

## **The Power of the Education/Skilled Trade Partnership**

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<https://www.martinschools.org/Domain/29>

***Key words:*** Increased graduation rates and skilled trade experiences for students

**Funding Sources:**

General/discretionary, Title 1 funds, grants, and local community partners

**Project Cost and Budget Narrative:**

Little to no cost for the school. Community partner funding source is through local and national grants.

**Project Description:** At risk youth who have been identified with mental health, trauma, substance abuse, etc. and are at risk of not graduating with their cohort group.

**Staffing Pattern:**

- Teacher -- Ensures communication is fluid between skilled trade program and school by offering ENG CITIZ SERV LRNG1 2104350 and ENG CITIZ SERV LRNG2 2104360 during the academic year. (Florida course code catalog). Teacher also facilitates the referral process to Project Lift and manages community service hours for students.
- Paraprofessional -- Assists teacher in maintaining accurate records of student participation.
- Principal and District Prevention Intervention Program Specialist - Communicating how to support increasing graduation rates district-wide by facilitating training, providing support and coaching, and modeling best practices and strategies.

**Population Served:**

NUMBER OF STUDENTS	Caucasian	African American	Hispanic	ELL	ESE	Mental Health Support
Approx 100+/- Enrolled (Served 250+ over the year)	50%	10%	40%	21%	20%	35%

**Project Origination:**

Comprehensive secondary schools provide many options for students including, but not limited to, sports, clubs, and groups of interest. The variety of activities provided for students give many opportunities for relationship building and connecting with peers, staff, and the surrounding communities. Spectrum does not offer traditional after school extracurricular activities such as sports and/or clubs, but does offer the opportunity to participate in extracurricular activities on comprehensive campuses. The school does provide after school tutoring four days per week for students who are needing additional supports beyond the traditional school day.

Spectrum is a non-traditional alternative campus serving secondary students within the district. The school population is constantly in a state of flux. During a typical year daily enrollment will average 110 students. Over the course of the year, enrollment will exceed 250 students. The majority of students enroll with a history of multiple at-risk barriers impacting behavioral and academic success.

There has been a growing need for connecting with students beyond the traditional/online classroom structure, as well as for them to forge positive relationships with the local community. Making the necessary changes on campus to address the need was reinforced after attending the NDPC conference June 2019 and the on-site professional development in August 2019.

For the past three years Spectrum has built a relationship with Project Lift (A community partnership that works with at risk students providing mental health, substance abuse, trauma, and skilled trade experience). Students participated in the after-school program. Due to COVID-19 there was an urgency to expand Project Lift's program. A school day program was formed and the partnership between school and community program strengthened.

Principal and CEO brainstormed ways to form and build relationships despite the population fluctuation looking at structures already in place:

- Working with local organizations to provide hands on experiences
- Elective offerings that provide volunteer hours while building connections with the local community: FLDOE Course Codes
  - ENG CITIZ SERV LRNG1 2104350
  - ENG CITIZ SERV LRNG2 2104360

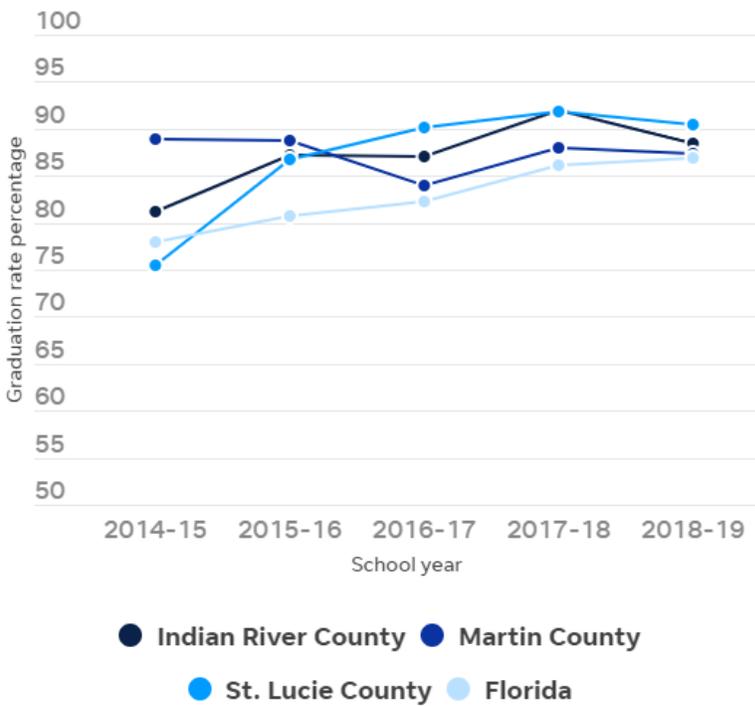
Observing the positive impact that the current after school program had with Project Lift, the Principal and CEO formulated a plan that would support a school day partnership. As the program has continued to develop the teacher facilitating the process and Project Lift staff shared that student academic engagement has increased, substance abuse decreased, students are effectively participating in mental health supports, and students are gaining trade skills in high demand areas deemed by our local community (carpentry, HVAC, screen printing, auto mechanics, etc).

**Issues Addressed:**

District graduation rate dropping. The Martin County School District in 2014-2015 was 11% higher than the state average. Reported for the 2018-2019 school year there is a .5% spread above the state average.

**Desired Outcomes and Measurable Objectives:**

To support the district with an upward trend.



<https://www.tcpalm.com/story/news/2020/01/09/graduation-rates-decline-across-treasure-coast-2018-19/4418447002/>

**Strategies and/or Interventions of the Project:**

- Providing and preparing students to...
  - have experiences and information beyond the standard curriculum.
  - to be college and career ready
  - for practical life skills beyond the classroom
  - help build community connections
  - have confidence to navigate post-secondary life
  - be substance free
  - gain skills to help maintain mental stability

**Results (Outcomes and Achievements):**

Year	Potential graduates enrolled	Early Grads	Grads	Positive data for cohort	Negative data for cohort	Percentage
2018-2019	39	4	25	30	9	77%
2019-2020	47	7	28	39	8	83%

**Project Timeline:**

Ongoing... 2020-2021 school year and beyond.

**Outcomes Related to School Completion, Dropout Prevention, and/or Graduation Rates:**

See chart above

**Special Conditions, Expertise, and/or Skills Required to Carry Out Project:**

We utilize resources within the community to develop and grow the partnership.

**Current Status of Project:**

In process—we will be in collaboration for revising, expanding, and improving the program throughout the school year. The school will also be assessing how to support the project with remote and brick and mortar learners.

**Role in Project as a NDPS Certification Program Participant:**

As the site leader it is my role to work collaboratively with the comprehensive high schools to develop educational plans that will support at risk students. Creative outside the box thinking for students attending daily, co-enrolled, or virtual. Master schedule has to be fluid and changes made as needed on a per student basis.

- Co-enrolled: students attend alternative school for required academics and attend their comprehensive school for electives which include but are not limited to career and technical courses.
- Master schedule: additional sections need to be added throughout the school year as needs arise. Single and blocked sections to support initial credit and credit recovery.
- Specific elective course offerings to support the student who is participating in Project Lift and also provides for community service hours.

**Lessons Learned:**

- Difficult to maintain consistency due to daily school attendance, a constant flux in enrollment, and academic engagement of individualized students.
- Moving forward a plan needs to be created to support students and school/community partner staff as to who is participating and on which days. Continue to revise and fine tune communication between the two facilities.

**Advice for Dropout Prevention Practitioners about the Project:**

- Build strong relationships with comprehensive high schools, district personnel, and community partners. These relationships are critical for the success of the alternative school program. The entire district must buy in and understand that the success of each graduate, from an alternative school, benefits the entire district and community.
- Talk about your work as often as possible and highlight the lessons learned from the project. Find links to other district initiatives and communicate project details to other schools and community partners. Be transparent and celebrate progress! Build strong relationships and invite others into the work.