



The Urban Assembly School for Global Commerce

Erin E. Gehant, Principal

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New York, NY 10035

Phone: 212-831-5201 Fax: (212) 831-5206

UASGC CTE Advisory Board

June 23, 2015

Minutes

Attendance

- Ryan White, NYC EDC
- Bill Goetz, CSX retired
- Erin Gehant, UASGC
- Joe King, UASGC
- Buz Paaswell, CUNY City College
- Deanna Clark-Esposito, *Shrier, Shayne, Koenig, Samberg, and Ryne*
- Robin Bramwell-Stewart, Port Authority NY and NJ
- Claudia Mendez, UASGC
- Jeffrey Galaise, UASGC
- Sandra Rothbard, OEM
- Shane McAndrew, UASGC
- Howie Mann, NYMTC retired
- Kevin Corbett, AECOM
- St. Claire Gerald, Harambee Solutions
- Tom York, Rutgers Business School
- Joseph Spagna, MTC
- Keshon Smith, UASGC
- Eddie Davila, Arizona State University
- Eric Dryden, UASGC

Objectives

- Update CTE Advisory Board on progress in other areas of school community
- Review outcomes from 2014-2015
- Brainstorm strategies for achieving 2015-2016 Work-Based Learning goals

Agenda

- I. Membership update
 - a. Joining the Board
 - i. Deanna Clark-Esposito: International Trade and Fashion Compliance Attorney
 - ii. Tom York: Assistant Professor of Professional Practice at Rutgers University
 - b. Leaving the Board
 - i. Martin Karczewski of the Laufer Group is no longer a member of the board
 - c. End of two year cycle
 - i. Advisory board seats are open
 - ii. Elect board chair in the fall
- II. UASGC staff update
 - a. Administration
 - i. Jeffrey Galaise
 1. Assistant Principal for the 2015 - 2016 school year



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2. 2007, I joined The Facing History School, which at that point had been open for two years, a very similar place to UASGC.
 3. A former Special Education Coordinator, Advisor, and Master Teacher
 4. Leaders in Education Apprenticeship Program
 5. Member of the Board of Directors for The School Reform Initiative, a non-profit organization whose mission is dedicated to transformational learning communities who are fiercely committed to educational equity.
- b. CTE Department
- i. Joe King
 1. Former Wall Street Bond salesman
 2. 10 years of teaching experience as a Global History teacher
 3. Will be teaching 10th grade CTE classes
 - ii. Twinkle Muzamali
 1. Created multiple e-commerce businesses
 2. Taught at UA Gateway as a Graphic Design teacher
 3. Teaching 11th Grade AutoCAD and Logistics Operations and Management pathways
- III. Young Professional Board Update
- a. Matt Sharp reviews outcomes from this year
 - i. Raised \$107,500 in 2014-2015 sy
 - ii. Provided funding for Apollo Theater Program, Drumming Program, AutoCAD lab, and other important resources
 - b. Goals for next year
 - i. Raise \$200,000 in 2015-2016 sy
 - ii. Create 501(c)3 to support GCF
- IV. Instructional Outcomes
- a. The average growth in DRP Scores from Fall 2014 to Spring 2015 was 6.7 points for 9th Graders and 3.5 points for 10th Graders.
 - b. 65 out of 80 (81%) 9th grade students grew at least two points or greater on the test from Fall 2014 to Spring 2015.
 - c. 48 out of 63 (76%) 10th grade students grew at least two points or greater on the test from Fall 2014 to Spring 2015.
 - d. 12 out of 15 (75%) 9th grade students with IEPs grew at least two points or greater on the test from Fall 2014 to Spring 2015.
 - e. 16 out of 21 (76%) 10th graders with IEPs showed growth between the Fall administration and the Spring administration.
 - f. 7 out of 7 (100%) of 9th grade English Language Learners showed growth.
 - g. 50% of students who were classified as both students with disabilities and as English Language Learners, showed growth in their reading levels.
- V. 2014-2015 Outcomes
- a. 14 Guest Speakers
 - b. 10 Worksite Visits
 - c. 20 Professionals at 10th Grade Career Day
 - d. 3 Internships
- VI. 2015-2016 Goals
- a. 20 Guest Speakers



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- b. 12 Worksite Visits
- c. 25 Professionals at 10th Grade Career Day
- d. 50 job shadows
- e. 20 internships

VII. Strategies for meeting goals

- a. TY suggested that UASGC students shadow RBS undergrads including sitting in on classes and visiting admissions offices
- b. RBS believes job shadowing goals are attainable if we break it into small chunks
 - i. Job shadowing hosts have 1 student in fall and spring
 - ii. Make list of 10 priority individuals who could do 2 job shadows each – 20 job shadows
- c. DCE could leverage connections in fashion industry to provide job shadow experiences for students
 - i. Fashion industry and other high-interest areas could be primary focus for initial outreach
- d. BG suggests that partners could “sponsor” a student to attend Port Industry Day to meet and network with professionals from a range of fields
- e. TY posits that we could identify corporations in the area that include community involvement as one of their metrics for evaluating employees and propose that hosting a student for a job shadow could help fulfill these requirements
- f. RBS suggested that UASGC students participate in AAPA conference in Jersey City
 - i. Students could be a resource for conferences that need administrative support. This could provide students access and WBL experience.
- g. SR recommends we create monthly partner newsletter that includes updates on our progress towards WBL goals, upcoming WBL and other school events, and highlights partners who create exemplary opportunities for the students.
- h. SM sees event planning as a big opportunity for students to build understanding of logistics and scheduling.
 - i. Pursue contacts at events spaces such as Javits Center
- i. StCG points out that National Retail Federation hosts large event in NYC every year and could present excellent networking opportunity for students.
- j. JK suggests we reach out to local politicians and Harlem businesses who can support the school by providing access to a range of employers
- k. SR recommends we build a working directory of different careers, job shadow sights, and internship locations that students can update as they learn more about various opportunities in industry
- l. DCE shares that website could be utilized to celebrate partners who offer job shadowing opportunities and include descriptions of different locations
- m. TY offers his students extra credit for approaching different employers and creating their own opportunities. This not only grows our capacity to outreach to new partners but empowers students to own the process.
- n. TY suggests that students use Linked In to research different career paths and connect with range of employers from industry
- o. TY recommends jibberjobber.com as a program that helps students see a visualization of how networking works as well as a resource for them to organize and build their own networks



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- p. StCG offers to help coordinate an APICS lunch that would be similar to the ASU career fair for SCM students. Professionals from APICS would come and students would have the opportunity to meet and see if there is an interest in hosting a job shadowing or internship opportunity.
 - i. We would need a partner to donate space
 - ii. Students could take the lead on organizing the events
- q. RBS points out the local Chambers of Commerce could be an excellent resource for connecting with small businesses
 - i. Current BK and QN Chambers host industry-specific events
- r. TY recommends we reach out to NY manufacturers extension program to identify local manufacturing businesses that may allow for job shadows or internships
- s. SR proposes we create a subcommittee to explore how we can reorganize our current CTE Board structures to maximize impact
- t. TY suggests we create a glossary of the skills that UASGC students have developed through their CTE curriculum so that potential internship hosts can find ways that interns can contribute to their organization

VIII. New Business

IX. Closing