



# VIRGINIA BOARD OF EDUCATION

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# AGENDA ITEM

**Agenda Item:** L

**Date:** September 26, 2024

**Title:** First Review of K-12 Career Exploration ReDesign

**Presenter:** Dr. Andy Armstrong, Associate Superintendent of Programs

### **Purpose of Presentation**

Action required by Board of Education regulation (i.e., a change in Board regulation necessitates a change in a guidance document).

### **Executive Summary**

The present action provides updates to a guidance document previously approved by the Board in 2009, the *Guidelines for Academic and Career Plans*, which were not updated after revisions to the Standards of Accreditation in 2011, 2012, 2018, or 2019. These guidelines were required by 8VAC20-131-140(C)(3). Now that the new Virginia Standards of Accreditation (8VAC20-132) are effective, the revised document is being presented to the Board in order to interpret and implement.

The present action is also responsive to the Board's August 2024 approval of the Performance and Support Framework and associated Ready for Life 3E Readiness Framework, updates to the definition of career exploration and the Academic and Career Plan ("ACP") are required to ensure students are engaged in meaningful career exploration and planning beginning in elementary school leading to their engagement in 3E (employment, enlistment, enrollment) pathways in high school.

Proposed career exploration definitions and ACP components have been presented to the VDOE Workforce Feedback Group for feedback and input in preparation for presentation to the Board.

Pending approval by the Board, updated guidance will be provided to school division staff including all recommended changes in administration of the ACP and student, parent, and staff resources.

This item is aligned with Priority 4 of the [Board of Education Comprehensive Plan 2024-2029](#): to create innovative pathways for every learner.

**Action Requested**

First review: action will be requested at a future meeting.

**Superintendent’s Recommendation**

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the proposed revisions to the definition of career exploration and to the Academic and Career Plan (ACP) as presented in attached documents.

**Previous Review or Action**

No previous review or action.

**Background Information and Statutory Authority**

Standard 1 of the Standards of Quality requires that local school boards implement “career exploration opportunities in the middle school grades” (§ [22.1-253.13:1\(D\)\(3\)\(b\)](#)) and a “program of student services for kindergarten through grade 12 that shall be designed to aid students in their . . . career development” (§ [22.1-253.13:1\(D\)\(16\)](#)). Standard 1 also requires that “[a]s part of each student’s academic and career plan, a list of (i) the top 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession . . . .” § [22.1-253.13:1\(D\)\(3\)\(e\)](#).

The Standards of Accreditation (8VAC20-132-140) require that “each middle and secondary school shall provide for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside of the classroom” and, beginning with the 2018-2019 school year, requires that elementary students “begin the development of an academic and career plan portfolio (ACPP)” that “includes information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals” and “is a repository for planning notes, class projects, interest inventory results, awards and recognitions, and other important information related to academic and career plans and preparation.” The ACPP serves as the foundation for the creation of the Academic Career Plan (ACP) in grade 7.

Once in middle school, students “are to complete a locally selected career interest inventory and select a career pathway,” developing the ACP with support of completion of a career investigations course from the Career and Technical Education (CTE) state-approved list, or a school division-provided alternative means of delivering the career investigations course content.”

Schools are further required to develop a “personal ACP with each seventh-grade student with completion by the end of the fall semester of the student’s eighth-grade year” that includes the student’s program of study for high school graduation and a postsecondary career pathway based on the student’s academic and career interests to be developed in accordance with Board guidelines and signed by the student, parent or guardian, and school official or designee. The ACP is included in the student’s record for annual review and update.

### **Stakeholder Engagement**

On September 17, 2024, the VDOE Workforce Feedback Group convened to provide feedback and input related to the proposed career exploration definition and revised ACP template. The Workforce Feedback Group currently consists of 10 members including representatives from the Virginia Chamber, Newport News Apprentice School, Virginia Manufacturers Association, Virginia Association for Career and Technical Education, Virginia Works, Virginia School Counselors Association, Lynchburg Regional Business Alliance, VDOE Office of Career and Technical Education, and a Virginia high school principal. Based on feedback from the initial meeting, the group will seek membership from a representative of Virginia’s postsecondary systems (SCHEV and VCCS) for future meetings. Feedback gathered from the Workforce Feedback Group is being shared with the Secretary of Labor and Virginia Works for continued collaboration in implementation of workforce and education efforts. Feedback received from the Workforce Feedback Group included:

- Education should be provided to parents and families in order to build support for student career exploration, including resources about the nature of modern careers and their associated wage, demand, and training requirements.
- Need to engage postsecondary systems in planning to provide current information to students, K12 schools, and families related to postsecondary opportunities available during high school.
- Efforts need to be made in order to provide training and professional development to K12 division staff implementing career exploration and ACP at all levels, especially for elementary and middle school.
- Encourage business and workforce to support work statewide to provide opportunities for career exploration through work-based learning and internship experiences.
- Provide students with resources and information about local career opportunities in order to encourage students to remain in their home communities.
- Expand awareness around the benefits of the ASVAB assessment as a tool for career skill identification.

**Implementation and Communication**

Upon approval by the Board, the guidance document will be submitted to Town Hall for a 30-day public comment period in accordance with the Administrative Process Act.

**Impact on Fiscal and Human Resources**

No impact.