

Career Center Working Group

Meeting No. #1 Summary

Date/Time: January 22, 2018; 7-10pm

Location: Career Center Atrium

Participants: Kathleen McSweeney (KMc), CCWG Chair
Matt Mattauszek (MM), ACG
Sarah Johnson (SJ), APS
Michael DePalma (MD), APS
Robin Cook (RC), APS
Derk Jeffrey (DJ), Stantec
Tannia Talento, APS School Board
Katie Cristol, Arlington County Board
Alisa Cowen, Career Center Advisory Group
Cecilia Ciepela-Kaelin, Budget Advisory Council (BAC)
Colleen Pickford, Advisory Council on School Facilities & Capital Programs (FAC)
David R French, Yorktown HS PTA member/parent of student attending programs at Career Center
Elizabeth Gearin, Planning Commission (PC)
Greg Greeley, Joint Facilities Advisory Commission (JFAC)
Jason Kaufman, Douglas Park Civic Association
Jim Lantelme, Public Facilities Review Committee (PFRC)
John Snyder, Columbia Pike Revitalization Organization (CPRO)
Kia Haynes, Arlington Montessori Action Committee (AMAC)
Kristi Sawert, Arlington Heights Civic Association
Lander Allin, Pike Presidents' Group (PPG)
Lida Anestidou, At-Large Member
Maura McMahon, Alcova Heights Civic Association
Megan Haydasz, At-Large Member
Michael Shea, Advisory Council on Instruction (ACI)
Nancy Birnbaum, Arlington Tech Advisory Committee (ATAC)
Nathan Dudani, Wakefield (Student)
Pete Durgan, Penrose Civic Association
Polly Hall, Washington-Lee HS PTA member/parent of student attending programs at Career Center
Sarah McKinley, Columbia Heights Civic Association
Susan Rochard Arlington Tech Parent Group
Dr. Tehaye Teferra, Ethiopian Community Development Council (ECDCC)
Veronica Bartlett, Arlington Community High School (School Testing Coordinator)

1. INTRODUCTIONS

- KMc began by welcoming all and recognizing the distinguished members of the group who serve on the County Board, Planning Commission and School Board.
- KMc commented that all meetings will comply with formal notice requirements of all CCWG meetings. If a CCWG member wishes to receive such notice, please contact Dr. Sarah Johnson.

- KMc explained that CCWG members may not unilaterally assign their responsibilities to another “alternate” member. All members of the CCWG have been approved by the School Board and County Board.
- All members introduced themselves, stated their affiliation/constituency and offered their individual interest/connection to the Career Center.

2. GROUND RULES

- KMc briefly referenced the written ground rules included with each CCWG member packet. She asked that each member review the ground rules and advise of any recommended adjustments.
- KMc indicated that all meetings will begin promptly and end when scheduled. Meetings will go later if/when appropriate to do so.
- KMc explained the CCWG will achieve consensus, rather than voting. The CCWG will best represent the diversity of thought and opinion by engaging in robust discussions, which will be documented and shared with elected officials. Minority opinions that failed to achieve consensus will also be documented.

3. CHARGE/GROUP PRIORITIES

- KMc explained the matrix that categorizes the tasks contained by the Charge, adopted by the School Board on November 17, 2017. This spreadsheet will be used to track and document decisions. More time for discussion of this instrument will be provided at the next CCWG meeting.

4. PRESENTATION No. 1: APS Short- and Long-term Capacity Needs by Lisa Stengle (LS), APS

- LS stated that a significant takeaway from the Community Facilities Study process was the need for more strategic, long-range planning.
- Long-term growth is projected to continue through 2035 at which time it’s expected to peak.
- Currently there are ~7000 high school students in APS. In 2022-23 a larger cohort of ~9,000 high school students are expected, a difference of ~2000 students.
- Recommendations were made by the Superintendent’s Master Planning Group including greater use and utilization of space, adding teacher workspace to free classrooms during planning periods, and assessing use of classroom and common spaces to maximize utility. In addition, additional capacity was added variously to existing/new facilities to increase capacity by ~1,300 by 2022. Further recommendations included 500-600 additional seats at the Education Center (renovation) and 800 additional seats at the Career Center (addition).
- Enrollment at Arlington Tech is expected to grow to 800 by 2022.
- Questions asked:
 - Is there no growth anticipated for the CTE/Alternative HS programs in the future?
 - Several questions were asked to clarify understandings of projected growth and enrollment.
 - What about ACHS? For now, ACHS is assumed to remain in the Fenwick Building.
 - Would like to see capacity and enrollment figures for all facilities and programs on the campus.

5. PRESENTATION No. 2: ACC Programs and Campus Facilities by Margaret Chung (MC), APS and Derk Jeffrey (DJ), Stantec Architecture

- The ACC consists of a CTE Center for the entire district (approximately 900 students in 3 blocks of 300 students – morning, afternoon, and evening) plus four full-time academic programs: Academic Academy (credit recovery, 50 students max), HILT Institute (newly-arrived ESOL students with “interrupted” education backgrounds, primarily from south/central America, 80 students max), Program for Employment Preparedness (special needs students who have completed 4 years of high school but have not yet received a diploma, max 60 students), Arlington Tech (project-based learning program for students at or above grade level, dual enrollment, 130 students max), and Teen Parenting Program (40 students max).
- Arlington Tech is the capacity-building component of the ACC. At the core are CTE/STEM programs and besides dual enrollment credits (up to 50-60 college credits) students can earn industry certifications. It includes core content as freshman and sophomores, but transitions to dual enrollment opportunities beginning in the third year providing both cost-savings for college bound students as well as a head start. Students’ education culminates in a capstone elective their senior year.
- CTE programs are organized in four categories: engineering/trades industrial (aviation, auto body, engineering), IT/digital media (cyber security, TV production, computer animation), health and medical (animal science, EMT, pharmacy tech), and human and public services (culinary arts, cosmetology, AF-JROTC).
- Community and industry partners are key to program growth. They are classified as Tier 1 (professional visits to schools), Tier 2 (job shadowers), and Tier 3 (paid internships).
- The new profile of a Virginia graduate includes demonstration of workplace skills, community engagement, and career exploration in addition to mastery of core content.
- Questions asked:
 - Arts program at the Career Center? No.
 - What is the future demand for Alternative High School Programs? TBD.
 - Do Alternative High School programs need to be located at the Career Center? No, but access to/success in CTE programs translates to academic success as well, for many.
 - Why does ACHS need to be located near Columbia Pike? It doesn’t. It just needs to be near public transportation since most students do not drive cars.
 - What impact will expansion for 1300 students create for parking? TBD, dependent on other programs that may remain on the campus long-term.
- In 2017 Stantec was hired to explore the growth of Arlington Tech. The additional space created by the movement of Community High School programs to Fenwick will be surpassed by fall of 2018.
- The building is non-compliant with current building and accessibility codes.
- DJ reviewed the site plan identifying the various buildings, parking, and areas on campus.
- DJ reviewed the space utilization study identifying the Arlington Tech spaces, in particular. At the time of the study, the programs were isolated from one another.
- DJ noted that the existing building will support the addition of a third floor.

- The projected growth in enrollment of Arlington Tech, up to 800 students, will create a 1300-pupil facility at the Career Center, requiring twice as many spaces as available today.

6. PRESENTATION No. 3: Columbia Pike Planning Context, Adopted Vision, and Current Revitalization Efforts by Matt Mattauszek (MM), Arlington County Department of Community Planning, Housing & Development

- Two parcels comprise the study area: north block and south block.
- The General Land Use Plan includes note 8 and note 24 along with the public north block and service/commercial south block. The north block is zoned S-3A. The Form Base Code does not apply to the Henry ES, S-3A applies to the entire campus.
- The transit network study examines options beyond the Metro with an end goal of diversifying the transportation options.
- The Columbia Pike Initiative's created a vision for a vibrant, walkable commercial district.
- Questions asked:
 - Why was only one owner of South Block properties invited to be part of the CCWG. Chairperson of the County Board explained that it was premature to engage other property owners beyond ECDC, who is already working with APS.
 - Slide 16: Private development. 1300 new units by 2020...Do projections include this development? Yes.
 - Is the Form Based Code available online? Yes.
 - If additional building height is desired, is that possible? Yes. The County Board may choose to grant exceptions, waive specific requirements.

7. TIMELINE

- KMc covered project milestones and meeting dates and discussed the library sub-committee (to be formed 2/21). She noted that Stantec will bring back concepts for the Career Center (2/26) to be refined over the course of the CCWG. She identified April as the timeframe before which a budget estimate for the CIP is to be completed.

8. ADDITIONAL INFORMATION/PUBLIC COMMENT

- Will we run out of seats in 2023? Are numbers for 2030 available?
- How does this project fit in overall plan for county? Integrated with other proposed development in County?
- Are there issues to be addressed associated with co-locating older students/adults and young students on same campus?
- Could Montessori be located elsewhere? If not here, where?
- May we consider the future of all facilities on the North Block?
- What would administrators of programs here like to see here, including maximum capacity of programs?
- Is there a conflict between serving short term needs and seats in the absence of a long-term vision?
- A single fact sheet for all numbers of all students in all programs would be helpful.

9. WRAP UP

- KMc asked that all CCWG members use notecards to provide input on the following before leaving:
 - What Does Success Look Like?
 - What Would Failure Look Like?

10. **NEXT MEETING:** Monday, January 29, 2018, 7pm at the Arlington Career Center.

CCWG Website: <https://www.apsva.us/career-center/>

CCWG Chair: Kathleen McSweeney (mcsweeneykathleen@gmail.com)

Point of Contact: Sarah Johnson, APS (sarah.johnson2@apsva.us)

