

ASA Mid-year report Notes

What grades does your program serve currently?

6th and 7th grade

How many students does your program currently serve?

Approximately 768

What was your school/school district aiming to accomplish with this grant?

To help students find the “why” behind education and to make a meaningful transition to BHS

Short description of program/initiatives currently being implemented at your school from grant receipt to December 2019.

The sub-committee has designed, facilitated, and implemented career explorations pilot lessons school-wide during half days and on early-adopter teams through Future Forward Fridays. [[Future Forward Friday Website](#)] [[21st Century Half Day Lessons](#)] Through the use of a student survey, the planning team has been able to target high-interest industries on Future Forward Fridays and for the upcoming 21st Century Learning Day scheduled for February 12, 2020. [[Interest/Skills Survey Results](#)] [[Half-Day Student Survey Results](#)] Enrichment teachers worked during the summer to develop at least one lesson plan per trimester that tied their curriculum to career explorations and also linked the learning to the high school career pathways. [[Summer Curriculum Feedback Template](#)] [[Music Career Lesson with Visitor](#)] [[Summer Curriculum Work & Feedback Folder](#)] The committee subsequently facilitated the creation of a scope and sequence of career exploration lessons in the enrichment classes and in core content areas where there are early adopters piloting the integration of career lessons in the general curriculum. [[Enrichment Career Lessons](#)] [[Atlantic Shark Conservancy Pilot](#)] Through these efforts, the sub-committee’s goal of providing every student an opportunity to explore careers has been met at this time and future work will serve to deepen their experiences and further target their interests.

Xello, the career exploration software that was purchased as a pilot for the 2019-2020 school year was rolled out during the November 20th half day. Students’ initial response was to ask if they could log-on to the software at home and at different parts of their day because they wanted to create their profile and explore the contents. We will use the reports that Xello generates along with the initial survey data that we collected but do not yet have access to the results (collected through American Student Assistance data team) to continue to refine our offerings and programming.

The sub-committee wanted to offer externships in local industries to teachers last summer or during vacation weeks this school-year. Planning group members met with the Director of MassHire in June, but, due to changes in their organization, they were unable to immediately support our efforts. Planning group members met with the Director again in November to reestablish our interest and request their support in organizing externships with local business leaders. [[Notes from meeting](#)] The planning group will take this more detailed information and develop a plan for offering teacher externships during the summer of 2020 and possibly during vacation weeks thereafter as a means of making direct connections to local partnerships and to further enhance the relevance of career related

lessons throughout the curriculum at BIS. Part of this planning will be to determine the budget for the externship program as well. Exploring other schools that have done this type of work will be helpful in framing this opportunity for educators and also understanding the criteria for the work being done during the externship and how it will relate to student learning at BIS. The group will explore school-site visits and/or information gathering that will support this work.

What other plans for implementation do you have for the second half of the year?

Continued Future Forward Fridays, enrichment exploration, Xello, development of teacher externships for the 2020-2021 school year, Pathway Ambassador visit in January on 1/2 day, Career Day on February 12th, and student creation and presentation of their Pitch (based on ASA videos).

Please provide a year 1 expense narrative related to the grant. What were you planning on spending your money on in this first year?

Based on our first year's budget, we had anticipated spending nearly \$26,500 for teacher stipends related to career explorations curriculum development. We also anticipated spending \$15,000 on professional development for teachers. The remaining \$16,335 budgeted for year one was reserved for supplies and expenses related to implementing the career work in classrooms and throughout the school.

Please explain any significant variance from the original budget.

We have not spent as much of the funds in this first year as we expected. In particular, because we have not pursued specific professional development for the teaching staff and because the online career platform (Xello) was significantly cheaper than other platforms, we are behind in spending funds. We do not anticipate this slower-than-anticipated spending to be a problem going forward. With the proposal to create an externship program for teachers and the planned Career Days, we anticipate using all funds to support this work over the course of the 3 year grant period.

If any grant dollars have not been spent for year 1, please explain when and how the rest of the funds will be used.

-We are in the planning phases of a summer externship program for teachers that will pair teachers with local community business partners to support the connection between classrooms at BIS and the community.

-Given the use of Xello, we will need technology to support the full implementation of this program. We are putting together a proposal for the purchase of Chromebooks to support the school-wide roll-out of Xello for the fall of 2020.

-We anticipate adding a .2 FTE grant-funded position to support providing an elective class focused on career explorations. This course would be in addition to the whole school implementation of career explorations in 2020-2021.

What are some of the successes that you have seen?

Students are very engaged in the lessons being presented. They are asking to work on their Xello profile when they have extra time. They are starting to make connections to skills needed in middle school and how they can be transferable skills in the workplace. We are also seeing an increased interest from teachers to pilot career conversations than at the beginning of the year.

What are some of the obstacles you have encountered in implementing this grant?

One large hurdle that we have faced is the amount of time teachers have available to collaborate during and after the school day. Additionally, we are very much learning as we go, which comes with certain challenges. Because there is no professional development provider, we have relied on reading resources, asking questions, and learning from other examples as much as possible. At times, we have felt that we aren't doing this work as well as we would like during this first year result of our process. We recognize, though, that we are on a journey and that we are learning as we go through the feedback and from the engagement we see in our students.

Please share a story or program from your school that highlights the impact of the grant

From talking with students about talents and skills and *then* bringing in possible careers, students are beginning to think about all the possibilities they might have in the future. 7th graders are also starting to ask about what courses are offered at BHS that they can take as an on ramp to their future.

What are some areas of growth or professional development that you might want us to provide?

It would be nice to have more of a background of the MyCAP process and how it ties into the middle school as well as strategies to provide a seamless transition for students to high school and beyond.

Please provide any dates and description of events/classes you would like us to come observe

January 15th

Objective: Students will learn about the 7 career pathways at BHS: Project Lead the Way (engineering and computer science), Environmental Science and Technology, Law, Society and Criminal Justice, Creative Economies, Healthcare, Culinary Arts and Hospitality, and Early Education and Care.

Activity: Students will hear from Career Ambassadors from BHS about their experiences and courses that are available to incoming students.

February 12th

Objective: Students will learn about some of the careers available to them here in their local community

Activity: Students will hear from members of the community about their careers; followed by a community forum with the presenters and Great Schools Partnership?

April 1st

7th Grade only

Objective: Students will have the opportunity to share their skills/talents, and potential career with members of the community

Activity: In a gallery walk format, students will pitch themselves (skills/talents/interests/career) to members of the school and local community.

Anything else you would like us to know?

Even though this is our 1st year implementing career exploration at the 6/7 level, we have already seen positive results. We are also working closely with the Career Readiness Counselor at Barnstable High School to make sure that what we are implementing at BIS is relevant and provides a solid on ramp to students' high school experiences.

We would like to bring all grant recipients together at the end of the school year to present on your first-year accomplishments. We would like each school to send at least one representative from their school to share with the group how your first year went. Please select all days that will work the Week of June 15th, 2020.

- June 15 - works best
- June 16 - works best
- June 17
- June 18
- June 19
- Other
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