

Avon Grove Charter School (AGCS)



College and Career Portfolio Handbook

Expectations and Guidelines for Students and Parents

State Road Campus
110 East State Road
West Grove, PA 19390

AGCS College and Career Portfolio

Beginning with the class of 2023, Avon Grove Charter School will implement a new graduation requirement focused on the development of a culminating College and/or Career Readiness Portfolio. This portfolio will be required and must be completed by all AGCS students in order to be eligible for graduation. The purpose of the culminating portfolio is to ensure that all graduating students have explored, researched, discussed, and analyzed their future endeavors prior to graduating high school.

Rationale

The AGCS Culminating College and Career Portfolio was designed to provide structured support for students to engage, research, and explore a variety of post-secondary opportunities based on their individual strengths, interests, and future goals. The portfolio will serve as a core graduation requirement for AGCS beginning with the class of 2023, however, all students, beginning in the 2019-2020 school year will participate in a variety of college and career readiness activities. The portfolio provides both structured requirements as well as student choice elements as they investigate and explore potential careers and post-secondary options.

Naviance

Avon Grove Charter School will be expanding the use of the Naviance College and Career Readiness platform as a core component to the College and Career Portfolio. By leveraging this system, AGCS can ensure that students are provided with a wealth of curricular resources, along with other career and college planning information as they explore possible future endeavors.

Within the Naviance platform, students will complete a wide range of activities as part of their culminating portfolio. This portfolio of student experiences and artifacts will be housed within the Naviance system and available to students throughout their high school career at AGCS.

Students should meet with their Guidance Counselors related to any questions involving the Naviance system.

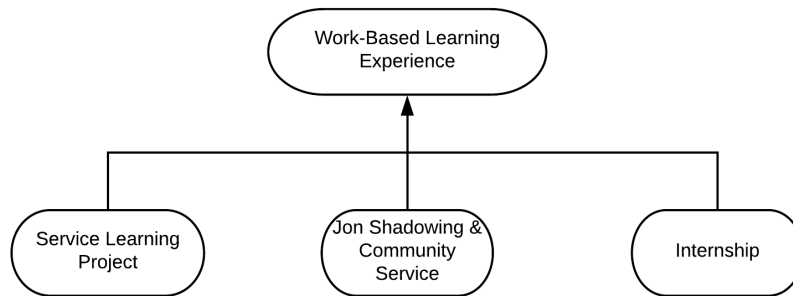
Advisor System

AGCS believes that relationships matter and students deserve a caring and trusting adult to work with when exploring their strengths and how they align to potential post-secondary goals. AGCS pairs each student with a faculty advisor who is the student's key point of contact related to their college and career readiness activities, post-secondary planning, and the requirements of this portfolio. Students will maintain the same advisor throughout their time at AGCS so that deep, meaningful relationships and conversations can occur over time.

Students will meet with their advisor, as a student group, throughout the year to engage in college and career readiness curriculum and check-in on the progress of their culminating portfolio requirements. *Some of the requirements of this portfolio will also be asynchronous, independent work that must be completed by the student by specific deadlines.*

Work-Based Learning Experience

As part of the AGCS Culminating Portfolio, all students will engage in work-based learning experiences to enhance their college and career exploration. Students will have **three options** to engage in. All students **must complete one of three** work-based learning pathways, however, they may complete more than one pathway if they wish.



Pathway One: Service Learning Project

Service Learning helps students build character by allowing them to foster and develop personal values, beliefs, awareness, self-esteem, confidence, a sense of empathy, and social responsibility. Students can also focus service learning project ideas within specific career clusters they are interested in. Service learning is based on the reciprocal relationship between the school and the community; reinforcing the concept that service in the community strengthens learning in the classroom and helps solidify post-secondary goals.

Service learning is very different from community service. Community service is where students work on behalf of others or a cause, without payment for their time and services. Service Learning is a deeper, more rigorous activity where students identify, research, and implement solutions to real needs in their community or school.

AGCS Service Learning Guidelines:

1. Students at AGCS may engage in focused service learning projects (not to exceed two projects) totaling 60 hours of planning, preparation, and implementation.
 - a. Hours can be derived from the five stages of service learning – planning, preparation, execution, reflection, and celebration.
2. Students must complete the [AGCS Service Learning Proposal Form](#) to the Guidance Office and all service projects must be approved prior to them starting.
3. Students may work in a team, not to exceed 3 students, on a single, collaborative project proposal.
4. Student, or student teams, will be required to track their own service learning hours via a [personal log sheet](#).
5. Each student, even when working in a team, will be responsible for a minimum 1500 word reflection paper focused on their proposal, learning, and alignment to future goals.
6. Student, or student teams, will be responsible for a visual product and an oral presentation to a panel of AGCS teachers and administrators for evaluation. This presentation will be scheduled at the conclusion of the service project and must be done by March 1st of a student's (or group of students) senior year. Scoring will be based on a predetermined rubric.
7. Service Learning Projects must be completed and presented to the panel of evaluators by March 31st of a students Senior Year.

Students successfully completing a service learning project and receiving a passing grade will receive 1.0 non-replacement credits towards their transcript. This credit is not weighted in a particular category but will be added to a student's final transcript upon graduation.

Pathway Two: Job Shadowing/Community Service

Job shadowing is a useful way to learn about a particular job or career of interest. It involves spending time following (shadowing) a professional in that field area to get a sense of what the job, occupation, or field is really like. It is an effective way to learn whether a particular field may be the right fit for you prior to making post-secondary commitments.

AGCS students choosing the Job Shadowing pathway will be required to complete a minimum of three (3) separate job shadowing experiences with at least three (3) hours devoted to each instance. These job shadowing experiences are permitted to be completed within the same field or career cluster, however, should not be with the same individual unless prior approval is obtained. Shadowing experiences with a parent/guardian or family member must have prior approval from administration.

After each shadowing instance, students will complete a reflection summary on their experience, how the experience aligned to the college and/or career goals, and items learned from the experience. Each reflection will be completed within Naviance.

Students will be required to identify and arrange their own job shadowing experiences. Students should reach out to their school counselor for guidance or assistance with this task.

Any verified job-shadowing experiences conducted during the school day will count as an excused absence from school with verification from the employer. Students must get an [Experience Verification of Attendance Form](#) signed by the employer and submit it to the Attendance Office within three days of the job shadow experience.

When participating in a job shadowing experience students should follow some of these key tips for success:

- 1.) Prepare questions ahead of time: You will have dedicated time with a professional within a field of industry of interest. You should have prepared discussion questions so you can get the most out of your time.
- 2.) Dress Professionally: You will be entering a person's professional workplace and should be dressed professionally. If you have questions about dress attire, don't hesitate to ask the individual you are shadowing what their workplace dress code is.
- 3.) Bring something to write on/with: Do not plan to rely on others for paper or writing utensils. Make sure you are taking notes and can document your experience for your required reflection activities.
- 4.) Pick a good time: Pick a time that works for your schedule as a student while taking into account the professionals schedule.
- 5.) Follow up: Make sure you reach out and thank the professional after your job shadowing experience for their time.

Job Shadowing experiences must be completed and all related reflection activities submitted by March 1st of a student's Senior Year.

In addition to Job Shadowing, students choosing pathway two must also complete 20 hours of community service.

- Hours can be acquired through school based opportunities or those opportunities found by the student themselves from outside agencies organizations.
- Summer hours count with proper documentation.
- **Court mandated community service cannot be used towards this requirement.**
- Acceptance of documentation in regards to service hours is at the discretion of the administration.
- Hours can be rejected if proper paperwork is not submitted with all of the required signatures.
- Students may not receive compensation of any kind in return for their service.

AGCS Community Service documentation forms can be obtained via the Guidance Counselors or the Main Office.

Pathway Three: Internship

A focused internship is a more intense form of career exploration allowing students to devote more time and learning in a specific career cluster field/occupation. Students electing to participate in the school-based internship program must meet specific criteria prior to approval.

To participate in this program, students will have to have at least 17.5 credits and be considered a senior. Student's that have been suspended in or out of school after January 1st of the previous school year will not be eligible.

The internship program will be facilitated via Schoology with reflection activities being documented within Naviance. Students will be expected to complete a professionalism course while engaged in their internship and keep an online journal documenting their learning experiences. The online journal will be expected to be updated monthly throughout the internship experience. An oral presentation with a visual product is also expected to be completed at the conclusion of the internship.

Students must complete a 60 hour internship in order to fully meet this pathway requirement. Students meeting all of the requirements along with a passing grade will receive 1.0 electives credits counting towards their graduation requirements.

AGCS does its best to pair senior students interested in participating in an internship with a work-site placement. Students will be asked to complete an interest form in May of their Junior year to assist AGCS with finding a partner that aligns to a student's specific career or college interest. There are no guarantees that students will obtain an internship placement. Students interested in this possibility should have a "back-up plan" in the event that they are not able to find a work-placement in their field of interest and still need to meet the work-based learning experience requirement of this portfolio.

Industry Credentials

AGCS is currently evaluating its curriculum and program of studies to align potential industry-based credentials opportunities for its students.

These industry-recognized credentials would measure competence in core content and performance standards in a specific set of work-related tasks in specific classes. These specialized industry-based

credentials can help make our students more attractive in terms of both college admissions and employability post high school graduation.

College Admissions Assessments

AGCS believes that all students should be afforded the opportunity to participate in college admissions assessments even if their initial post-secondary goals may not include attending an institution of higher education. These assessments are important “gateways” and requirements for many college and post-secondary training programs. AGCS will provide students ongoing information related to testing windows/dates and the process for student registration. As a commitment to our students, AGCS will also administer and cover the registration costs for all 10th and 11th grade students to complete the PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test) assessment.

The AGCS School Counselors will upload all college admissions assessment results to a student's Naviance account and will serve as part of a student's portfolio.

Grade Level Portfolio Checklists

Each year the School Counselors, along with faculty advisors, will distribute grade level “checklists” of required and optional items that students can include in their portfolio. These checklists will serve as examples of the required tasks, artifacts, and learning experiences students will engage with in each grade level. Tasks, artifacts, reflections, and evidence will all be documented and housed within a student's Naviance account.

Below are a **few examples** of activities and artifacts students will engage in. This list is not all encompassing.

Grade Level	Title	Piece(s) of Evidence/Artifacts	Rationale/Objective
9	My Learning Style	<input type="checkbox"/> Learning Style Inventory Assessment Results <input type="checkbox"/> Inventory Reflection	School and homework can be made harder if students don't pay attention to how they learn best. By recognizing the way they learn, students can find success both inside and outside of the classroom.
9	My StrengthsExplorer	<input type="checkbox"/> StrengthsExplorer Inventory Assessment Results <input type="checkbox"/> Inventory Reflection	When students are aware of their strengths, they can build a foundation for their life. StrengthsExplorer helps to identify these strengths.
10	Entrepreneurial Self-Assessment	<input type="checkbox"/> Self-Assessment Results <input type="checkbox"/> Assessment Results Reflection	Students will complete a self-assessment of their personality and skills to see whether they could potentially make a successful entrepreneur.
10	My Career	<input type="checkbox"/> Career Cluster Finder Results	Career clusters are a way to explore

	Clusters	<input type="checkbox"/> Career Cluster Reflection	career paths in a broad manner. The Career Cluster Finder will help link career cluster themes with students' interests.
11	Cover Letter/Resume	<input type="checkbox"/> Completed Student Resume <input type="checkbox"/> Completed Student Cover Letter	Students will reflect and build a personalized Resume and Cover Letter in preparation for post-secondary employment.
11	Paying for College	<input type="checkbox"/> Financing Methods Reflection	Students will learn the basics of federal and state financial aid and that there are other methods of paying for college as well.
12	Work-Based Learning Experience*	<input type="checkbox"/> Oral/Written Artifacts related to a students Work-Based Learning Pathway	Students will engage in a work-based learning experience throughout their High School Career at AGCS.
12	Senior Survey	<input type="checkbox"/> Senior Survey Results	Students will reflect on their time at AGCS and complete the yearly Senior Survey.