The Impact of Workplace Readiness Skills in Alternative Education Pathways

Virginia Beach Technical & Career Education Center

COMPASS to 2020

VBCPS Strategic Plan

Goal 1: High Academic Expectations for all
Goal 2: Multiple Pathways
Goal 3: Social-Emotional Development
Goal 4: Culture of Growth and Excellence

VBCPS Tech Center

- The Tech Center serves 11 comprehensive high schools, the Renaissance Academy, post-grad students in 2nd year programs, and some adult students who are enrolled in the Practical Nursing Program.
- Tech Center students complete either a one or two-year program of study in an area of personal interest.
- Students are prepared for quality careers through the acquisition of specific skills and credentials.
- Workplace Readiness Skills is taught explicitly and embedded within all program/course competencies.

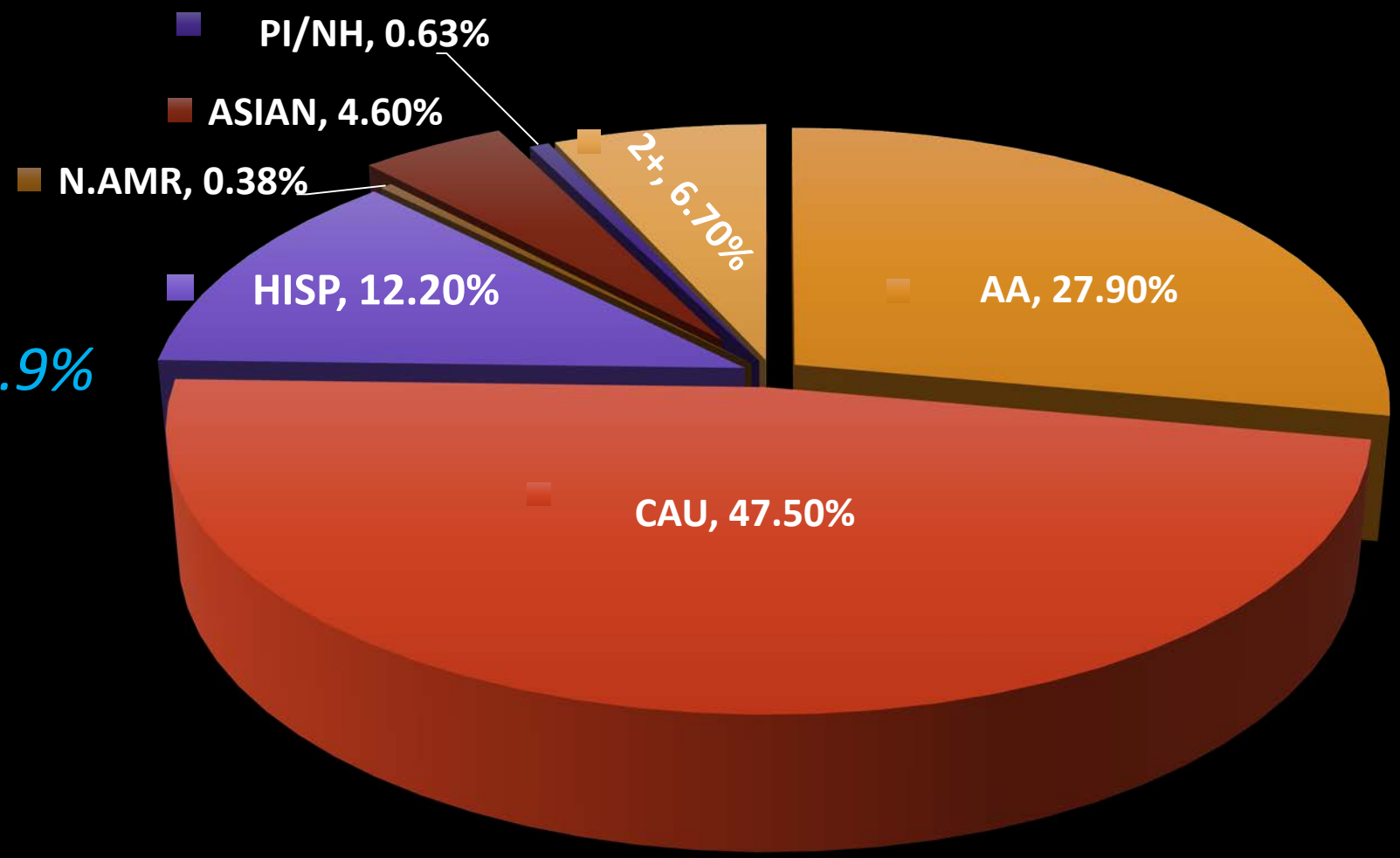
Student Demographics

GENDER

- *Male-452 /54.4%*
- *Female- 335/4.6%*

ETHNICITY

- *African American-220/27.9%*
- *Caucasian-374/47.5%*
- *Hispanic-96/12.2%*
- *Native American-3/.38%*
- *Asian- 36/4.6%*
- *2 or More- 53/6.7%*
- *Pacific Islander/Nat. Hawaiian: 5/.63%*



Implementation Process

SY 2013-14

All students sat for the WRS assessment without any curricular support or intentional program integration, growth minimal.

SY 2014-15

Pilot remediation program focusing on only remediation was initiated that resulted in minimal gains.

SY 2015-16

Workplace Readiness Skills Literacy Game Plan pilot was launched providing teachers and students with curriculum support.

In 2016-17

Full implementation of the Workplace Readiness Skills Literacy Game Plan across all Center programs

WRS PROGRAM ELEMENTS

CURRICULUM ELEMENTS

- PACING GUIDE
- UNIT LESSON
  - LEARNING PLAN
  - WEEKLY PPT
  - DAILY WARMUPS
  - WEEKLY TEST
- SHOP/LAB CONNECTIONS
  - SKILLS MODELING/PRACTICE
  - REAL WORLD CONNECTIONS
- REMEDIATION PROGRAM

FORMATIVE ASSESSMENTS

- COMPUTER DELIVERY
- CONDITIONS: REALISTIC TESTING CONDITIONS
- STANDARDS BASED (21)
- WEEKLY FORMATIVES.
- MID-PROGRAM SUMMATIVE.
- FINAL COMPREHENSIVE
- DATA DISAGGREGATION
- REMEDIATION PROGRAM

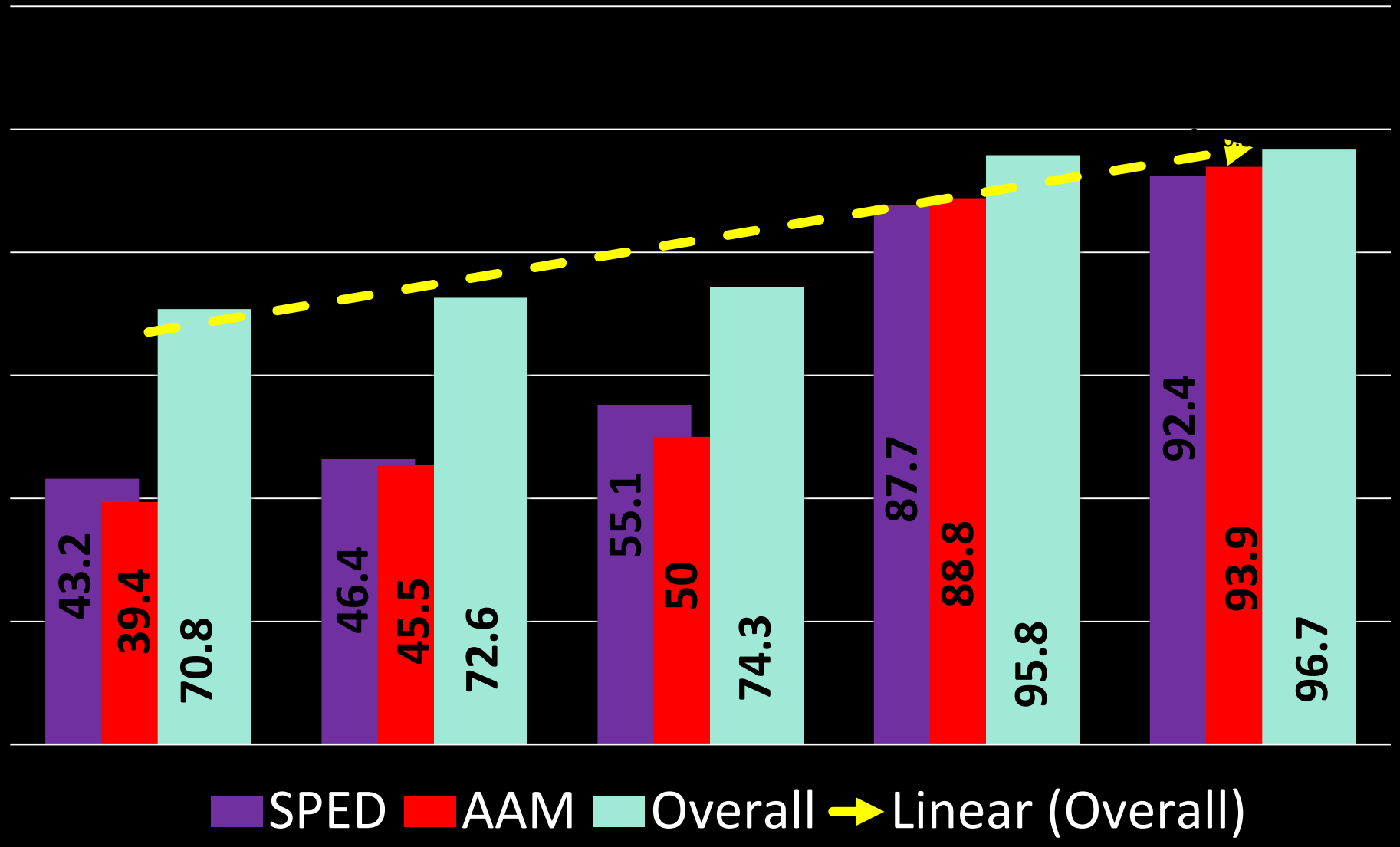
Support Strategies

- Monitor Implementation Professional Learning Communities
- Implement reading/writing activities daily/weekly
- Utilize formative data to determine attainment levels, make instructional adjustments, and provide remediation.
- Provide, use, and regularly reinforce test-taking/reading strategies.
- Collaborate with Special Education teachers and case managers (Online Support & Curriculum Access).
- Reward student success: T-Shirts
- WRS Game Show Challenge

WRS CREDENTIAL RESULTS

NOTE WORTHY

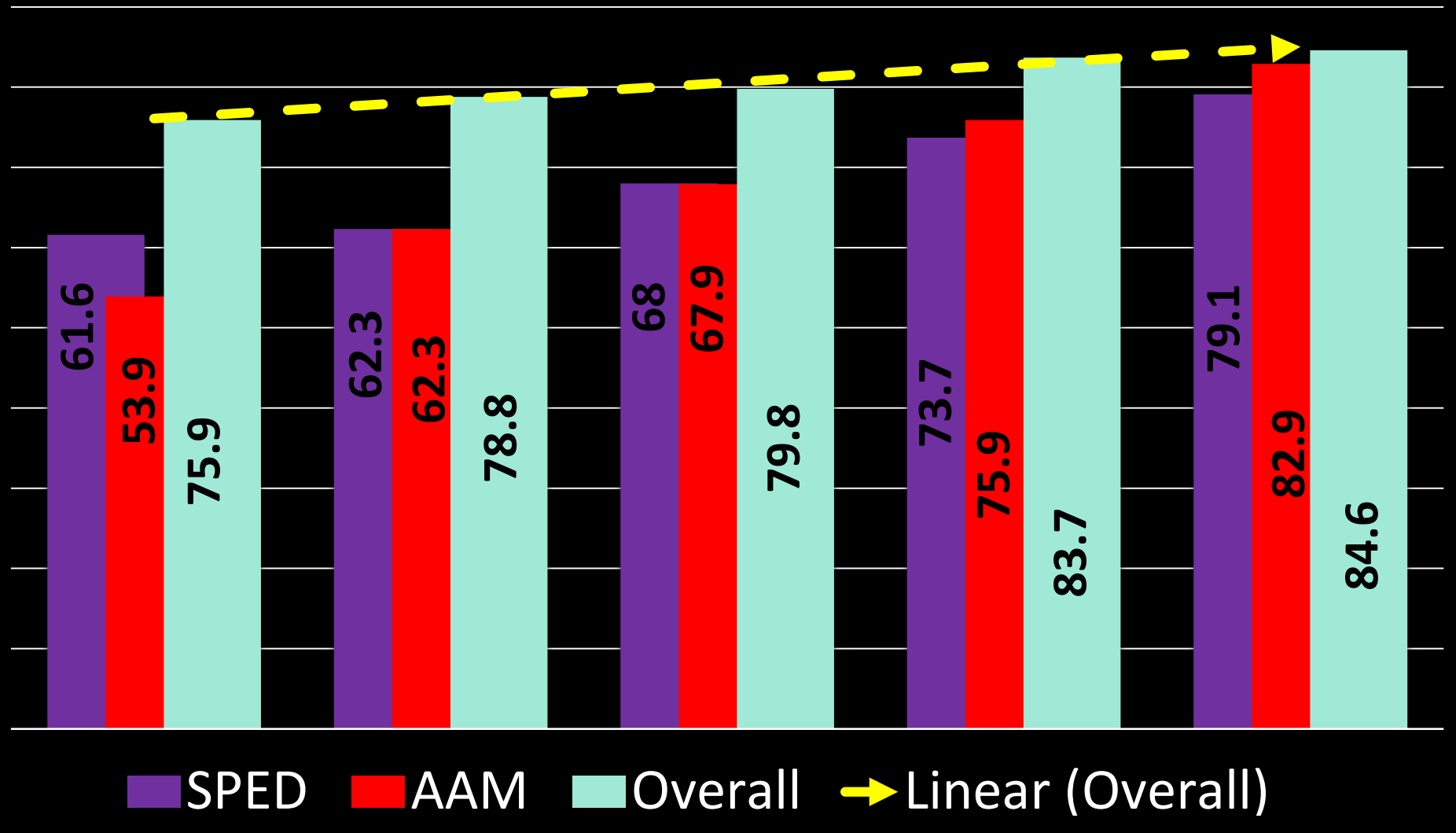
- AAM- 93.75%
- SPED 92.11%
- O/A PR 96.7



TCE CREDENTIAL RESULTS

4YRS FACTORS

- AAM +29%
- SPED +17.5%
- O/A PR + 8%



Analysis of Outcomes

CURRICULUM SUPPORT

Access to a coherent program of study, coupled with its intentional maintenance along with easy access is imperative for success.

TEACHER SUPPORT

Create professional development framework (PLCs) to drive instructional quality. Effective collaboration results in targeted support and growth of instructional quality.

ACCOUNTABILITY

Teachers are required to show individually that they're integrating WRS across their program and providing effective instruction.

CAREER AND SOFTSKILLS INTEGRATION

Data shows clearly that instructional efforts that integrate vs. isolate WRS, results in improve' TCE progress and credentials success.

Q&A

COMPASS to 2020

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