

MEMORANDUM

TO: Arlington School Board

FROM: Career, Technical, and Adult Education Advisory Committee

DATE: November 9, 2021

SUBJECT: Recommending Year Report

COMMITTEE CO-CHAIR: Dan Marschall
 COMMITTEE CO-CHAIR: Rosie O'Neil
 COMMITTEE MEMBERS: Jim Egenrieder, Lida Anestidou, Luann Moy, Dave Remick, Diane Murphy,
 STAFF LIAISON: Kris Martini

Background (or Introduction)

Career and Technical Education (CTE) is an essential part of a student's K-12 well rounded educational experience. CTE positions all learners, including historically underserved learners, to access high quality programs that prepare them to enter high demand, high wage and in demand fields. The CTE program prepares students for college and other post-secondary education and training. To note, APS has experienced year on year growth in CTE enrollment and continues to support growth in the number of completers (who have graduated with a CTE concentration). (See CTAE Monitoring Report.)

Quality CTE curriculum develops students' ability to become true problem solvers and innovative thinkers. Students that participate in CTE apply what they learn to real work and the industry-ready credentials students earn in their classes provide access to high-wage and high-demand job skills, validating a student's knowledge and skills attainment in pathways to high demand careers.

The CTAE Advisory Committee is focusing its efforts on two critical objectives: 1) Fill a Partnership Coordinator position to increase access to work based and workplace learning opportunities for students; and 2) Fully fund a CTE Teacher Specialist to support classroom teachers in delivering quality instruction and to monitor and evaluate compliance with Federal and State regulations and APS strategic plan goals.

CTAE Advisory Committee is focused on building ***Stakeholder Engagement, Career Exploration and Awareness, and Equitable Access to Work-based learning experiences***. Our number one recommendation is to fill the vacant **Partnership Coordinator** position as the work aligns with the APS strategic plan and we currently lack the capacity to expand and strengthen these opportunities. Work-based learning opportunities help with equitable access since "*Work-based learning can expand social networks and provide an entry point into the informal referral processes that are so important in recruitment and hiring*" (Brookings Metro policy Program Nov. 2020).

Career and Technical Education in APS relies on developing relationships with the Chamber of Commerce, individual employers and the business community to identify quality internship and apprenticeship opportunities, occupational and work-based learning, and other activities. By providing a breadth and depth of opportunities, students become better prepared for the workforce and our partners are able to develop our potential workforce with current industry skills. A Partnership Coordinator will ensure intentional productive engagement between APS and community stakeholders which will result in yielding more opportunities and access for all APS students.

A second focus of the Advisory Committee's work this year is on ***Resources and Staffing***. Aligned with the School Boards' priority of a high-quality workforce, the **CTE Teacher Specialist** – currently funded as a

full-time position out of Perkins V federal funds -- supports teachers to continually develop their teaching skills and align their teaching to reflect industry standards which result in improved student access and learning. The CTE Teacher Specialist supports all classroom teachers and is particularly focused on supporting new teachers. CTE teachers with no CTE - specific support were retained for 2 years at a rate of 46.67% while those with support had a retention rate of roughly 72%. In order to ensure a quality CTE program for students, we need to retain and engage our teachers. Of note is that Perkins V prohibits indefinite funding of staff positions. The CTE teacher Specialist position should be fully funded in order to provide ongoing support to teachers that need to engage with current and future technological challenges of the instructional environment.

Recommendation #1: Fill the full time Partnership Coordinator position to create and sustain a pipeline of work based learning opportunities for students. NOTE: Position is already in the APS budget.

(Past Recommendation #1: Provide a full-time staff person to continue to develop opportunities with the community and make connections to schools.)

The problem: APS has prioritized the need for the resource (SEE Student Success performance objective 4). However, APS has not yet devoted sufficient resources to making optimal use of the network of employers and community-based organizations who are willing to make internship, apprenticeship and other work-based learning opportunities available to all students in Arlington middle schools, high schools and the Arlington Career Center. Currently APS places this burden on teachers on top of their primary instruction responsibility.

A full-time Partnership Coordinator would develop sustained interactions with industry/community professionals in real work based and workplace settings to create and sustain an active pipeline of partners supporting work based learning opportunities for students. A Partnership Coordinator would enhance and expand opportunities for historically underserved learners that lack established networks and access to internships.

The Partnership Coordinator would foster effective and meaningful collaboration among and between resources in APS and the community, including APS programs and services, student, parent, and teacher organizations, County government agencies and programs, non-profit organizations, private businesses, advisory groups, and community groups. This position would create productive partnerships that support student success and well-being.

The CTAE Advisory Committee and the CTAE office commend the School Board and Superintendent Duran for their support of this endeavor to provide work based learning opportunities for APS students. At current, no one has been hired to fill the position of full-time partnership coordinator. The CTAE advisory committee recommends accounting for funds to fill this position this school year.

Budgetary implications: - A full-time (E-Scale) 12 month position with benefits - \$145,400.

Strategic Plan Alignment:

- APS Core Values: Excellence, Equity, Innovation, Collaboration, Stewardship
- APS Goal 1 - Student Success: Multiple Pathways to Student Success, Access to Opportunities
- APS Goal 5 - Partnerships: Will meet the needs of students, specifically in the areas of internships and externships.

- Performance objectives 3, 4, 21 and 23. CTAE committee believes this recommendation will advance progress in these objectives and will continue to provide support and recommendations to the CTAE office and ACI to enhance opportunities in this area.

Committee vote: 7 members in agreement

Recommendation #2:

Fund a CTE Teacher Specialist position.

The challenge: Twenty seven percent of CTE teachers have joined APS in the past two years and many come directly from industry with minimal teaching experience. These new teachers are coming directly from industry or education institutions with content expertise but with no formal teaching experience or capability in instructional technologies including learning platforms.

The CTE Teacher Specialist monitors teaching and learning to assess effectiveness in education and child development, trains and coaches teachers, and ensures compliance with Federal and State guidelines and Arlington School Board goals and performance objectives. A fully funded, full-time CTE Teacher Specialist position contributes to a high-quality workforce by supporting teachers and improving student learning. Key responsibilities include analyzing lesson design, instructional delivery, teaching methods and student performance data.

Building pedagogical skills of CTE teachers supports and enhances instruction quality. Highly engaged and technologically adept teachers create opportunities to deliver meaningful and differentiated instruction that is responsive to the needs of all students but especially those historically underserved (English language learners, students with limited access to technology and students with special learning needs.) This ongoing professional development and coaching is prioritized by APS and the Superintendent and aligns with the Engaged Workforce strategic plan goal. *"Schools that have mentoring programs have a strong effect on novice teachers, primarily in the areas of teacher retention, classroom instructional practices, and student achievement"* (Ingersoll & Strong, 2011).

Budgetary implications: A full time (T-Scale) 10 month position with benefits - \$112,287

Strategic Plan Alignment:

- APS Goal 3 - Engaged Workforce: Recruit, retain, and advance high-quality employees.
- Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and relevant professional learning opportunities.
- APS Goal 1 - Student Success: Adapt curriculum and instruction to the needs of each student.'
- Performance objectives: 3, 4, 11, 12, 14, and 15

Committee vote: 7 members in agreement

Appendices and References:

https://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml

https://www.nvcc.edu/oiees/oir/labor-market/docs/NOVA-IndexReport-2021_FINAL.pdf

Brookings Metro policy Program Nov. 2020:

https://www.brookings.edu/wp-content/uploads/2020/11/20201120_BrookingsMetro_Work-based-learning_Final_Report.pdf

Ingersoll & Strong, 2011: [Link to full report: https://files.eric.ed.gov/fulltext/EJ1230726.pdf](https://files.eric.ed.gov/fulltext/EJ1230726.pdf)
