

NGA Application - Teacher in the Workplace

Tioga County Career Ready Rounds
Northern Tier Regional Planning and Development Commission
and Tioga County School Districts

April 25, 2018

Project Approach and Management (45 points)

Statement of Purpose:

The monies from this grant will be used to create industry-driven curriculum adjustments to add purposeful career readiness components so that students gain exposure to a variety of in-demand occupations and all types of training available. With increased knowledge of industry trends, educators will be better able to guide students through career awareness and exploration to a realistic career plan.

A group of educators, county-wide, will be selected through an application process to explore 3 local industries with high priority occupations for our region. Educators can choose to participate in all three site visits or can choose one that correlates with their content area the most. These three days will be full day experiences to gain a better understanding of employer and industry needs. Educators will learn through employer-lead tours describing the various occupations in the company, the skills needed to perform the job tasks, the projected growth of these occupations, and the training methods used to earn these positions.

Each of these Educator in the Workplace Days will be followed by a day of curriculum planning, so that educators can begin implementing curriculum adjustments based on industry feedback right away. These curriculum sessions will begin with a speaker from a career-related community resource such as Career Link, Trehab, Job Corps or an Apprenticeship. The remaining time will be spent with curriculum directors and/or an IU representatives, and faculty from post-secondary partners to aide in immediate curriculum enhancements (like identifying CEW standards already being done), short-term adjustments (like inviting in a guest speaker or site visits for students), and long-term adjustments (making career readiness the focus of future lessons). These educators will become experts in connecting career readiness to the classroom and will serve as trainers in future professional development and assist others in the expansion of career readiness skills.

Educator in the Workplace initiatives are crucial to aligning high school career pathways systems with industry needs. According to the PDE *Educators in the Workplace Fact Sheet*, "The interchange between teachers and business partners helps make classroom learning more relevant, thereby preparing students for college and careers in the future." When educators spend time in business and industry, lessons can be improved by making the career connection to subject matter. Additionally, the PA Career Education and Work Standards "provide an invitation" for connection to new businesses and organizations...Educators need to understand the bigger picture... the workforce and economic factors that influence career opportunities for students and the education/training required" (PDE's "*WHY*" *Connect to the Community*).

Tioga County needs their educators to connect with industry. Our unemployment rate exceeds the state average of 4.8% at 6.0%. We have a viable workforce that needs to be connected to the appropriate training and employment opportunities. Educating our educators to teach our students will set the foundation for improvement.

The implementation of this Educator in the Workplace program will follow a model similar to Project Lead the Way (PLTW). The PLTW model emphasizes teachers as learners too and presents them with the challenges as they are helping their students work through it. As students are expected to use and show what they have learned, these educators will be expected to do the same. Teachers will be required to implement new career content as they

learn from business and industry. The turn-over from learning to implementation will be fast, but supported by experts and resource materials. This format provides for accountability, in-depth discussions on what is working and what is not, and the opportunity to develop "best-practices" for future participants. Also, these changes will positively impact our students sooner.

Career Pathway(s) Focus:

The three opportunities for Educator in the Workplace days will focus on 3 different career pathways: Health Science, Manufacturing, and Agriculture, Food, and Natural Resources. Each of these industries has several high priority occupations for our area. Health Science has a need for registered nurses, licensed practical nurses, medical assistants, nursing assistants and medical secretaries. Manufacturing in our area will experience a projected growth in industrial engineers, industrial mechanics, and production supervisors. Agriculture will need equipment operators, equipment mechanics, and related fields like welders and accountants. These pathways coincide with CTE and career pathway programming being developed and implemented in the three county school districts.

Program Goals:

1. Educators will be required to document participation in an orientation program, exposing them to Career Education and Work standards, work-based learning, team building activities, and initial surveys.
2. Educators will complete 1 to 3 full day Educator in the Workplace Days with industry throughout the 2018-2019 school year. At the end of each day, participants will be required to complete a reflection sheet or journal entry. This information will aid in curriculum advancements.
3. Teachers will be required to document the participation in 1 to 3 curriculum planning days post Educator in the Workplace days throughout the 2018-2019 school year. Participants will identify standards, projects, and integration methods that will be implemented to increase career readiness skills in their classroom. They will journal on the outcomes and get student feedback to share back with the team.
4. Educators will develop a better understanding of in-demand occupations, skills necessary to succeed in the current workplace and how the subjects they teach connect to the world beyond the classroom. This will be measured using pre-and post-tests before and after guest speakers and workplace experiences.
5. As part of curriculum planning, educators will be required to produce for submission 3 lesson plans incorporating CEW standards and provide documentation of a classroom speaker representing an HPO career or take a class of students to a local business.
6. This project will impact over 25 educators, ensuring 75 new career-ready lessons, with over 500 students gaining direct exposure to CEW standards within the year. They will have an opportunity to hear from a guest speaker or be offered an on-site visit with a local business. These students will have a better foundation for career planning and will have artifacts to add to their career portfolios as per Future Ready PA Index

Learning Outcomes:

Educator in the Workplace benefits staff at all levels which, in turn, better serves our students. The more educators are aware of business and industry needs, the more we can match students to a career plan that incorporates awareness, exploration, and planning.

This experience connects back to teachers because they are on the front-line of coordinating career readiness skills in students. They will be drawing the parallels between classroom activities and workplace activities. This instruction is strengthened by the knowledge gained on these visits, real-life examples, and the partnerships they form to create work-based learning opportunities for students.

School counselors are key players in helping students develop viable career plans. When counselors are armed with employment trends, local industry needs, and the gamut of training options, they have a better chance of helping a student develop realistic and achievable plans. Administrators need to be aware of the industry needs because they are pivotal in shifting the focus from only "4 year colleges for everyone" to post-secondary training that leads to family-sustaining wages. Administrators are necessary in that they drive content and curriculum planning as well as educate the parents and community about how we are best preparing students for the world of work.

This program aligns to the PDE Career Education and Work Standards in several ways. The first is a direct connection in that teachers will be aligning their lessons and curriculum to the CEW standards. The standards emphasize how school and personal habits translate to the workplace. Our teachers can readily connect classroom behaviors and social emotional curriculums to employability skills. The standards indicate that students should be gaining knowledge in all types of post-secondary training. Educators will become familiar with the variety of options through the Educator in the Workplace Days and with the speakers from career community resources. Teachers will be able to articulate on-the-job training, apprenticeships, and vocational training options where appropriate. Finally, when viewed as "I Statements" it is clear that educators need relationships with business and industry to facilitate career readiness. Educators and students will form mentoring connections to help maintain the focus on educating for careers. Occupational needs often shift and these relationships will provide guidance during these changes. Students will need to conduct interviews, hear career stories, do job shadows, and connect to internships. Educator in the Workplace facilitates these relationships to better support our students using the CEW Standards.

Schedule of Activities:

September, 2018 Orientation Day 7 hours

At orientation, teachers will become familiar with a variety of resources to assist them in curriculum adjustments and supplements. These include but are not limited to the CEW standards, Kevin Fleming's videos and books, Mike Rowe's resources, work done in a neighboring county with similar demographics, and the PA CEW lessons. Program expectations, the schedule of events, and outcomes will be covered. Team building activities are included to facilitate ease of conversation and constructive criticism in future discussions.

generated from food manufacturing facilities to generate electricity. This project was over \$1.8 million. The excess electricity is sold to the grid. Educators will discover this high-end technology in a small, rural setting and learn about the array of skills needed to work on a project like this. This facility is located in Southern Tioga School District.

March 2019 Curriculum Advancement Session: Remley Farm 7 hours

Shortly after the visit to Drew Remley Farm, the team of educators will reconvene at Mansfield University. The morning will host a speaker from Job Corps or an Apprenticeship to learn about the training they offer. The remainder of the day will be co-facilitated by a Mansfield University geosciences professor, the curriculum coordinator from Southern Tioga School District, and an IU representative. Again, a review of curriculum to incorporate CEW standards and the development of new lesson plans and activities will take place. A follow-up meeting in the next school-year will be scheduled to monitor implementation.

Applicant/Team Capabilities (20 points)

Lead Agency:

This project is a collaborative effort between the Northern Tier Regional Planning and Development Commission (LWDB) and the 3 school districts of Tioga County, Northern Tioga, Southern Tioga, and Wellsboro Area School District.

Program Facilitator:

This project will be co-facilitated by Patricia Chappell, Career Coach with Northern Tier Regional Planning and Development Commission (LWDB) and Amanda Capone, School Counselor with Southern Tioga School District.

Patricia Chappell (Pat) has been a Career Coach with Northern Tier Regional Planning and Development Commission for the last three years. She has worked in several school districts providing assistance to students in making informed future career decisions. Some of the support services she provides include individual career planning, outreach services to employers and local training opportunities, and classroom lessons on career readiness and financial literacy.

Prior to working with NTRPDC, Pat was an adjunct instructor/teaching assistant with Corning Community College as well as the coordinator for several projects: the Chemung County Department of Social Services Contract, the Workforce Development Outreach Coordinator, and for the Phoenix Project. As the project manager, she was responsible for coordinating specific training programs to assist workers in maintaining and improving job skills, providing fiscal management, and analyzing socioeconomic information and outcomes of interventions. She holds a Masters in Business Management from Antioch University, OH.

Amanda Capone has been a school counselor for 18 years and is currently employed as a K-12 school counselor in the Liberty schools of Southern Tioga School District. She has been involved in the coordination of post-secondary planning with students, career and college fairs, career readiness lessons, parent workshops, and outreach to local businesses. She holds a Masters in School Counseling from the University of Scranton, PA.

Mrs. Chappell and Ms. Capone have been collaborating on a variety of projects over the last 3 years including a college fair, several career fairs, career classroom lessons, and career pathways programming through a Career Readiness Mini-Grant. Pat has been integral in making industry connections that have supported, supplemented, and even changed how the school districts approach education. Mrs. Chappell is also a Career Coach in Wellsboro School District

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Fiscal Agent:

The Fiscal Agent for this project will be the Northern Tier Regional Planning and Development Commission. Jody McCarty is the Workforce Program Manager we will be utilizing.

Local Support:

Northern Tier Regional Planning and Development Commission will act as the fiscal agent for this project. They will receive, manage, and disburse grant funds. They will provide Patricia Chappell as a Career Coach and direct partner for this grant to assist with community contacts and organization of educator days in industry.

Northern Tioga School District, Southern Tioga School District, and Wellsboro Area School District will develop the guidelines and applications for educators interested in participating in the program. They will be responsible for advertising this professional development opportunity, accommodating the days out of the building, and facilitating partnerships with business and industry. They will also be responsible for ensuring the knowledge gained is infused into the curriculum and benefits the students.

BLaST IU 17 Brooke Beiter - Ms. Beiter is currently offering a Future Ready Series which is enhancing the career education components in our classroom. She has already presented on Future Ready PA Index, the CEW standards and Kevin Fleming's work in Southern Tioga School District. She will be an excellent resource and facilitator on curriculum integration days. Tioga County Human Services will provide team-building exercises and activities on the ropes course to build a cohesive group of educators as they embark on an intensive series of educator days and curriculum enhancements.

Mansfield University will be providing meeting facilities free of charge. Their professors are volunteering to attend an Educator in the Workplace day with the team and co-facilitate the curriculum sessions.

Business/Industry Partners:

The first pathway addressed in this project is Health Science and we will be partnering with Soldiers and Sailors Memorial Hospital for the Educator in the Workplace Day. This contact relates to this program because they employ several high priority occupations for our area in nursing. The hospital will provide an overview and tour of the facility and an explanation of their

business partnerships (food services, training, and maintenance). A variety of guest speakers will be brought in to share their career story and highlight the skills necessary to be successful in their occupation. There will also be time to talk to trainers to learn about their Certified Nursing Assistant Program, the EMR/EMT program, Certified CPR Instructor training, and other training options.

The second pathway is in Manufacturing and we will partner with MedPlast for this Educator in the Workplace Day. This contact relates to this program because industrial engineers and industrial mechanics are high priority occupations for our region. Educators will be oriented to the business and what is produced here. They will tour their facility and see the important role technology plays in production. Representatives from different aspects of the business will be available to discuss skills, training, and career advancement in their company.

The last pathway will be Agriculture, Food, and Natural Resources and we will partner with the Drew Remley Farm for the Educator in the Workplace Day. This contact is relevant to this project because agricultural equipment operators are listed as a high priority occupations as well as several careers related to agriculture. Additionally, this contact will introduce educators to STEM technology in an unexpected place, shaking off antiquated perceptions of farming. Teachers will discover the vast array of skills and training needed in this career field.

Potential Impact and Sustainability (20 points)

Participating Educators:

This program will be made available to several educators per school district. They will have the opportunity to attend all 3 Educator in the Workplace Days or ones closest to their content area. Informational flyers outlining the program sequence will be included with the "Welcome Back" letters in early August explaining the program. A duplicate letter will be sent to email addresses. Educators will be asked to complete a 2 question application asking why they are interested in participating in the program and how they envision it helping their students. The applicants will be reviewed and chosen by each district's curriculum coordinator and superintendent.

Professional Development Credit:

Act 48 credits will be given for each educator in the workplace day as well as curriculum planning days.

Sustainability:

Each school district is committed to connecting education to careers. All three school districts host career fairs and bring in guest speakers. Two work with the NTRPDC Career Coach and all three have at least one approved CTE program and are investigating career pathways. Northern and Southern Tioga were recipients of a Career Readiness Mini-Grant and Southern has used it to partially support 2 Educator in the Workplace days. The funds from this grant could greatly expand this program into a purposeful and directed integration of career readiness skills into the curriculum of all 3 districts.

Beyond the grant period, the districts and industries will be more familiar with the expectations from each other. The districts can work with industry to schedule Educator Days during inservices/professional development days which will not require a sub or incur an additional

expense for the school district. Time will be set aside during the next professional development day for these teachers to do curriculum planning with the experienced professionals from this initial project. The relationships forged with industry from this project will lead to guest speakers in the classroom and mentoring, both incredibly valuable experiences with no cost for sustainability. The stronger these relationships become the more business will realize the benefits in well-prepared employees. Their involvement will likely grow and could provide additional support to the program.

Program Evaluation Process:

The initial orientation for teachers accepted into the program will include team-building exercises to help facilitate open and honest communication about curriculum ideas and implementation later. Educators will complete pre-tests about their perceptions of the industries we plan to visit, including their knowledge of the careers in those industries and the training required for those occupations.

All participants, including program partners and business points of contacts, will complete a final evaluation as to the relevancy, things learned, benefits, and suggestions for improvement. Additionally, educators will provide proof of 3 class lessons incorporating CEW standards with a personal reflection on the effectiveness of their implementation. They will provide proof of a guest speaker related to an HPO or a site visit for students seen by the incorporation of these activities into the students' career portfolios.