THE URBAN ASSEMBLY SCHOOL FOR GLOBAL COMMERCE

MISSION & VISION

 The Urban Assembly School for Global Commerce (UASGC) prepares students for both college and career through innovative and integrated curricula, a cohesive system of student supports and strong industry and university partnerships. A career and technical high school, UASGC trains students in the field of freight logistics (managing the movements of goods via plane, train, truck and ship, navigating social, political, economic, geographical and meteorological challenges along the way) and supply chain management (the process of efficiently turning raw goods into finished products in consumer's hands and managing the shipments between), a growing and dynamic industry with innumerable career opportunities for our students. Our authentic and engaging industry coursework, combined with a well-developed work-based learning program, allow students to make authentic connections outside of the classrooms during their frequent visits to work sites. Students will graduate with industry certification in one of our three pathways, prepared to enter the world of work as highly qualified candidates or continue their studies through two or four year degree programs.

LOGISTICAL THINKING

Logistical thinking represents the skills that have been identified by our partners in the industry as being critical for future professionals in this industry. Every class will find opportunities for students to reflect on these habits of mind in order to help students develop the qualities necessary to be successful in their future careers.

BIG PICTURE/MACRO-LEVEL THINKING:

Students can take a step back and see the "whole, big picture;" Systems-view approach to the world - the world is a series of interconnected systems and there are smaller pieces that are instrumental to understanding the larger picture of what is happening

CRITICAL AND CREATIVE THINKERS:

Students closely examine problems, questions, situations posed, and think deeply and differently about the issues; Are critical in their gathering of information to solve their problems;

COLLABORATIVE PROBLEM SOLVERS:

Students can work with a wide range of individuals to solve problems together, employing a wide range of creative ideas to solve the problems together

STRONG COMMUNICATORS:

Students can develop written or verbal communications and deliver a wide range of information, their own ideas or those of others.

PRECISION IN THINKING AND DOING:

Students can recognize the importance of details, that a few seconds eliminated from a process or that a few pennies saved in a deal add up to significant gains; Can apply learning in an exacting manner and produce solutions in multiple situations with accuracy and strong attention to detail.

Urban Assembly School for Global Commerce CTE Advisory Board: August 8, 2013

THE URBAN ASSEMBLY SCHOOL FOR GLOBAL COMMERCE

Objectives:

☐ Understand the role and purpose for the CTE Advisory Board

☐ Establish procedures and expectations for board members

☐ Create norms, name a committee chair, and prioritize tasks for subcommittees

Agenda:

I.   Welcome
        Kevin Corbett, AECOM
        (5 min)

II.   Introductions
        Andrew Genn, New York City Economic Development Corporation, IA Chair
        (5 min)

III.   CTE Overview
        Eric Dryden, UASGC Partnership Coordinator
        (10 min)

IV.   Board Procedures & Expectations
        Andrew Genn
        (15 min)

V.   Reflecting on High School Experiences
        Eric Dryden and Andrew Genn
        (15 min)

VI.   The UASGC Class of 2017
        Erin E. Gehant, Principal UASGC
        (10 min)

VII.   Review Committees and Tasks
        Eric Dryden
        (10 min)

VIII.   First Committee Meetings
        Eric Dryden
        (15 min)

IX.   Closing
        Andrew Genn
        (5 min)

Board Purpose

Often referred to as "guardians" of a school's industry strand or theme, a Career & Technical Education (CTE) school's formal CTE Advisory Board is composed of industry and postsecondary professionals who possess content knowledge, experience, and collegial rapport in the school's focus industry, which they use to advise the school team on the delivery of a comprehensive, four-year educational experience that optimally prepares students for a broad range of the industry's most promising careers. They understand that the school is also beholden to the imperatives and requirements of a sound general secondary education, and they defer to the principal on the school's overarching instructional vision, while seeking creative and meaningful ways to integrate industry skills and standards with those of traditional high school academic disciplines. Their purview includes but is not limited to the following categories.

- Strong influence over the 7+ credits of industry-specific, career preparatory CTE coursework
- Influence over delivery of industry principles and competencies in non-CTE academic coursework
- Provision of industry exposure and work-based learning opportunities for students
- Support in the creation of postsecondary advisement practices and of opportunities for graduates
- Advocacy for the school across subsectors and expansion of the partnership network and Board
- Guidance in procuring adequate technology, supplies, and resources needed to train students
- Direct interaction with and support to students through select events and activities, and provision of student awards and scholarships as able and interested

Essential Structures & Practices

How will we ensure the most productive use of the board's time, the consistent achievement of group goals, and optimum collaboration? We suggest the following essential structures and practices.

ROLES: The board will be led and meetings co-facilitated by an executive team comprised of the school Partnership Coordinator and an elected chair (the school principal will also serve on the executive team but participate in meetings as a member). Members may represent industry and postsecondary partners or be independent content experts. Partners may appoint up to two members from their institution. School teachers, staff, students, and family members may be invited to meetings based on interest and need. School CTE teachers may participate regularly as non-voting but contributing members, and as advisors to the board's Curriculum committee.

MEETINGS: The full board will meet quarterly. All members are expected to attend in person or by phone (attendance in person, whenever possible, is preferred). We ask members to limit absences to one absence per year; advanced notification of absence would be appreciated. A board meeting schedule for the year will be established in advance and approved by the group. Two-thirds attendance constitutes a quorum that can vote.

TERM OF SERVICE: A term of service is two years. There are no term limits. Upon completion of a term, membership may be renewed via a peer review process.

COMMITTEES: All members will participate in at least one standing committee. Committees will focus on critical areas of board deliverables with targeted outcomes for the year. Committees for 2013-14 are Curriculum, Work-Based Learning, Special Projects, and Research & Development. A committee chair will be responsible for maintaining close communication with the school, driving the committee's work based on the school's vision and goals, and reporting the committee's progress to the full board. See reverse side for tentative year-one committee descriptions and outcomes.

CURRICULUM

The Curriculum Committee will advise on, help develop, and review curriculum for the school's CTE courses, as well as aid in integrating essential industry knowledge and skills into every discipline in the core curriculum.

Outcomes:

- Ensure integration of a CTE skill or topic at least one time in every core discipline in year one
- Conduct midyear review of CTE four-year course sequence and update as necessary
- Oversee the effective planning and delivery of the freshman CTE industry survey course(s)
- Identify industry recognized certification obtainable by students engaged in CTE coursework during their residency at UASGC

WORK-BASED LEARNING

The Work-Based Learning (WBL) Committee will create meaningful opportunities for students to gain exposure to the various elements of Global Commerce. Connections between school, industry, and the world beyond will happen through experiences like field trips, speakers, job shadowing and mentorships, and real and virtual work activities.

Outcomes:

- Support partnership coordinator in successfully implementing at least four industry exposure field trips for the full grade and hosting at least six guest speakers
- Create a preliminary plan for year-two industry exposure and direct learning from experts
- Create a preliminary internship plan for junior and/or senior years

SPECIAL PROJECTS

The Special Projects Committee will create a culminating school-wide exercise that allows students to demonstrate the soft and hard skills they've developed over the year through an engaging scenario. The committee is responsible for articulating the activity's prerequisite skills and knowledge, as methods for assessment. They will also outline the core industry knowledge teachers need to successfully integrate the global commerce theme into their different disciplines.

Outcomes:

- Develop a scenario and complete fact pattern for at least one full-grade simulation experience that apprehends an identified segment of the industry skills set
- Assist school in ensuring adequate student preparation (in and out of class) for the simulation
- Determine essential industry knowledge and certifications for teachers, and arrange trainings.
- Plan a year-end moving up exercise with industry-themed awards and recognitions

RESEARCH & DEVELOPMENT

The Research & Development Committee will secure new partnerships, networking opportunities, and industry-specific facilities that are accessible to students, as well as amass resources both for student and staff learning about industry.

Outcomes:

- Create one major resource for staff and students to learn about industry
- Identify and arrange one essential professional development opportunity for staff
- Find one new partner in first year
- Obtain a mention for the school in at least two industry publications

Think like a 9th grader

Use these prompts as an opportunity to reflect on your high school experience.

1. What were some extracurricular and academic experiences that made 9th grade memorable? What captured your interest?

2. What aspects of 9th grade do you think set you up for success in high school and/or your career in the industry?

3. What were some things in 9th grade that could have gone better, or that you would change if you were able?

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UASGC Class of 2017 Data

Total Students: 83

Attendance:

- Perfect: 11
- 5 or fewer: 59
- 10 or fewer: 72

If Math were a food, what kind of food would it be and why?

"I think it would be soup. This is because soup can be spicy, or salty. Spicy represents a hard math problem. Salty represents a math problem that you think you know, but can't quite find the answer. Also soup is in a circle. This represents how math always adds up together. Lastly, the vegetables in soup are like the little hints you get to solve the problem." – Kaitlynn Griffith, 2017
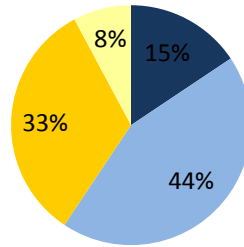
Demographic Data

Home Languages: English, Spanish, Mandarin, Bengali, Fulani

Class of 2017: Gender

Male   Female

49% 51%

Class of 2017: Student Needs

IEP   ELL   Gen Ed

32%
54%
14%
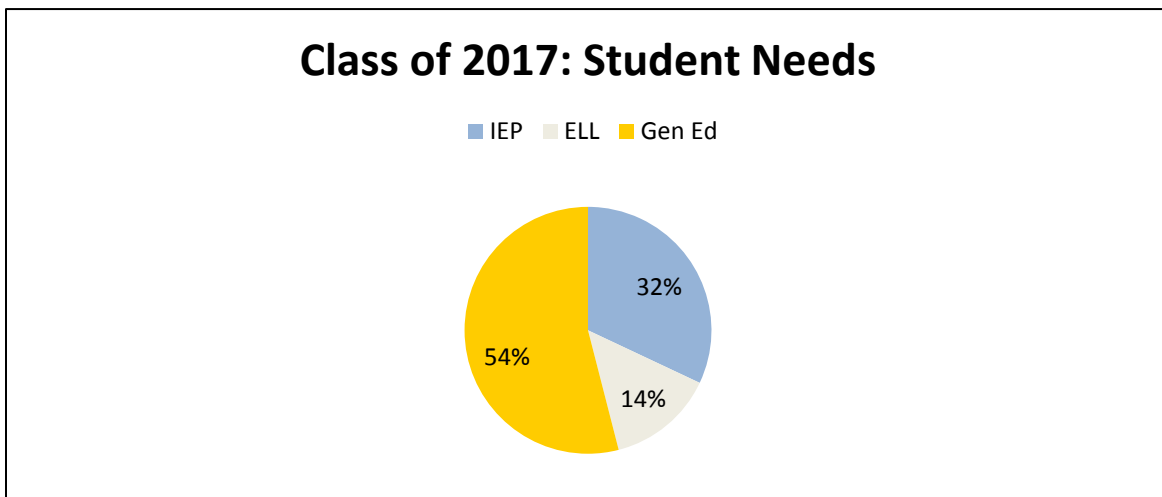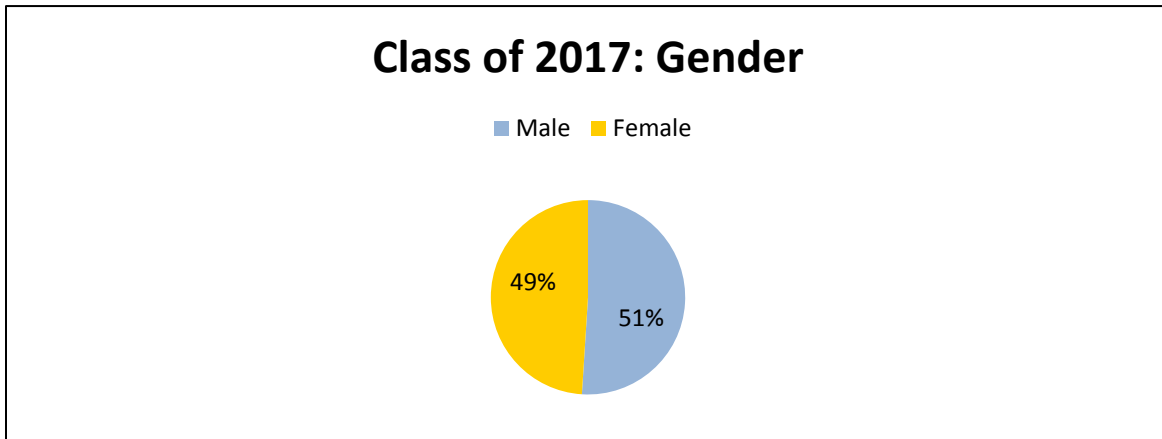
Class of 2017: 8th Grade Math Scores

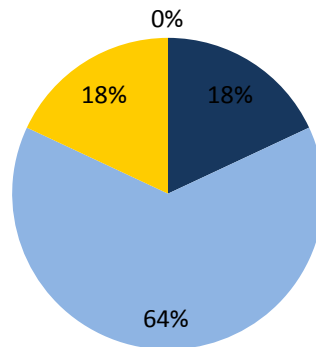■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4

8%
15%
33%
44%

If Math were a food, what type of food would it be and why?

"If math were a food it would be water because we use it every day in more ways than one." Brianna Amezquita

Class of 2017: 8th Grade Reading Scores

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4

0%
18%
18%
64%

UASGC CTE Advisory Board Committees

All members will participate in at least one standing committee. Committees will focus on critical areas of board deliverables with targeted outcomes for the year. Committees for 2013-14 are Curriculum, Work-Based Learning, Special Projects, and Research & Development. A committee chair will be responsible for maintaining close communication with the school, driving the committee's work based on the school's vision and goals, and reporting the committee's progress to the full board. See reverse side for tentative year-one committee descriptions and outcomes.

UASGC CTE Advisory Board Committees		
Last Name	Organization	Committee
Jonathan Natov	CUNY City Tech	Curriculum
Bill Goetz	CSX	Curriculum
Dr. Richard Burke	SUNY Maritime	Curriculum
Howie Mann	NYMTC	Curriculum
Andrew Genn	NYC EDC	Curriculum
Kevin Corbett	AECOM	Research & Development
Stacey Hodge	DOT	Research & Development
Patti Stoff	LIIEA	Research & Development
Gary Smith	NYCHA	Research & Development
Gene Spiegle	Rutgers University	Research & Development
Jill O'Sullivan	APICS, SUNY Farmingdale	Special Projects
Lt. Col. Daniel Harris	US Army - 369th Special Troops Battalion	Special Projects
Buz Paaswell	CUNY City College	Special Projects
Chris Jones	RPA	Special Projects
Martin Karczewski	Laufer Group International	Special Projects
Jessica Alatis	Workforce 1	Work-Based Learning
Joe McDermott	The Consortium for Worker Education	Work-Based Learning
Ed Kelly	Maritime Association	Work-Based Learning
Bob Stromsted	Parsons Brinckerhoff	Work-Based Learning
Robin Bramwell-Stewart	Port Authority of NY/NJ	Work-Based Learning
St. Claire Gerald	Harambee Solutions	Work-Based Learning

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Committee Norms and Priorities

1. Nominate a committee chair

2. Familiarize yourselves with the committee's year one outcomes

3. Identify an outcome the group would like to focus on first

4. Establish protocol for meetings between full board meetings

5. Set date for next committee meeting