



Rivers East
ADVANCED MANUFACTURING ACADEMY

GUIDEBOOK | TEACHERS, FACULTY AND STUDENT AMBASSADORS

REGIONAL EMPLOYABILITY SKILLS NETWORK

A SIX COUNTY, GOLDEN LEAF-FUNDED TEACHER EXTERNSHIP PROGRAM

RIVERS EAST ACADEMY

REIMAGINING TEACHER EXTERNSHIPS

PROGRAM AT-A-GLANCE

Evidence-Based Framework: SkillsUSA Employability Skills Essential Elements

Partner Districts: Beaufort, Bertie, Hertford, Hyde, Martin, and Pitt

Partner Community Colleges: Beaufort, Martin, Roanoke-Chowan and Pitt

Learning Design: Hybrid Learning Combining Face-to-Face with synchronous and asynchronous

Total Hybrid Learning Seat Time: 36 hours

Continuing Education Units: 3.0

Number of F2F Meetings at Community Colleges: 3 @ 4 hours

Learning Management System: Individual Canvas for Teachers, Faculty and Student Ambassadors

Number of Professional Learning Sequences: Six Phases in a Multi-Phased Program

Length of Phases: One Month

Total Length of Program: Six Months - March - August 2022

Teachers per District: 10 per Cohort

Faculty Per Community College: 2 per Cohort

Student Ambassadors Per Community College: 2 per Cohort

Teacher Stipends: \$1500

Community College Stipends: \$1000 per cohort

Student Ambassador Stipends: \$1000 per cohort

Memorandum of Understanding: Codifies Relationship - Public School Districts and Community College



GENEROUSLY SUPPORTED BY GOLDEN LEAF FOUNDATION

THE SKILLSUSA FRAMEWORK outlines all skills needed to be job-ready Day One. Every aspect of our program is built around the Framework, which emphasizes personal skills, workplace skills and technical skills grounded in academics. The purpose of the Framework is to provide a common language to communicate what students learn in the classroom and laboratory.

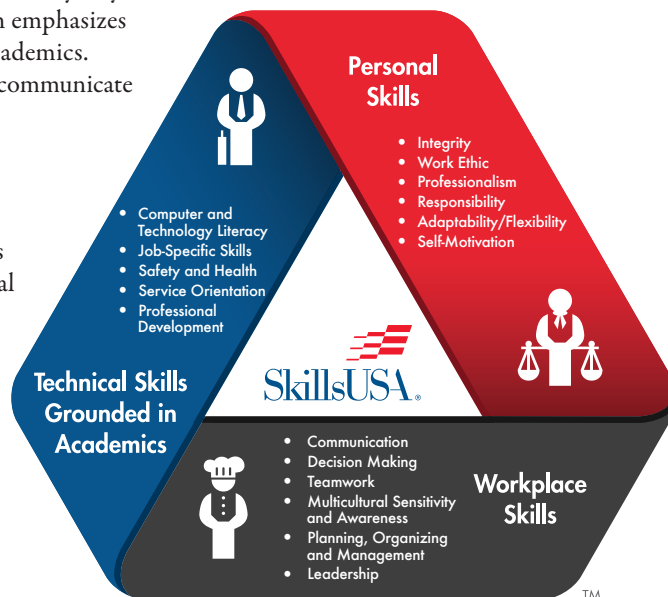
Students learn and practice these skills through experiences found in the:

CLASSROOM With direct input from industry, SkillsUSA creates educational resources, materials and curriculum used in career and technical education programs across the country.

CHAPTER Student-led chapters give students leadership experience beyond the classroom including participation in local, state and national competitions that are assessed to industry standards.

WORKPLACE Students can make connections and bring relevancy to learning through job shadowing, internships, work-based learning and apprenticeship opportunities tied directly to business and industry.

To teach all Essential Elements and behaviors, instruction must be purposeful and strategic. Many skills can be practiced during hands-on experiences, while others will require a specific lesson in the classroom. When students reflect on their education, they will not only appreciate the technical skills gained, but also the valuable lifelong skills they accumulated along the way. Become comfortable with the terminology so you can use the Framework components and Essential Elements seamlessly in conversation and instruction.



OUR PROVEN MODEL: THE FRAMEWORK

Personal Skills

INTEGRITY — *Doing the right thing in a reliable way.*

- Be honest.
- Do what I say I will do.
- Hold myself and others accountable.
- Make choices consistent with my values.

WORK ETHIC — *Being committed to punctuality, meeting deadlines and following established policies and procedures to get work done.*

- Engage in meaningful work to contribute.
- Be productive throughout the workday.
- Reflect upon and evaluate my productivity.
- Demonstrate consistency in work performance.

PROFESSIONALISM — *Behaving in alignment with workplace standards to display a positive image.*

- Be loyal to my peers, supervisor and myself.
- Adhere to dress codes and other policies.
- Monitor my words and actions.
- Model appropriate behavior and etiquette in all settings.
- Create a respectful and safe culture.

RESPONSIBILITY — *Taking ownership of one's work performance, behavior and actions.*

- Honor my commitments.
- Complete my work and assignments on time.
- Work efficiently and effectively without supervision.
- Persevere in accomplishing my work.
- Own my mistakes or incomplete work.

ADAPTABILITY/FLEXIBILITY — *Embracing change and fostering creativity; being resilient.*

- Overcome barriers and roadblocks.
- Understand that multiple solutions will accomplish the same goal.
- Maintain composure during adversity.
- Be curious to explore and experiment.

SELF-MOTIVATION — *Exhibiting a passion for life and career.*

- Purposefully connect what I do today with my future.
- Positively express self and work with others.
- Seek to learn and develop new knowledge and skills.
- Be disciplined to achieve my purpose and goals.

Workplace Skills

COMMUNICATION—*Sending and receiving clear messages.*

- Write and speak effectively.
- Use appropriate body language.
- Check for understanding when articulating complex issues.
- Practice active listening skills.
- Choose appropriate mode of communication.

DECISION MAKING—*Using information and processes to problem-solve and make choices.*

- Analyze key facts, data and situations.
- Follow a problem-solving process.
- Weigh multiple outcomes.
- Identify possible options and their impacts.
- Make informed choices.

TEAMWORK—*Working with others to achieve a common goal.*

- Work collaboratively with my peers, classmates and co-workers.
- Honor the contributions and strengths of others.
- Honor my commitments and responsibilities to the team.
- Foster positive and collaborative working relationships with others.

MULTICULTURAL SENSITIVITY AND AWARENESS—*Respecting all people and cultures by fostering appropriate and respectful workplace relationships and interacting.*

- Learn about other cultures.
- Value diversity.
- Demonstrate tact in words and actions.
- Treat everyone with respect.
- Empower all to use their unique contributions.

PLANNING, ORGANIZING AND MANAGEMENT—*Designing and implementing processes to complete projects and tasks at established standards of quality.*

- Break down projects and task with timelines.
- Identify resources and standards for completing projects.
- Anticipate and plan for possible obstacles and setbacks.
- Establish work priorities.

LEADERSHIP—*Influencing the hearts, minds and actions of others.*

- Build and model trust.
- Foster hope.
- Express compassion.
- Establish stability.

Technical Skills

COMPUTER AND TECHNOLOGY LITERACY—*Using technology in effective, appropriate and innovative ways.*

- Be willing to learn and integrate new technology.
- Use work-based technology proficiently.
- Effectively employ technology to solve problems.
- Improve information flow through technology.
- Use technology to improve and document accountability.

JOB-SPECIFIC SKILLS—*Identifying, developing and implementing unique knowledge and skills required by a specific job.*

- Know my job roles and responsibilities.
- Perform my job confidently.
- Follow personnel manual policies.
- Perform responsibilities without direct supervision.
- Seek ways to improve my job performance skills.
- Teach others job-specific tasks.
- Receive coaching feedback.

SAFETY AND HEALTH—*Following workplace health, wellness, financial and safety guidelines.*

- Follow safety procedures including wearing appropriate safety attire.
- Maintain a clean work environment.
- Identify potential hazards and notify appropriate parties.
- Use tools and equipment according to safety standards.
- Stay current with safety regulations and standards.

SERVICE ORIENTATION—*Meeting the needs of internal and external customers in respectful and effective ways.*

- Acknowledge and be present with customers.
- Stay focused and customer-oriented while at work.
- Demonstrate respect and courtesy to customers at all times.
- Know and implement my company's service policy.
- Handle difficult situations with tact and self-restraint.
- Know when to involve my supervisor in a customer service situation.

PROFESSIONAL DEVELOPMENT—*Engaging intentionally in learning experiences that contribute positively to career path progression.*

- Develop my career plan.
- Assess my current skill sets and determine areas for my growth.
- Use professional and personal mentors.
- Seek professional and personal growth opportunities.
- Apply new learning.
- Stay current with workplace-related resources.
- Seek new responsibilities to gain additional skill sets.

THE RESULTS OF THE SKILLSUSA FRAMEWORK ARE CLEAR

70% of SkillsUSA students report an increase in their GPA because of their involvement in CTE activities.

77% of alumni said they immediately pursued full-time employment or postsecondary education in the same field—or a directly related field—that they studied while a SkillsUSA student.

83% of alumni said that their SkillsUSA experience helped them achieve promotions and pay increases during their career.

PROGRAM OVERVIEW

MISSION

A professional learning program designed to develop teacher expertise in employability skills and regional industry engagement.

OBJECTIVES

- Develop Educator Employability Skills Expertise
- Develop Educator Manufacturing Expertise
- Facilitate Educator/Local Employer Relations
- Form High School Teacher and Community College Faculty Teams
- Create and Grow Our Six-County Employability Skills Network

BACKGROUND

NC East Alliance and Rivers East Workforce Development Board have partnered to develop the Rivers East Academy for Advanced Manufacturing. It is a professional learning program designed to develop teacher expertise in employability skills and regional industry engagement. The Rivers East Academy is a unique 3-year, multi-county solution that offers high school teachers externship-focused professional learning. It will assemble a regional network of high schools, community colleges and regional industry.

Teacher Externships Re-imagined. We have transformed the traditional high school teacher externship into multi-phased professional learning sequences that erase the arbitrary boundaries between our high schools, community colleges and regional companies. Teachers learn to develop authentic student experiences contextualized for the classroom via hybrid learning modalities and offsite face-to-face experiences in authentic environments at community colleges and industry partners. In service to our community college programs and local manufacturing companies, our goal is to help our teachers and faculty meet the needs of our young people: to prepare them to earn postsecondary credentials and succeed in the world of work.

Employability Skills Matter. What has long been suspected of our business community: specific occupational skills are less crucial for entry-level employment than employability skills. With Golden LEAF Foundation's generous support, the Rivers East Academy team is developing North Carolina's first Regional Employability Skills Network for our manufacturers.

An "Applied" Employability Skills Approach. Using an applied employability skills approach, high school teachers learn in authentic technical settings at their community colleges and local companies. Local employer brands—their "Made In" stories—are embedded in a nationally acclaimed employability skills training system. As pedagogical experts, our teachers learn to contextualize and shape information about our regional industry and local employers into authentic, work-based learning experiences.

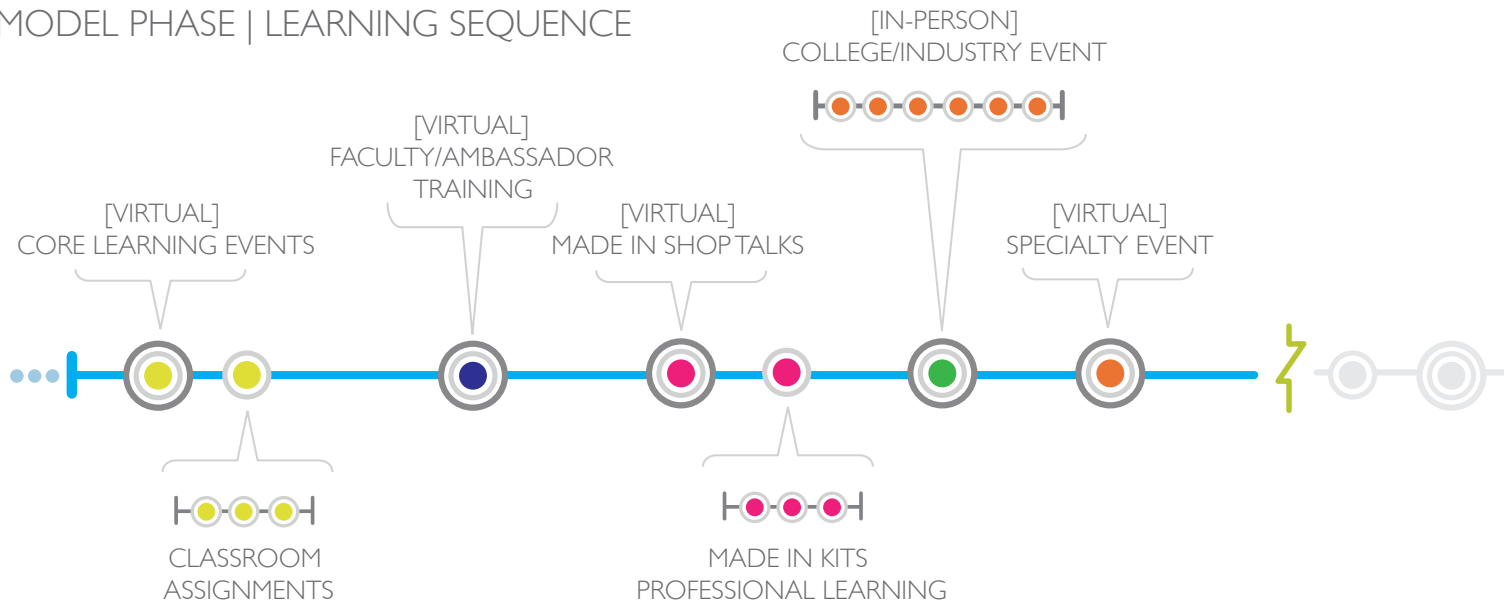
Inter-Organizational Operations. Our operational goal is to create a team that can invent, design, develop and manage a professional learning system that serves our high school teachers, community college faculty and our industries. Rivers East Academy organizational structure combines education, workforce and economic development expertise with domain experts from regional industry, school districts and community colleges.

HOW IT WORKS

APPLIED EMPLOYABILITY SKILLS



MODEL PHASE | LEARNING SEQUENCE



PROFESSIONAL LEARNING PROGRAM

MULTI-PHASED SEQUENCES

- Phase 1: Framework Introduction
- Phase 2: Personal Skills Focus
- Phase 3: Workplace Skills Focus
- Phase 4: Technical Skills Focus
- Phase 5: Framework Integration Training
- Phase 6: Integrate Framework Into Class

PROFESSIONAL LEARNING EVENT TYPES

- [VIRTUAL] CORE LEARNING EVENTS
Across each phase, Core Learning Events provide the instructional theme and content.
- CANVAS CLASSROOM ASSIGNMENTS
Authentic exercises that make each area of the framework relevant to students.

- [VIRTUAL] FACULTY/AMBASSADOR TRAINING
Faculty and students are trained to support teacher professional learning.
- [VIRTUAL] MADE IN SHOP TALK SERIES
Short, targeted talks happening on the shop floor streamed live.
- MADE IN KITS PROFESSIONAL LEARNING
Teachers are trained in use of experiential learning Kits applied to industry and skills.
- [IN-PERSON] COLLEGE/INDUSTRY EVENT
Teachers work with faculty and industry partners at their community colleges
- [VIRTUAL] SPECIALTY EVENTS
Events include expert presentations, technology show-cases, and leadership roundtables.

ROLES & RESPONSIBILITIES | RIVERS EAST ACADEMY PARTNERS

Shared Roles and Responsibilities

Each required partner of the Rivers East Academy shall enter into a local Memorandum of Understanding (shown by signature on this document) with the Region Q Workforce Development Board, relating to the operation of the Rivers East Academy:

- Form an Executive Committee of District Superintendents and Community College Presidents;
- Form district high school teacher teams, select community college faculty and student ambassadors;
- Use a portion of the funds available for educator, community college faculty and student ambassador stipends;
- Identify strategies to meet the needs of educators, community college faculty and students;
- Coordinate professional learning services and activities through the Region Q Workforce Development Board's Rivers East Academy staff;
- Coordination with system stakeholders and partners to determine the appropriate experiential kits and training locations based on local needs.

Individual Roles and Responsibilities | Rivers East Academy Partners

In addition to the shared roles and responsibilities stated above, each individual partner hereto agrees to its specific responsibilities as stated below.

Rivers East Workforce Development Board

- Lead the innovation, design and continuous improvement of training and activities of the Rivers East Academy,
- Provide access to the Rivers East Academy across the six county region for all high school teachers, community college faculty and student ambassadors, including making the hybrid learning platform available, that are applicable to the program or activities.
- Provide opportunities for district, community college teachers, faculty and students to participate in education and cross-training activities as needed.
- Provide opportunities for district, community college leadership staff to participate in education and cross-training activities as needed.

District Partners

High School Educator Roles and Responsibilities

- Attend and engage in virtual and in-person learning experiences
- Utilize tools and resources provided to engage students locally
- Collaborate with community college faculty during joint learning ventures

High School Educator Learning Objectives

- Acquire hands-on experience with tools, equipment and processes related to advanced manufacturing
- Develop understanding of education and career pathways related to advanced manufacturing
- Develop understanding of the SkillsUSA Employability Skills Framework

- Develop integration strategies for employability skills training as it relates to each
- participants content specific area
- Develop an understanding of regional economy and workforce development resources
- Develop awareness of regional employment sectors and opportunities
- Develop understanding of opportunities and resources available at local community colleges and how to connect high school students with those opportunities and resources

Community College Partners

Community College Faculty will acquire needed training and knowledge.

- Expertise in a technical area related to academy focus.
- Foundational understanding of SkillsUSA Framework (training provided by REA).
- Identify SkillsUSA Framework Essential Elements within coursework (training provided by REA).
- Develop integration strategy/check for understanding for SkillsUSA Framework Essential Elements within coursework (training provided by REA).
- Understanding of regional employment network (training provided by REA).

Faculty Roles and Responsibilities

Serve as liaison between high school and community college

- Connect high school instructors to areas of interest at the community college

Serve as technical experts in related program areas

- Provide overview of technical area of expertise and its fit in industry
- Facilitate entry level exposure and training to equipment, basic technical skills and skill development resources

Reinforce SkillsUSA Framework

- Provide practical examples of the SkillsUSA Framework Essential Elements in practice
- Reinforce integrated teaching practices of SkillsUSA Framework Essential Elements

Serve as a liaison between the high school cohort and industry partners

- Help cohort members understand the bridge from education to industry
- Use opportunities at the college to introduce cohort members to industry

Required Community College Ambassadors Training and Knowledge

- Currently enrolled in training related to a technical area within the academy focus
- Foundational understanding of SkillsUSA Framework (training provided by REA)
- Identify SkillsUSA Framework Essential Elements within coursework (training provided by REA)
- Learn selected SkillsUSA Framework Essential Elements activities (training provided by REA)
- Understanding of regional employment network (training provided by REA)

Ambassador Roles and Responsibilities

Serve as a classroom liaison to the high schools

- Support high school teachers in connecting students to areas of interest at the community college

- Serve as a bridge between high school and community college resources

Serve as technical support in related program areas

- Assist in providing overview/introduction of technical area to high school students
- Facilitate entry level exposure and training to high school students: equipment, basic technical skills and skill development resources

Reinforce SkillsUSA Framework

- Facilitate SkillsUSA Framework learning activity with high school students