Agenda

• Educational Programming Background and Context:
  – Pathways to Graduation from T.C. Williams High School
  – Educational Design Team
• Industry Advisory Boards (IAB) Scope of Work
• Work Based Learning (WBL) Process and Administration
• Questions and Answers
• Next Steps
Essential Questions

1. What is the teaching and learning environment at T.C. Williams High School?
2. What are the Paths to Graduation at T.C. Williams High School?
3. What are the expectations for the Industry Advisory Boards and its members?
4. What are the types of Work-Based Learning opportunities available to our students?
5. What are the Industry Advisory Boards next steps?
Federal Priorities

Next Generation High Schools*:

<table>
<thead>
<tr>
<th><strong>Promote</strong></th>
<th>active, hands-on learning aligned with career readiness, personalized learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tailor</strong></td>
<td>academic content to student interest and needs</td>
</tr>
<tr>
<td><strong>Offer</strong></td>
<td>higher quality career and college exploration</td>
</tr>
<tr>
<td><strong>Provide</strong></td>
<td>multiple opportunities to take college courses in high school</td>
</tr>
<tr>
<td><strong>Use</strong></td>
<td>project-based learning, all moving toward career readiness</td>
</tr>
</tbody>
</table>

What do students get?

- More opportunities, better student achievement – focus on disadvantaged students, more rigor, more choice, exposure to college-level course work

*Next Generation High Schools*, USDOE, 2016
Profile of a Virginia Graduate

VIRGINIA’S 5 C’S

PREPARING FUTURE-READY GRADUATES

© Virginia Department of Education

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Educational Programming Framework

This represents the Virginia Department of Education (VDOE) and ACPS graduation requirements, 17 Career and Technical Education (CTE) career clusters, and includes program options for Advanced Placement (AP) and Dual Enrollment (DE), Specialized Instruction (SPED), English Learners (EL), and General Education (GE).

STEM
- Science, Technology, Engineering, and Mathematics
- Architecture and Construction
- Transportation, Distribution and Logistics
- Health Science
- Information Technology
- Manufacturing
- Energy (August 2020)

Business and Government
- Business Management and Administration
- Finance
- Government and Public Administration
- Hospitality and Tourism
- Marketing
- Agriculture, Food, and Natural Resources (TBD)

Education and Human Services
- Education and Training
- Human Services
- Law, Public Safety, Corrections, and Security

The Arts
- Arts, Audio Visual (AV) Technology, and Communication
Program of Studies

2020-21
PROGRAM OF STUDIES

INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)
- 1:1 student advisement with School Counselor
- Identification of student strengths and interests
- Use of Naviance: Online College and Career Success Planning Program
- Course selection leading to graduation and post-graduation opportunities

UPDATE ON MEETING GRADUATION REQUIREMENTS
- Check of credits earned and courses needed
- Honors, Advanced Placement (AP), Career Technical Education (CTE), Dual Enrollment (DE)
- SOL tests passed or verified credits earned
- Grade point average, attendance, extracurricular activities

EXPLORATION OF POST-GRADUATION OPTIONS
- 2- or 4-year college
- Technical/training program
- Military service
- Workforce/employment
- Gap year
- Volunteer opportunities

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# Paths to Graduation

In Virginia, the Life Ready Individual Will During His or Her K-12 Experience:

**Achieve and apply appropriate academic and technical knowledge**

**CONTENT KNOWLEDGE**

**Attain and demonstrate productive workplace skills, qualities, and behaviors**

**WORKPLACE SKILLS**

**Community and Civic Responsibility**

**CAREER PLANNING**

**Align knowledge, skills, and personal interests with career opportunities**

## Standard Diploma (Class of 2022)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standard Units of Credit Required</th>
<th>Verified Credits Required</th>
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<tbody>
<tr>
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<td>Science</td>
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<td>1</td>
</tr>
<tr>
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<td>1</td>
</tr>
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<td>2</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22</strong></td>
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**NOTE:** For Standard Diploma, ACPS requires 4 History/Social Science and 3 elective credits

## Advanced Studies Diploma (Class of 2022)

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<tr>
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</tr>
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<td>4</td>
<td>1</td>
</tr>
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<tr>
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<td></td>
</tr>
<tr>
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<td></td>
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www.acps.k12.va.us
Alternative Paths to Graduation, Extracurricular Activities and Clubs

**Alternative Paths to Graduation**

- Different format for learning
- Specially designed locations, spaces, and schedules
- Flexibility
- Specially trained staff
- Leads to career and other postsecondary options

**Extracurricular Activities and Clubs**

- Understanding Virginia High School Sports League (VHSL) rules and regulations
- Staff sponsorship is critical for clubs
- Offered 74 clubs in 2018-2019 school year
- Plan forthcoming for better advertisement of opportunities
The High School Project

On **September 26, 2019**, the Alexandria City School Board voted to expand T.C. Williams High School into a **Connected High School Network** and build a new building at the Minnie Howard campus.

- **Rethink** the way ACPS delivers high school education and, at the same time, solve space issues that come with a growing student body.

- **Utilize** partnerships with industry and Higher Education to provide new and enriching student experience.
### EDT Members Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Technical Education (CTE)</td>
<td>Secondary Instruction</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>Special Education</td>
</tr>
<tr>
<td>Middle and High School Teachers and Counselors</td>
<td>Student Representatives</td>
</tr>
<tr>
<td>School Based Administrators</td>
<td>Student Services</td>
</tr>
</tbody>
</table>

### EDT Member Roles and Expectations

<table>
<thead>
<tr>
<th>Role and Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form ad hoc Working Groups from their respective areas</td>
</tr>
<tr>
<td>Share information and receive feedback from respective ad hoc Working Groups</td>
</tr>
<tr>
<td>Meet with and consider Industry Advisory Boards’ (IABs) recommendations to establish programming</td>
</tr>
<tr>
<td>Review and evaluate existing programming – adjust, expand, continue, add</td>
</tr>
<tr>
<td>Develop Programming Implementation Plan</td>
</tr>
<tr>
<td>Assist project team in defining space requirements for Programming Implementation Plan</td>
</tr>
</tbody>
</table>
Industry Advisory Boards (IABs)

STEM
David Baker
Assistant Director
Government Community Affairs
Virginia Tech

Megan Wallace
Industry Partnerships
Virginia Tech

Business and Government
Jennifer Ferrara
Vice President
Business and Professional Banking, M&T Bank

Thomas James
Portfolio Integration Officer
Portfolio & Real Estate Div.
U.S. General Services Administration

Education and Human Services
Kate Garvey
Director
Department of Community and Human Services
City of Alexandria

The Arts
Mario Rossero
Executive Director
National Art Education Association
EDT – IABs Relationship

Educational Design Team

Lawrence Hsin
Michael Humphreys
Andrew Watson
Tanja Mayer-Harding

EDT Designees will serve as the liaisons between EDT and IABs

STEM IAB
Education & Human Services IAB
The Arts IAB
Business and Government IAB

www.acps.k12.va.us
Success Story Videos

• Terrell Brown, CTE Career Success Star, Arts, AV
• Charity Tyree-Hale, Education & Training
• Alex Barrett, CTE Career Success Star, Entrepreneur
• Tyee Mallory, CTE Career Success Star, Government
# IAB Scope of Work

## Goal
To provide ACPS with an external partnership that advocates and supports students by generating resources, capability, funding, and direct supports currently not available to the school division.

## Objectives
1. **Increase** IAB membership to include representatives from all career clusters.
2. **Identify** scholarship opportunities for students.
3. **Continue** to **review** course offerings and **provide** direction and advice.
4. **Develop** an understanding of the required data.
5. **Expand** outreach or work-based learning opportunities.
6. **Collaborate** with EDT and Advisory Boards.
7. **Identify** funding strategies.
8. **Develop** and approve a work plan for SY 2020-2021.
Workplace Readiness Skills (WRS)

A set of personal qualities, people skills, and professional abilities identified by Virginia employers and educators as essential for employee success in the workplace.

- **22 NEW** skills this year
  - Personal Qualities and Abilities
  - Interpersonal Skills
  - Professional Competencies
  - Aligns with Profile of a Graduate
How Does ACPS Teach Workplace Skills?

- Career Investigations (CTE) Curriculum is a requirement across the Commonwealth
  - CTE is being used as the foundation to develop strategies for the requirement
- Workplace Readiness Skills
- Work-Based Learning Experiences
- Experience Works!! A Convening of Business Leaders and Educators Conference
### Labor Market Data

**Washington-Arlington-Alexandria, DC-VA-MD-WV**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Current</th>
<th>1-Year Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Empl</td>
<td>Avg Ann Wages ₹</td>
</tr>
<tr>
<td>Office and Administrative Support Occupations</td>
<td>437,832</td>
<td>45,600</td>
</tr>
<tr>
<td>Business and Financial Operations Occupations</td>
<td>314,811</td>
<td>94,100</td>
</tr>
<tr>
<td>Sales and Related Occupations</td>
<td>282,506</td>
<td>45,700</td>
</tr>
<tr>
<td>Food Preparation and Serving Related Occupations</td>
<td>268,914</td>
<td>29,100</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>260,242</td>
<td>148,800</td>
</tr>
<tr>
<td>Computer and Mathematical Occupations</td>
<td>211,110</td>
<td>106,500</td>
</tr>
<tr>
<td>Education, Training, and Library Occupations</td>
<td>204,280</td>
<td>65,500</td>
</tr>
<tr>
<td>Healthcare Practitioners and Technical Occupations</td>
<td>164,690</td>
<td>93,200</td>
</tr>
<tr>
<td>Transportation and Material Moving Occupations</td>
<td>160,406</td>
<td>43,500</td>
</tr>
<tr>
<td>Construction and Extraction Occupations</td>
<td>140,054</td>
<td>51,600</td>
</tr>
<tr>
<td>Personal Care and Service Occupations</td>
<td>134,018</td>
<td>31,400</td>
</tr>
</tbody>
</table>

#### Annual Growth
- 0.8%
- 1% or higher

<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
<th>Avg Ann Wages ₹</th>
<th>Total Demand</th>
<th>Ann % Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building and Grounds Cleaning and Maintenance Occupations</td>
<td>131,055</td>
<td>32,000</td>
<td>17,383</td>
<td>0.6%</td>
</tr>
<tr>
<td>Installation, Maintenance, and Repair Occupations</td>
<td>113,987</td>
<td>56,500</td>
<td>11,308</td>
<td>0.4%</td>
</tr>
<tr>
<td>Protective Service Occupations</td>
<td>90,128</td>
<td>60,300</td>
<td>10,026</td>
<td>0.2%</td>
</tr>
<tr>
<td>Arts, Design, Entertainment, Sports, and Media Occupations</td>
<td>86,970</td>
<td>80,300</td>
<td>8,699</td>
<td>0.4%</td>
</tr>
<tr>
<td>Architecture and Engineering Occupations</td>
<td>73,050</td>
<td>102,800</td>
<td>5,563</td>
<td>0.5%</td>
</tr>
<tr>
<td>Healthcare Support Occupations</td>
<td>72,412</td>
<td>35,500</td>
<td>9,858</td>
<td>1.8%</td>
</tr>
<tr>
<td>Legal Occupations</td>
<td>70,469</td>
<td>147,800</td>
<td>4,416</td>
<td>0.5%</td>
</tr>
<tr>
<td>Production Occupations</td>
<td>68,333</td>
<td>42,500</td>
<td>7,485</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Life, Physical, and Social Science Occupations</td>
<td>61,018</td>
<td>101,300</td>
<td>5,725</td>
<td>0.5%</td>
</tr>
<tr>
<td>Community and Social Service Occupations</td>
<td>53,214</td>
<td>59,600</td>
<td>6,618</td>
<td>1.2%</td>
</tr>
<tr>
<td>Farming, Fishing, and Forestry Occupations</td>
<td>4,853</td>
<td>40,500</td>
<td>708</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total - All Occupations</strong></td>
<td>3,404,352</td>
<td>68,500</td>
<td>382,834</td>
<td>0.6%</td>
</tr>
</tbody>
</table>
### ACPS Work-Based Learning (WBL) for 2018-19

<table>
<thead>
<tr>
<th>Category</th>
<th>2018-2019 Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Shadowing</td>
<td>200</td>
</tr>
<tr>
<td>Service Learning</td>
<td>891</td>
</tr>
<tr>
<td>Mentorship</td>
<td>82</td>
</tr>
<tr>
<td>Externship - <strong>NEW</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>School-Based Enterprise - <strong>NEW</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Internship</td>
<td>421</td>
</tr>
<tr>
<td>Entrepreneurship - <strong>NEW</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Clinical Experience</td>
<td>66</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>9</td>
</tr>
<tr>
<td>Youth Registered Apprenticeship</td>
<td>0</td>
</tr>
<tr>
<td>Registered Apprenticeship</td>
<td>0</td>
</tr>
</tbody>
</table>
Next Steps

Discussions

Questions about the Action Plan

Thinking ahead to your first meeting
Thank You

IAB PROGRAM MANAGER
Dr. Tricia S. Jacobs
Coordinator, Career and Technical Education
tricia.jacobs@acps.k12.va.us
(703) 619-8020

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Dawud Abdur-Rahman
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Madeeha Jauhar
madeeha.jauhar@acps.k12.va.us
The High School Project

Read Ahead Package
Industry Advisory Boards Orientation

ACPS
Alexandria City Public Schools

EVERY STUDENT SUCCEEDS
Educational Programming Framework

This represents the Virginia Department of Education (VDOE) and ACPS graduation requirements, 17 Career and Technical Education (CTE) career clusters, and includes program options for Advanced Placement (AP) and Dual Enrollment (DE), Specialized Instruction (SPED), English Learners (EL), and General Education (GE).

**STEM**
- Science, Technology, Engineering, and Mathematics
- Architecture and Construction
- Transportation, Distribution and Logistics
- Health Science
- Information Technology
- Manufacturing
- Energy (August 2020)

**Business and Government**
- Business Management and Administration
- Finance
- Government and Public Administration
- Hospitality and Tourism
- Marketing
- Agriculture, Food, and Natural Resources (TBD)

**Education and Human Services**
- Education and Training
- Human Services
- Law, Public Safety, Corrections, and Security

**The Arts**
- Arts, Audio Visual (AV) Technology, and Communication
17 Career and Technical Education (CTE) Career Clusters

1. Agriculture Food & Natural Resources
2. Architecture & Construction
3. Arts/AV Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Energy [NEW]
7. Finance
8. Government & Public Administration
9. Health Science
10. Hospitality & Tourism
11. Human Services
12. Information Technology
13. Law, Public Safety, Corrections, & Security
14. Manufacturing
15. Marketing
17. Transportation, Distribution & Logistics
What are Career Clusters?

Career Clusters are groupings of occupations and industries that are used for:

• Organizing curriculum design, and
• Career counseling and guidance.
What Do Career Clusters Do?

• Organize academic and technical knowledge and skills into a coherent sequence
• Identify pathways from secondary to postsecondary education
• Provide a framework for seamless education
• Provide instructional support for rigorous academic teaching and learning
What Do Career Clusters Do? (Continued)

• Provide alignment of academic and technical skills with workplace readiness skills
• Provide opportunities to involve parents, business and industry, and the school community
• Provide the development of effective plans of study that are based on career assessments
### Paths to Graduation

In Virginia, the Life Ready Individual Will During His or Her K-12 Experience:

- Achieve and apply appropriate academic and technical knowledge
- Attain and demonstrate productive workplace skills, qualities, and behaviors
- Align knowledge, skills, and personal interests with career opportunities
- Build connections and value for interactions with diverse communities

---

### Standard Diploma (Class of 2022)

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<td>Science</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>World Language, Fine Arts or Career &amp;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
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</tr>
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Industry Advisory Boards (IABs)

**STEM**
- David Baker
  - Assistant Director
  - Government Community Affairs
  - Virginia Tech

- Megan Wallace
  - Industry Partnerships
  - Virginia Tech

**Business and Government**
- Jennifer Ferrara
  - Vice President
  - Business and Professional Banking, M&T Bank

- Thomas James
  - Portfolio Integration Officer
  - Portfolio & Real Estate Div.
  - U.S. General Services Administration

**Education and Human Services**
- Kate Garvey
  - Director
  - Department of Community and Human Services
  - City of Alexandria

**The Arts**
- Mario Rossero
  - Executive Director
  - National Art Education Association
Scope of Work - Industry Advisory Boards (IABs)

**Goal:** To provide ACPS with an external partnership that advocates and supports students by generating resources, capability, funding, and direct supports currently not available to the school division.

**Objectives:**

1. Increase IAB membership to include representatives from each cluster.
2. Identify scholarship opportunities for students.
3. Continue to review course offerings and provide direction and advice.
4. Develop an understanding of the required data.
5. Expand outreach for work-based learning opportunities.
6. Collaborate with EDT and Advisory Boards.
7. Identify funding strategies.
Workplace Readiness Skills (WRS)

A set of personal qualities, people skills, and professional abilities identified by Virginia employers and educators as essential for employee success in the workplace.

- 22 **NEW** skills this year
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  - Interpersonal Skills
  - Professional Competencies
  - Aligns with Profile of a Graduate
How Does ACPS Teach Workplace Skills?

- Career Investigations (CTE) Curriculum is a requirement across the Commonwealth
- CTE is the being used as the foundation to develop strategy to meet the requirement
  - Workplace Readiness Skills
  - Work-Based Learning Experiences
  - Experience Works!! A Convening of Business Leaders and Educators Conference
Work-Based Learning (WBL) Methods of Instruction

- WBL is a school-coordinated, coherent sequence of workplace experiences that are related to students’ career goals and/or interests, are integrated with instruction, and are performed in partnership with local businesses, industries, or other organizations in the community.

- WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment.
# Work-Based Learning Opportunities

Work-based learning (WBL) is comprised of experiences related to students’ career interests, based on instructional preparation, and undertaken in partnership with local businesses or organizations. WBL enables students to apply classroom instruction in a real-world work environment. There are 11 WBL methods of instruction practiced in Virginia.

WBL promotes the following:
- **Career Awareness**—exposes students to careers and increases awareness of interests and talents (e.g., guest speakers, career fairs, informational interviews)
- **Career Exploration**—encourages students to develop career interests and to make informed decisions on secondary and postsecondary education and training
- **Career Preparation**—deepens student knowledge with experiences that develop skills for success toward future employment and postsecondary education and training

## WBL Experience

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Shadowing</strong></td>
<td>Job shadowing places students in workplaces to interact with and observe employees. This helps students learn more about careers and workplaces as well as the education and training required for a career. Students may participate in several job-shadowing opportunities to compare careers of interest.</td>
</tr>
<tr>
<td><strong>Service Learning</strong></td>
<td>Service learning goes beyond community service. Students learn and apply academic, social, and personal skills to improve the community and develop a lifelong ethic of service.</td>
</tr>
<tr>
<td><strong>Mentorship</strong></td>
<td>Students are paired with professionals with first-hand experience and proven track records. Mentors are encouraged to provide hands-on experience, challenging opportunities, and a broad view of their industry.</td>
</tr>
<tr>
<td><strong>Externship</strong></td>
<td>Externs are paired with professionals to explore careers and the workplace and to learn about the education and training required to succeed. An extended job-shadowing experience, the externship does not include work delegated to students.</td>
</tr>
<tr>
<td><strong>School-Based Enterprise</strong></td>
<td>This experience is an ongoing, student-managed, entrepreneurial operation within the school setting. School-based enterprises replicate the workplace to provide career insights and relevant experiences for students.</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td>Internships place students in workplaces to develop career-related knowledge and skills. Students participating in internships are guided by a training plan that defines academic and workplace skills to be mastered.</td>
</tr>
<tr>
<td><strong>Entrepreneurship</strong></td>
<td>Student entrepreneurs plan, implement, operate, and assume financial risks in businesses that produce goods or deliver services. In an entrepreneurship, students develop the skills necessary to become established in their own business or to gain employment.</td>
</tr>
<tr>
<td><strong>Clinical Experience</strong></td>
<td>This experience provides health and medical science students clinical practice essential to apply classroom learning. Students are placed in a variety of healthcare settings and observe patients at different stages to better understand the scope of the healthcare profession.</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>This experience connects a rigorous and relevant curriculum with paid workplace experience. Students participating in cooperative education are guided by a training plan that defines academic and workplace skills to be mastered.</td>
</tr>
<tr>
<td><strong>Youth Registered Apprenticeship</strong></td>
<td>Integrating related technical instruction (RTI) and on-the-job (OTJ) training, youth registered apprenticeships help students gain employability and occupational skills. Instructors include qualified teachers and journeymen experts.</td>
</tr>
<tr>
<td><strong>Registered Apprenticeship</strong></td>
<td>With registered apprenticeships, employers can develop high-quality career pathways to prepare their future workforce. Individuals obtain paid OTJ training and work experience, RTI, mentorship, and a portable, nationally-recognized credential.</td>
</tr>
</tbody>
</table>
Job Shadowing

- Places students in workplaces to interact and observe employees.
- Helps students learn more about career and workplaces as well as education and training required for a career.
- May enhance the class grade with participation in the experience.

Service Learning

- Goes beyond community service. Identifies an interest and community need.
- Applies academic, social, and personal skills to improve the community.
- Develops a lifelong ethic of service.
- May enhance the class grade with participation in the experience.
Mentorship
- Pairs student with professionals with first-hand experience and proven track records.
- Provides hands-on experience, challenging opportunities, and a broad view of the industry.
- May enhance the class grade with participation in the experience.

Externship (NEW)
- Pairs student with professionals to observe and get a preview of the day-to-day activities needed for a career.
- Helps students learn more about the nature of various jobs and work environments as well as education and training required to succeed.
- Is an extended job shadowing experience.
- Has a minimum duration of 40 hours and may enhance the class grade with participation.
School-Based Enterprise (NEW)

- Is an on-going, student managed, entrepreneurial operation within the school setting.
- Provides goods and services that meet the needs of the school’s target markets.
- Examples include culinary café or catering services, agriculture greenhouse plant sales, childcare programs, retail store, credit union, automotive services, and carpentry services.

Internship

- Places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career filed related to the student interests, abilities, and goals.
- May be paid or unpaid.
- Is guided by a formal, written training plan that defines specific academic and workplace skills to be mastered.
- Receives a standard unit of credit for a minimum of 280 hours per year.
Entrepreneurship (NEW)

- Student plans, implements, operates, and assumes financial risks in a business that produces good or delivers services.

- Student owns the business assets and keeps financial records to determine return on investments. May be paid or unpaid.

- Provides students the opportunity to develop the skills necessary to become established in their own business or to gain employment.

- Business must comply with all the local, state, and federal regulations, including acquiring all necessary licenses and permits.
Clinical Experience

- A non-paid experience for health and medical students
- Integrates knowledge acquired in the classroom with clinical experience.
- Is based on observation and treatment of patients at different stages of medical practice.
- Provides an opportunity to integrate knowledge acquired in the classroom with clinical practice.
- Affords practice of fundamental skills, behaviors, and attitudes needed for professional competence in the health field.

Cooperative Education

- Connects classroom instruction with paid employment
- Is directly related to the student’s interests, abilities, and goals.
- Combines a rigorous and relevant curriculum with an occupational specialty.
- Receives a standard unit of credit for a minimum of 280 hours per year.
Youth Registered Apprenticeship (YRA)

- Integrates school-based and work-based learning to help students gain employability and occupational skills.
- CTE programs provide related technical education based on state-approved essential competencies.
- The participating employment sponsor provides the worksite supervision of a skilled mentor to meet on-the-job training requirements.

Registered Apprenticeship

- Offers worksite training form a skilled mentor in a specified occupation.
- Students can obtain paid work experience, occupation specific instruction and portable, and a nationally recognized credential.
- Combines on-the-job training with related technical instruction.
- Based on national industry standards and can be customized to the needs of the employer.
- Participating employment sponsor provides high-quality career pathways to prepare the future workforce.