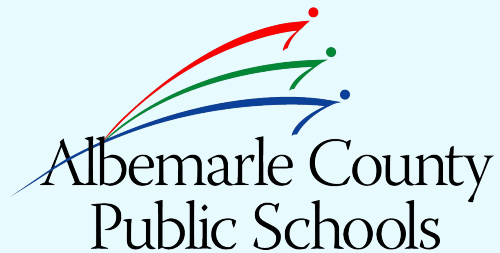




Pathway Exploration

Part 2: Overview of High School Redesign Programming



Strategic Plan: Learning for All

VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

VALUES

Equity
Excellence
Family and Community
Wellness

GOALS



Thriving Students

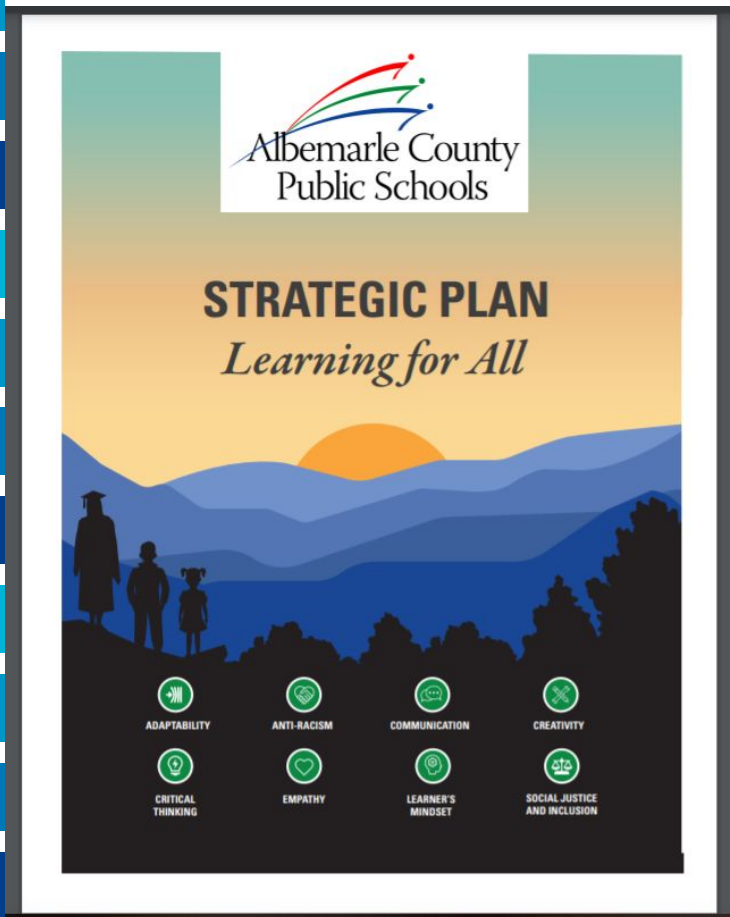


Affirming and Empowering Communities



Equitable, Transformative Resources

High School Redesign Strategic Plan Connections



THRIVING STUDENTS

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

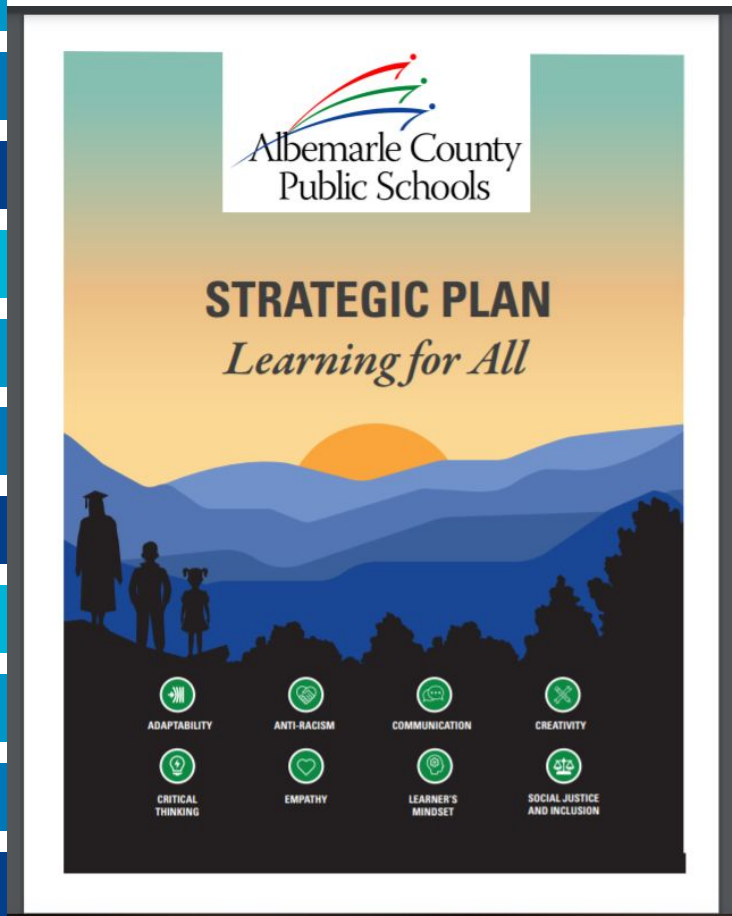
2

OBJECTIVE 2:

ACPS will develop structures that support students' academic mental health for both proactive and intervention purposes. We will ensure that academic time demands placed on students allow them adequate time to pursue their personal interests, including enrichment activities, lifelong learning, and career goals.

Strategy 2: ACPS will ensure academic requirements allow students time to pursue interests outside of school.

High School Redesign Strategic Plan Connections



THRIVING STUDENTS

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

3

OBJECTIVE 3:

ACPS will increase student engagement in their own learning, in the school culture, and in student governance.

Strategy 1: ACPS will develop learning pathways that align with Virginia's Career Clusters, with exposure to career pathways beginning in elementary school.

Questions we're thinking about:

- How do we **leverage student interests** and personal vision for their future **to improve their engagement** with school?
- How do we prepare students for **multiple launching points** after high school? (college AND career)
- How do we prepare students who don't earn a post-secondary degree for **successful outcomes**?
- How do we **partner with families** and **community partners** through the pathway exploration journey **with intentional touch points** to support students to meet their goals?



Goals

Board Members will **understand**

Pathway programming's impact on post-secondary student outcomes.

Board Members will **know**

Post-secondary outcomes of our alumni,

Current and vision for opportunities for students,

The scope and sequence for Pathway Exploration, and

How families and students interact with these opportunities,

Board Members will **be able to**

Communicate the vision of High School Redesign,

Consider next steps 2024-25

Agenda

1

High School Redesign
Scholars Studios

2

Rotation A:
Industry Credential Initiatives

3

Rotation B:
Work-Based Learning
Opportunities

4

Themes and Next Steps

5

Questions



High School Redesign Updates

Graduation as finish line.




High school as pre-season training for decathlon with events that haven't been finalized yet.



Careers with Highest Job Growth in VA


search for a career...



Physical Therapy

36.25%

ⓘ ▶



Product Management

26.5%

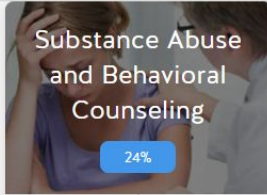
ⓘ ▶



Information Security Analysis

25.25%

ⓘ ▶



Substance Abuse and Behavioral Counseling

24%


ⓘ ▶



Occupational Therapy

21%

ⓘ ▶



Statistics

19.67%

ⓘ ▶



Market Research Analysis

19.5%

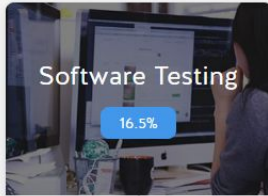
ⓘ ▶



Data Science

17.5%


ⓘ ▶



Software Testing

16.5%

ⓘ ▶



Airline and Commercial Flying

11.17%


ⓘ ▶



Social Media Management

11%

ⓘ ▶



Web Design

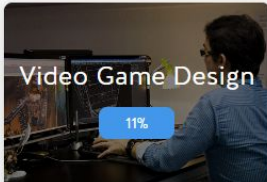
11%

ⓘ ▶



UI/UX

11%



Video Game Design

11%



Medical Equipment Preparers

9.5%



Proposed High School Accreditation Revision

Ready for Life: 3 E Framework

Enrollment

- 1.25 point: Earning an associate's degree
- 1 point: Earning 3+ credit-bearing, college ready scores on exams, 3+ dual credit courses with a "B" grade, or an Early College Scholar certificate
- 0.75 point: Earning 1-2 credit-bearing, college ready scores on exams or 1-2 dual credit courses with a "B" grade
- 0.5 point: Completing an exam or dual credit course with a "C" grade

Employment

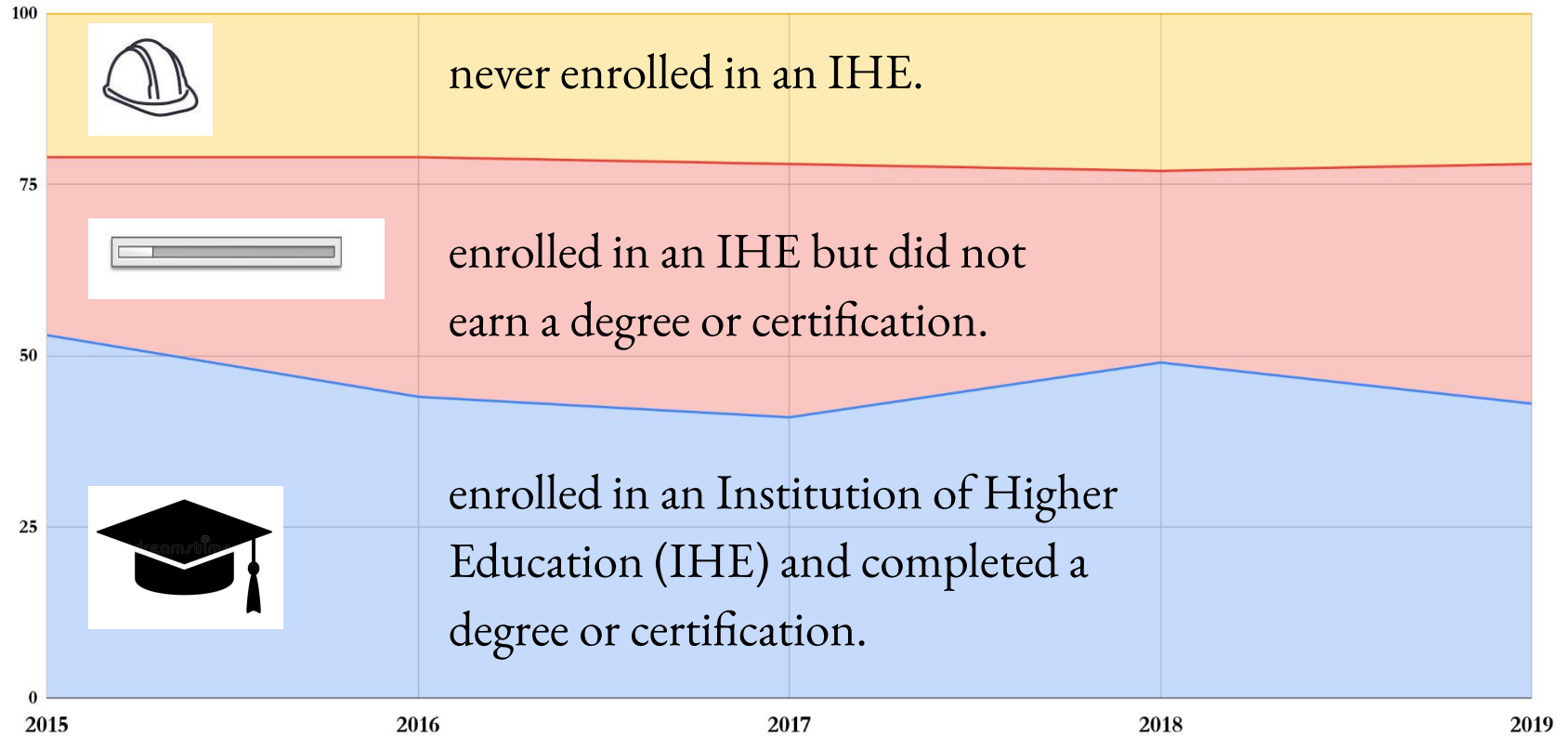
- 1 point: CTE completer earning a state-approved industry recognized credential in a high-demand, high wage field as defined by VOEE
- 0.75 point: CTE completer earning a state-approved industry recognized credential in a high-demand field as defined by VOEE
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Enlistment

- 1 point: AFQT (ASVAB) score of 65 or higher
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- 0.5 point: Meeting the minimum Military Entrance Score (AFQT/ASVAB) of 31

These scores are equivalent to the careers in employment component.

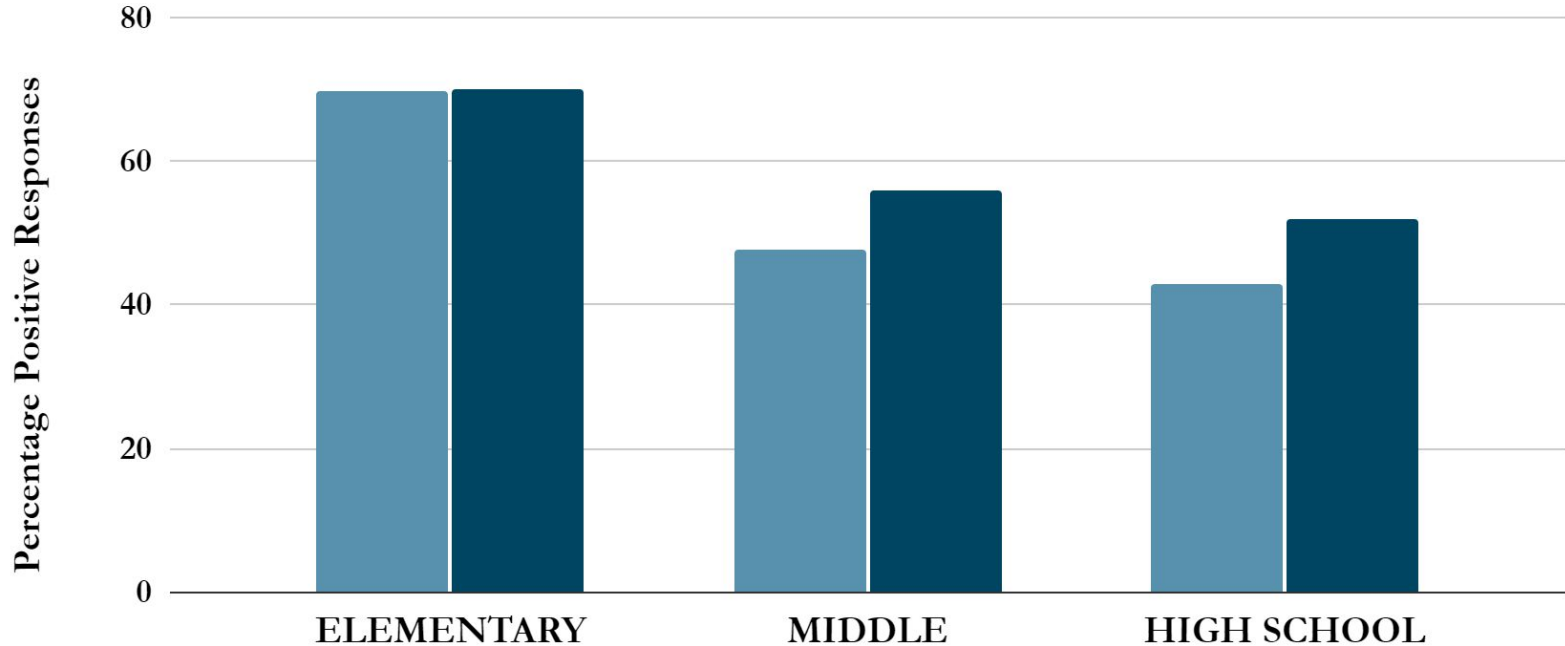
Post-Secondary Outcomes after Four Years by ACPS Cohort



ACPS Graduation Cohort Year

Valuing of School by Level

■ ACPS ■ National Average



Fall 2023 Panorama Survey

Tenets of High School Redesign

Leverage student interests, talents and goals

Motivate students through learning experiences they value and that develop their **sense of belonging** and autonomy.

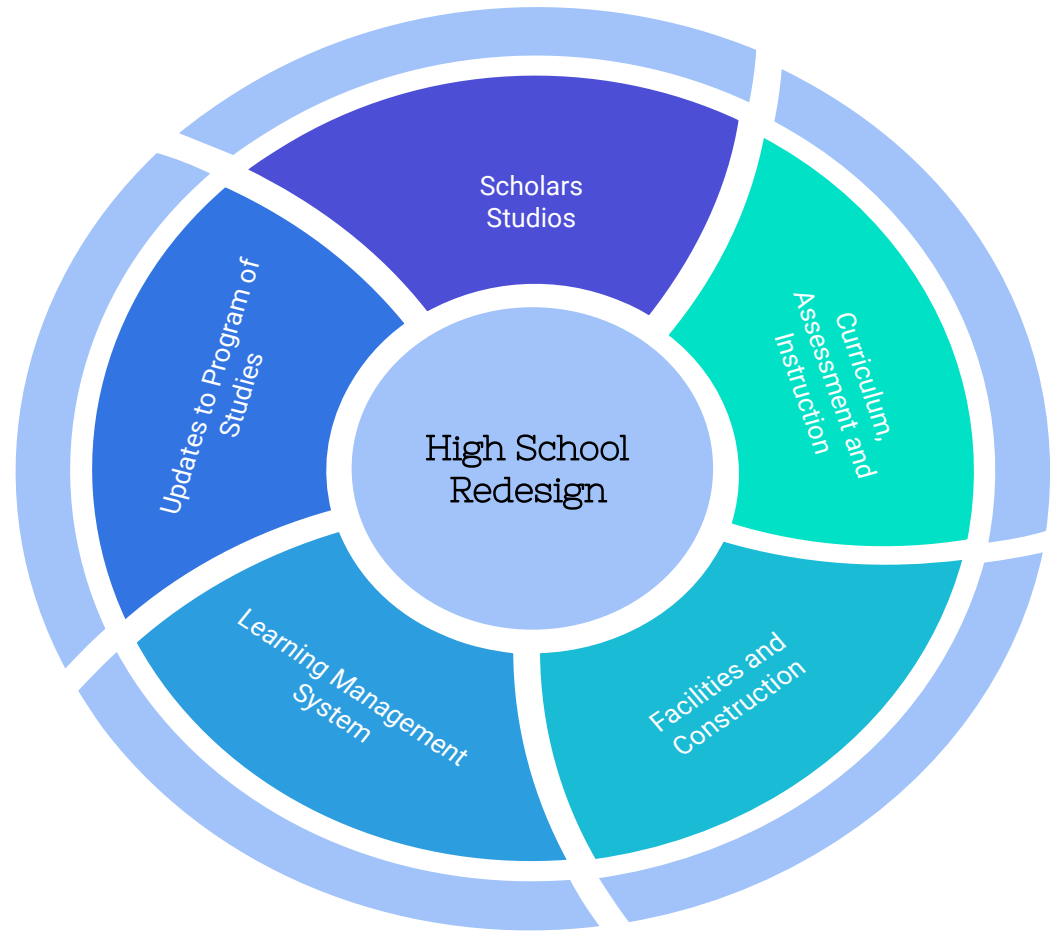
Engage **ALL** students in innovative, rigorous learning experiences

Mitigate persistent opportunity gaps by giving **access** to ACPS learning communities to **ALL** of our students.

Prepare for success in high demand post-secondary pathways

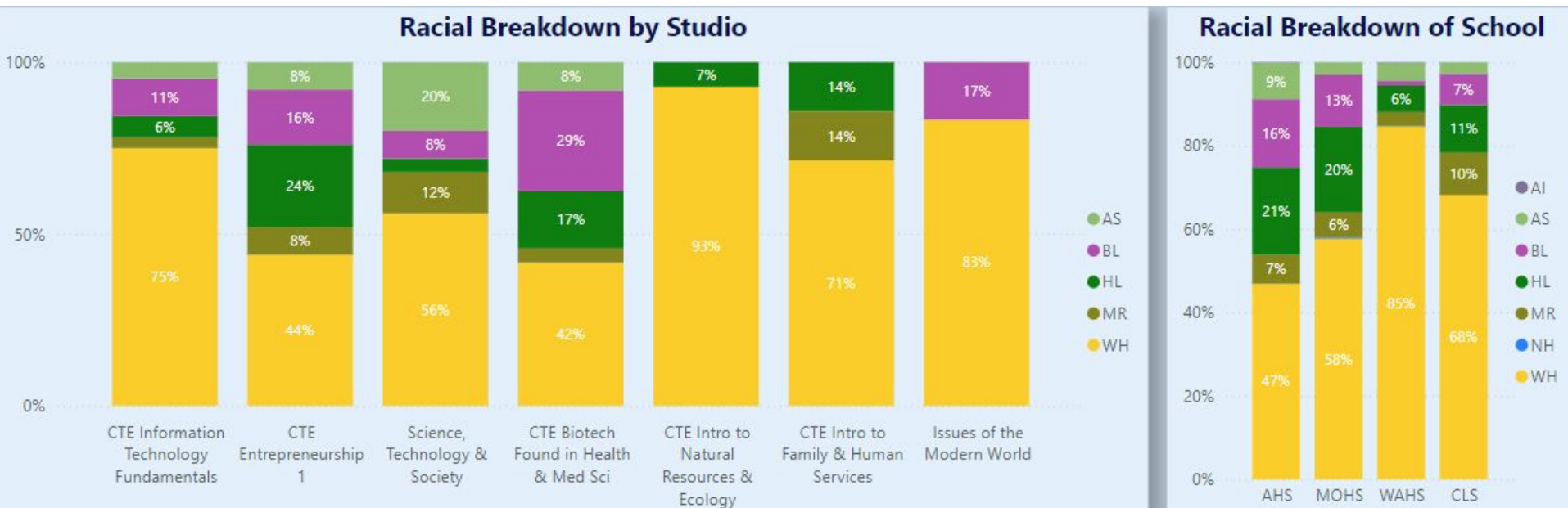
Connect students with a pathway that will expose them to work-based opportunities and specialized skills that guide their post-secondary trajectory.

High School Redesign Components



Scholars Studios
Current State and Next Steps

Studio Enrollment by Membership Group

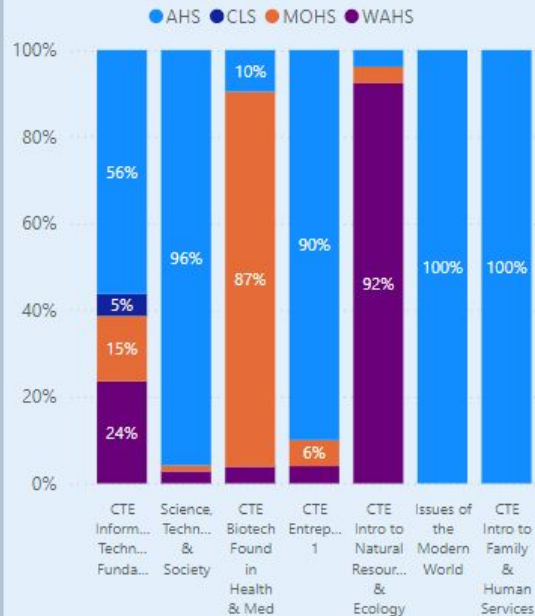


Scholar Studios Comparisons

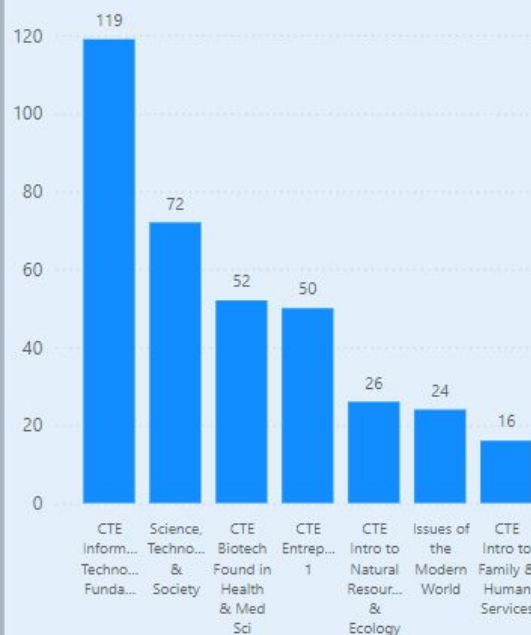
School Year

All

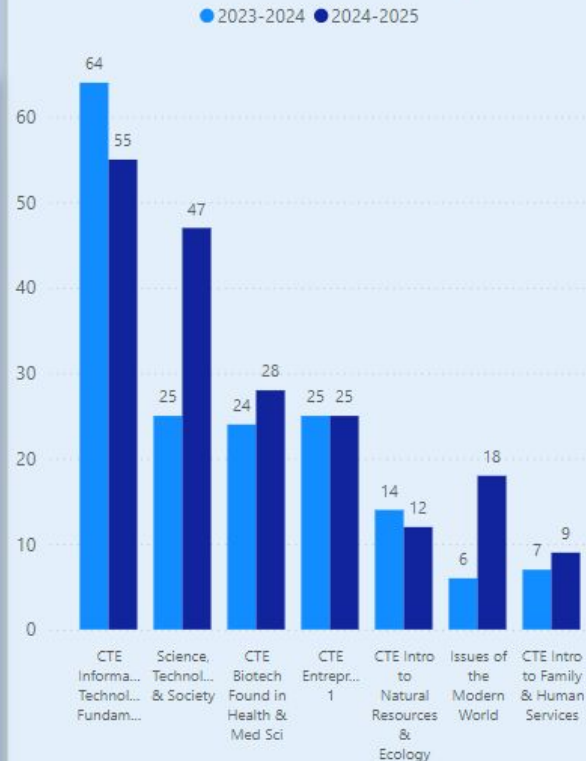
Base School Breakdown by Studio



Studio Enrollment Comparison

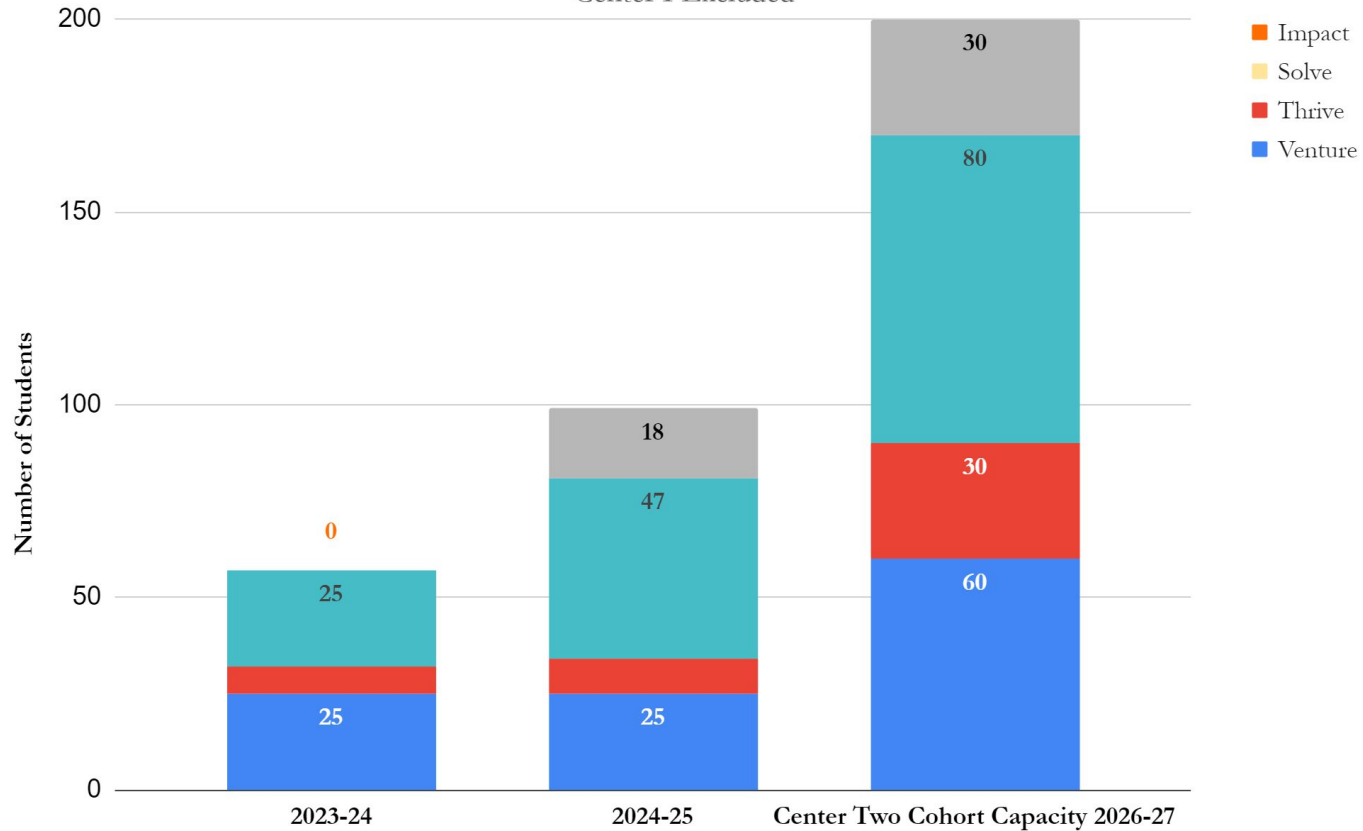


Year over Year Breakdown by Studio



Scholar Gateway Enrollment 2023-24 and 2024-25

Center I Excluded



Interdepartmental Scholars Steering Team

Creation of interdepartmental Scholars Steering Team. In alignment with roles of central office leadership in the ACPS Theory of Change, the steering team seeks to

- ❑ **Collaborate across departments** to wholistically implement HS redesign
- ❑ **Proactively address daily challenges** that impact students and teachers
- ❑ **Develop a sustainable support structure** for HS Redesign and Center II
- ❑ **Remove barriers with the goal of increasing the enrollment, access, and success**

Four Focus Areas of the Steering Team this Fall

1. Course Plans of Study
2. Studio Leadership
3. Transportation
4. Communication

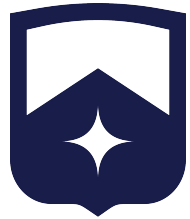
Fall Focus Area 1: Expanded Course Plans of Study

Revised Scholars Sequence 2025

9th Grade	10th Grade	11th Grade	12th Grade
Freshman Seminar infused in Gateway	Pathway Sequence 1	Pathway Sequence 2	Capstone
Scholars Physics	Scholars English 10	Pathway Plus	Scholars Govt

Current CLC Sample Sequence 2024

9th Grade	10th Grade	11th Grade	12th Grade
	Gateway	Pathway Sequence 1	Capstone
		Pathway Plus	Pathway Sequence 2



Pathway Required
Courses

Sample Course Sequence: Base School			
9	10	11	12
Math Course	Math Course	Math Course	Math Course
Elective	Biology	Science Course	Science Course
World Lang	World Lang	World Lang	World Lang/Elective
Health/PE	Health/PE	Personal Finance	Elective
Sample Course Sequence: Studio			
English 9	Sch. English 10	English 11	English 12
SS/History	SS/History	US History	Sch. US Government
Sch. Physics	Elective	Pathway +	Elective
Gateway Course	Pathway Sequence I	Pathway Sequence II	Capstone Course

Fall Focus Area 2: Support for Studio Leadership

- Design high quality **curriculum, instruction and assessment** to engage students
- Provide **leadership** and **designated point of contact** for the studio
- Build **partnerships** with businesses, higher education, community leaders, and families.
- **Promote** studio opportunities to rising students through regular communication with stakeholders and engagement in events
- Implement aligned authentic **field experiences and Work Based Learning**
- Support students to earn aligned **industry credentials**
- Support student studio **ambassadors** to grow as leaders and promote the studio
- Attend monthly **professional learning** with studio leads from across the division
- Monitor **data** to ensure access and success and continuous improvement
- Stay abreast of **current trends** in each of the studio pathways.

Fall Focus Area 3: Transportation

Transportation for 2024-2025 school year is the same as this year. That includes:

Type	Description	Programs
<i>Satellite</i>	Family drop off at base HS or MS Bus to other comprehensive HSs on time Return between 4:30-4:45 for extracurriculars	MESA, ESA, HMSA ECS, NDCC, CLCs/Scholars
<i>Shuttle</i>	Students ride regular HS route from home to base HS Bus to location for late start and early release Return before 4 for extracurriculars	Center 1, Lab, CATEC

Transportation FALL 2024: **Satellite** Stops

Single satellite stop at each high school that services the other two high schools. Students arrive for the AM bell and depart at the PM bell. Parents are responsible for transportation to/from the satellite stops.

Route	Pickup Location	Pickup Time	Drop Off Location	Drop Off Time
AHS to MOHS	Journey MS	~8:00am	AHS	~4:30pm
AHS to WAHS	Journey MS	~8:00am	AHS	~5:00pm
MOHS to AHS	MOHS	~8:05am	MOHS	~5:00pm
MOHS to WAHS	MOHS	~8:00am	MOHS	~4:35pm
WAHS to AHS	WAHS	~8:00am	WAHS	~4:40pm
WAHS to MOHS	WAHS	~8:15am	WAHS	~4:35pm

Transportation FALL 2024: Shuttle Stops

Students ride their regular high school bus and catch a shuttle from each high school to Center I, CATEC and Community Lab School. Shuttle picks up students at their program in the afternoon and returns them to their base high school to catch their PM bus home. Note, CATEC has separate AM and PM sessions (transportation provided around lunch time).

All Programs:	CATEC only:
Arrival at High School – 8:50am Departure from High School – 8:55am-9:00am Arrival at program – 9:25am. Departure from program – 3:15pm-3:30pm Arrival at high school – 3:50pm Departure from high school – 4:00pm	AM session departure from CATEC – 11:45am AM session arrival at HS – 12:00pm-12:15pm PM session departure from HS – 12:30pm-1:00pm PM session arrival at CATEC – 1:00pm-1:20pm

Fall Focus Area 4: Communication

- ❑ Identify **student and family engagement** touchpoints
- ❑ Share information with **all HS staff and 6-12 counselors**
- ❑ Create clear **communication resources** for stakeholders
- ❑ Design improved and **“elevated” registration** process
- ❑ Develop and kickoff Scholars Studio **Student Ambassadors**
- ❑ Update to **FAQs**

Elevated Scholars Studio Registration Timeline

Dates	Details
November	<ul style="list-style-type: none"> ● Explore studios in school counseling presentations, advisory and seminar classes and online in Schoolinks
December	<ul style="list-style-type: none"> ● Scholars Studio info shared with schools and families (posters, brochures, emails, etc.)
	<ul style="list-style-type: none"> ● Scholars Studio Preference Form posted and shared
	<ul style="list-style-type: none"> ● 8th Grade Students tour Center I and CATEC
	<ul style="list-style-type: none"> ● High School Curriculum Showcases & Middle School Transition Nights
January - February	<ul style="list-style-type: none"> ● Connect with your school counselor
	<ul style="list-style-type: none"> ● Scholars Studio Spotlights shared via social media
	<ul style="list-style-type: none"> ● Scholars Studio Ignite Night info session and hands-on demos
	<ul style="list-style-type: none"> ● Preference Day - student preference forms due February 28
March	<ul style="list-style-type: none"> ● Match Days <ul style="list-style-type: none"> ● Confirmed Welcome to the Studio communications sent electronically ● Join the Journey boxes passed out to students via studio leads and ambassadors. ● Counselors collaborate with students and families to make course request updates

Scholars Studio Student Ambassador Launch

- **Shape** the future of your studio
- **Promote** your studio to students, families and the community
- **Grow** as student and teacher leaders



Studio Ambassador's Voices



Focus: dive deep into a specialized area of interest

"I have learned about various engineering schools, the impact of plastic, aerodynamics, climate change and more. These topics are interesting to me because I want to become an engineer and work on some of the topics such as climate change." - Solve Studio Ambassador



Studio Ambassador's Voices

*Focus: dive deep into a
specialized area of interest*



"I've gotten to learn about forestry, soil testing, and water quality. I'm only a 10th grader so this is my first year. We went over tree species, identification, logging practices, characteristics of trees and much more. One day, when I apply for college I want to major in a topic concerning forestry or horticulture and this class has been really helpful and informative." - Terra Studio Ambassador

Studio Ambassador's Voices

Community: connect with students, teachers and experts that share your interests

"Everyone you're surrounded by is passionate about the same thing that you are. This way we can all support each other and share experiences and aspirations."

"I've connected with students from across the county who have similar goals for the future."



Studio Ambassador's Voices

Community: connect with students, teachers and experts that share your interests

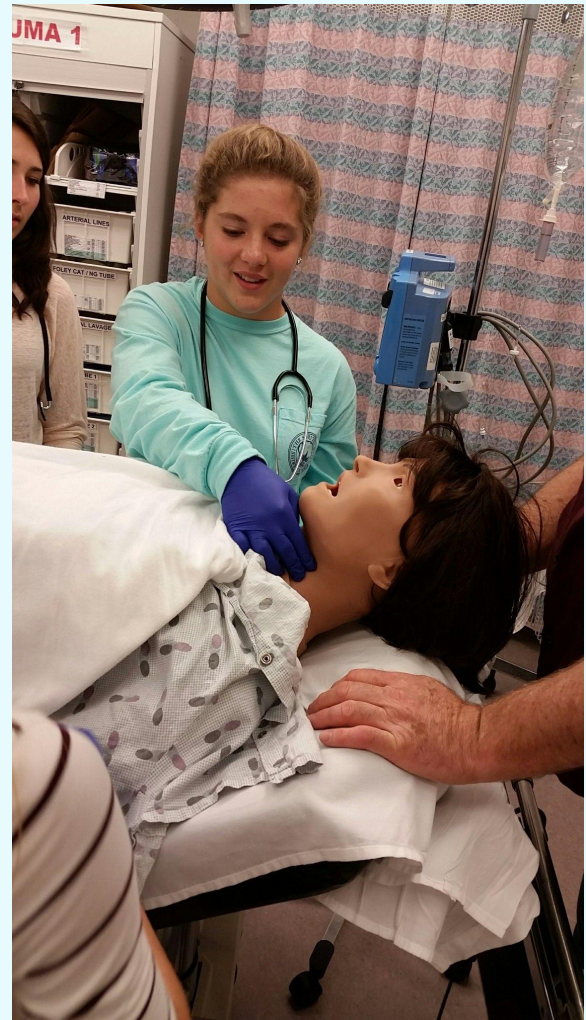
"The teachers are very involved and knowledgeable and passionate which creates an enjoyable environment where students taking these classes and are interested in the subject can thrive and really find out if this is what they want to have a career in. Most of my classmates are engaged and excited to learn and know more and also share a passion for the subject."



Studio Ambassador's Voices

*Experiences: Hands-on learning
that helps you build real-world
skills*

"We were able to talk to an interactive
mannequin and try to diagnose him." -
Pulse Studio



Studio Ambassador's Voices

*Experiences: Hands-on learning
that helps you build real-world
skills*

"In the cybersecurity pathway, the Capture the Flag events have you solve cybersecurity related challenges in order to gain points. These competitive events that show the fun side of the pathway." - Link Studio Ambassador



Studio Ambassador's Voices

*Experiences: Hands-on learning
that helps you build real-world
skills*

“We went to work with preschoolers. It was memorable because we got to know the kids and our strengths and weaknesses with working with a young age group.” - Thrive Studio Ambassador





Studio Ambassador's Voices

Experiences: Hands-on learning that helps you build real-world skills

“We have done multiple interesting labs, and getting to be outside measuring trees, identifying trees and testing soil was a unique and fun experience. My class also took a trip to a creek and tested the water quality which was memorable and fun.” - Terra Studio Ambassador

Studio Ambassador's Voices

Experiences: Hands-on learning that helps you build real-world skills



"Venture Studio sets you up to be a business owner." - Venture Studio Ambassador

"I loved the launcher project we did. We had to use various materials to launch a straw using a trigger. This was a much harder project than it sounds like, but it was special because of the problem solving and also the people in my group." - Solve Studio Ambassador



Design Your Future

ALBEMARLE COUNTY PUBLIC SCHOOLS

2024



“Extensive evidence shows that the wellspring of intrinsic motivation is having the freedom and opportunity to explore our interests.”

ADAM GRANT, PHD
ORGANIZATIONAL PSYCHOLOGIST, UPENN
FROM THE BOOK *HIDDEN POTENTIAL* (PG 171)



Putting Students at the Center

PROJECT PURPOSE

The goal for of this body of communications work is to improve:

- Engagement
- Awareness
- Enrollment



The Student Journey

We must consider the different stages a student might go through as they consider enrolling in Scholars Studio – and use that to meet them where they are, throughout their journey.

What is this program all about?

Which studio might be right for me?



AWARENESS

CONSIDERATION

ENGAGEMENT

COMMITMENT

GOALS

SPARK INTEREST

DRIVE ENROLLMENT

CTA's

LEARN MORE ABOUT THE PROGRAM

SIGN UP



Gaining Community Input

PROJECT PROCESS

To develop a communications strategy, CURE gathered perspective from multiple stakeholder groups. The intent of gathering a wide range of input is to lay the foundation for developing an open and equitable approach for current and future Albemarle County Public Schools students.

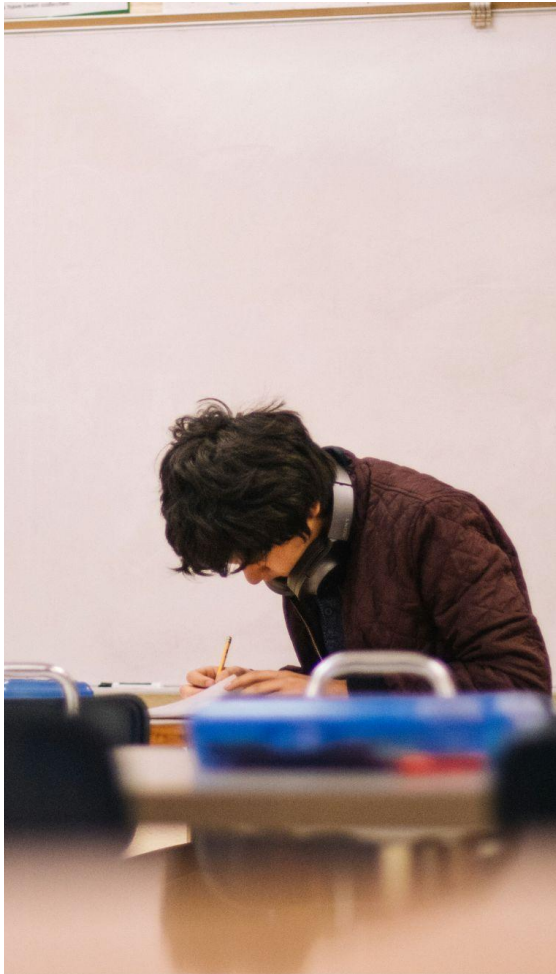
KEY ACTIVITIES

- **Classroom Focus Groups** - Conducted sessions with students, varying their involvement in CLC/studio activities.
- **Stakeholder Conversations** including teachers, administrators, Superintendent, and internal/external project contacts.
- **Site Visits** to Albemarle HS, Center I, Monticello HS, and Western Albemarle HS.
- **Background Review:** Analyzed strategic documents (examples: student interest data, Fielding Nair study, cluster data)



Student Motivators

1. Interest and Passion for Subject Matter
2. Practical Experience and Hands-On Learning
3. Community & Cohort-based Learning
4. Influence of Peers & Family
5. Unique Opportunities and Resources



Student Barriers

1. Social and Academic Separation
2. Logistical and Scheduling Challenges
3. Academic Rigor and Workload
4. Uncertainty and Lack of Information
5. Flexibility and Commitment Concerns



— ABOUT

Scholars Studios

Giving you the chance to **dive deep** into a topic that matches your interests, along with the **flexibility** to make it your own.



Scholars

DESIGN YOUR FUTURE



— ABOUT

At a Glance

All **ACPS high schools** students are eligible

The Scholars Program offers **12 distinct Studios**, giving students an opportunity to pursue a specific area of interest

It is a **4 year program**, starting in the 9th grade

Each Studio is **focused** on an interest area; there is **flexibility** to modify the experience through specific Pathways in each



— ABOUT

Program Benefits



Focus

Dive deep into a specialized area of interest



Community

Connect with students, teachers, and experts that share your interest



Experiences

Hands-on learning that helps you build real-world skills



— ABOUT

Scholars Studios

Studio Name

Course of Study

Blueprint	Studio	Architecture, Urban Design & Building Construction
Encore	Studio	Performing Arts
Impact	Studio	Global Leadership, Law & Social Justice
Link	Studio	Information & Communication Technologies
Nexus	Studio	Transportation, Robotics, Analytics, Information & Logistics
Pulse	Studio	Health & Medicine
Savor	Studio	Hospitality, Eateries & Recreation
Solve	Studio	Science, Technology, Engineering & Math
Terra	Studio	Environmental Studies
Thrive	Studio	Education & Human Development
Venture	Studio	Entrepreneurship, Business & Innovation
Vivid	Studio	Visual Arts



— WHAT YOU GET

Program Outcomes



Personal Growth

Move toward who you might be by building skills and confidence



College Prep

Develop the experiences and skills that are attractive to college recruiters



Career Readiness

Take practical steps toward your future, in promising growth industries

Scholars



Summary of Recommendations

- ❑ **Build capacity** for the communications team
- ❑ Develop **tools for teachers** that easy to use and further their work
- ❑ **Engage students** well by asking ambassadors to help shape the story
- ❑ Design a compelling **digital experience** inside of the existing site



Design YOUR Future



Imagine Starting Your Future Today

At Scholars Studios, you'll get hands-on experience, expert guidance, and work with peers who share your passion. Choose from 12 specialized studios designed around your interests, where you'll build the skills and mindset to find your path. Whether you're into technology, the arts, sciences, or more, there's a studio to help you explore what's possible!

SCHOLARS OVERVIEW

Open to all ACPS high school students.

A 4-year journey starting in 9th grade

Select one studio and customize your experience with flexible Pathways



SCHOLARS STUDIOS

Which Studio is Right for You?

Each Studio focuses on a specific course of study, with the flexibility to make it your own. The Studios help you explore your interest and gain practical experience.



Blueprint Studio

Architecture, Urban Design & Building Construction



Savor Studio

Hospitality, Eateries & Recreation



Encore Studio

Performing Arts



Solve Studio

Science, Technology, Engineering & Math



Impact Studio

Global Leadership, Law & Social Justice



Terra Studio

Environmental Studies



Link Studio

Information & Communication Technologies



Thrive Studio

Education & Human Development



Nexus Studio

Transportation, Robotics, Analytics, Information & Logistics



Venture Studio

Entrepreneurship, Business & Innovation



Pulse Studio

Health & Medicine



Vivid Studio

Visual Arts

QR CODE

Pursue What's Possible

Each Scholars Studio is an avenue to jumpstart your future. Learn more about the program and figure out which Studio might be a good fit for you.



Scan the QR code to learn more & register for this studio!



Build a Better Tomorrow for Our Planet

◆ EXPLORE TERRA STUDIO

Want to help care for our planet in smarter ways? At Terra Studio, you'll get the chance to understand the science behind nature and tackle the challenges threatening our environment. If you're passionate about protecting the world around us, this program is for you.

Join other students, teachers, and mentors who share your love for the environment, and learn by doing through hands-on experiences that bring your studies to life.

Pathways available in this studio include:

- Plant Systems
- Forestry Management

Concepts students may learn include:

- The science and art of plants
- How organisms interact with their environment
- Resource use in forests

EXPLORE THE PATHWAY

Ecology & Environmental Management

Terra Studio offers multiple pathways to explore your interests. Check out the sample course sequence below.

— LAUNCH → — EXPLORE → — LEAD →

GRADE	9	10	11	12
BASE SCHOOL COURSES	Math Course	Math Course	Math Course	Math Course
	Elective	Biology	Science Course	Science Course
	World Lang	World Lang	World Lang	World Lang/Elective
	Health/PE	Health/PE	Personal Finance	Elective
STUDIO SCHOOL COURSES	Sample Course Sequence: Studio			
		Sch. English 10	English 11	English 12
	SS/History	SS/History	US History	Sch. US Government
	Sch. Physics	Elective	Pathway +	Elective
PATHWAY REQUIRED COURSES	GATEWAY Foundations of Environmental Science	SEQUENCE I Ecology	SEQUENCE II AP Environmental Science	CAPSTONE Environmental Literature/Law/Policy

Note: Sample Courses listed do not limit the student's ability to enroll in Honors, Advanced Placement, or dual enrollment courses, if available.

LEARN MORE

Scan the QR code to learn more and register for Terra Studio!







Scholars

DESIGN YOUR FUTURE

Thanks



Rotation A:
Industry Credential Initiatives

What are industry credentials?

An industry credential is any industry certification examination, licensure, or occupational competency assessment that verifies industry standard knowledge and/or skill sets and are aligned to secondary CTE course curriculum as identified by VDOE.

Benefits of credentials for students:

- designed as “**stepping stones**” for students’ progress in specific career pathways and/or post-secondary education,
- provide students an opportunity to **demonstrate competence** in job-related skills and knowledge that are considered industry standard,
- offer an option for students to **achieve the CTE diploma seal** upon graduation,
- serve an **alternative to an SOL** as a state approved substitute for a lab science verified credit

Trends to Consider

- This year, VDOE's CTE industry advisory board is reviewing all industry credentials and has signalled to expect adjustments in requirements favoring industry standard credentials and licenses.
- CATEC is where most of our students are getting industry standard credentials.
- Scholars Studios are designed with embedded industry standard credentials.

Proposed High School Accreditation Revision

Ready for Life: 3 E Framework

Enrollment

- 1.25 point: Earning an associate's degree
- 1 point: Earning 3+ credit-bearing, college ready scores on exams, 3+ dual credit courses with a "B" grade, or an Early College Scholar certificate
- 0.75 point: Earning 1-2 credit-bearing, college ready scores on exams or 1-2 dual credit courses with a "B" grade
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Employment

- 1 point: CTE completer earning a state-approved industry recognized credential in a high-demand, high wage field as defined by VOEE
- 0.75 point: CTE completer earning a state-approved industry recognized credential in a high-demand field as defined by VOEE
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- 1 point: AFQT (ASVAB) score of 65 or higher
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- 0.5 point: Meeting the minimum Military Entrance Score (AFQT/ASVAB) of 31

These scores are equivalent to the careers in employment component.

How students feel about industry credentials:

“I earned **my CNA** in high school and this allowed me to stay in the nursing program at UVA. After the first semester, I realized my family couldn’t afford the tuition, so I got a CNA job on the weekends at Martha Jefferson. I use that to pay my tuition and help my family.”

**-Galilea, 2nd year Nursing Student
@ UVA**

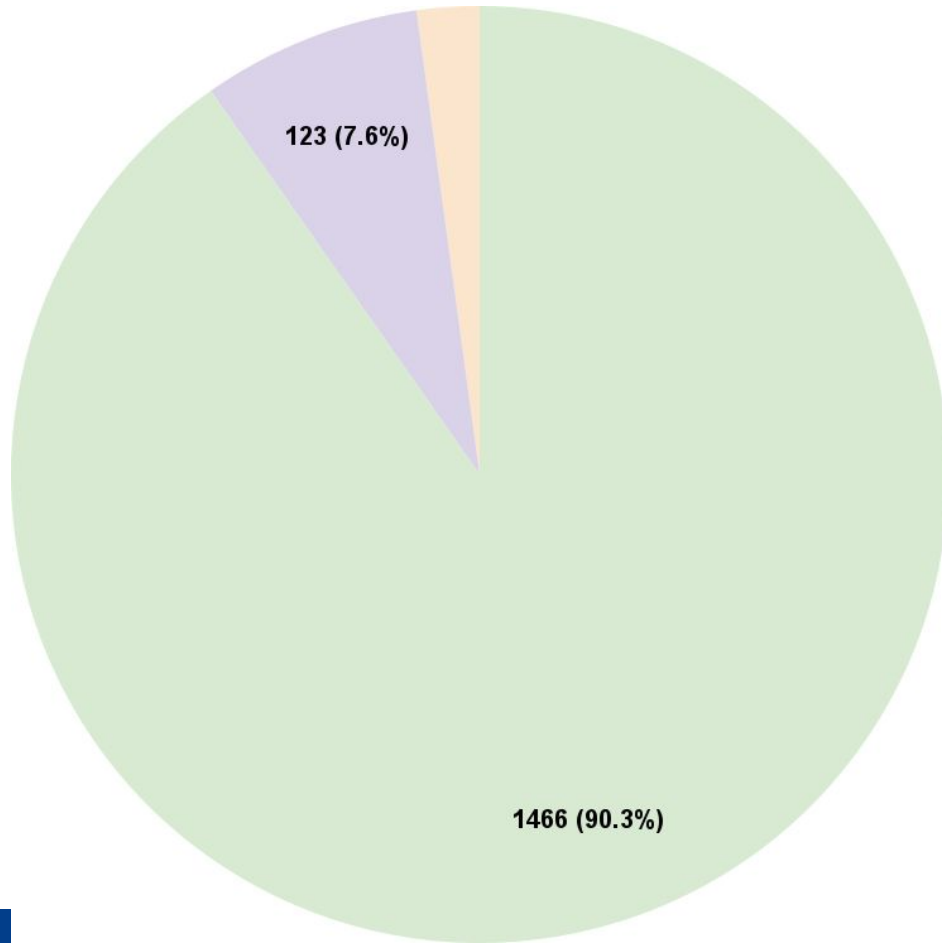
“Even though I get good grades, I feel like a lot of the things they teach us are not going to be valuable for our future. For example, I know I want to work with children with autism and other developmental disabilities and need to earn **my RBT** (Registered Behavior Technician) certification. If I could get that here, I would value high school more.”

-Kimmy De la Cruz, Senior @ MOHS

Industry Certification & Licensure vs. Occupational Competency

Credential Type	Examples	Counts for CCCRI Graduation & Accreditation	Aligned to CTE course curriculum	Verifies CTE learning goals	Verifies industry standard knowledge & skills	Nationally recognized in the industry
Occupational Competency Assessment	Workplace Readiness W!SE Financial Literacy	✓	✓	✓		
Industry Credentials	ASVAB NASM Personal Trainer ServSafe Adobe IT Specialist: Cyber CompTia+ Unity ASE Automotive	✓	✓	✓	✓	✓
Licensure	EMT Nurse Aid Cosmetology	✓	✓	✓	✓	✓

ACPS Industry Credentials 22-23



- Occupational Competency Assessments
- Industry Credentials & Licensure at CATEC
- Industry Credentials & Licensure in base school CTE programs

Outside of CATEC, which credentials can ACPS students earn?

Course	Industry Credential
Personal Finance	<i>W!SE Financial Literacy</i>
ALL Year 1 CTE	<i>Workplace Readiness</i>
Sports Medicine 2	<i>National Academy of Sports Medicine Certified Personal Trainer</i>
ROTC	<i>Armed Services Vocational Aptitude Battery (ASVAB)</i>
EMT	<i>Emergency Medical Responder or Emergency Medical Technician</i>
Cybersecurity 2 & 3	<i>Cisco Certified Support Technician (CCST) Cybersecurity and CompTIA Security + Examination: CompTIA</i>
GIS 2	<i>GIS Fundamentals and FAA UAV Pilot (drones)</i>
Game Design 2	<i>Unity Certified User Programmer</i>

Industry credentialing was a 2003 VDOE initiative and is a required element in all CTE course curriculum.

Which other industry credentials could ACPS students earn?

CTE Course	Aligned Industry Credential
Culinary Arts 2	<u>ServSafe</u>
Engineering Applications 2	<u>Autodesk Fusion 360</u> and <u>Excel</u>
Computer Science 2	<u>Python</u>
Video Media Tech 2	<u>Adobe</u>
Technical Drawing & Design 2	<u>Autodesk</u> or <u>Onshape</u>
Entrepreneurship 2	<u>US Entrepreneurship Certification</u>
Teaching as a Profession 2	<u>ParaPro</u>
Business Management	<u>PMI Project Management Ready Certification</u>
Marketing 2/Sports Mgt	<u>National Retail Federation Customer Service</u>
Robotics 2	<u>Smart Manufacturing and Advanced Robotics Training (SMART)</u>
Health & Medical Science 2	Health Assisting Assessment

Teacher and Student Voices

- **Cybersecurity**

- Heather Schmidt, Cybersecurity Teacher, Center 1
- Xxx, Student

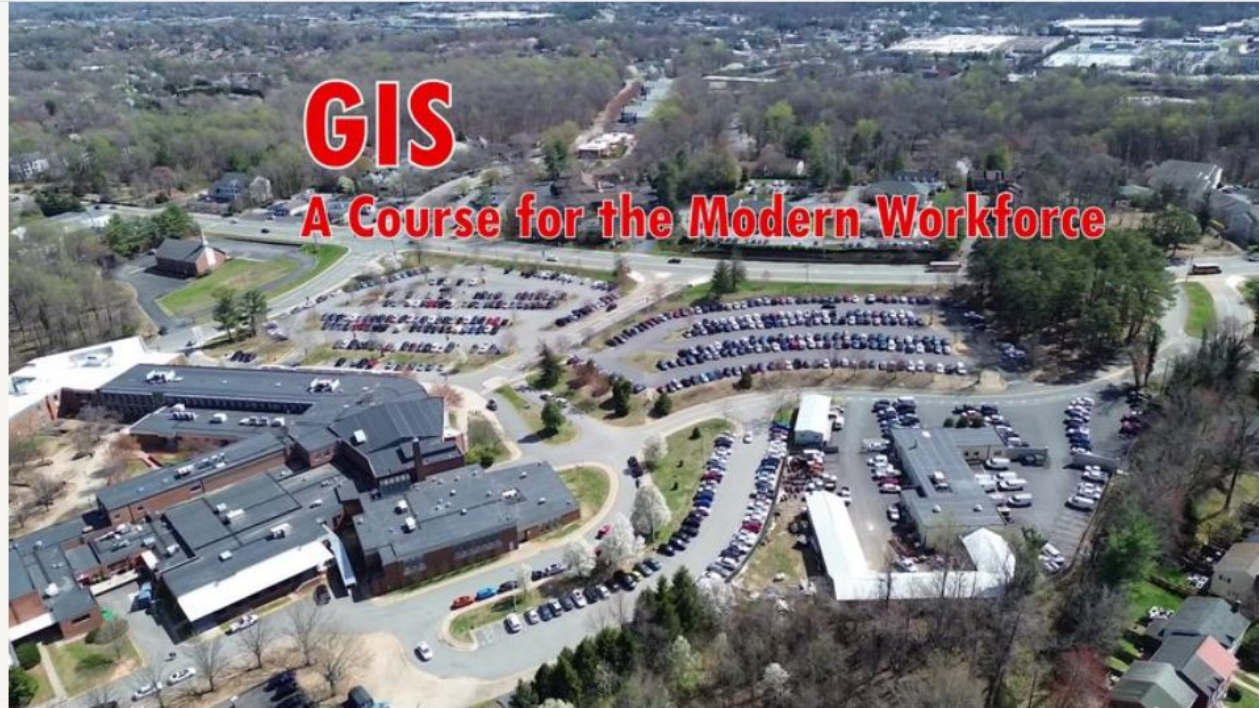
- **Emergency Medicine**

- Cat Gardner, EMT Teacher, Western Albemarle & Monticello High School
- Xxx, Student

- **Geospatial Technology**

- Adam Kester, GIS Student, Albemarle High School

Adam Kester, GIS Student, Albemarle High School



Rotation B:
Work-Based Learning Opportunities

Rotation B

ACPS' Work-Based Learning Team

- Katie Bledsoe, Work-Based Learning Specialist (Monticello High School)
- Amber Roberts, Work and Community Based Learning Coordinator

Unable to Attend:

- *Tim Hamlette, Work-Based Learning Specialist (Albemarle High School)*
- *Erin Rittenhouse, Work-Based Learning Specialist (Western Albemarle High School)*

The Why

Work-based learning can advance equity and opportunity for America's young people.

Martha Ross, Richard Kazis, Nicole Bateman, and Laura Stateler

November 20, 2020

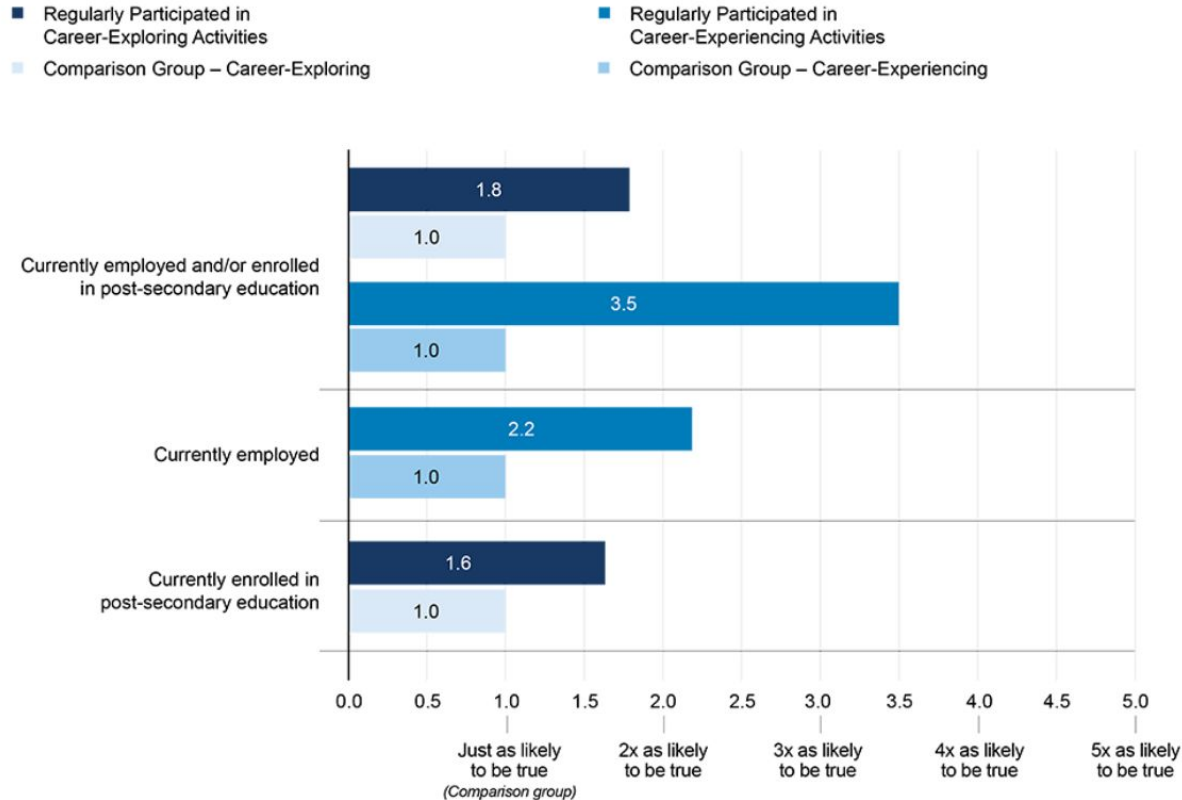
Brookings Institution



Western Albemarle HS Oceanography field study at the Virginia Institute of Marine Science, 2024.

Work-Based Learning is Career Experiencing and Career Exploring.

Figure 4A
Relative Likelihood of Employment and Education Outcomes

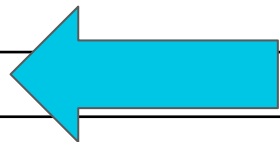


Trends to Consider

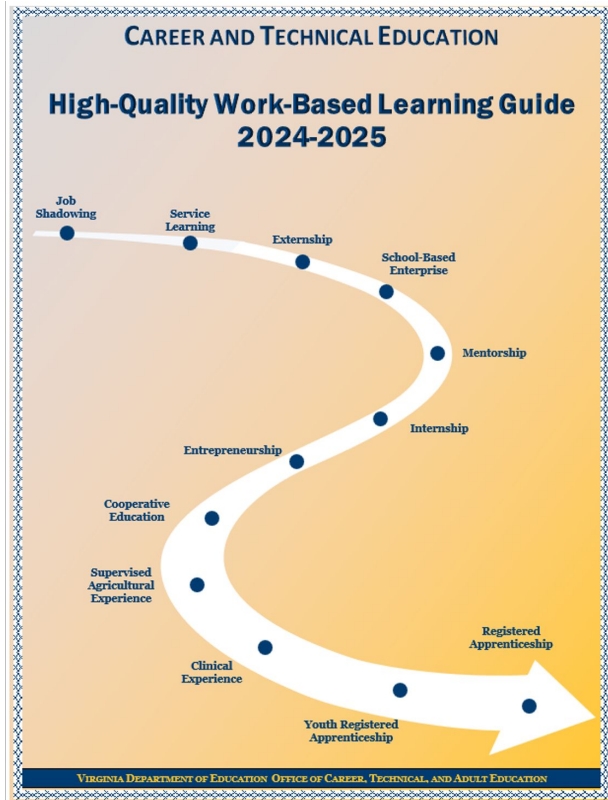
- As work in every profession and industry transforms at extraordinary speed, work-integrated experiences play an increasingly critical role in **preparing students for the most current conditions** of the workplace & industry.
- Virginia Council of Presidents, have committed to offering **paid internships to every student who wants one** without increasing time-to-degree. Three attributes they strive for: mentored, paid, and for academic credit.
- Students who participate in WBL vs. traditional part-time employment are **more likely to be employed in their field of study** within 6 months.
- Employers indicated that **internship experience is the most influential factor** they consider when deciding between two otherwise equally qualified job candidates. (NACE Job Outlook 2021 Spring Update)

ACPS Career Development K-12 Touchpoints

We guarantee student experiences that support students to:	K-2	3-5	6-8	9-12
Develop an awareness of...				
Personal strengths, interests, values, talents.	✓	✓	✓	✓
Pathway options	✓	✓	✓	✓
Explore pathways through ...				
Opportunities to engage in extracurricular clubs, sports, and activities	✓	✓	✓	✓
Field experiences	✓	✓	✓	✓
Courses of study			✓	✓
Preparing for future success by...				
Developing life and career ready skills	✓	✓	✓	✓
Collecting artifacts of exploration and reflections in a portfolio		✓	✓	✓
Co-constructing a 6+ year academic and career plan			✓	✓
Opportunities to participate in work-based learning aligned to interest			✓	✓



When we are talking about WBL we mean....



High-Quality Work-Based Learning (HQWBL) includes opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals. HQWBL is comprised of school-coordinated workplace experiences that are:

- **related to students' career goals and/or interests**
- **connected to a course, and**
- **performed in partnership with local businesses and organizations.**

HQWBL experiences enable students to apply classroom instruction in a real-world business or service-oriented work environment. There are 12 forms of Work-Based Learning recognized by the [Virginia Department of Education](https://www.doe.virginia.gov/).

Building a Strong Work-Based Learning Program

Robust Catalog of Experiences

A mix of career exploration and career experiencing.

Across industries and in alignment with industry practices and experiences.

So that there are opportunities for **all students can engage in the fields they are interested in.**



Accurate & Efficient Systems for Capturing Participation

So that we can support **ALL students** engaged in work-based learning.

We honor the time, commitment, and learning happening through work-based learning.



The ACPS Work-Based Learning Team facilitates **high-quality, work-based learning** experiences that are:

- **Accessible and equitable** for all students,
- Designed to **support an iterative cycle of career exploration**, and
- **Driven by student** interests, passions, and curiosities.

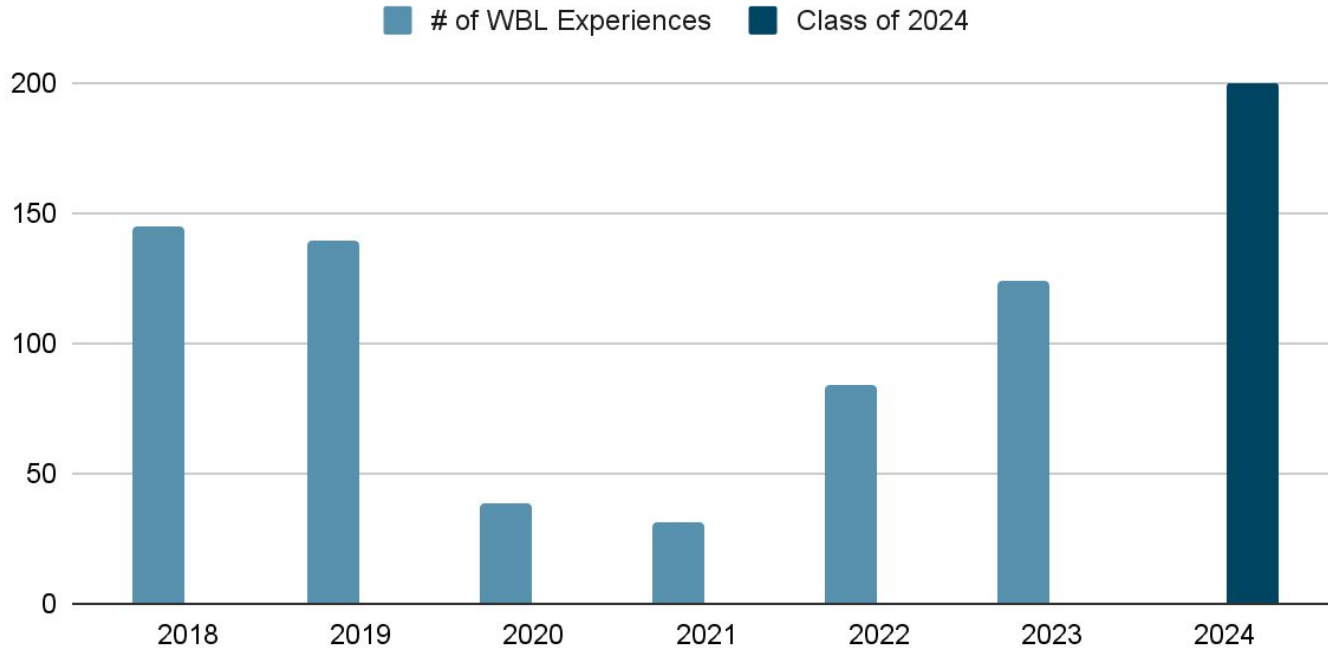
So that **all students can achieve their personal vision of success** within our dynamic and diverse society.

2022 -2023: Work-Based Learning Team Goals

- **Get Organized:**
 - Understand and streamline the systems already in place
 - Develop new systems and supports where needed
- **Pour into Success:**
 - Identify what was already working
 - Learn from successes and help them grow
- **Set the Foundation:**
 - Build community partnerships & gateway experiences
 - Collaborate with teachers
 - Grow our Own

Previous State:

CCCRI Work-Based Learning Requirement Meet in the Graduating Class



2023: Work-Based Learning

Which types of high quality work-based learning do students engage in?

Work-Based Learning Types			Center 1 & Base Schools	CATEC
Job Shadowing	47	Internship & Externships	67	23
Service Learning	333	School-Based Enterprise	0	28
Mentorship	0	Clinical Experience	0	68
Entrepreneurship	1	Youth Registered Apprenticeship	0	2

Service learning engagement for graduation cohort increased from 2% to 42%.



Service Learning: Community Action Projects



Internship: Interpreters in Training

Albemarle High School students explore potential career paths



Some Albemarle High School freshmen are learning more about potential career options.



2024: Work-Based Learning

Which types of high quality work-based learning do students engage in?



SBE: Culinary Arts Restaurant Simulation



Capstone Highlights



Alexis Winterhoff-AHS
Preschool with 4 to 6 years old



Phoenix Trimpe- AHS
A generator he piped the gas line to.



Heba Alwan - AHS
An event Heba threw while doing
her WBL experience at Crozet
Library

2024-2025: Work-Based Learning Team Goals

- Empowering Teachers to embed Work-Based Learning
 - PLC-ing with CTE, Studio Leads, & Government PLCs
 - Establishing Studio Advisory & Ambassador Programs
- Continuing to Grow our Own
 - Includes students as part of the **team**, working together to end the predictive value of race, class, gender and special capacity in our children's success.
 - Reduces barriers for students participation
 - Creates models for onboard work-based learning
- Expanding our Robust Catalogue of WBL Opportunities
 - Career Exploring
 - Career Experiencing



Post High partnership with Transportation



Work-Based Learning is on the Rise.



Work Based Learning is Supporting ALL Students

Current Seniors: CCCRI Work-Based Learning Completion

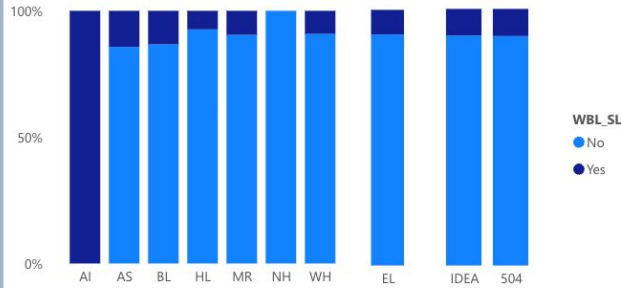
Work Based and Service Learning

Cohort

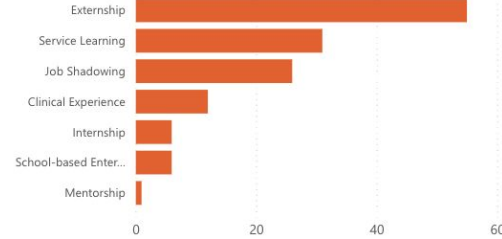
2025

School

All



Count of Students by WBL Type



Proportional Relationship: Students Completing Work Based or Service Learning

Cohort	American Indian/ Alaskan Native	Asian	Black/African- American	Hispanic/Latino	Multi-Racial	Native Hawaiian/ Other Pac Islander	White	English Learner	IDEA	504
2024		1.15	1.20	1.08	1.16	1.77	0.92	1.05	0.94	0.76
2025										
AHS	⊙	✓ 1.02	✓ 1.49	⚠ 0.73	✓ 0.94	⊙	✓ 0.96	✓ 0.82	✓ 1.10	✓ 1.10
MOHS	⊙	✓ 4.06	✓ 1.20	✓ 0.90	✓ 0.96	! 0.00	✓ 0.94	✓ 2.21	✓ 0.86	✓ 1.48
WAHS	✓ 12.14	✓ 3.03	! 0.00	! 0.00	✓ 1.52	⊙	✓ 0.91	! 0.00	✓ 1.52	✓ 1.13
CLS	⊙	⊙	! 0.00	! 0.00	! 0.00	⊙	✓ 1.46	⊙	! 0.00	! 0.00
2026	0.00	0.58	1.08	1.25	1.14		0.94	0.79	0.94	0.40
2027	0.00	3.03	1.42	0.16	1.76	0.00	0.88	1.35	0.20	1.68



Greater than or equal to 0.75



Between 0.5 and 0.75



Less than 0.5

Current Juniors: CCCRI Work-Based Learning Completion

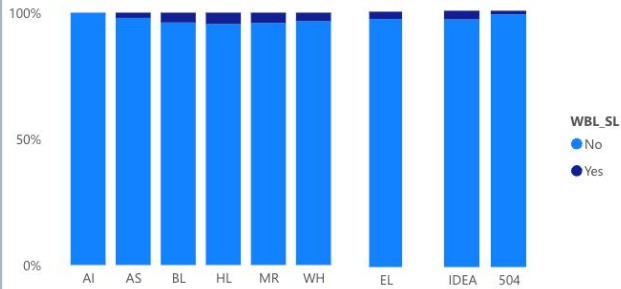
Work Based and Service Learning

Cohort

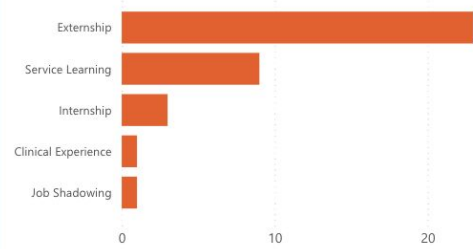
2026

School

All



Count of Students by WBL Type



Proportional Relationship: Students Completing Work Based or Service Learning

Cohort	American Indian/ Alaskan Native	Asian	Black/African- American	Hispanic/Latino	Multi-Racial	Native Hawaiian/ Other Pac Islander	White	English Learner	IDEA	504
2024		1.15	1.20	1.08	1.16	1.77	0.92	1.05	0.94	0.76
2025	10.29	1.47	1.37	0.76	0.98	0.00	0.94	0.99	1.07	1.09
2026										
AHS	0.00	0.59	1.03	0.98	1.26		1.01	0.60	0.80	0.61
MOHS		0.00	0.00	1.40	0.00		1.24	0.00	0.00	0.00
WAHS		0.00	0.00	2.59	0.00		1.00	0.00	2.75	0.00
2027	0.00	3.03	1.42	0.16	1.76	0.00	0.88	1.35	0.20	1.68



Greater than or equal to 0.75



Between 0.5 and 0.75





Less than 0.5

Where are we going? Career Exploring

22				23				24				25				26				27			
Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q3	Q1	Q2
Establish a Clear Vision of Work-Based				Website Overhaul				Branding Workforce Wednesdays				DYF Showcases Recognition Program for Work-Based Learning Participants (Students and Sponsors)											
Field Experiences				Boar's Head		Pathway Day		Pippin Hill Martha Jefferson		8th Grade Studio & CATEC													
Discover Medicine/Mini Med School HS Speakers Series/Business Fairs								UVA Health Speaker Series @ MHS Career Investigations Pilot with UVA FM															

Guaranteed Career Exploration Experiences K-12



Where are we going? Career Experiencing



Barriers & Challenges



Why it matters...

Emma's story



Themes and Next Steps

Themes: Shifting Narratives and Programming

- **Refining narratives** that instill greater understanding and valuing of the roles of relationships, personal and career exploration, and **multiple pathways to success among youth and the adults** in their lives.
- Designing programs for career and personal exploration that allow youth to reflect on **their own sense of what a good life is** and what their individual goals are.
- Ensuring the broadest access to young people through in-person and **online tools that allow them to independently seek information** about career pathways and education.
- Acknowledging the multiple relationships and influencers that inform young people's behaviors and decision-making, and building intentional opportunities for adults in young people's lives to **work together to support young people's attainment of their goals.**

Questions we're thinking about:

- How do we **leverage student interests** and personal vision for their future **to improve their engagement** with school?
- How do we prepare students for **multiple launching points** after high school? (college AND career)
- How do we prepare students who don't earn a post-secondary degree for **successful outcomes**?
- How do we **partner with families** and **community partners** through the pathway exploration journey **with intentional touch points** to support students to meet their goals?

Questions

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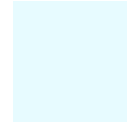
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Text Here

**Use a slide like this to
make a point.**





Add a photo to your presentation

Sample Slide

Add text here

Text can also go here, maybe a photo.



Questions/Discussion



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