggregated to analyze such instructional practices.

Tecla Murphy: Thank you. We will take questions right away.

Debbie Spiliotopoulos: I thought that was great. No questions.

Matt Karush: I have a question about recommendation #3 and the Montessori Specialist. Has the Arlington Montessori Program been assessed and evaluated by Early Childhood Development and did they recommend a specialist?

Michelle Picard: Pre-K has been evaluated, the Pre-K VPI program, not Montessori as a program. The Montessori at Drew is a fully accredited Montessori program but has not had a program evaluation.

Mark Johnston: There are 17 Early Childhood Montessori classes at different schools.

Michelle Picard: Montessori has a home in Arlington. This goes well beyond where is the best place to put this person. The committee would like to have a Montessori trained specialist who oversees the entire program.

Matt Karush: It would be more convincing if we knew that.

Beth Dowd: I support social and emotional learning practices in the classroom and as a part of that, teachers receiving training with children with special needs. There are a lot more kids in schools with a lot more issues. I think teachers need to know how to teach with a lot of these issues in the classroom.

Sandra Redmore: I want to make it clear that this is not a recommendation for professional development. It is to get data to show needs. In some aspects, these needs would come up for emotional support with regard to students. There are students with different needs, identified or not, and this will come up.

Susan LeFande: I support recommendation #2 but have issues with 1 and 3. It seems if there was an issue in the classroom, it should have been looked at and evaluated. Classroom management should go with teacher evaluations on the whole. My question is: are you asking for full-time administrator, replacing or adding another body?

Sandra Redmore: I would like to address the first question. The previous program evaluation using C.L.A.S.S. only looked at Pre-K classrooms. We look at practices through second grade, the brain and social level until around age eight. We are

interested in K, first and second grade. That is the source of confusion. In terms of Pre-K program evaluations, the data was looked at and included. To address your second question, the Montessori Specialist would be a new position. Parents have noticed there is no current administrator with Montessori training and there is a real lack and a real need.

Michelle Picard: There is no diplomatic way to handle this. If you look at the essential elements for effective Montessori development, we meet three-fourths of the criteria. We don't have a staff member trained in Montessori administration. This specialist would be one.

Ted Black: Who does the C.L.A.S.S. evaluations?

Sandra Redmore: Assessments are part of program evaluation.

Michelle Picard: It is an independent evaluation of the program.

Sandra Redmore: It was administered by an outside and independent group from UVA.

Natalie Goldring: You talk about at risk children. If two-thirds of the Montessori slots are for at risk children, is it less than that for the other Pre-K programs?

Mark Johnston: At risk equals 80 percent of the median income for a family of four.

Michelle Picard: Free and reduced lunch students set the precedent for 70 percent.

Mark Johnston: You may have heard of the expression "working poor".

Sandra Redmore: In a previous report, our research and data show that the biggest gains are for at risk kids. As you go up the economic ladder, they don't disappear for the middle class or high-income kids. A benefit is still seen. We know that pre-school is helping all children.

Rebecca Hunter: I am the person who sent you the email and I think it has been mischaracterized. I think Pre-K is very important but I don't think it is budget neutral. If you take a classroom to use it for Pre-K, the next thing you know, the school needs to add relocatables. I believe there is not enough discussion on how to maintain Pre-K. I didn't see any location discussion. To maintain the program, I believe there are budget issues. It is not cut and dry and the recommendation has repercussions.

Sandra Redmore: It already exists in the budget and systems, but there are always implications. Senior administrators are always looking at it. We could recommend class sizes to stay the same with fewer teachers and more money for something else. There is always a domino effect and I defer to Mark and ACI Chairs on how to proceed. We do have money in the budget and there is strong support for early education.

Blaise Scinto: I will offer full disclosure-I am a member of Arlington Montessori Action Committee. My question is about recommendation #3, which I wholeheartedly support. What would this coordinator do? I realize there are budget implications. What a Montessori coordinator brings to the APS program (which has grown over 40 years with programs that span K-12) is that it shows Arlington's strong commitment. A coordinator can unify the programs and provide consistency. There are 17 classes that need oversight and APS commitment to foster the program. There have been no enormous mistakes but we have a huge commitment to Montessori classrooms and we need to meet APS goals.

Kathy Rehill: I would like to go back to Rebecca's comment regarding "maintaining Pre-K access." What does that mean? Can you flesh out what the options would be?

Sandra Redmore: This is not about space, schools or Pre-K centers. We are only asking that the program still exists. We are open to what it would take to maintain this. We didn't recommend whether Pre-K should remain at schools or centers; there was no consensus or pros and cons. Ultimately, we agreed that continued access is most important. All VPI and two-thirds of Montessori Pre-K are for at-risk students.

Michelle Picard: Our program evaluation shows Pre-K enrollment has risen by 50 percent. Eighty percent (80%) of last year's kids had Pre-K experience and one-third came to us. There is a rise in literacy. All of our classes exceeded all standards. Pre-K has been credited for helping close the achievement gap. Pre-K is a vital and integral part of early education. Principals and teachers want Pre-K in their schools. Some classes are in trailers and some are part of the school. They help foster relationships within the school and if those students are familiar with the school, teachers, and staff, they have an easier time transitioning into Kindergarten. There are many benefits.

Lisa Sockett: I support recommendation #1. Is there a waitlist for Pre-K?

Sandra Redmore: There is a long waitlist for Montessori and VPI is more limited. The program was expanded to meet the need.

Judy Hadden: My daughter was a teacher in VPI. I subbed in the classroom and it is an amazing and powerful experience. I strongly support recommendation #2.

Marian Klymkowsky: I support the Montessori recommendation, however Blaise confused me, I thought that was recommendation #1.

Sandra Redmore: It is recommendation #3 in the report.

Luann Moy: I didn't realize the Montessori program was so big. I wonder if it's worth spending the funds on having both programs.

Sandra Redmore: Our committee supports both programs. Variety is the APS way. Some data support Montessori programs for 12 years versus one year score better. Both are successful.

Tina Masciangioli: I have a follow-up. Did the evaluation compare both programs?

Michelle Picard: Yes, in a comparison, Montessori scores are higher. The report is wonderful and it is available on-line. [Note to the minutes: The link to program evaluation reports is:

<http://www.apsva.us/154010829233400/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=57151> ]

Sara Wilson: I have a question about recommendation #1. Why is that needed, isn't that already available?

Mark Johnston: You are correct. It is not disaggregated.

Sandra Redmore: There is not professional development attention on instructional practices. The purview is wide and this is an area we would like to focus on.

Jerry Murphy: Regarding recommendation #1, an outside agency must cost a lot of money. I heard exemplary and you have enough feedback. You want an outside agency to look at performance? Why?

Sandra Redmore: The C.L.A.S.S. assessments have been done for other reasons for Pre-K; for world languages, math, *et cetera*. We would use existing data for this review.

Michelle Picard: Our office would use existing data and look at class management and development.

Sandra Redmore: We are interested in kindergarten, first and second grade feedback, not because of problems, but because we feel it is important to look at.

Susan LeFande: We need to talk about why we can't look at teacher evaluation data.

Barbara Oliver: My question is was the recommendation made from parent's feedback?

Mark Johnston: There are teacher and principal evaluations and there are program evaluations. The committee is referring to data collected and analyzed for Pre-K program evaluation. There is a data set for the classroom from observations and analyzed K-2 evaluations.

Barbara Oliver: What are domains that say social and emotional learning? Why would a teacher have a lower rating? I find that disturbing. I guess people are thinking about the teacher from Montgomery County.

Chorus of Voices: We are now!

Barbara Olivere: My wording was unfortunate.

Sandra Redmore: Are you asking about concern?

Barbara Olivere: What are you looking at?

Mark Johnston: There are specific behaviors to look at, that are measured.

Sandra Redmore: In developmentally appropriate class management techniques, children can learn from experiences to develop social skills. Some examples of what teachers use in the classroom include a red light, name on the board, and loss of recess privileges.

Hans Bauman: I support your work on recommendation #2, having been on various committees. You are advocating for your programs, that's appropriate, and solving capacity issues should not be your concern.

Tecla Murphy: Now, we will vote on the recommendations.

Recommendations:

**1. The Office of Early Childhood should review instructional practices related to social and emotional learning, particularly classroom management techniques, in early childhood classrooms across the district in order to determine the extent and consistency of best practices. As a part of that review, data from the CLASS assessments completed for program evaluations should be disaggregated to analyze such instructional practices.**

ACI Vote:	<b>Yes</b>	<b>No</b>	<b>Abstaining</b>
	25	1	3

**2. Despite increasing budget constraints, APS should maintain the size of its Pre-K programs. Inclusion of at risk children, as defined by qualification for free and reduced lunch, should continue to be the priority.**

ACI Vote:	<b>Yes</b>	<b>No</b>	<b>Abstaining</b>
	26	2	1

**3. APS should dedicate resources to strengthen APS Montessori programs by adding a Montessori specialist to the Early Childhood Office as soon as resources allow.**

ACI Vote:	Yes	No	Abstaining
	10	11	8

Tecla Murphy: Thank you all for your patience tonight.

The meeting was adjourned at 9:45 p.m.

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**Next Meeting: February 23, 2011**  
**Education Center Annex / Large Conference Room**  
**1439 North Quincy Street**