



PIEDMONT REGION

# Welcome

## PWDB & CLEO

### Quarterly Meeting

September 23, 2025,  
3:00-4:30 PM

# Agenda

September 23, 2025, 3:00-4:30 PM via Zoom

Agenda Item	Presenters
<b>Call to Order</b>	Ann Mallek/Annette Hyde
<b>Opportunity for Public Comment*</b>	Ann Mallek/Annette Hyde
<b>Provider Presentation</b>	Marty Bywaters-Baldwin
	Rappahannock Goodwill Industries (RGI)
<b>Career &amp; Technical Education Presentations</b>	
	Albemarle Co. Public Schools
	Megan Maynard/Amber Roberts
	Nelson County Public Schools
	Ryan Yarzebinski
<b>Committee Updates</b>	
	Business and Education Outreach
	Gary Spry
	Strategic Planning
	Liz Burnett
	Programs
	Raye Elliott
<b>Financial Updates</b>	Ti-Erra Elam/Sarah Morton
<b>Director's Report</b>	Sarah Morton
	Federal and State Updates
	Local Plan Approved by State
	Ann Mallek/Annette Hyde
	MOU IFA Final Executed
<b>Roll Call/Determination of Quorum</b>	Stephanie McNamara
<b>CLEO Items Requiring Approval</b>	Ann Mallek
	June 2025 Meeting Minutes
	New Board Members
	Review Executive Committee Highlights <i>(No Vote)</i>
<b>PWDB Items Requiring Approval</b>	Annette Hyde
	June 2025 Meeting Minutes
	New ETPL Programs Approval
	Updated VCWP Policies (2)
<b>Adjourn</b>	Ann Mallek/Annette Hyde

# Public Comment

## **VIRGINIA CAREER WORKS – PIEDMONT REGION COUNCIL AND WORKFORCE DEVELOPMENT BOARD MEETING PUBLIC COMMENT FORM**

Virginia Career Works – Piedmont region Council and Workforce Development Board meeting. Please email as an attachment to [smorton@vcwpiedmont.com](mailto:smorton@vcwpiedmont.com) with the subject line “VCW-P CLEO and PWDB Comments.” Submissions will be accepted until 7 AM on the day of the meeting.

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Email: \_\_\_\_\_

Comments in the area below:



# Program Provider Presentation

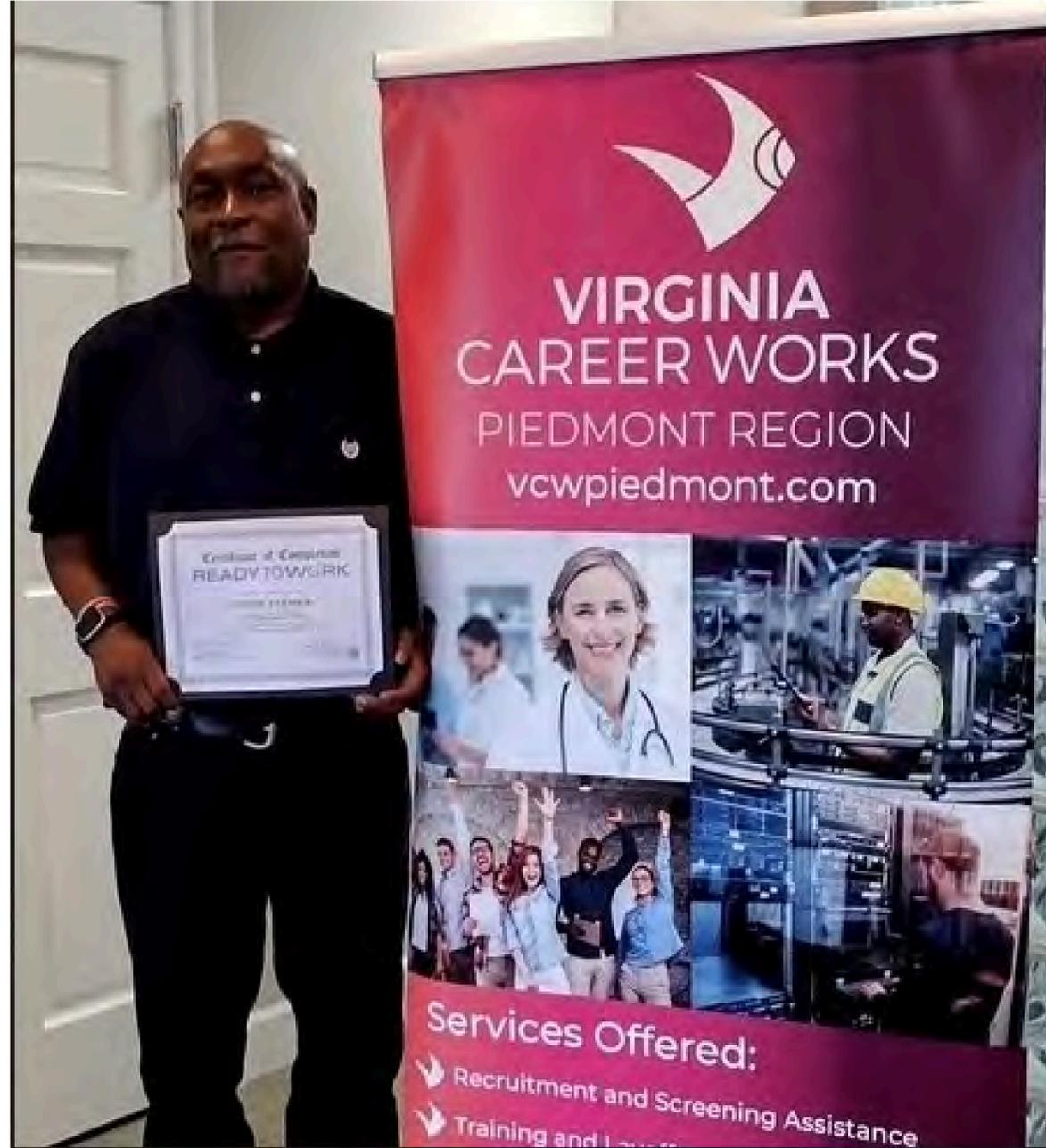
**Marty Bywaters-Baldwin, Chief Mission Officer**

Rappahannock Goodwill Industries

**Goodwill**

**R A P P A H A N N O C K**





Ready to Work

- *Soft Skills Training*
- *4-week in-person option*
- *Guaranteed Interviews*
- *High demand*
- *11 Business Partners*

READY TO WORK GUARANTEED INTERVIEW EMPLOYERS

- Gaston & Wyatt
- Jones Heating & Air
- Pepsi-Cola Bottling Company of Central Virginia (PCVA)
- Three Notch'd Brewery
- S.L. Williamson Co., Inc.
- GovSmart
- Martin Horn
- Design Electric
- The Catering Outfit
- Bright Horizons
- Graduate by Hilton Charlottesville

### VCWP Dashboard - Year-to-Date

All comparisons to PY24 baseline year

**People Served/Mo.**

**532** /mo ↓

-13.4% v. PY24 (614/mo.)

**Job Placements/ Mo.**

**40** /mo ↓

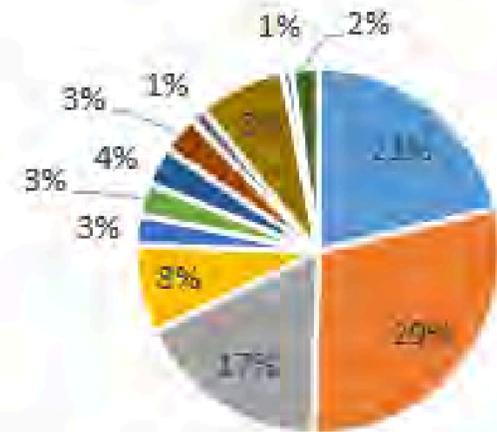
-24.5% v PY24 (53/mo.)

**WIOA Participants YTD**

**177** ↓

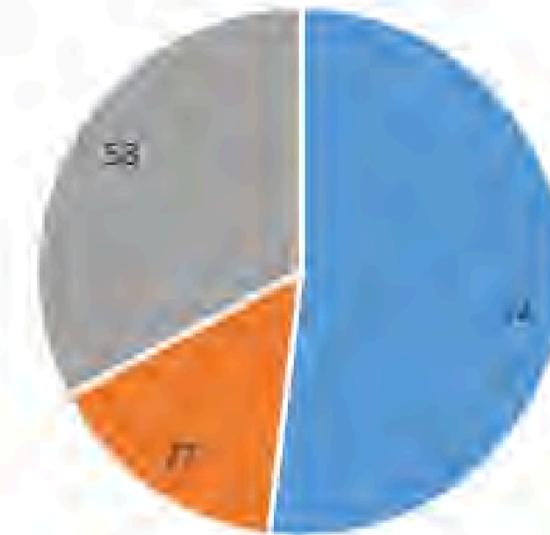
-9.69% PY24 (196 ytd)

### Job-seekers Served by VCWP Centers



- Albemarle County
- Fauquier County
- Louisa County
- Orange County
- Charlottesville City
- Fluvanna County
- Madison County
- Rappahannock County
- Culpeper County
- Greene County
- Nelson County
- Other

### WIOA Participants - Area 6



- Adult
- DLW
- Youth

## Albemarle hopes Home Depot opening spurs rejuvenation of mall property

Albemarle County is hoping the opening of the new Home Depot store will be the first 'domino' in a reinvestment in the Fashion Square Mall property.

By Mike Barber August 28, 2025 3:53 pm

Facebook X



Source: Valley Right Now. Photographer: Mike Barber | The new Charlottesville Home Depot opened Thursday, the company's 51st location in Virginia.



VIRGINIA  
CAREER WORKS  
PIEDMONT REGION

A proud partner of the  
americanjobcenter  
network

## HIRING EVENT



Home Depot is hiring for various positions at the new Charlottesville store.

## Pd10 Updates

- Monthly Financial Literacy Workshops in partnership with Atlantic Union Bank have resumed.
- **24** Business served (July-August)
- **14** Hiring Events

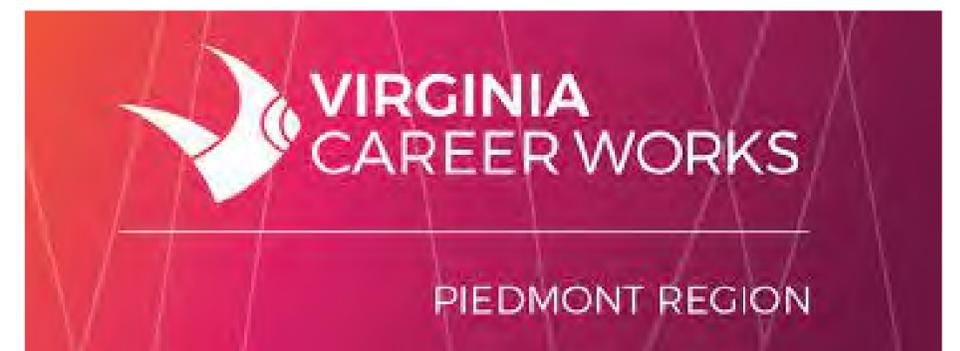


## Pd9 Updates

- Quinn-Lynn Bates nominated by VCWP and recognized with inaugural “Barrier Breaker” Virginia Talent Award
- 9 credentials earned by WIOA participants in 2 months:
  - HVAC
  - CDL (2)
  - Electrical
  - CNA (3)
  - CMA (2)



- Marty Bywaters-Baldwin
- [marty.baldwin@fredgoodwill.org](mailto:marty.baldwin@fredgoodwill.org)





# Career & Technical Education Presentations





# Career & Technical Education Presentations



Albemarle County  
Public Schools

**OPEN > > >**



**NEXT:** CTE at  
Nelson County  
Public Schools >



# Career & Technical Education Overview

ALBEMARLE COUNTY PUBLIC SCHOOLS

Meagan Maynard and Amber Roberts

Fall 2025



# Dimensions of Career and Technical Education: *Aligned K-12 Programming*

<p>Learning aligned to <b>high demand, high wage, high skill pathways</b></p>	<p><b>Pathway exploration,</b> career planning and development</p>
<p>Industry aligned <b>credentials, certifications</b> and licenses</p>	<p><b>Business and community</b> <b>partnerships</b> and advisory, <b>work based learning</b></p>

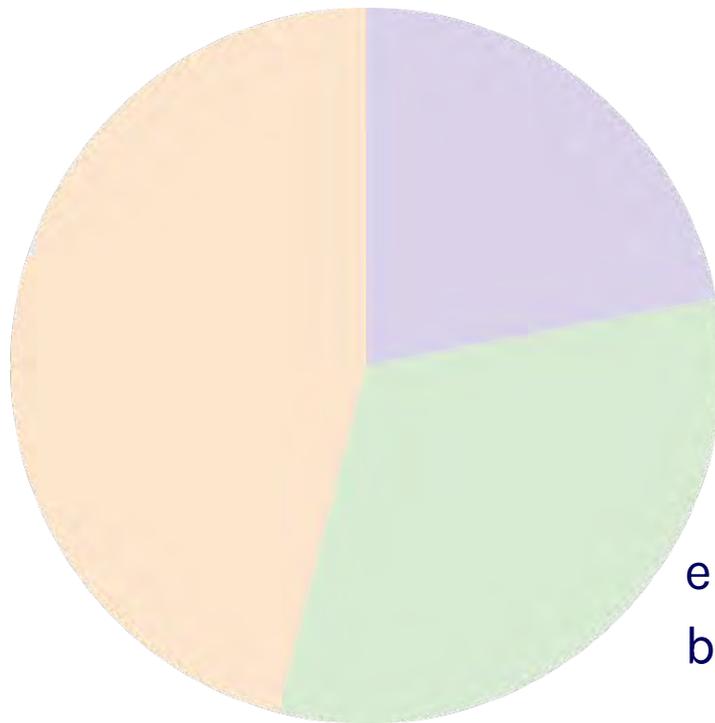


# ACPS Alumni 2015 Cohort Analysis



**46%**

enrolled in an Institution of Higher Education (IHE) and completed a degree.



**22%**

never enrolled in an IHE.



**32%**

enrolled in an IHE but did not finish.

# Post-Secondary Outcomes after Four Years by ACPS Cohort



ACPS Graduation Cohort Year

**High school is not the finish line.  
It is pre-season training for a variety of future experiences;  
many of which have yet to be finalized.**





# We Can Do High School Better

We have a HS system that no longer aligns with the needs and wants of all students.



## HS Redesign Timeline



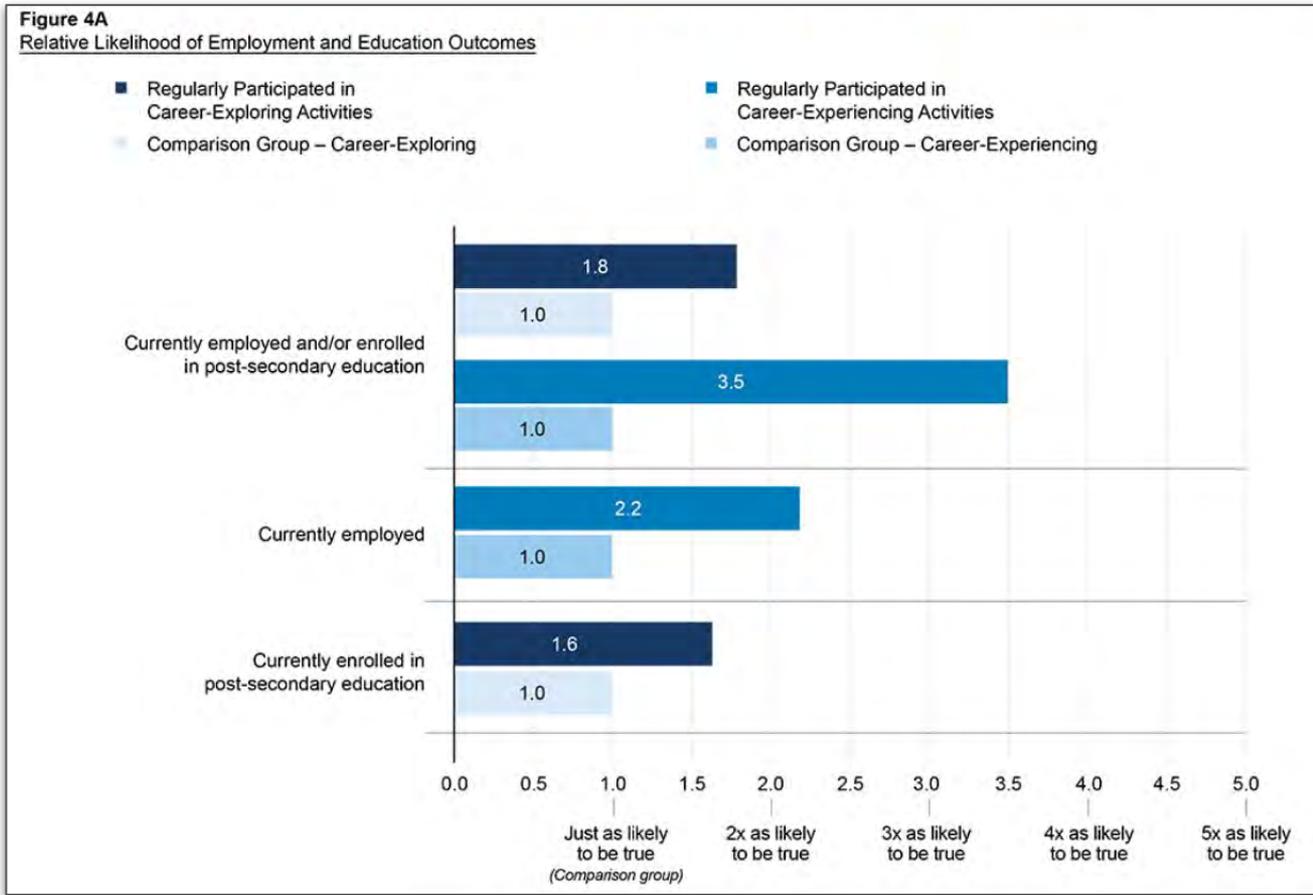
# Improving Virginia's Career Readiness System

The international, nonpartisan Organisation for Economic Co-operation and Development (OECD) recently conducted an in-depth review of career readiness activities in K-12 schools in Virginia.

1. Recommendations from the OECD
2. The OECD Survey of Young Adults
3. The OECD Survey of High School Students
4. The Effectiveness of Virginia's Career Readiness System
5. The Efficiency of Virginia's Career Readiness System
6. The Equity of Virginia's Career Readiness System



# Importance of Career Experiences





# Prior VDOE HS Accreditation Model

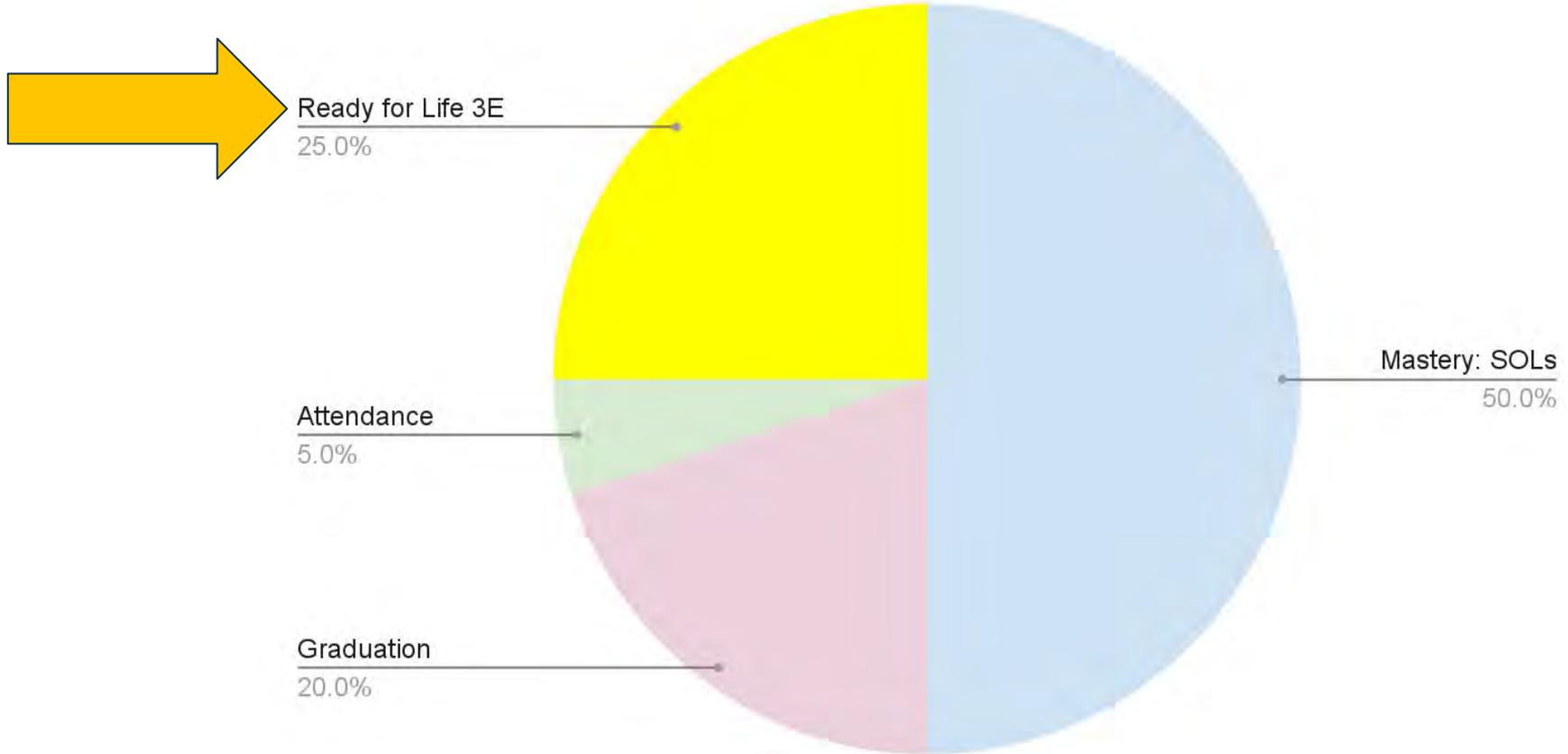
INDICATOR	DESCRIPTION
Academic Achievement - English	Uses results from state assessments to report the academic achievement of all students.
Achievement Gap-English	Uses results from state assessments to report the academic achievement of groups of students.
Academic Achievement- Mathematics	Uses results from state assessments to report the academic achievement of all students.
Achievement Gap- Mathematics	Uses results from state assessments to report the academic achievement of groups of students.
Academic Achievement- Science	Uses results from state assessments to report the academic achievement of all students.
Chronic Absenteeism	The percent of students in a school who miss 10% or more of their enrolled days during an academic school year.
Graduation and Completion Index (GCI) (only applies to schools with a 12 <sup>th</sup> grade)	A measure for a graduating cohort based on weighted student outcomes. Outcomes include students who earn a diploma, a GED, Certificate of Completion, or remain active in school membership on the last day of school.
Dropout Rate (only applies to schools with a 12 <sup>th</sup> grade)	A rate that includes any student whose latest status is "dropout" or "unconfirmed" in the graduating cohort.
College, Career and Civic Readiness Index (CCCRI) (only applies to schools with a 12 <sup>th</sup> grade)	An index that measures, for the graduating cohort, student preparation for college and careers while in high school. Credit is given for advanced coursework, CTE courses and credentials, JROTC coursework and credentials, work-based learning, and service learning.





# Revised VDOE HS Performance Framework

Adopted 2024





# Adopted 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
- 0.5 point: CTE completer earning a state-approved industry recognized credential

### Enlistment

- 1 point: AFQT (ASVAB) score of 65 or higher
- 0.75 point: AFQT (ASVAB) score of 50-64
- 0.5 point: Meeting the minimum Military Entrance Score (AFQT/ASVAB) of 31

*These scores are equivalent to the careers in employment component.*

# How do young people view career development?

## ➤ Young people aspire to live a good life

- *They are not asking “what do I want to be,” but “how do I want to live.”*

## ➤ Young people envision pathways to thriving

- *Envision themselves as thriving in the future, but express mixed levels of confidence about achieving their goals*

## ➤ Young people “try on” their futures

- *Young people yearn to be exposed to, and experiment with, different pathways and possibilities.*



# Ask kids: What kinds of problems do you want to solve?

What should we solve?  
How do we thrive?  
What is vital?  
What leads to impact?  
What makes us savor a moment?  
What is a worthy venture?

Who should design a blueprint?  
What deserves an encore?  
Why should we be vivid?  
How are we linked?  
What is at the nexus?  
What should we sustain?

# What opportunities do students have to explore pathways?

We guarantee student experiences that support students to:	K-2	3-5	6-8	9-12
<b>Develop an awareness of...</b>				
Personal strengths, interests, values, talents.	✓	✓	✓	✓
Pathway options	✓	✓	✓	✓
<b>Explore pathways through ...</b>				
Opportunities to engage in extracurricular clubs, sports, and activities	✓	✓	✓	✓
Field experiences	✓	✓	✓	✓
Courses of study			✓	✓
<b>Preparing for future success by...</b>				
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			✓	✓



Albemarle County  
2024-2025 Academic and Career Plan

Generated 10/19/2024 by Schoolinks

<b>Student Name</b> Charlene Patterson	<b>Current Grade</b> 7	<b>Current School</b> Jackson P. Burley Middle School
---	---------------------------	--

<b>Current Grade</b> 7	<b>Planned School</b> Monticello High School
<b>Current School</b> Jackson P. Burley Middle School	<b>Scholars Studios &amp; Pathways</b> Scholars Studios: Impact Studio: Global Leadership, Law & Social Justice
<b>District</b> Albemarle County	<b>Early College Options</b>

Section	Response
My Interests, Values and Talents	<p><b>Top Career Cluster Match:</b> Science, Technology, Engineering, and Mathematics</p> <p><b>Vocational Indicators:</b></p> <ul style="list-style-type: none"> <li><b>Realistic</b> - this student is a Doer</li> <li>Values: Building and creating real things</li> <li>Skills: Building, Using tools, Working with your hands</li> </ul> <ul style="list-style-type: none"> <li><b>Investigative</b> - this student is a Thinker</li> <li>Values: Continuous learning</li> <li>Skills: Scientific discovery, Analyzing data, Understanding technology</li> </ul>
My Favorite Careers	<p><b>Favorite Careers:</b></p> <ul style="list-style-type: none"> <li>Accounting and Auditing</li> <li>Data Science</li> <li>Information Security Analysis</li> <li>Software Development</li> <li>Management Consulting</li> <li>Market Research Analysis</li> <li>Web Design</li> <li>Cloud Architecture</li> <li>Software Testing</li> <li>UI/UX</li> </ul>
My Goals	<ul style="list-style-type: none"> <li><b>Post Secondary Goal:</b> 4-Year Degree</li> <li><b>Career Goal:</b> Computer and Information Research Science</li> <li><b>Career Cluster:</b> Science, Technology, Engineering, and Mathematics</li> <li><b>College Goal:</b> Virginia Tech</li> <li><b>Major Goal:</b> Information Technology</li> </ul>
Scholars Studios & Pathways, Early College Options	<p><b>Plan of Study: Scholars Studios</b></p> <p>Pathway: Impact Studio: Global Leadership, Law &amp; Social Justice</p>
My Plan	* See course plan below

2024-2025 Academic and Career Plan Submitted on 09/22/2024

Charlene Patterson Student

2024-2025 Academic and Career Plan Approved By

Guardian signature

2024-2025 Academic and Career Plan Approved By

Counselor signature

Requirement	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<b>English/Language Arts</b> <span style="color: red;">✘</span> 4.0 Credits	M01036 Language Arts 8 0 Credits	01001HO English 9 1.0 Credits	01002HO English 10 1.0 Credits	01004DE PVCC ENG 111/112 College Comp I & II 1.0 Credits	01058DE PVCC ENG 245/255 British & World Lit 1.0 Credits
<b>Mathematics</b> <span style="color: green;">✔</span> 4.0 Credits	02052HO Algebra 1 1.0 Credits	02072HO Geometry 1.0 Credits	02106HO Algebra 2 & Trigonometry 1.0 Credits	10157 AP Computer Science A - CTE 1.0 Credits	
<b>Laboratory Science</b> <span style="color: green;">✔</span> 6.0 Credits	M03159 Science 8 - Physical Science 0 Credits	03051AD Biology 1 1.0 Credits	03101AD Chemistry 1 1.0 Credits	03165 AP Physics 1 1.0 Credits	03053HO Biology 2: Anatomy & Physiology 1.0 Credit

<b>History and Social Science</b> <span style="color: green;">✔</span> 4.0 Credits	M04161 HSS Civics & Econ 0 Credits	04001AD World Geography 1.0 Credits	04057 AP World History 1.0 Credits	04101DE PVCC HIS 121/122 US History I & II 1.0 Credits	04151DE PVCC PLS 135/136 US State & Local Govt 1.0 Credits
---	---------------------------------------	--	---------------------------------------	---	---

<b>World Language</b> <span style="color: green;">✔</span> 5.0 Credits	24052 Spanish 1 1.0 Credits	24053 Spanish 2 1.0 Credits	24054 Spanish 3 1.0 Credits	24055HO Spanish 4 1.0 Credits	24064 AP Spanish Language 1.0 Credits
---	--------------------------------	--------------------------------	--------------------------------	----------------------------------	--

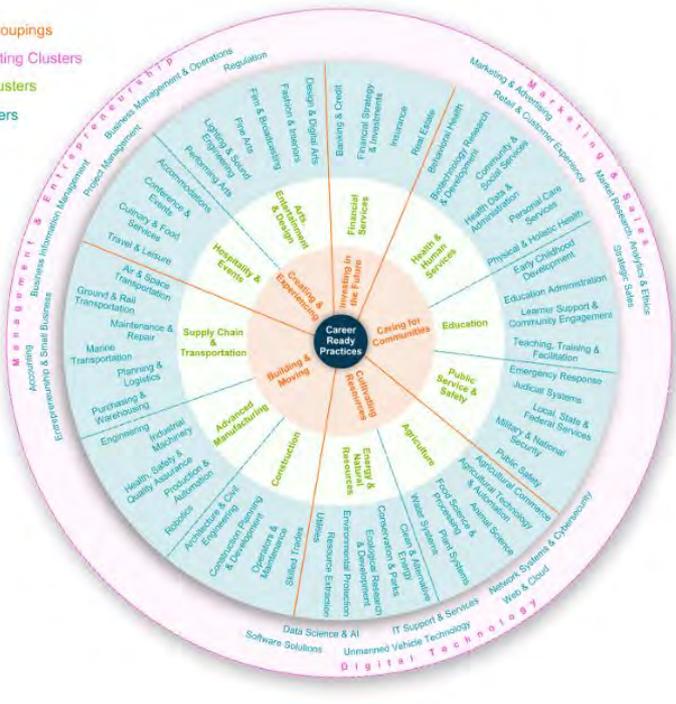
<b>Health and Physical Education</b> <span style="color: green;">✔</span> 2.0 Credits	M08112 Physical Education/Health Education 8 0 Credits	08001 Physical Education I 0.5 Credits	08005 Physical Education II 0.5 Credits		
		08051 Health Education I 0.5 Credits	08201 Health Education II 0.5 Credits		

<b>Economics and Personal Finance</b> <span style="color: green;">✔</span> 1.0 Credits				19262DE PVCC FIN 107 Personal Finance - CTE 1.0 Credits	
---	--	--	--	--	--

<b>Freshman Seminar</b> <span style="color: green;">✔</span> 1.0 Credits		22999ED Freshman Seminar 1.0 Credits			
---	--	---	--	--	--

<b>Impact Studio: Global Leadership,</b>		04999EC Issues of the Modern World 1.0 Credits	04258 Sociology 1.0 Credits	04107 African American History 1.0 Credits	04906HO Global Leader-
--	--	---	--------------------------------	---	------------------------

# Where is CTE in ACPS?



Individual Courses & Sequences

- MS Exploratories
- Computer Science 1 & 2
- Culinary Arts 1 & 2
- Engineering 1 & 2
- Entrepreneurship 1 & 2
- Geospatial Tech 1 & 2
- Health & Medicine 1 & 2
- Marketing 1 & 2
- Web Design 1 & 2
- Robotics 1 & 2
- ROTC 1, 2 and 3
- Sports Med 1 & 2
- Video & Media Tech 1 & 2
- Econ & Personal Finance

Learning Communities

Scholars

International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

CATEC

PVCC  
PIEDMONT VIRGINIA  
COMMUNITY COLLEGE  
Early College Scholars




**Scholars**

# 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**

**Scholars**

## 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.

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



Architecture, Urban Design & Building Construction



Hospitality, Eateries & Recreation



Performing Arts



Science, Technology, Engineering & Math



Global Leadership, Law & Social Justice



Environmental Studies



Information & Communication Technologies



Education & Human Development



Transportation, Robotics, Analytics,  
Information & Logistics



Entrepreneurship, Business & Innovation



Health & Medicine



Visual Arts



# Where will the new Albemarle Career Exploration Academy be located?

Center II will be approximately 60,000 square feet and will serve up to 400 students per day. This new school facility will be housed on the Lambs Lane



# H3 Pathways (High Demand, High Wage, High Skill)

- ❑ **High Demand** - greater than average demand for all occupations in Virginia
- ❑ **High Wage** - greater than average wage for all occupations in Virginia
- ❑ **High Skill** - more than a high school diploma (ex. Certification, training, work experience, associate degree, bachelor degree, graduate degree, professional degree)

## H3 Pathways Examples:

1. Health and Medical Sciences
2. Information Science and Management
3. Science and Engineering
4. Digital Design and Programming
5. Human Services and Education

Resource: [VOEE Labor Market Data Dashboard](#)

# Scholars



# Health & Medical Sciences

<b>Course Sequences</b>	PVCC HLT141 Medical Terminology
	CTE Health & Medical Sciences 1, 2
	CTE Sports Medicine/Physiology 1, 2
	CTE Bio Tech Foundations in Health & Medical Sciences, CTE Bio Medicine 2
	CTE Veterinary Science 1, 2 (CATEC)
	CTE Emergency Medical Technician 1, 2 and 3
	CTE Nurse Assistant 1, 2 (CATEC)
<b>Scholar Studio</b>	Pulse



Occupation	Typical Entry Level Education	Average Annual Openings Next 5 Yrs	Workforce % Change 5 Year Projection	Workforce Current Year	Median Annual Earnings
Physical Therapist Assistants	Associate's degree	542	15.50%	2,980	\$62,151
Dental Hygienists	Associate's degree	484	7.70%	5,743	\$93,490
Occupational Therapy Assistants	Associate's degree	232	15.50%	1,166	\$70,404
Respiratory Therapists	Associate's degree	218	10.10%	2,817	\$65,790
Diagnostic Medical Sonographers	Associate's degree	172	10.30%	2,211	\$80,326
Dental Hygienists	Associate's degree	484	7.70%	5,743	\$93,490
Registered Nurses	Bachelor's degree	5,646	7.10%	75,417	\$79,652
Medical and Health Services Managers	Bachelor's degree	1,311	17.90%	10,898	\$105,941
Dietitians and Nutritionists	Bachelor's degree	166	7.60%	1,960	\$68,895
Surgical Technologists	Postsecondary nondegree award	181	7.20%	2,098	\$58,430

# Information Science and Management

<b>Courses and Sequences</b>	PVCC ITE 120 CTE Computer Info Systems
	JMU GEOG161 Geospatial Tools & Techniques
	PVCC BUS 100/200 Business & Management
	PVCC BUS 116/165 Entrepreneurship & Small Business
	CTE Entrepreneurship 1, 2
<b>Scholars Studio</b>	Nexus, Venture, Impact



Occupation	Typical Entry Level Education	Average Annual Openings Next 5 Yrs	Workforce % Change 5 Year Projection	Workforce Current Year	Median Annual Earnings
Data Scientists	Bachelor's degree	577	18.20%	5,089	\$131,978
Financial Managers	Bachelor's degree	1,929	10.50%	19,497	\$160,748
Operations Research Analysts	Bachelor's degree	670	9.00%	7,503	\$125,506
Fundraisers	Bachelor's degree	389	9.70%	3,347	\$62,598
Administrative Services Managers	Bachelor's degree	367	12.40%	3,233	\$111,679
Compensation, Benefits, and Job Analysis Specialists	Bachelor's degree	275	6.10%	2,745	\$77,272
Personal Financial Advisors	Bachelor's degree	682	8.40%	7,397	\$92,951
Financial Risk Specialists	Bachelor's degree	154	6.50%	1,589	\$110,434
Market Research Analysts and Marketing Specialists	Bachelor's degree	3,191	11.20%	25,414	\$67,641
Logisticians	Bachelor's degree	1,267	9.80%	11,236	\$80,125

# Science and Engineering



<b>Courses and Sequences</b>	PVCC EGR 121 and 122 Foundations of Engineering and Design	
	Engineering Analysis and Applications 1, 2 and 3	
	CTE Principles of Technology 1, 2	
	CTE Horticulture I, 2	
	CTE Building Trades 1, 2 (CATEC)	
CTE Electricity 1, 2 (CATEC)		
<b>Scholars Studio</b>	Solve, Terra, Blueprint	

<b>Occupation</b>	<b>Typical Entry Level Education</b>	<b>Average Annual Openings Next 5 Yrs</b>	<b>Workforce % Change 5 Year Projection</b>	<b>Workforce Current Year</b>	<b>Median Annual Earnings</b>
Natural Sciences Managers	Bachelor's degree	167	6.60%	1,723	\$134,784
Construction Managers	Bachelor's degree	1,036	6.90%	11,176	\$85,566
Architects, Except Landscape and Naval	Bachelor's degree	269	6.00%	3,157	\$91,273
Industrial Engineering Technologists and Technicians	Associate's degree	166	8.30%	1,367	\$57,918
Industrial Production Managers	Bachelor's degree	282	11.60%	2,841	\$110,098
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Bachelor's degree	724	8.40%	5,923	\$108,902
Life, Physical, and Social Science Technicians, All Other	Associate's degree	244	9.50%	1,634	\$55,288
Industrial Engineers	Bachelor's degree	485	10.50%	5,659	\$96,888
Chemists	Bachelor's degree	160	7.20%	1,572	\$85,242

# Digital Design & Programming

<b>Courses and Sequences</b>	AP Computer Science Principles
	AP Computer Science A
	CTE Computer Science 1, 2
	CTE Video & Media Tech 1, 2, 3
	CTE Cybersecurity 1, 2, 3
	CTE Game Design and Development 1, 2
<b>Scholars Studio</b>	Link



Occupation	Typical Entry Level Education	Average Annual Openings Next 5 Yrs	Workforce % Change 5 Year Projection	Workforce Current Year	Median Annual Earnings
Web Developers	Bachelor's degree	521	8.70%	5,499	\$97,333
Web and Digital Interface Designers	Bachelor's degree	457	10.90%	4,175	\$74,197
Computer User Support Specialists	Some college, no degree	2,213	5.60%	24,206	\$60,461
Computer Occupations, All Other	Bachelor's degree	1,516	7.50%	16,895	\$119,547
Computer and Information Systems Managers	Bachelor's degree	1,502	9.20%	15,803	\$172,326
Software Developers	Bachelor's degree	7,975	9.60%	90,021	\$130,899
Information Security Analysts	Bachelor's degree	1,889	11.20%	19,150	\$130,091
Software Quality Assurance Analysts and Testers	Bachelor's degree	782	8.20%	8,627	\$105,558

# Human Services & Education

<b>Courses and Sequences</b>	PVCC EDU 200 Teaching as a Profession
	CTE Introduction to Family & Human Services
	CTE Teaching as a Profession 1, 2
	Peer Tutoring 1, 2, 3, 4
	CTE Nutrition and Wellness
	CTE Introduction to Culinary Arts, Culinary Arts Specialization
<b>Scholars Studio</b>	Thrive, Savor



Occupation	Typical Entry Level Education	Average Annual Openings Next 5 Yrs	Workforce % Change 5 Year Projection	Workforce Current Year	Median Annual Earnings
Meeting, Convention, and Event Planners	Bachelor's degree	572	7.50%	4,665	\$57,646
Interpreters and Translators	Bachelor's degree	409	15.20%	2,898	\$70,578
Education Administrators, All Other	Bachelor's degree	177	8.10%	1,858	\$104,868
Social and Community Service Managers	Bachelor's degree	418	10.70%	3,686	\$86,348
Community and Social Service Specialists, All Other	Bachelor's degree	315	7.80%	2,444	\$60,024
Health Education Specialists	Bachelor's degree	179	8.30%	1,380	\$63,184
Social Workers, All Other	Bachelor's degree	171	7.10%	1,522	\$71,527
Public Relations Specialists	Bachelor's degree	919	6.60%	8,810	\$76,871
Elementary School Teachers	Bachelor's degree	3,193	4.60%	36,668	\$59,969
Secondary School Teachers	Bachelor's degree	2,353	4.60%	28,706	\$61,511
Special Education Teachers	Bachelor's degree	523	4.10%	5,950	\$61,904

# 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.*

# The ACPS Work-Based Learning Team...

Facilitate **high-quality**  
work-based learning experiences that are:



Equitable and  
accessible to  
all students  
**through**  
**guaranteed**  
**experiences**



Designed to  
support an  
**iterative** cycle  
of career  
exploration



**Aligned to**  
student  
interests,  
passions, and  
curiosities

So that all students are prepared for a **high-demand,**  
**high-wage, high-skill pathway.**



# Why an Work-Based Learning?

## High-Quality Learning:

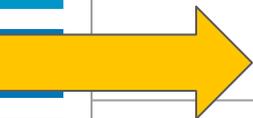
- Virginia Council of Presidents, have committed to offering paid internships to every student who wants one without increasing time-to-degree. Three attributes they strive for: mentored, paid, and for academic credit.
- Students who participate in WBL vs. traditional part-time employment are **more 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)

## Educational Expectations:

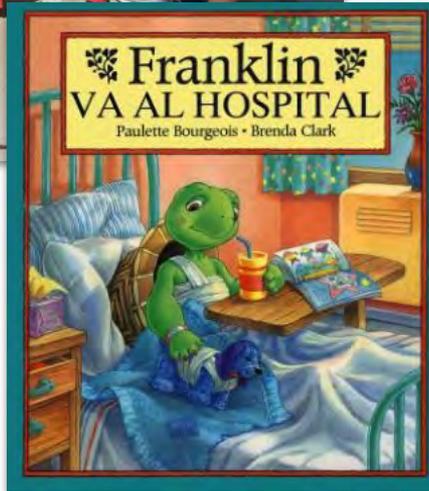
- **CTE expectation tied to federal funding:**
  - ^10% of completers
  - ^10% of special pops completers
- **CTE Course Standards**
  - All CTE courses have 4 WBL requirements
- **VDOE student graduation requirement option**
- **VDOE high school performance**
  - Option for 3E readiness
- **VDOE career readiness experiences**
  - MS job shadow
  - HS WBL aligned to high demand

# Work-Based Learning Continuum

Learning About Work	Learning Through Work	Learning For Work <i>Meets 3E Accreditation &amp; Graduation Requirement</i>
<p>K-8, All Studio Gateways Studio Core &amp; Pathway</p>	<p><b>CTE Level 1</b> Non-CTE Studio Capstone</p>	<p><b>CTE Level 2</b> CTE Studio Capstone</p>
<p>Job Shadow* <i>MS Requirement</i></p>	<p>Service Learning</p>	<p>Internship (<i>min. 90 hours</i>)</p>
<p>Career Connections: Field Experiences Guest Speakers Industry Tours Learning Workshops Job/Opportunity Fairs</p>	<p>Mentorship</p>	<p>School-Based Enterprise (class run) or Entrepreneurship (student run) (<i>min. 90 hours</i>)</p>
	<p>Externship</p>	<p>Clinical Experience (<i>min. 40 hours</i>)</p>
		<p>Apprenticeship (<i>min. 2000 hours</i>)</p>



# Elementary Career Exploration w/ Sentara-MJH



## Sentara-MJH Tour Schedule

**10:00:** Arrive and Welcome with an Overview (Hospitals are here to help and you can be a helper, too!) Arrive in the conference room which will be "Home Base".

**10:10-11:05:** Tour Rotations (15 minutes each)

- Medical Imaging (**We have pre-selected the x-rays students will be shown.**)
  - Students will see the bones that they learned about in health this year and learn about what other types of images health care providers use to "see" what's happening inside. They will learn that not every person working in a hospital is a doctor or nurse. And being a medical tech is also a way you can help people stay healthy.
  - Students that are uncomfortable can wait outside of the conference room with an adult.
- Out-patient Admission: Students will learn about how nurses take care of patients who are going to have surgery.
  - We will ask each class to pre-select a couple of students that want to be patients to avoid so many students wanting to jump in the bed. If no student wants to volunteer that is okay, too. The nurse will explain and show some different machines and tools they use to help care for patients who are getting ready for surgery. Student "nurse aides" (and this can be up to 3-4 students per group) may help care for their friend by listening to their heart, wrapping their arm with gauze or other simple tasks.
  - If any student feels uncomfortable with this piece, they can remain with their teacher outside of the conference room.
- Staying Well
  - In this session, Diana will lead an activity about "staying well". In this time, students will be able to share what they have learned in health about healthy habits. If the weather is good and the teachers want it, we can go outside on a walk around the native gardens at the hospital. We will discuss the importance of physical space, taking care of it, and how it relates to health.

**11:05 – 11:45** Teddy Bear Care

- To wrap up the experience, each student will get a teddy bear. We will do a quick overview of how to do a check up and check in with the teddy bear on how they are feeling. There will be stations set up in the conference room where they started with volunteers from various parts of the hospital that they have seen and others they have not. Students get to "diagnose" their teddy and take them to the right station for treatment. Examples: My teddy fell and hurt his arm – take them to the nurse for a band-aid.

**11:45-12:00** Take a Picture at the Sentara Sign with Teddy Bears and return to school.

# Setting a Foundation through Guaranteed Career Exploration

## ~~9th Grade~~ 7th Grade Pathway Day(s)

**Albemarle High School students explore potential career paths**



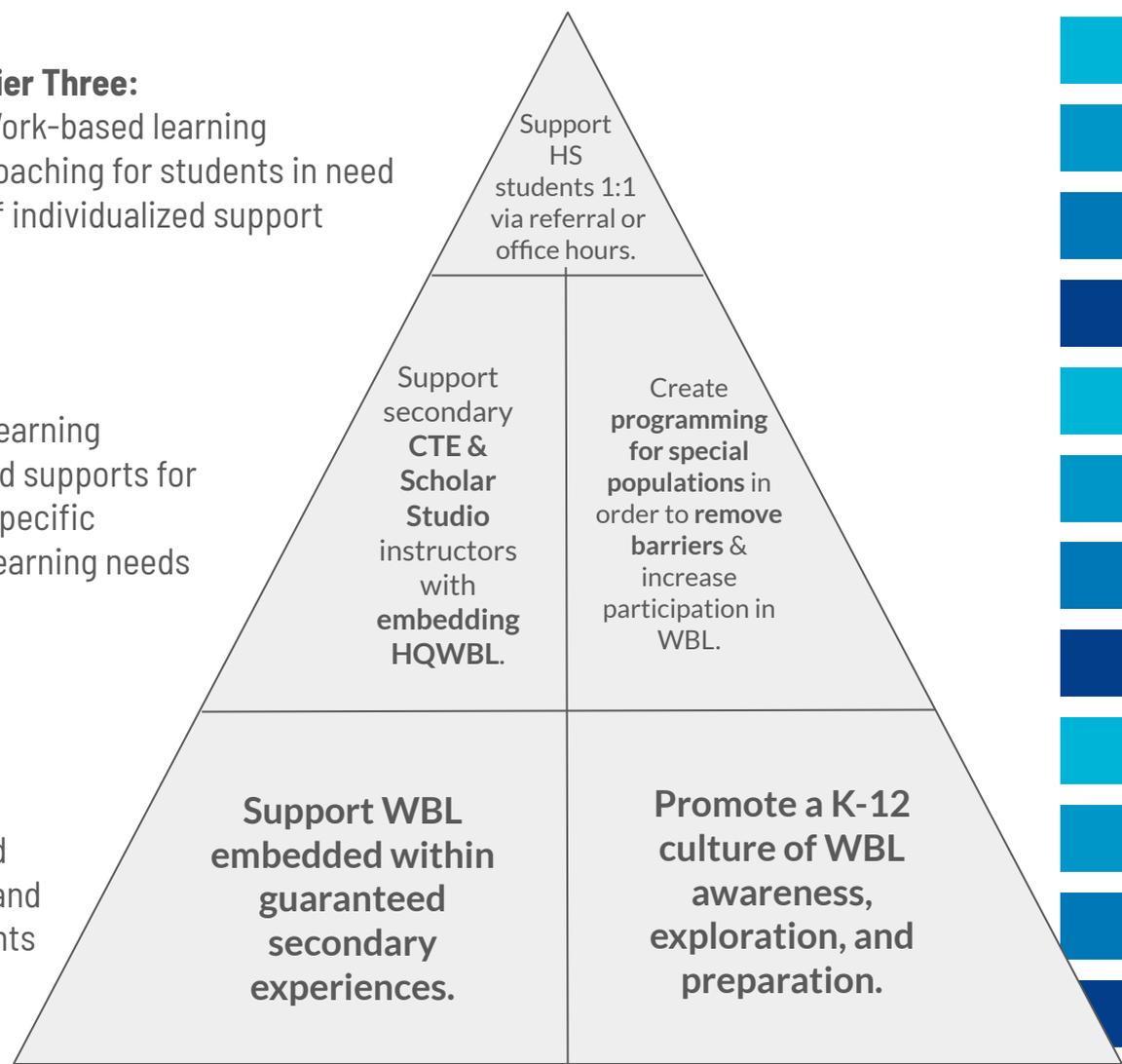
Some Albemarle High School freshmen are learning more about potential career options.

# ACPS Work- Based Learning Priorities

**Tier One:**  
Guaranteed work-based learning opportunities and supports for ALL students

**Tier Two:**  
Work-based learning structures and supports for groups with specific work-based learning needs

**Tier Three:**  
Work-based learning coaching for students in need of individualized support



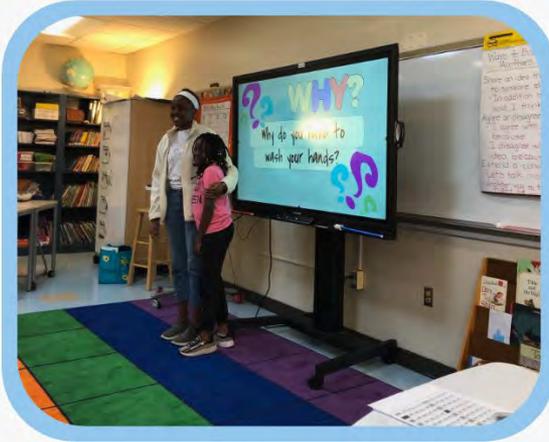
# SBE: Culinary Arts Restaurant Simulation



# Community Action Projects (Civic Engagement & Service Learning)

## Supporting and Expanding

### What I Did to Solve the Problem



- I wanted to solve the problems with Infectious Disease Control by teaching younger children in elementary schools how to properly wash their hands.
- I chose to target younger children because I believed that instilling the habit of how to properly wash your hands at a younger age would set them up for success.

Community Action Projects (CAP)



# 2024: 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	7*	Internship & Externship	217	17
Service Learning	568	School-Based Enterprise	13	0
Mentorship	3	Clinical Experience	0	33**
Entrepreneurship	1	Youth Registered Apprenticeship	0	0

# Breaking down Barriers through WBL Opportunities

## Community Based Instructional Program at Transportation

**Program:** This program would encourage and continue Post High's program of providing opportunities for students to focus on independent living, vocational skills, and social skills. This program would provide 1-2 hours a week for each identified Post High student to come to Transportation to learn a new skill. The department would benefit from the student's work and also we would love to have the students in our building. It will connect us with Instruction!

**Roles:** We have identified three roles for Post High students. The primary tasks that could be done are listed below each role.

- **Auto Detailing and Bus Detailing**
  - Clean and vacuum the inside of a car
  - Clean and sweep the inside of a bus
  - Lift seats to clean debris from bus
  - Maybe any paint touch-ups??
  - Clean / organize parts bins

Skills developed: attention to detail, precision, physical stamina and dexterity, learn tools and equipment used
- **Office Assistant and Greeter**
  - Greet employees or guests as they arrive
  - Answer the phone in a professional manner
  - Transfer phone calls
  - Print documents
  - Shred documents
  - Scan work orders - shop
  - Ask employees if they need any assistance with printing or shredding documents

Skills developed: Social skills, professionalism, use of copier and shredder
- **Assistant on a Special Needs Bus**
  - Sit next to and build relationships with students on a bus
  - Shadow the assistant on the school bus to observe what they do
  - Learn the equipment on the school bus
  - Friday mid-day pre-school run support
  - Potentially, help students on and off the school bus, as appropriate

Skills developed: social skills, learn the bus equipment, dexterity and movement

### Curriculum and Instruction - thoughts?

#### Supervisors at Transportation TBD

1. We would ask someone in the shop.
2. We would ask Lisa or Teresa.
3. We would use maybe Jeannette's or Mary's bus, most likely.
4. May send a teacher or TA to start the program and see what is going on.



"Francisco is doing an awesome job. This Friday he will be helping secure students in their equipment with the help of my assistant."

- Jeanette Reynolds (Mentor, Lead Bus Driver)

"Mia... will be continuing to help Teresa put our onboarding binders together... [she] is a delight to have around."

- Jamie Gellner (Director of Transportation)

# How can VA CareerWorks support ACPS CTE & Work-Based Learning?

- ❑ Continued collaboration to connect students with high quality experiences, training and career supports
- ❑ Join us for our advisory meetings
- ❑ Continue to help us build partnerships with businesses
  - ❑ 7th Grade Job Shadows
  - ❑ School Based Enterprises
  - ❑ Job Shadows - Internships - Apprenticeship
- ❑ Support for field experiences and competitions
- ❑ Be our voice in the rooms that shape opportunity



# Career & Technical Education Presentations

**NEXT:**

Committee Reports >



# Partner Showcase:

## Nelson County Public Schools CTE Department

Dr. Ryan Yarzebinski  
CTE Supervisor



# CTE Programming in NCPS

## Nelson Middle School

- Designed for exploration in multiple pathways; start broad in 6<sup>th</sup> and 7<sup>th</sup> grades, more concentrated in 8<sup>th</sup> grade (HS Credit)
  - Business/Entrepreneurship
  - Agriculture/FFA
  - Family and Consumer Sciences
  - Technology

## Nelson High School

- Maximize sequential courses/CTE completers
  - Agriculture and Horticulture/FFA
  - Construction (Carpentry and Electrical)
  - Business/Entrepreneurship
  - Family and Consumer Sciences
  - Technology
  - Nurse Aide
  - Cosmetology
  - Automotive
  - Fire Science and EMT (Off-site colab w/ CATEC)

# From CCCRI to 3E: CTE Impact

Accreditation Year	Accreditation Outcome (CCCRI)	Cohort Size	CTE Completers	WBL Completers
2022	81.69 – L2	142	79 (55.6%)	45 (31.7%)
2023	86.78 – L1	121	82 (67.7%)	52 (42.9%)
2024	86.21 – L1	116	76 (65.5%)	62 (53.4%)
2025 (3E Preliminary)		122	82 (67.2%)	69 (56.6%)

In 2025:

- 93 students earned a CTE credential,
- 42 students earned multiple credentials,
- 44 students earned a credential in a high demand area

# Nelson Agriculture Program



# WBLs in Agriculture: Immersion SAEs

- Placement SAE – around 80%
- Entrepreneurship SAE – around 15%
- Research SAE – around 5%
- Foundation SAE – a few

# Exemplar SAEs: Hayden – University Route



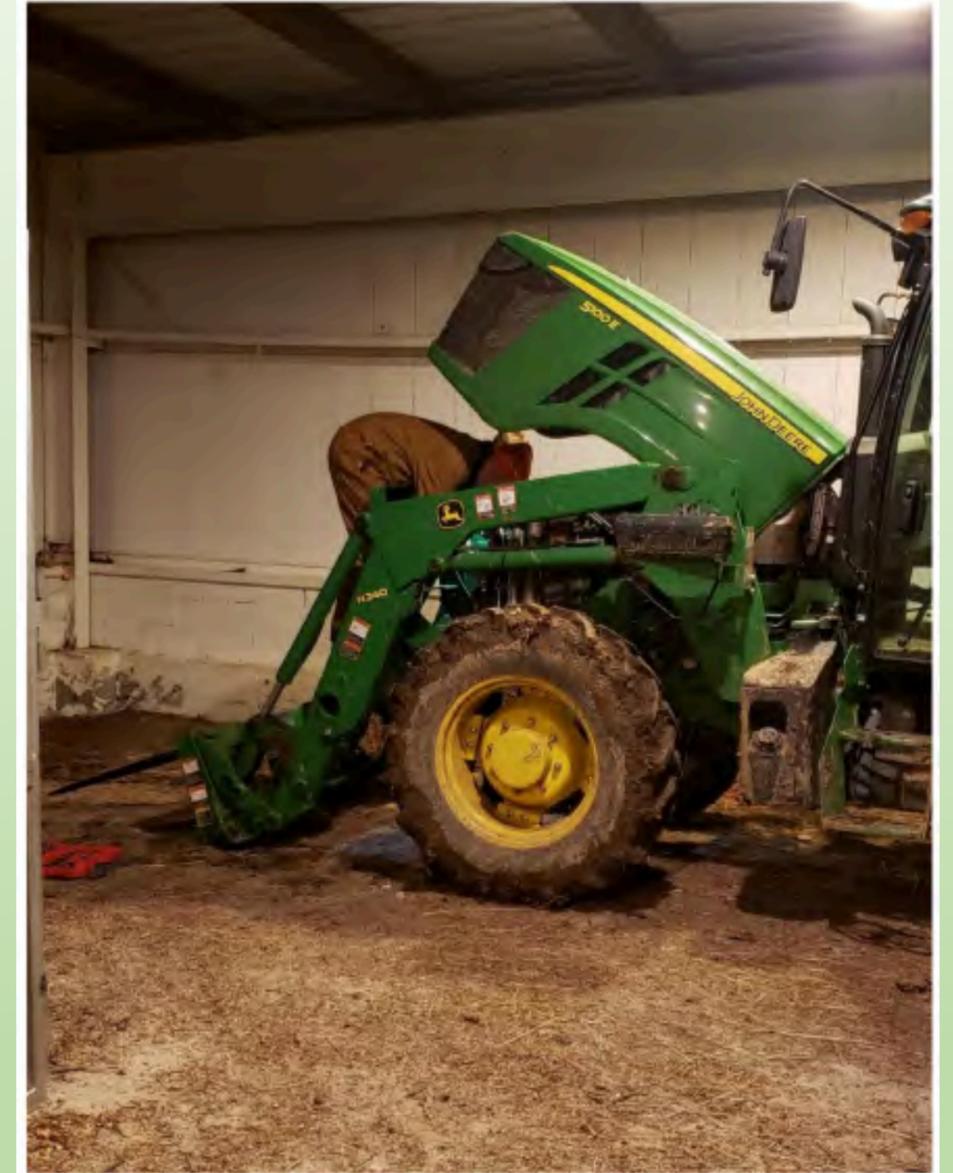
- My SAE involves ownership of a herd of registered Simmental and SimAngus cattle and flock of commercial Hampshire sheep while working unpaid on our family farm. My SAE relates to this award area as I am responsible for all management decisions for my cattle and sheep. My interest in this project began when my parents gifted a heifer to me as a show heifer project for our local livestock show.

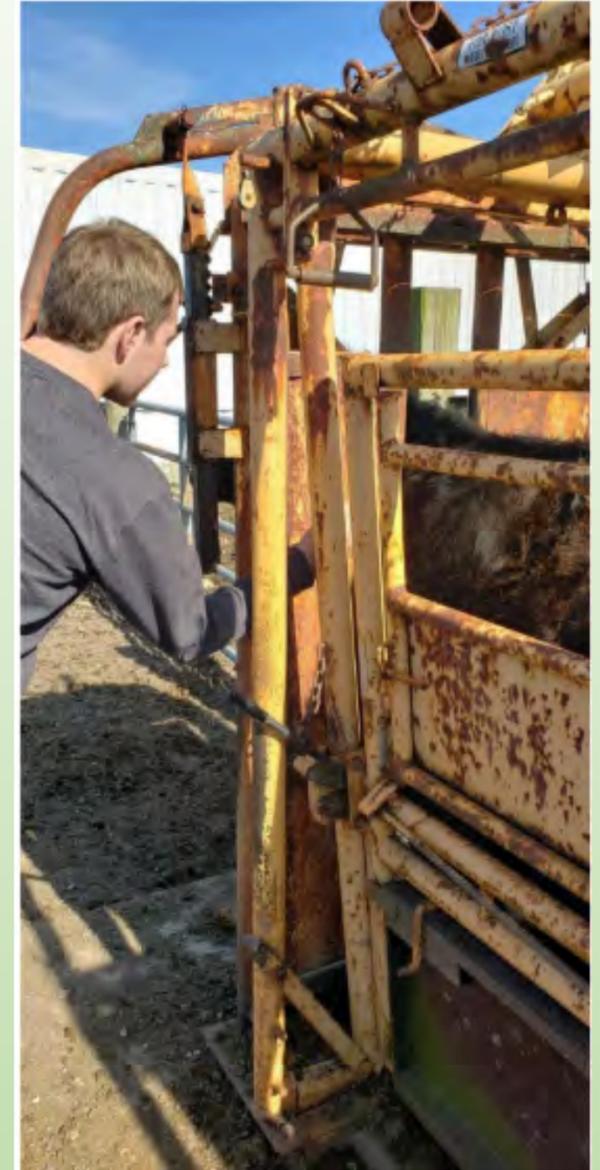
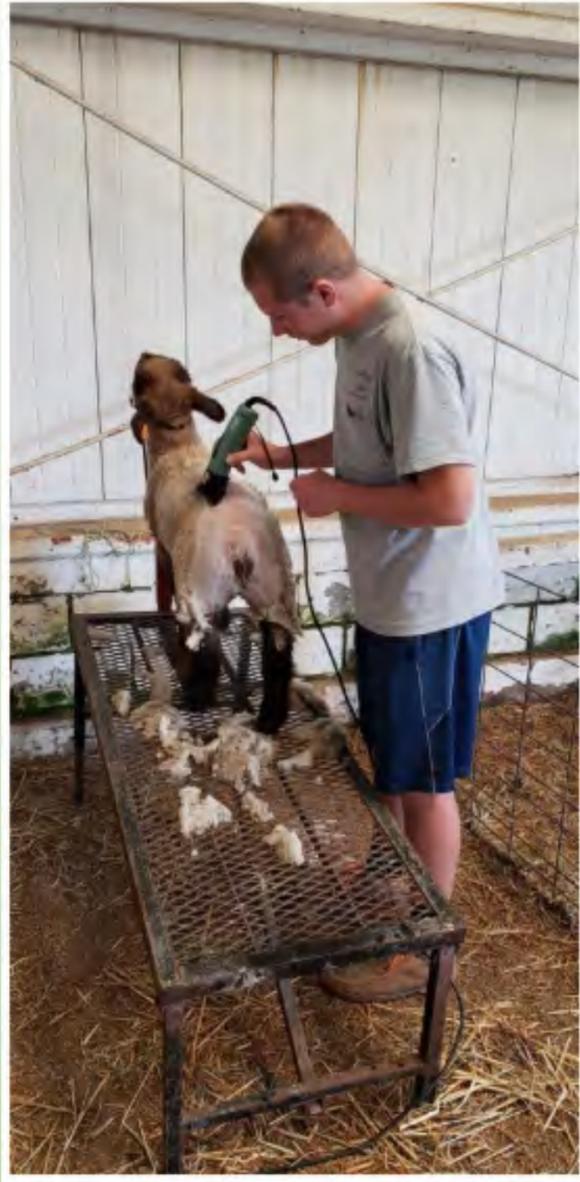


# National Proficiency Application

## Income and Expense Summary of SAE Program

	2017	2018	2019	2020	2021	2022
<b>1. Revenues from Operations</b>						
a. Closing Current Inventory	\$0	\$239	\$430	\$639	\$800	\$500
b. Beginning Current Inventory	\$0	\$0	\$239	\$430	\$639	\$800
<b>c. Change in Current Inventory</b>	<b>\$0</b>	<b>\$239</b>	<b>\$191</b>	<b>\$209</b>	<b>\$161</b>	<b>-\$300</b>
d. Cash Sales	\$9,100	\$3,835	\$7,985	\$8,100	\$14,223	\$14,232
e. Value Used at Home (Non-cash)	\$0	\$0	\$0	\$0	\$0	\$0
f. Value of Production Transferred to other enterprise, Transferred to Non-Current, Bartered or Labor Exchanged (Non-cash)	\$0	\$4,500	\$1,750	\$10,750	\$7,500	\$8,650
<b>h. Gross Revenues (Change in Current Inventory and Total Sales)</b>	<b>\$9,100</b>	<b>\$8,574</b>	<b>\$9,926</b>	<b>\$19,059</b>	<b>\$21,884</b>	<b>\$22,582</b>
<b>2. Expenses from Operations</b>						
a. Inventory Purchased for Resale (Cash)	\$0	\$0	\$0	\$0	\$0	\$0
b. Inventory Purchased for Resale (Non-Cash Transfers)	\$0	\$0	\$0	\$0	\$0	\$0
c. Cash Expenses (all other types)	\$5,169	\$6,761	\$9,358	\$8,465	\$10,493	\$12,797
d. Non-Cash Expenses (Transferred, Bartered, or SAE Labor Exchange)	\$0	\$0	\$0	\$0	\$0	\$0
e. Contributed Non-Cash Expenses (Gift or non-SAE Labor Exchange)	\$0	\$0	\$0	\$0	\$0	\$0
<b>f. Total Operating Expenses</b>	<b>\$5,169</b>	<b>\$6,761</b>	<b>\$9,358</b>	<b>\$8,465</b>	<b>\$10,493</b>	<b>\$12,797</b>
<b>3. Net Income from Operations</b>	<b>\$3,931</b>	<b>\$1,813</b>	<b>\$568</b>	<b>\$10,594</b>	<b>\$11,391</b>	<b>\$9,786</b>
<b>4. Non-Current Inventory</b>						
a. Closing Inventory	\$17,375	\$29,488	\$40,000	\$50,943	\$58,297	\$62,358
b. Transfer in from Operations (Non-Cash Transfers of non-current assets)	\$0	\$3,000	\$1,750	\$10,750	\$7,500	\$8,350
c. Contributed Inventory (Outside contribution of non-current assets - gift)	\$0	\$0	\$0	\$0	\$0	\$0
d. Purchases	\$2,500	\$9,850	\$10,000	\$1,500	\$1,400	\$3,250
e. Beginning Inventory	\$15,000	\$17,375	\$29,488	\$40,000	\$50,943	\$58,297
f. Sales	\$0	\$0	\$0	\$0	\$0	\$2,416
g. Non-Cash Sales	\$0	\$0	\$0	\$0	\$0	\$0
<b>h. Net Non-Current Transactions</b>	<b>-\$125</b>	<b>-\$738</b>	<b>-\$1,238</b>	<b>-\$1,308</b>	<b>-\$1,545</b>	<b>-\$5,124</b>
<b>5. Net Income From Operations &amp; Net Non-Current Transactions</b>	<b>\$3,806</b>	<b>\$1,076</b>	<b>-\$670</b>	<b>\$9,286</b>	<b>\$9,846</b>	<b>\$4,662</b>







# Beyond NCPS



# Exemplar SAEs: Houston – Workforce Route



- For my fruit production SAE, I worked a paid placement job on a chestnut farm and also in the processing area helping produce, package, and market chestnuts, chestnut trees, and other chestnut products. I was hands on and responsible for:
  - preparation of harvest
  - predictions the harvest
  - preparing for the harvest including readying and using processing equipment
  - containing the harvest
  - processing the harvest
- Through this cycle, I have learned about all sides about the fruit and tree business. Everywhere from basic orchard and field management to understanding the wholesale fruit industry. It has truly been a great experience, it has expanded my agricultural skill set, and even increased my work ethic.



# Beyond NHS:

“it has expanded my agricultural skill set, and even increased my work ethic.”



# Other WBLs in NCPS

- Nurse Aides
  - Clinical Experiences
- Cosmetology
  - Job Shadowing
- Automotive Tech
  - School-Based Enterprise
- Carpentry
  - Service Learning
    - Habitat for Humanity
    - Nelson Community Foundation
- + Additional HQWBL experiences



# Future Opportunities

- Wintergreen Maintenance Dept
  - Possible Internships
- PVCC
  - Engineering Tech Pathway
- PVCC (NCPS Campus)
  - Welding Programming

# Thank you!

Ryan Yarzebinski

[ryarzebinski@nelson.k12.va.us](mailto:ryarzebinski@nelson.k12.va.us)

434.260.7646 x1006



# Committee Reports

**Business and Education Outreach**

Gary Spry

**Strategic Planning**

Sarah Morton, VCWP

**Programs**

Raye Elliott



# Financials





# Director & Staff Report

# VCWP Earns Triple-Win at Together for Talent Summit

- 🏆 **Barrier Breaker Award: Quinn-Lynn Bates, Rappahannock Goodwill Industries & VCWP**
- 👩🍳 **Emerging Workforce Leader Award: Antwon Brinson, Culinary Concepts AB**
- ⚡ **Second Chance Employer Excellence Award: Raye Elliott, ARTP, FLIPP Inc**

READ THE  
PRESS  
RELEASE:



<https://vcwpiedmont.com/vcwp-celebrates-triple-win-at-inaugural-virginia-talent-awards/>

# Job-Ready Clothes Closet w/ Atlantic Union Bank



- For WIOA Participants & others on a case-by-case basis
- Contact Cheryl Kirby to arrange donations:  
[cheryl.kirby@atlanticunionbank.com](mailto:cheryl.kirby@atlanticunionbank.com)

<https://vcwpiedmont.com/vcwp-celebrates-triple-win-at-inaugural-virginia-talent-awards/>



# State & Federal Updates



Coffee & Conversations,  
August 8



# VIRGINIA'S TALENT TRANSFORMATION "MOONSHOTS"

## #1 in Future-Ready Talent

### ***By 2030, we envision that:***

Virginia has the most AI-ready, digital and human-skills proficient workforce in the country, with every working-age Virginian receiving at least foundational upskilling.

We are future-ready.  
*We prepare you.*

## #1 in Workforce Availability & Agility

### ***By 2030, we envision that:***

Virginia enables smooth career pivots and workforce reentry for individuals via a suite of services that reduce barriers and rapidly reskill & upskill talent to fit industry needs.

We have the most available and agile workforce.  
*We help you with resources to adapt and overcome.*

## #1 in Skills Match

### ***By 2030, we envision that:***

Virginia's workforce demonstrates alignment with employer needs through focus on high-demand occupations in all educational & workforce programs.

Our workforce has the skills you need.  
*You can access your best job here.*

## #1 in Work-Integrated Learning

***By 2030, we envision that:*** All students have at least one quality work-integrated learning or career/technical ed experience upon high school graduation. Prevalence of work-based learning models (like apprenticeships & internships) *double from 2025 as baseline.*

We integrate and enable your talent development.  
*You can earn while you learn here.*

For Immediate Release: July 18, 2025

Contacts: Office of the Governor: Peter Finocchio, Peter.finocchio@governor.virginia.gov



# Governor Glenn Youngkin Announces Additional Board Appointments

**RICHMOND, VA**— Governor Glenn Youngkin today announced additional board appointments.

## **VIRGINIA BOARD OF WORKFORCE DEVELOPMENT**

- **Mark A. Barth** of Henrico, President and CEO, Goodwill of Central and Coastal Virginia, Inc.
- **James "Bo" Bundrick** of Gordonsville, Director of CTE & Workforce Development, Louisa County Public Schools
- **Blair Durham** of Bertsmouth Co. Founder/CEO, Black BRAND

<https://www.governor.virginia.gov/newsroom/news-releases/2025/july/name-1053563-en.html>

**For Immediate Release:** September 19, 2025

**Contacts:** Office of the Governor: Peter Finocchio, Peter.finocchio@governor.virginia.gov



# Governor Glenn Youngkin Announces Additional Administration and Board Appointments

**RICHMOND, VA**— Governor Glenn Youngkin today announced additional administration and board appointments.

## LABOR

### VIRGINIA BOARD OF WORKFORCE DEVELOPMENT

- **Antwon Brinson** of Charlottesville, President, Culinary Concepts AB

<https://www.governor.virginia.gov/newsroom/news-releases/2025/september/name-1059147-en.html>

# UVA President's Council

## PRESIDENT'S COUNCIL ON UVA-COMMUNITY PARTNERSHIPS

[Home](#)[About](#)[Working Groups +](#)[Metrics & Updates +](#)[Community +](#)[Members](#)

2025-2028 COUNCIL MEMBER

President's Council on UVA-Community Partnerships

Sarah J. Morton is a strategic, mission-driven executive whose work sits at the intersection of education, agriculture, workforce development, and community resilience. With over two decades of experience in nonprofit leadership, philanthropy, and cross-sector collaboration, she is a recognized champion for equity-centered systems change, especially in rural and underserved communities.

Her deep expertise in nonprofit management and strategic partnerships empowers communities through sustainable food systems, career-connected learning, and inclusive economic mobility. Sarah is known for translating complex policy environments into actionable strategies, mobilizing resources across sectors, and designing programs that deliver measurable, lasting impact.

<https://prescouncil.president.virginia.edu/people/sarah-morton>

# Funding Updates

- 🏛️ **Federal Proposal Under Review:** The U.S. House Labor, HHS, Education Appropriations Subcommittee is considering its PY26 (2026–2027) funding plan.
- 📉 **Major Cuts Proposed:**
  - Elimination of the **WIOA Youth program**
  - Reduction in **WIOA Adult funding**
  - Elimination of **SCSEP, Adult Education,** and national programs for **Migrant Seasonal Farm Workers and Justice-Affected individuals**
- ⚠️ **Impact:** These cuts would significantly hinder workforce development efforts in our region.
- 📣 **Action Needed:** If you have upcoming meetings with federal representatives, please emphasize the potential harm this proposal poses to local workforce programs and vulnerable populations.



# Roll Call

**Stephanie McNamara, VCWP**



# CLEO Items Requiring a Vote:

- **June 2025 Meeting Minutes**
- **New Board Member Nomination**
  - **Jennifer Schmack**, Fluvanna County  
Economic Development
  - **Beth Lucchesi**, Carter-Myers Automotive
- **Executive and Finance Committee Findings** (*No Vote*)



# Board Items Requiring a Vote:

- **June 2025 Meeting Minutes**
- **New ETPL Programs:**
  - Rappahannock Center for Education**
    - Limited-Scope Radiologic Technologist
    - Certified Clinical Medical Assistant
    - Certified Phlebotomist
- **Updated VCWP Policies:**
  - Self-Sufficiency Policy #2
  - Grievance Policy Procedure #35



# THANK YOU

See you in December!

Virtual Meeting, date TBD.