

Marisa Parker

School *

Campus at Lee

Phone Number *

757-727-1327

Position & Title:

Science/ISAEP Elearning Facilitator

Project Title:

Alternative Careers Explorations (ACE)

This project is designed for:

- Elementary
- Middle
- High
- Other:

Target Grade Level(s)

9th through 12th grades

Subject Areas or Discipline

Health Education/Vocational Education

Project Description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

Alternative Career Explorations or (ACE) is a program developed for alternative education high school students enrolled at Campus at Lee in Hampton City Schools. Due to the nature of assignment to this unique campus, many high schoolers do not get an opportunity to engage in field trip activities or collaborate with community groups primarily because of attendance or behavioral issues. ACE will provide an outlet for approximate 20 enrollees to obtain an entry level certification in the medical field, in child care, and in the pet care industries. Twenty students will be selected based upon screening done upon enrollment by the Vocational Counselor. Those individuals identified from the Virginia Career Wizard surveys who have expressed interest in taking first aid/CPR, pet care, and food service classes will be enrolled in entry level courses. These training certifications will be annotated to the resumes of the trainees as part of their vocational packets.

Overview and Details: Campus at Lee provides alternative placement for high school students ages 16-18 who have difficulty achieving success in a regular classroom environment. Students have an option of continuing high school coursework via Edgenuity, an online diploma course provider or by achieving a passing score on each of the GED® high school equivalency tests. Both groups of students receive career school counseling as part of their enrollment activities. Many of these students have had poor attendance practices, suffer from emotional/behavioral traumas, or have extenuating circumstances regarding juvenile offenses. The overall goal of the alternative program is to offer prevention, intervention, and remediation services to students in need en route to a high school credential. Specific goals for acquiring mini-grant funding include local training that will augment and encourage students to seek future industry certification in:

- a) child care
- b) veterinary services
- c) medical field
- d) food service

Research: The research has shown (Kleiner, Porch & Farris, 2002) that more community collaboration exists between alternative programs and juvenile justice system agencies (84% surveyed) than there are partnerships between alternative schools and job placement agencies (40% surveyed).

Perceptions of alternative schools and programs exist that depict them as primarily emphasizing a disciplinarian approach to focusing on improving student behavior based on findings from interviews conducted with State Directors of Special Education. Respondents to the survey included a 96% response rate of the 50 states including Washington, DC, wherein less than 20% indicated that alternative schools could be remedial, transitional, career-focused, or therapeutic (Lehr and Lange, 2003).

Alternative schools are not generally thought of as having a strong career focus, but research that offers indicators of best practices for alternative programs provides clear guidelines on how to implement learning plans for students that do just that: encourage community participation,

prepare them for employment, transition them into independent living and post-secondary training (.

Kleiner, B., Porch, R., and Farris, E. (2002). Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000-01 (NCES 2002-004). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

<https://nces.ed.gov/pubs2002/2002004.pdf>

Lehr, C.A. and Lange, C.M. (2003). Alternative Schools and the Students They Serve: Perceptions of the State Directors of Special Education. Policy Research Brief (University of Minnesota: Minneapolis, Institute on Community Integration), 14(1).

<https://ici.umn.edu/products/prb/141/>

Standards of Learning Objectives: What are the learning objectives with this project? How do they correlate with the Virginia Standards of Learning?

The learning objectives include the following concepts from the Virginia Health Education Standards of Learning (Jan 2015):

9.2(d) Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.

9.3(f) Demonstrate adult and child CPR, use of AED, and first aid skills for bleeding, contusions, fractures, and anaphylactic shock.

10.1(p) Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide, veterinary asst).

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Each of the 20 students will be monitored from start to finish in the development of their vocational packets. Each will apply individually for course registration, and arrange for transportation to the certification training with assistance from the ACE project coordinator. Upon completion of training, the training agency will provide the ACE coordinator with evidence of course completion, and the student will receive a copy of this certification. A record of students completing the training will be maintained, and follow-up will be instituted to track their success in obtaining employment by the end of the school year in June 2018.

Dissemination: Would your project be of value to other educators? How would you share your ideas?

This project will be invaluable to other educators desiring to develop a model for low-cost vocational training for students in an alternative high school setting. These ideas would be shared with other state ISAEF programs under the Virginia Department of Education and the National Alternative Education Association.

Budget:

List Items, Quantity, Cost (ex. iPads/3/\$150)- Use a different line for each requested item.

Adult and Pediatric/First Aid/CPR/AED Class – American Red Cross (classroom):
\$102.00/person

Course Description: ID: 05147409 The Adult and Pediatric First Aid/CPR/AED course incorporates the latest science and teaches students to recognize and care for a variety of first aid emergencies such as burns, cuts, scrapes, sudden illnesses, head, neck, back injuries, heat and cold emergencies and how to respond to breathing and cardiac emergencies to help victims of any age - adults (about 12 years and older) and pediatric (infants and children up to 12 years of age). Students who successfully complete this course will receive a certificate for Adult and Pediatric First Aid/CPR/AED valid for two years. Please dress comfortably as skills are performed on the floor (9 am – 3:20 pm).

Justification: As of this date, there are 30 positions available in this arena within a 10-mile radius of the Campus at Lee Alternative Programs site. These positions include child care center teachers and drivers, as well as babysitters and respite care providers.

Estimated participants: 3 students Estimated cost: @ \$102 each = \$306.00

Cat and Dog First Aid Class – American Red Cross (online): \$25.00/person

Course Description: ID: 05115287 You love your pets, and want to give them the best life possible; being equipped to deliver first aid and provide a healthy lifestyle for your pet is the best way to do that. In this course, you will learn the basics of providing first aid care for your cat or dog, and will learn how to best give care for common emergency situations. This 35 minute online course covers understanding your pet's vital signs, breathing and cardiac emergencies, wounds and bleeding, seizures, and preventative care for cats and dogs. This course is desktop and tablet compatible.

Justification: As of this date, there are over 60 jobs available in the pet service industry within a 25-mile radius of the Campus at Lee Alternative Programs facility. These positions include sales and merchandise staff in pet stores, groomers, store leaders, trainer (apprentice), zoo interns, and animal caretakers. Having training in this American Red Cross class would be an advantage to those seeking employment in this industry and the skills would provide introductory exposure to students interested in future training as veterinary technicians at local community colleges.

Estimated participants: 5 students Estimated cost: @ \$25 each = \$125.00

Food Handlers Class - Peninsula Health District (classroom): \$5.00/person

Course Description: This course will take you through the fundamentals of food safety for your food handler training certificate. Once the course has been completed, you should have a good understanding of what foodborne illness is, how it is caused, and what you can do to help prevent it from occurring. Students who successfully complete this one-hour training session will receive a health permit valid for a period of 2 years.

Justification: As of this date, there are at least 80 positions in the food service industry available in a 10-mile radius of Campus at Lee Alternative Programs. These jobs include positions in restaurants, correctional facilities, medical facilities, educational institutions, and on military bases. Individuals who receive this training would be eligible to work in food preparation areas for both for profit and nonprofit agencies anywhere in the world.

Estimated participants: 12 students Estimated cost: @ \$5 each = \$60.00

Total number of participants: 20 Estimated total cost of all training: \$466.00 + \$34.00 = \$500.00

\$34.00 for HRT bus passes for students ages 18 and older and box lunches for First Aid/CPR students.

Total amount requested

\$500.00

Special Instructions:

After you hit submit, this application will be e-mailed to you . E-mail will show your answers and you can edit again if necessary from link in e-mail. Once you are happy with your application, you need to forward the Google Forms email (which shows your responses) to hcs-edfoundation@hampton.k12.va.us. Be sure to do this before the deadline! At that point, the grant review committee will route your application to your building administrator for approval. By signing this and forwarding your application, you confirm that you have discussed this project with your appropriate building administrator who has agreed to support the program if grant funds are awarded.

Electronic Signature

Marisa Parker

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