

MEMORANDUM

TO: Arlington School Board

FROM: Career, Technical, and Adult Education Advisory Committee

DATE: January 5, 2023

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, Fernando Torres, Nelson Aguilar, Stacy Butler, Anna Lapidus, Meryem Khadrouni, Marcus Henderson

STAFF LIAISON: Christopher 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 wage and in demand fields. The CTE program prepares students for career exploration and 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.

Graduation Requirements

CTE courses can meet several of the course credit requirements prescribed in the Standards of Accreditation towards a standard or advanced studies diploma:

Standard Diploma:

- Fine or practical arts requirement - 1 credit required
- Fine or practical arts or World Language requirement - 1 credit required
- Electives (2 of which must be sequential) - 4 credits required

Advanced Diploma:

- Fine or practical arts requirement - 1 credit required
- Electives (2 of which must be sequential) - 3 credits required

College, Career, Civics Readiness Index (CCCRI)

Beginning in the 2023-2024 school year, each graduating senior must meet VDOE graduation requirements to earn a diploma. The CCCRI looks at the graduating cohort and determines accreditation of the school based on the number of individual students meeting the following criteria:

- Completed an Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment (DE) course (College)
- Completed a CTE completer sequence AND earned an industry credential (Career)
- Completed a high-quality work-based learning (HQWBL) experience as defined by the VDOE

- (Career)*
- Completed a service-learning experience (Civic)*

*Note that work-based learning and service-learning experiences must be part of a course in order to count towards a student.

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. An October 2019 study by the Carnegie School of Education and Leeds-Beckett University found 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:

Fund a CTE Teacher Specialist position.

The challenge: Twenty five 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 - \$104,542.44

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: **11 members in agreement**

Staff Response: Staff supports this recommendation, and the position is in the approved FY24 Budget. This position will work directly with the CTE teachers to ensure quality CTE pathways throughout Arlington Public Schools. This position will also ensure we *recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work*, * for CTE teachers and staff.

*APS Strategic Plan 2022-28

Appendices and References:

High-Quality Work-Based Learning (Virginia Department of Education Website):

<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/career-and-technical-education-cte/hqwb/>

College, Career, Civics, Readiness Index (Virginia Department of Education Website- School

Accreditation):<https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/accreditation-federal-reports/soa-school-accreditation>

Brookings Metro policy Program Nov. 2020: https://www.brookings.edu/wp-content/uploads/2020/11/20201120_BrookingsMetro_Work-based-learning_Final_Report.pdf

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)

Pumo, M., Korreck, J., Hollis, G., Childers, G., & Zwadyk, B. (2019). CollectivED Working Papers. Working Papers from CollectED; the Centre for Mentoring, Coaching and Professional Learning Leeds-Beckett University Carnegie School of Education, 9, 40–47.

<https://www.leedsbeckett.ac.uk/-/media/files/research/collectived/collectived-issue-9-oct-2019-final.pdf>