

An organization of CORD

# connections

EDUCATORS AND EMPLOYERS:  
*Discovering Solutions Through Partnering*

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Volume 12, Number 6

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## “Educational Excellence Through Worksite Learning”

### *Message from the Director*



Employer-educator partnerships that create relevant curricula based on standards and provide real-world learning experi-

ences at the worksite should be recognized and replicated.

This issue of *Connections* reports on ten outstanding worksite-learning programs that applied for the Caterpillar Inc.-sponsored Exemplary Worksite Learning Award (EWSLA) that was established in 1994 by the National Tech Prep Network. The purpose of the award program is to encourage Tech Prep programs to integrate meaningful worksite opportunities into their curricula and then to showcase the best of these programs. The judges spoke highly of the strength of all applications, and three of the ten have been selected as the 2002 winners. The winners will be recognized at the 2002 NTPN confer-

ence in Cincinnati. Each will give a breakout presentation and will be presented a plaque and a \$1000 check.

Here is what one past winner had to say about the award: “Winning this award really gave our consortium something to rally around. It convinced others to get involved in our work-based learning efforts and to strive for excellence in education,” said Carol Leach, Director, P.E.R.F.E.C.T., Peoria, Illinois.

Information about winners for the past several years can be found at [www.ntpn.info](http://www.ntpn.info), and monographs describing the programs can be downloaded free. Come to the NTPN conference in Cincinnati, Ohio, October 3–5, to hear from the latest winners and to receive the application form for the 2003 awards. We hope to see your program reported here next year. ▲

## Manufacturing Support Occupations Work- Based Learning



Manufacturing Support Occupations Work-Based Learning at Caterpillar Inc. Mossville Engine Center (MEC) in Mossville, Illinois, spotlights various business careers. This work-based learning opportunity provides paid training for students in a technical manufacturing environment while they are using knowledge gained in school.

MEC and six area school districts formed a partnership to enhance the students' education by providing opportunities for them to apply knowledge gained in school to the world of work. Students are introduced to the areas of accounting, engineering, human resources, information systems, logistics, maintenance, manufacturing, quality control, and clerical, which support Tech Prep curricula. Secondary and post-secondary students attending schools within the Tech Prep for Central Illinois Consortium

See *Manufacturing*, page 2.

### ELEMENTS FOR SYSTEMIC CHANGE IN THIS ISSUE

INTERDISCIPLINARY PROBLEM SOLVING • CAREER ACADEMIES • POSTSECONDARY CURRICULA FOCUSED ON FULL-TIME STUDENTS • STANDARDS-BASED CURRICULA • CAREER CLUSTERS • **WORK-BASED LEARNING** • ACADEMICS TAUGHT IN CONTEXT • CAREER GUIDANCE AND EXPLORATION

## Partners Program

*Congratulations to those who recruited new members and earned reward incentives.*

### ► 1 or 2 members

Ross Berger      William Case  
Diane Dingfelder      Dick Arndt  
Will Wainright

### ► 3 to 5 members

Dora Welker      Paula O'Brien  
Wally McGinnis

### ► 6 to 8 members

Dave Williamson      Nancy Ransey  
Cynthia Ford      Jean Kaput

### ► 10 or more members

Sherie Fleming      Ron Kindel  
Michelle Wilcox      Marcee Britton  
Kristen Forrester      Jan Classen  
David Flumbaum      Karen Cristina

*For more information about the Partners Program visit [www.ntpn.info](http://www.ntpn.info) or contact Kelli Kennedy at 800-518-1410 x 253.*

## connections extra!

Read the summaries of EWSLA applications in the Connections Extra! inserts.

*Sustaining a Strong Youth Apprenticeship Program – Nash-Rocky Mount Schools*

A

*Meridian Charter High School — Where Education Is Delivered Differently – Meridian School District*

*Horticultural Services Provider Offers Ohio Tech Prep Students Online Courses For College Credit – Ohio ATI State Tech Prep Consortium*

B

*Caddo Career and Technology Center*

*PEP: Progressive Education Partnership – Lakeland Community College*

C

*T.E.A.M. Work — Central Midlands Tech Prep – Central Midlands Career Partnership*

*Blake High School and the Hyatt Regency Tampa Academy of Hospitality – Hillsborough County Public Schools*

## Manufacturing...

### ► continued from page 1

begin training 40 hours per week in the summer and continue training 12 to 20 hours per week throughout the school year. The primary goals are to provide students opportunities to enhance existing skills, be introduced to the business world, explore career opportunities, acquire soft skills used in everyday life, and learn tomorrow's technical skills today.

Teachers collaborate with worksite supervisors, document the skill objectives for each worksite training opportunity in checklist format, and align these objectives with the Illinois Learning Standards and the Illinois Occupational Skill

Standards. Teachers also identify classes to complement each worksite training opportunity.

Each participating student follows an individual Tech Prep curriculum at school. The student's curriculum matches an MEC worksite training opportunity based upon his or her career goal and course of study.

Worksite training opportunities are the capstone for the integration of the entire curriculum process from the high school classroom to the work-based learning experience. Students receive grades for the work-based component.

Students have the opportunity to apply existing academic skills to worksite experiences. They receive the latest technological education

and have a variety of opportunities to develop and practice workplace skills and work responsibility. Students participate in seminars, software application training, and other skill-building activities provided by MEC.

Student competencies are ensured by including occupational skills within each worksite training opportunity and increasing students' career awareness, allowing them to set more realistic long-term goals. Students acquire knowledge and skills that facilitate the transition from school to work. As a result, they realize the importance of lifelong learning. ▲

## Dehryl A. Dennis Professional-Technical Education Center



The Dehryl A. Dennis Professional-Technical Education Center in Boise, Idaho, serves 780 students from fifteen Ada County high schools.

Students are provided with workforce skill development and a progression to active participation in economic and community roles. Industry-certified instructors bring remarkable experience to their classrooms, preparing students for transition to postsecondary training and/or work beyond high school. Industry partnerships contribute to the quality and integrity of the curriculum by identifying state-of-the-art technology for student use.

All courses offer a maximum of fifteen postsecondary Tech Prep credits that articulate to four Idaho postsecondary technical colleges.

The programs:

- Automotive Youth Educational Systems (AYES)-approved Auto Technology
- Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF)-approved Collision Repair
- Associated General Contractors-approved Construction Trades (Students build and sell a \$189,000 to \$209,000 house.)
- Industry-approved Welding Technology

- Electronics Technology, using individualized Nida Corporation Trainers software.
- Second-year Health Occupations through which students can become Certified Nursing Assistants.
- Fish and Wildlife whose students and the Idaho State Fish and Game Department manage the Morrison Nature Center.
- State-of-the art Modern Machining
- Certified Cisco Network Administration

Program goals:

- Increase the validity of skills

See *Dehryl A. Dennis*, page 4.

## United Parcel Service's School-to-Career Program



United Parcel Service (UPS) began its School-to-Career program in Kentucky in 1996 in partnership with Jefferson County Public Schools and Jefferson Community College. Goals of the program were

- Workplace learning experiences for high school seniors
- Opportunities for participants to work in a dynamic setting
- Experiences that strengthen students' employability skills
- Help with identifying career pathways
- Access to college courses at no cost

- Mentoring
- Postsecondary opportunities after high school
- Opportunities to seek and attain promotion with the company

These goals are consistent with Tech Prep goals and enhance the initiative in area high schools.

UPS places high school seniors as package handlers at the Louisville hub. Students work four-hour shifts each day. Each morning they attend school, where they complete graduation requirements. They then work in the hub from 11:30 until 3:30, receiving \$8.50 per hour and full benefits. Each student has a mentor, a UPS employee whose sole responsibility is ensuring that

School-to-Work participants are successful in all areas of the program. The mentor student ratio is 1:25.

Students have the opportunity to earn nine college credits during their year in the program. UPS offers college courses on site, in partnership with Jefferson Community College. These are general education courses transferable to most in- and out-of-state colleges and universities.

Students must maintain "C" averages in academic work while in the program. They are also required to maintain attendance of

See *United Parcel Service's*, page 4.

## Dehryl A. Dennis...

► *continued from page 3*

- training and academic achievement
- Build positive industry relationships
- Provide positive role models and career track experiences
- Utilize industry analysis and feedback
- Strengthen career advisory function
- Provide entry-level labor skills for nonpostsecondary-bound students
- Increase the potential of students entering postsecondary training
- Increase transition to noneducational training opportunities

Program success is due to tremendous industry support. All programs receive contributions of staff time from local industries. Other contributions include new automobiles, parts, engines, manuals, and diagnostic tools from AYES manufacturers; training from Associated General Contractors (AGC), AC Delco, Norco Welding Supply, and Chief Enterprises; supplies from Interior Designs (Residential Construction), Micron Electronics, Micro Tool 100; equipment from Right Systems of Idaho, \$31,000, and Hewlett Packard, \$51,000.

Internships are an integral part of the offerings. To effectively implement internships, businesses actively participate in classroom presentations, job shadows, job interviewing, and mentoring. Internships include major automobile dealerships, State Farm Insurance Collision Repair, ICAR, Association for General Contractors, Idaho Army National Guard, Micron Electronics, St. Alphonsus, St. Luke's, Idaho Veteran's, Health South, Idaho Elks Rehabilitation Hospitals, numerous nursing home facilities, Boise City Zoo, local veterinarians, 50 retail merchants, 25 construction companies, banks, and savings and loan companies. ▲

## United Parcel Service's...

► *continued from page 3*

at least 90 percent. Routine evaluations of the students' work habits help them develop strong employability skills as well.

When the UPS School-to-Career program began, it served 40 students from nine area high schools in two counties. The program now serves 400 students from 35 high schools in six counties. Retention in the program is at 90 percent, with 85 percent being the average over the program's six years. Roughly 40 percent of the high school participants remain with the program after high school.

Graduating students may go on to Metropolitan College and attend Jefferson Community College, Jefferson Technical College, or the University of Louisville while they continue working with UPS. Earn and Learn, another program available to high school graduates, pays for employees' coursework at any postsecondary institution. Both programs assist with tuition as long as the participant remains employed at UPS.

The components of the UPS School-to-Career program exemplify some of the best practices in workplace learning. Participation adds value to an individual's education because students assume real responsibilities in team-oriented work environments. Students benefit from the care and concern of their mentors, who keep them focused on academic achievement and good work habits. Students benefit from access to postsecondary experiences that help them move seamlessly to further education after high school. These elements of the program, along with frequent professional development provided for teachers, counselors, and parents, make the UPS School-to-Career program a winning experience for all involved. ▲

# connections

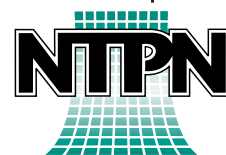
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Visit NTPN on the web at  
[www.ntpn.info](http://www.ntpn.info)

*Connections* is published ten times a year by the National Tech Prep Network, a membership organization of educators and employers dedicated to the advancement of Tech Prep. NTPN assists its members in planning, implementing, evaluating, and improving workforce education programs. NTPN was founded by CORD, a nonprofit organization that has been leading change in education for over twenty years through curriculum development, teacher training, and Tech Prep leadership.

National Tech Prep Network



Questions about *Connections*?

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08/02

## Sustaining a Strong Youth Apprenticeship Program

Starting an exciting, new initiative is easy. Sustaining it is a challenge. Nash-Rocky Mount Schools have successfully addressed that challenge with a Youth Apprenticeship Program (YAP) that is alive and well, nine years after its creation.

In the spring of 1993, Nash-Rocky Mount established the first comprehensive YAP in North Carolina. Working in partnership with the Rocky Mount Area Chamber of Commerce and the Rocky Mount Industrial Organization, the school system hired Chris Pake as a full-time YAP Coordinator.

A steering committee was formed over the summer, and by the fall sixteen students were identified for participation in the work-based learning program. Training sites were identified, and training agreements were developed through the North Carolina Department of Labor.

Before the second school year began, the steering committee had established a curriculum committee to develop a local, industry-driven curriculum to be offered with on-the-job training. Much of the curriculum is taught by business and industry leaders who came into the classroom to provide instruction. The curriculum includes units on communication, human relations in the workplace, safety and house-keeping, career goals, continuous improvement, the customer chain, the global economy, teamwork, problem solving, self management, and personal improvement.

Currently the program includes a total of 60 students from three high schools. Training sites have been identified at 105 industries, with 133 programs approved by the North Carolina Department of Labor. Over 350 students have successfully completed the program.

Each day the students leave school one or two class periods early to go to their worksites, and some students also work on the weekends. The average apprenticeship student works between 15 and 25 hours per week. They attend classes from 7:50 a.m. to 1:00 p.m. To coordinate worksite learning with school-site learning, the program places students in worksites aligned with their career pathways.

The program has received the Governor's Award for Excellence in Workforce Development, the Hammer Award from former Vice President Al Gore, and the R J Reynolds Outstanding Tech Prep Award, and it is consistently recognized at the Andrew Johnson Apprenticeship Forum as a model of excellence. ▲

## Meridian Charter High School - Where Education Is Delivered Differently

Students realize the connection between school and the world of work during their work-based learning experiences. They continue to sharpen the technological skills acquired in their career focus area and apply the knowledge gained from their technical writing, science, and math courses during their tenure at Meridian Charter High School. Students at this high-tech professional-technical high school are

prepared to enter academic and vocational postsecondary education programs or join the workforce with the tools they need to succeed in high-skilled, technology-based, high-wage occupations. As students gain valuable work experience in their chosen career fields, they develop essential employability skills and are able to communicate more effectively at school and work in the community.

Meridian Charter High School

competency- and concept-based curriculum requires students to complete four years of math and three years of science plus mandatory technology, English, government, economics, and careers courses. The curriculum is aligned with the state and/or industry standards. Students select one of four technology-based career focus areas: electronics, networking, programming, or graphic design.

*Continued on back*

## Meridian Charter...

► *continued from front*

Freshmen receive their Microsoft Mouse Certification and learn to use Microsoft Word, Excel, Access, and PowerPoint programs in their coursework while honing their skills for the workplace. The school-to-career connection is reinforced by the SkillsUSA-VICA Professional Development Program curriculum in the careers course. The work-based learning program provides students with the opportunity to explore career options through job shadowing as juniors. Seniors must complete 280 hours of internship in their chosen career focus area at organizations, businesses, and industries throughout the Treasure Valley.

With a maximum enrollment of 50 students per grade level, the school emphasizes individualized instruction, teamwork, professional behavior, and integrated activities. Students taking technical writing, electronics, and networking courses are encouraged to participate in the local Tech Prep program and dual enrollment opportunities through the Selland College of Technology at Boise State University.

Meridian Charter High School's advanced grading scale reflects its high expectations for students. ▲

## Horticultural Services Provider Offers Ohio Tech Prep Students Online Courses for College Credit

Because the need for technically trained employees in the "green" industry is extremely high, the Davey Tree Expert Co. has enthusiastically embraced the unusual concept of opening the doors of its Davey Institute Online to horticulture and environmental Tech Prep students from across Ohio.

Davey Institute Online is a comprehensive website developed as a cost-effective way to bring courses involving the latest horticulture research and innovation, as well as technical and safety information, to Davey's 6,000 employees in 40 states and three Canadian provinces. A \$310 million company and a leading provider of horticultural services, Davey offers one of the most respected and comprehensive education and training programs in the "green" industry. To date, the company has invested over \$200,000 in the online project with more than 600 employees registered.

An early link was made with Davey Institute Online by Ohio State ATI Tech Prep Consortium because of the company's longtime interest and commitment to research and development, as well as the role of key executives who serve as business partners to the Consortium. Ohio State ATI's Horticulture and Environmental Tech Prep programs are offered at 15 high schools and career centers and

linked to seven associate degree programs. Located in Wooster, Ohio, Ohio State ATI offers twenty-five associate degrees with primary focus in the business and science of agriculture, horticulture, and the environment, taught using a hands-on approach in classrooms, labs, greenhouses, studios, and barns located on the expansive campus.

Tech Prep students successfully completing the online courses can receive college credit in their specific pathways from Ohio State ATI. Fifty-five students are enrolled in the online courses. More than 50 students have completed courses, and eight received college credit after enrolling at Ohio State ATI.

The partnership benefits Davey by providing another avenue for reaching prospective employees and future customers using its investment in distance learning. Students gain in-depth knowledge on specific topics not always covered in detail in the classroom. Three-dimensional graphics, video clips, and audio capabilities enhance the learning process for auditory and visual learners. Most students taking the online courses will work in the horticultural or environmental industry and some will be involved with companies that use Davey's wide range of services. ▲

## PEP: Progressive Education Partnership

PEP, Progressive Education Partnership, is a cooperative education effort linking the Lakeland College Tech Prep Consortium and Progressive Insurance, one of Northeast Ohio's largest information technology employers. The goal of the partnership is to get the students up close and personal with the inner workings of the company's computer networking system.

The six-phase comprehensive curriculum plan for PEP was put together by personnel in Progressive's IT operations, including Dave Hines, the director of business operations support and services, Francis Marinelli, career services liaison, George Polinsky, Tech Prep computer systems level II instructor, and Carol Larkin, the Tech Prep English teacher. Phase I included eight two-hour worksite visits to Progressive's Mayfield Heights, Ohio campus, where students heard an overview of the work done by the various IT departments. In phase II, Progressive employees assisted the students with a virtual classroom IT project that they entered in the Northeast Ohio College Tech Prep

Showcase and that won first place. An intense two-week mentoring program is part of phase III and helped prepare students for their three-week, full-day, on-site senior project, which is phase IV. As

**"The experience the students are getting at their age is immeasurable."  
George Polinsky,  
instructor**

part of phase V, selected students were offered paid summer internships, and phase VI includes a comprehensive evaluation of the entire PEP program.

Hines sees this program as a win-win situation for the company and the consortium's schools. "First, this is an opportunity to expose students to Progressive so they may consider working here in the future," said Hines. "Second, students will get exposure to a world class information technology organization."

Progressive, the nation's fourth largest automobile insurance company, employs 19,000 people nationwide and 2200 work in the IT department. The 2200 people are responsible for 25,000 laptop and desktop computers and 1400 client servers.

Polinsky said that when the students boarded the bus for their first Thursday session, many questioned why they were going to an insurance company. "After the first hour or so, they started to understand why they were at Progressive," he said.

Working with Progressive provided the students with many opportunities. "They

have met people with all kinds of experience, people who have 30 years experience and those who have been recently hired. It gives the students a different perspective," Polinsky said.

Hines and Polinsky are pleased with the progress of the PEP program and are planning to continue the partnership. "The experience the students are getting at their age is immeasurable," Polinsky said. ▲

**Read about the Caddo Career and Technology Center** ▶

## Caddo Career and Technology Center

Automotive Technology at Caddo Career & Technology Center (CCTC) in Louisiana, prepares students for success in our rapidly changing world by providing quality vocational and technical programs. This is accomplished by the interaction and dedication of our students, administration, employers, and community along with the use of our modern, well-equipped facility and by utilizing Automotive Youth Education System, (AYES), the National Automotive Technicians Education Foundation (NATEF) certification, Ford Motor Company's Maintenance and Light Repair (MLR) program and the School-to-Work program.

The curriculum for our program is supplied by AYES, which involves ten automotive manufacturers in its development and covers all eight ASE areas for National Automobile Certification. Ford's MLR program consists of a curriculum developed by Ford and is an approved NATEF mission program, which enables students to obtain 38 percent of the required training to be qualified to work for a Ford dealership.

Eighteen local automobile dealerships are involved in our program and is open to juniors and seniors from ten high schools.

The automotive program at CCTC is certified by NATEF and selected by both the AYES and Ford MLR programs. The Automotive Business & Education Council gives recommendations to the school to meet the needs of the industry.

Students can work as many as four days a week and report to school on Friday, or they can work two days a week and attend school three days a week. They record their work experience in worksite journals, which are reviewed by the instructors, service managers, mentors, and school-to-career coordinator to evaluate the student's progress.

Employer interest in our program consists of a dynamic array of contributions. The automobile manufacturers ensure our training vehicles are no more than five years old, and, along with the manufacturers, the dealerships supply defective components and supplies. Many of them also sponsor CCTC scholarships for the continuing education of the graduates. Dealership and manufacturer representatives interact with the students in various ways. As classroom speakers, they convey information on current and future automotive technical advances, expected employability skills, educational requirements, career and market demands, and interview processes. Help with Skills USA-VICA competition and Ford AAA competition are also provided in the form of technical training and evaluation for the contest areas. Service managers of the participating dealerships act as supervisors of student interns.

To keep the program at a high level, the CCTC AYES Business & Education Council continually reviews and updates the

curriculum, student needs, hiring practices, employability skills, and community involvement. The council meets at least six times a year to deal with the selection of interns and the implementation of the AYES process.

This program fits the Tech Prep model because of interaction among the community, students, school, and employers, plus the sequence of two year's of high school combined with a minimum of two years post-secondary education. The school trains students using curriculum evaluated and selected by the employers. Therefore, students are trained to meet the employers' needs and prepared for satisfying, financially rewarding careers with opportunities for advancement and are encouraged to pursue postsecondary education. The community benefits by having professionally trained employees who become contributing citizens.

The Automotive Technology career path leads from high school to postsecondary education with a continuum of quality dealership experience throughout. Postsecondary connections for graduates include the Louisiana Technical College, Oklahoma State University at Okmulgee, Delgado Community College in New Orleans, and Holmes Community College in Goodson, Mississippi, among others. In addition, many AYES dealerships sponsor AYES students in manufacturer-specific training on an on-going basis. ▲

## TEAM Work – Central Midlands Tech Prep

In the Central Midlands area of South Carolina, students truly learn the meaning and value of “team-work.” Through the Technical Education Academic Manufacturing Partnership (TEAM), high school students choose career paths, gain real-world experience and technical training, and receive highly competitive salaries.

TEAM, a three-year School-to-Work program, began in the fall of 2000 under the direction of the Central Midlands Career Partnership, Richland County School District One, Midlands Technical College, and area manufacturers, including Siemens Diesel Systems Technology, ALD Thermal Treatment Inc., Spirax/Sarco, and Westinghouse. The Greater Columbia Chamber of Commerce, the State Board of Technical and Comprehensive Education, MCWaters, MSI, Infinity, Sherwin Williams, Valenite, and Snap-on are also key TEAM supporters.

Beginning in the tenth-grade, TEAM students learn valuable skills that prepare them for high-tech manufacturing industries, through applied academics, job shadowing, mentoring, on-the-job training, plant and industry tours, speakers, paid summer internships, and co-op opportunities. They not only earn college educations, but may also have some or all of their college education paid for by their TEAM employers.

Industries provide significant resources, including personnel time and energy, facilities, equipment, training, and supplies. They also offer teachers and parents the opportunity to shadow industry employees and tour the manufacturing facilities, providing them a common understanding of the academic requirements and the job skill, and technical knowledge needed in the workplace of the twenty-first century.

Fourteen students have participated in the TEAM program since its inception in November 2000. By the end of the first semester, nine students had returned, two were at the same company in co-op experiences, three were enrolled in college, and five were employed full-time at TEAM industries. Recently the TEAM partnership was nominated by South Carolina’s Governor as an Exemplary Workforce Development program, and it is profiled in a special compendium of best practices published by the Southern Growth Policies Board.

The Central Midlands Career Partnership serves 105,000 students, nine school districts, 166 schools, nine institutes of higher education, and a business community with more than 65 foreign-affiliated corporations and several Fortune 500 companies. The goal of the Central Midlands Career Partnership and the TEAM industry

partners is to expand the program to other schools and districts in the region. The exemplary TEAM program is making a difference—in the lives of the students, parents, teachers, and industry leaders in the Central Midlands of South Carolina. ▲

### *Look for 2003 EWSLA applications*

- at the 2002 NTPN Conference
  - in the *Connections* newsletter
  - at [www.ntpn.info](http://www.ntpn.info) in November
- Winning Programs...*
- receive cash prizes and plaques
  - are featured presentations at the annual conference
  - are recognized at the NTPN Membership Luncheon
  - and more...

**Read about the Blake High School and Hyatt Regency Hospitality Partnership** ➤



## Blake High School and the Hyatt Regency – Tampa Academy of Hospitality Partnership

The Blake High School-Hyatt Regency Tampa Academy of Hospitality provides high school students with both the required academics and the opportunity to experience firsthand adult roles within an actual work environment. The students are bused from Blake High School to the Hyatt Regency onsite classroom every day. They spend three hours a day, two days a week in the classroom for their hotel curriculum, and the remaining three days are spent working in the hotel. The students learn all aspects of the industry by working for one week each in twelve different departments within the hotel. They are assigned mentors who demonstrate duties, oversee their work, and issue points toward the final class grade. Students are evaluated on their appearance, attitude, productivity, initiative, and teamwork. These evaluations are worth 40 percent of their final grades.

The curriculum for the Academy complies with the state of Florida curriculum frameworks and the standards from the Hotel/Motel

Association. Embedded within the curriculum are the Florida Sunshine State Standards that pertain to the Florida Comprehensive Assessment Test that all students must pass prior to graduation. Upon completion of this experience, students are prepared to enter the workforce at entry-level positions or to take advantage of the articulation agreements in place at both Hillsborough

they progress in the program, they become truly different people. Graduated hospitality students attribute this change to the professional, respectful way they are treated throughout the program. This transition is difficult to evaluate, but it is definitely visible and is representative of the success of this program and the impact it has on participating high school students.

**“The overall grade point average of the students has improved approximately 17 percent since the program’s inception.”**

Additionally, the overall grade point average of the students has improved approximately 17 percent since the program’s inception. The Academy of Hospitality students have continually maintained at least one letter grade higher in their hospitality-related classes than in their traditional classes. All of the at-risk students continue to be enrolled in the program, and GPAs continue to rise.

Community College and Schiller International University. This Tech Prep offering prepares students to enter the workforce and continue to postsecondary education.

At the beginning of the program, the hospitality students behave much like other high school students. As

Many students who may not otherwise be high achievers have excelled in their scholastic careers. This partnership has connected students to adult roles that reflect both their talents and their interests. ▲