

# Applied Learning/CTE

**As part of the space-curriculum analysis, there was a specific focus on the increasing importance of engaging students in applied learning that provides them with a career focus that they are passionate about.**

Throughout the master plan process, business, community and district leadership came together in multiple meetings to assess the appetite for enhanced career preparedness in the USVI. It was determined that there should be more robust opportunities for high schools to better align with the VIDE's priorities for college and/or career readiness.

To this end, a special advisory council for CTE, consisting of representatives from the VIDE, higher education, civic and business leadership was formed. The group was organized purposefully with diverse viewpoints. Conversations centered on the recognized pull of industry (and local businesses) for a prepared and productive workforce versus the push of Generation Alpha and their unique perspective on priorities.

The advisory council's charge was to identify the potential programs, pathways, and certificates most advantageous to the enhancement of career readiness offered by the VIDE.

Discussions helped identify the pathways and certifications that should be offered or expanded. These pathways will be further vetted by the specific needs of the greater USVI territory business communities:

## **Business Services**

Entrepreneurship

## **IT and STEAM**

## **Infrastructure Engineering**

Carpentry, masonry, HVAC, electrical

## **Hospitality and Tourism**

Culinary, hotel management

## **Health and Wellness**

CNA, behavioral, cosmetology

## **Transportation**

Automotive, aviation, boats

## **Welding Technologies**

## **Energy and Industrial Technology**

Energy, renewables, agriculture

## **Agriculture**

An evolving topic regarding applied learning in VIDE Public Schools is defining new pathways that complement existing programming. Proposed pathways include:

**Visual & Performing Arts & \*Broadcasting**  
(St. Croix Central High School)

**Maritime/Natural Resources/Eco-Tourism**  
(Julius E. Sprauve PreK-12 School)

**Sports: Tourism, Broadcasting, & Medicine**  
(Ivanna Eudora Kean High School)

\*S.T.A.R.S. Program:  
The Sustainable Tourism through Arts-based Revenue Stream



**Gift of Knowledge** 2019 St. Croix Festival Children's Parade  
Featuring the 'Boys of ESTEAM Coding and Gaming.'

# Applied Learning/CTE

**Applied Learning, including STEM, STEAM and CTE, prepares students for the future by connecting secondary education with both college expectations and labor market demands.**

Programs specialize in teaching applied sciences, modern technologies, career preparation and trade skills, offering students the unique opportunity to create pathways for future professional success.

The transformation of teaching and learning to a balanced curriculum of both theoretical and applied learning is fostering everything from inquiry-based learning to the maker movement to STEM to STEAM to CTE. These programs are growing in popularity, and their ability to engage and connect students is helping redefine how space is designed. A robust co-design process empowers teachers, students, school leaders, architects and others to co-create transformational learning spaces, including the incorporation of flexible, adaptive, personalized, learner-centered spaces.

Applied learning looks beyond secondary school and encourages students to become lifelong learners. It benefits students by giving them:

Leadership development through student organizations.

Real-world relevance in curricula.

Peer-to-peer and student-to-teacher collaborative environments.

Industry accreditation.

Lab spaces to translate from theoretical to practical application.

Dual enrollment for college credits and scaffolded learning.

## **Return on Investment: Applied Learning as an Economic Driver**

For nearly a century, applied learning programs across the United States have focused on equipping students with technical and life skills to help them become productive citizens. Now more than ever, applied learning curriculum, internships and dual enrollment programs are needed to help ensure the strength and economic viability of our workforce, global competitiveness and the economic health of our nation.

“There is an estimated \$168 billion lifetime gain from applied learning’s impact on reducing the high school dropout rate nationally.”<sup>18</sup>

“There is an estimated \$806 billion income added to the U.S. economy by CTE/community colleges.”<sup>19</sup> What could be the impact to the economy in the Virgin Islands?

<sup>18-19</sup>DLR Group

*Applied Learning: Creating Innovative Pathways to Success for 21st Century Students* (Page 5)

<sup>20</sup>United States Virgin Islands Economic Development Authority

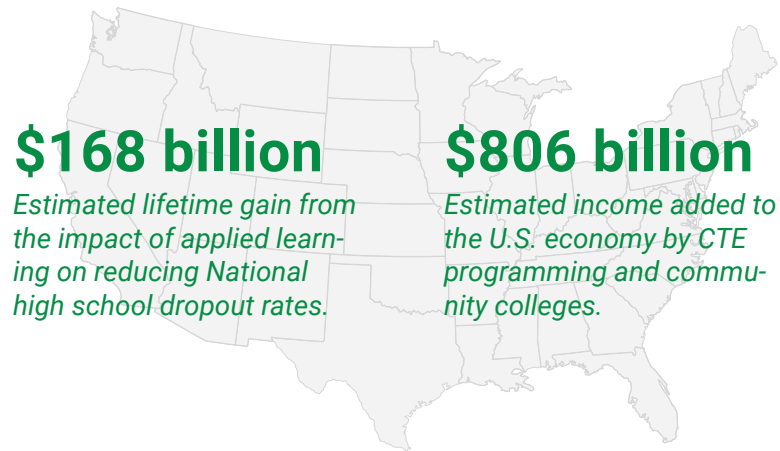
*Tourism & Hospitality: Strong Opportunities for Tourism Investment*

<https://www.usvieda.org/relocate-business/key-industries/tourism-hospitality>

## What impact could applied learning have in the U.S. Virgin Islands?

It is with a social and economic context that DLR Group approached the conversation of applied learning. Currently the Virgin Islands offers 3 distinct programs: certification programs at the high schools, limited programs at the alternate high schools, and facilities and curriculum for adult learners.

The current courses/certifications offered include, but are not limited to: business, automotive, masonry, carpentry, building trades, allied health, cosmetology, fashion and sewing, and culinary arts.



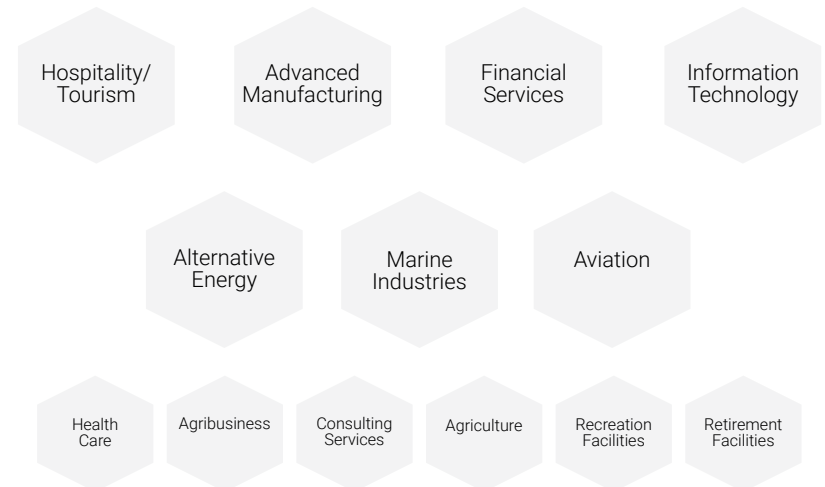
## Industries in the U.S. Virgin Islands



A Place of Promise, Opportunity, and Prosperity.

*Hospitality and tourism are a large part of the U.S. Virgin Islands economy with over two million visitors a year,<sup>20</sup> but the territory is home to a variety of industries.*

*Advanced manufacturing, financial services, and information technology have grown to create their own presence on the islands with infrastructure such as fiber optic networks, robust marine port facilities, and airports poised for future growth.*



# Applied Learning/CTE

## A Recognized Framework

In total, there are 16 career clusters in the National Career Clusters Framework, representing more than 79 career pathways to help students navigate their way to greater success in college and career.

As an organizing tool for curriculum design and instruction, career clusters provide the essential knowledge and skills for the 16 career clusters and their career pathways.

To learn more about the National Career Cluster Framework and how it organizes educational preparation and occupational choices into a unified concept, visit the webpage for the Associate for Career and Technical Education.



ASSOCIATION FOR  
CAREER & TECHNICAL  
EDUCATION®

<https://www.acteonline.org>



### Agriculture, Food and Natural Resources

- Agribusiness systems
- Animal systems
- Environmental service systems
- Food products and processing systems
- Natural resources and plant systems



### Architecture and Construction

- Construction
- Design and pre-construction
- Maintenance and operations



### Education and Training

- Administration and administrative support
- Professional support services
- Teaching and training



### Finance

- Accounting
- Banking services
- Business finance
- Insurance
- Securities and investments



### Arts, AV Tech and Communication

- Audio/video technology and film
- Journalism and broadcasting
- Performing arts
- Printing technology
- Telecommunications
- Visual arts



### Business Management and Administration

- Administrative support
- Business information management
- General management
- Human resources management
- Operations management



### Government and Public Education

- Foreign service
- Governance
- National security
- Planning
- Public management and administration
- Revenue and taxation



### Health Science

- Biotechnology research and development
- Diagnostic services
- Health informatics
- Support services
- Therapeutic services

The career clusters also function as a useful guide in developing programs of study, bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. Clusters help students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and career.



**Hospitality and Tourism**

- Lodging
- Recreation, amusements and attractions
- Restaurants and food and beverage Services
- Travel and tourism



**Human Services**

- Consumer services
- Counseling and mental health services
- Early childhood development and services
- Family and community services
- Personal care services



**Manufacturing**

- Health, safety and environmental assurance
- Logistics and inventory control
- Maintenance, installation and repair
- Manufacturing production process
- Development



**Marketing, Sales and Service**

- Marketing communications
- Marketing management
- Market research
- Merchandising
- Professional sales



**Information Technology**

- Information support and services
- Network systems
- Programming and Software Development
- Web and digital communication



**Law, Public Safety, Corrections and Security**

- Correction services
- Emergency and fire management Services
- Law enforcement services
- Legal services
- Security and protective services



**Science, Technology, Engineering and Math**

- Engineering and technology
- Science and mathematics



**Transportation, Distribution and Logistics**

- Facility and mobile equipment maintenance
- Logistics planning and management services
- Transportation systems/infrastructure
- Planning, management and regulation
- Warehouse and distribution center
- Operations

# Applied Learning/CTE

## Questions to Launch a Future-Facing Program for Applied Learning/CTE

1. What is the pull of industry? Who are potential partners that can offer internships, curriculum support and ultimately jobs that support an acceptable lifestyle/career advancement path? How about local business leaders: mayors, governors? Who can influence policies around business?
2. How many students would be interested in the pathways you are considering? How many full-time employees (FTE) for staff does that translate to depending if it is connected to a high school or part of a pull out, centralized program? Can you afford faculty from industry? How do they assimilate with current teachers? What is the cost for externships for your faculty to lessen the gap with industry?
3. How much does a pathway cost? Would industry fund if they are affiliated in such a way that they end up with a more talented workforce?
4. How many pathways create possible interdisciplinary synergies? Is it more than three? Should they be complimentary or disparate?
5. How do you plan for casual collisions that allow students to think creatively about how they would like to create their future? What is the cost versus return for \*i-Commons, gathering type places? How can you plan an i-commons so it accommodates everything from the individual, to a project-based team, to a cohort?
6. What do local higher educational institutions offer that can be leveraged in the sharing of facilities and dual enrollment? How does this make college education more affordable, more relevant?
7. What is the return on investment of low intensity programs (cyber security) versus high intensity programs (aviation)? Which are economic drivers in the community? How do you balance the cost of programs (teachers, equipment, supplies)?
8. How do you lay out space for CTE that can change as industry priorities shift in the USVI? What happens when artificial intelligence changes how we do business?

\*An i-Commons is a collaborative learning area designed to support casual collisions that allow multiple pathways to inspire each other and work together.

## In 2016-17, the top three most prevalent career clusters in the nation's high schools were:

- (1) Arts, audio-visual technology, and communication;
- (2) Business management and administration; and
- (3) Health sciences.<sup>21</sup>

## In 2017, 35% of all CTE concentrations in U.S. high schools were STEM or STEM-related.

Science, Technology, Engineering, and Mathematics (STEM) subjects are critical disciplines for a society whose economic growth and adaptability are dependent upon innovation.

In 2017, CTE concentrations in STEM and STEM-related (health science; agriculture, food, and natural resources; and information technology) career clusters represented 35 percent of all CTE concentrations in high school.<sup>22</sup>

<sup>21-23</sup>U.S. Department of Education  
Bridging the Skills Gap: Career and Technical Education in High School (September 2019)

## Spatial Considerations for Career & Technical Education

Career and Technical Education provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs. CTE refers to courses and programs designed to prepare students for careers in current or emerging professions.<sup>23</sup>

CTE is designed to give students authentic workplace experience and is centered on the value that industry and community partners bring. For the most successful engagement, teaching and learning environments should afford industry and community partner spaces.

Space design considerations may include:

*Pitch spaces where students can present ideas and projects to authentic audiences.*

*Touch-down spaces where business partners can temporarily office before or after sessions with students and faculty.*

*Video conferencing spaces that offer high-performance audio and video systems to create seamless connections with remote partners. These should be considered at large scale (full class or beyond) and small scale for individual students and teams to virtually collaborate with partners.*

*Application labs that offer work-like environments for students to engage in real-world projects and problems. These may be influenced by the industry and community partnerships that help sponsor them.*



# Applied Learning/CTE

## Potential Pathway

In a collaborative, startup-style learning environment, the business services pathway will give students an opportunity to cultivate an entrepreneurial mindset and develop skills to build and manage their own businesses. With a focus on building project management and leadership skills, students will engage in digital marketing, customer relationship management, sales, and small business management projects.

### Future Careers

- Project Manager
- Sales Associate
- Social Media Specialist
- Marketing Associate
- Human Resource Specialist

### Future Industry Certifications

- Certified Associate Project
- RISE Up Customer Service and Sales Professional



**EntrepreNow Program**

### Potential Partners



## Business Management & Administration

# Business Services

***"Every great dream begins with a dreamer."***

Harriet Tubman, American abolitionist and political activist.

Cherry Creek Innovation Campus | Centennial, Colorado



## Potential Pathway

From virtual reality to cybersecurity to robotics, the IT & STEAM pathway gives students opportunities to use, learn, and create cutting edge technologies to tackle the challenges the future may bring. Through hands-on experiences, students can take ideas from conception to reality, learn to troubleshoot any kind of personal computing device or computer network, or build their own virtual reality environments.

### Future Careers

- |                       |                       |
|-----------------------|-----------------------|
| Network Administrator | Product Designer      |
| IT or STEAM Educator  | Data Analyst          |
| Mechanical Engineer   | Game Designer         |
| Computer Engineer     | IT Support Specialist |

### Future Industry Certifications

- Certified SOLIDWORKS Associate (CSWA)
- Certified Additive Manufacturing Associate (CSWA-MA)
- CompTIA A+, Network+
- TestOut PC Pro, Network Pro



### Potential Partners



## Information Technology

# IT & STEAM

***"The best way to predict the future is to implement it."***

David Heinemeier Hansson, Danish programmer and racing driver

Missouri Innovation Campus | Lee's Summit, Missouri



# Applied Learning/CTE

## Potential Pathway

From the framing to the HVAC to the drywall, it takes many different kinds of skilled workers to make a new building habitable. The infrastructure engineering pathway gives students a chance to explore several careers in building trades. With opportunities to operate cranes and/or forklifts, pour concrete, and frame buildings, students will get a chance to work with their hands and experience on the job training to build structures.

### Future Careers

HVAC Technician	Plumber
Forklift Operator	Roofer
Electrician	Landscaper
Carpenter	Drywaller

### Future Industry Certifications

- Occupational Safety and Health Administration (OSHA) 10-Hour Card
- Home Builders Institute (HBI)
- Pre-Apprenticeship Certificate Training (PACT)
- National Center for Construction Education and Research (NCCER) Credentials



FEMA



### Potential Partners



Science, Technology, Energy & Math

# Infrastructure Engineering

*"One man's magic is another man's engineering."*

Robert A. Heinlein, American science fiction author

West-MEC SW Campus Improvements / Buckeye, Arizona



## Potential Pathway

With a focus on leadership development, students in the hospitality and tourism pathway will be able to develop the skills to manage, market, and operate food-service establishments, hotels, and resorts. Whether through guest visits, site tours, or apprenticeships, students will have engaging and unique opportunities to advance their culinary skills and deepen their understanding of business operations and world-wide tourism.

### Future Careers

- |                    |                       |
|--------------------|-----------------------|
| Executive Chef     | Catering Director     |
| Food Stylist       | Executive Housekeeper |
| Marketing Director | Restaurant Owner      |
| General Manager    | Pastry Chef           |

### Future Industry Certifications

- ProStart National Certificate of Achievement
- ServSafe National Restaurant Association Certifications
- American Hotel & Lodging Educational Institute (AHLEI) Certifications
- American Culinary Federation (ACF) Fundamentals Cook Certification



### Potential Partners



**Hospitality & Tourism  
Marketing, Sales & Service**

# Hospitality & Tourism

***“The best way to find yourself is to lose yourself in the service of others.”***

Mahatma Gandhi, activist and civil rights leader

Cherry Creek Innovation Campus | Centennial, Colorado



# Applied Learning/CTE

## Potential Pathway

Whether a student’s focus is physical or occupational therapy, behavioral health, nursing, pharmacy, massage therapy, or cosmetology, the health and wellness pathway provides students opportunities to explore various Allied Health professions at the aide/technician level. In these courses, students will integrate their knowledge and skills with hands-on labs, authentic clinical settings, and industry-grade equipment.

### Future Careers

- |                    |                         |
|--------------------|-------------------------|
| Physical Therapist | Pharmacist              |
| Registered Nurse   | Social Worker           |
| Counselor          | Occupational Therapist  |
| Psychiatrist       | Health Science Educator |

### Future Industry Certifications

- Behavioral Health Technician Certificate
- Certified Nurse Aide Certificate
- CPR/First Aid, AED Certificate
- Pharmacy Technician Certificate
- Hairstyling License
- OSHA 10- Healthcare



### Potential Partners



**Health Science  
Human Services**

# Health & Wellness

***“Wherever the art of medicine is loved,  
there is also a love of humanity”***

Hippocrates, Greek physician

Missouri Innovation Campus | Lee’s Summit, Missouri



## Potential Pathway

The transportation pathway will give students a unique opportunity to get hands-on experience learning to inspect, service, and repair automobiles, boats and aircraft. Whether it be diving into the electrical circuits, tire alignments, and suspension repairs for cars or exploring the engine, landing gear, and hydraulic systems on airplanes, students will have a one-of-a-kind opportunity to build invaluable skills with industry-standard tools and equipment.

### Future Careers

Automotive Technician:

- local repair shop, dealerships,
- fleet maintenance, specialty shops

Aircraft Mechanic:

- major airlines, flight schools, air ambulance,
- cargo aircraft, corporate jets

### Future Industry Certifications

Snap-on:

- Multimeter, Torque, Precision Measurement,
- Scanner & Diagnostics, Wheel & Alignment,
- Starting & Charging, Pro-Cut Rotor Machining

Automotive Service Excellence

(ASE) Entry-Level Certifications:

- Maintenance & Light Repair, Automobile Service & Technology

Federal Aviation Administration (FAA):

- Mechanic Certificate with Airframe & Power plant Ratings



**Transportation,  
Distribution & Logistics**

# TRANSPORTATION

***“The only way of catching a train I ever discovered is to miss the train before.”***

G. K. Chesterton, English writer, philosopher, and theologian

Keep Snap On



Island Toyota  
of St. Croix



**Potential Partners**

# Applied Learning/CTE

## Potential Pathway

A welding technologies pathway explores the basic skills used in metalworking, manufacturing and industrial production. Students learn basic safety techniques, sheet metal work, oxy-fuel cutting, multiple welding processes, plasma cutting, and much more.

### Future Careers

Structural Welder	Iron Worker
Welding Supervisor	Pipe Fitter
Manufacturing Welder	Sheet Metal Worker
Certified Welding Inspector	

### Future Industry Certifications

American Welding Society (AWS) Certification  
 OSHA-10  
 National Center for Construction and Education Research  
 NCCER Certifications - Core Curriculum  
 Welding (Level 1 & 2)



### Potential Partners



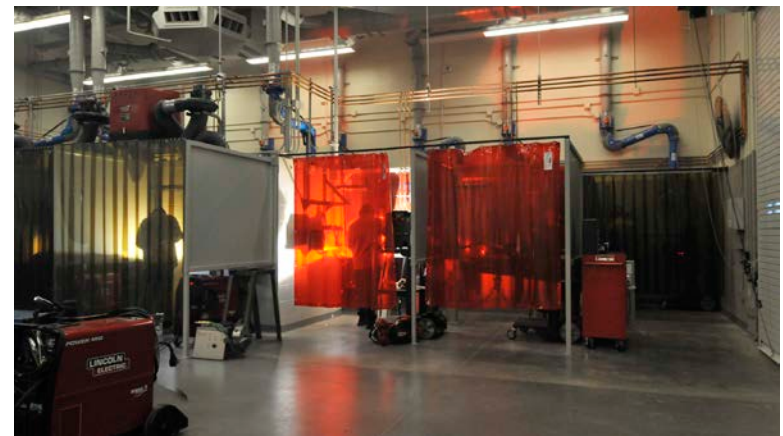
**Architecture & Construction  
 Manufacturing**

# Welding Technologies

***“Education is not the filling of a bucket.  
 But the lighting of a fire.”***

W.B. Yeats, Irish poet

West-MEC Building B | Glendale, Arizona



## Potential Pathway

The energy and industrial technology program explores the fields of electricity, electronics, instrumentation and controls, mechanical systems, industrial skills, and power skills.

### Future Careers as On-the-Job Trainee or Apprentice

Electrical	Engineering Technician
Electronics	Power Plant Generation
Instrumentation/Controls	Industrial Plant Operations
Mechanical	Energy Transmission/Distribution

### Future Industry Certifications

- National Center for Construction & Ed Research (NCCER) Certification - Core Curriculum
- Alternative Energy
- Electrical & Instrumentation (Levels 1 & 2)
- Industrial Maintenance Mechanic (Levels 1 & 2)
- OSHA-10
- Snap-On



### Potential Partners



**Manufacturing  
Science, Technology,  
Energy & Math**

# Energy & Industrial Technology

West-MEC SW Campus Improvements / Buckeye, Arizona





# Applied Learning/CTE

## Potential Pathway

Education and training turns CTE students into experts in the learning process, empowering them to teach others just as well as they've been taught. While this isn't enough to become a teacher in most states, a CTE background in education still makes someone a prime candidate for careers in training and recruitment. That could be anything from on-the-job training to consulting. A student on this career track can find just as much opportunity in a small business as a multi-national corporation — wherever workplace standards are in place. As a result, this track is vague. But it's also broad. Students in this track can take this knowledge virtually anywhere in the world and it will still apply. By learning training and educational principles, students can become excellent teachers — even if they're teaching new hires at a company.

### Future Careers

- Administration & Administrative Support
  - Superintendents, Principals, Administrators
- Professional Support Services
  - Social Workers
  - Counselors
  - Human Resources Manager
  - Instructional Coordinators
- Teaching/Training
  - Teachers
  - Professional Coaches



### Potential Partners



## Education & Training

# Education

***"The art of teaching is the art of assisting discovery."***

Mark Van Doren, American poet

Center for Advanced Professional Studies | Overland Park, Kansas



## Potential Pathway

While this could mean drawing, painting, or composing for some students, this CTE track is more concerned with operating the technology that makes those products possible. That's why so many of these students go on to audio engineering, lighting technology, and similar careers. Those skills make these students right at home in any large venue, including stadiums. Then again, they could also enjoy the privacy of working freelance for local charities. In a nutshell, there's always someone who needs technicians with these skills. Theatre, speeches, concerts, rallies – they all need audio-visual technicians of some kind. With this background, students are always ready to answer the call.

### Future Careers

- Audio & Video Technology & Film
  - Video Graphics, Special Effects & Animation
- Broadcasting & Journalism
  - Journalists and Reporters, Print, Broadcast, Other
- Performing Arts
  - Production Managers, Digital, Video, Stage
- Printing Technology
  - Web Page Designers
- Telecommunications
- Visual Arts
  - Graphic Designers, Commercial Photographers



### Potential Partners



### Arts. AV Tech & Communication

# Performing Arts

*"The earth without art is just 'eh'."*

Demetri Martin, American comedian

Joplin High School | Joplin, Missouri



# Applied Learning/CTE

## Typical Applied Learning Activities

### A Recognized Framework

In 1998, when Don Tapscott published “Growing Up Digital” the definition of the classroom of the future was not fully clear. No one definitively predicted the full spectrum of changes in curriculum, culture, and technology we are experiencing today.

In multiple school districts across the country of all sizes, shapes and settings, a cultural transformation is occurring as a result of the pull of an ever changing workforce economy and a push from students who want to be engaged, who want to create their own pathways for advancement. There are three unique benefits to this student-centric approach to education:

1. Learning how to work with others collaboratively as an invaluable skill in any workplace;
2. Sharing research and knowledge to increase the return with collective contributions;
3. Hands-on activities through simulation labs and work study experiences that make learning more relevant.

The transformation of teaching and learning to a balanced curriculum of both theoretical and applied learning is fostering everything from the maker movement to CTE to STEM to STEAM. CTE specifically is growing both in popularity and in its ability to engage and connect students to the real world.

CTE curriculum is also redefining our design approach, shifting the focus to how space can enable these increasingly diverse and constantly changing programs rather than the other way around.

This shift requires a robust co-design process that empowers teachers, students, school leaders, designers and others to co-create transformational learning spaces. These are flexible, adaptive, personalized, learner-centered spaces. The aim is to collectively provide the places, spaces and pathways for students to engage in relevant learning activities.

What if CTE curriculum is more than just a bridge between high school and college and career prep? What if it could be the catalyst that shifts student engagement and outcomes to a different level? What if we can embed learning spaces in high schools and innovation centers that give every student professional career and mentorship opportunities?

This could foster enriched business partnerships that benefit districts, students and the local economy by effectively preparing a local workforce.

What if CTE is no longer, “Your Mama’s Shop Class” but rather the stimulus that acknowledges place matters, place enables, and which puts people, pedagogy and place together?

These ‘what if’ questions have the potential to lead forward-thinking, engaging educational models that will forever change the way students learn.



**Top** St. Croix Career and Education Center (CTEC) on Millwright Technology.

**Bottom** Juanita Gardine K-8 is “Planting Plenty.”



**Agriculture and Food Fair 2020** St. Croix  
The 49th Annual Agriculture and Food Fair on St. Croix, brought out a host of schools to the to showcase their craft and creativity around the theme, “Agriculture: Trendy in 2020.”

# Applied Learning/CTE

## A Framework for Planning Pathways

### LEARNING \* STUDIO



120-700 SF  
High Flexibility  
Low Infrastructure  
4-24 Students



### Learning Studio

Auto and collision, cosmetology, culinary and hospitality, dental, pharmacology, engineering, environmental science, health and medical sciences, HVAC and welding, LPN and respiratory, masonry and construction, phase 1 and phase 2 assessment, radiology and medical technology, veterinary, health science

### LOW-INTENSITY LAB



900-1,400 SF  
Moderate Flexibility  
Moderate Infrastructure  
20-24 Students



### Low-Intensity Lab

AOJ and forensics, animation, TV editing, CISCO classroom, CISCO lab, CISCO networking, CISCO office, computer integrated engineering, GIS, graphics, integrated information and technology, cyber security, floral lab, integrated entrepreneurship, integrated science, AP labs, math/physics/LCPS lab, maker space

### HIGH-INTENSITY LAB



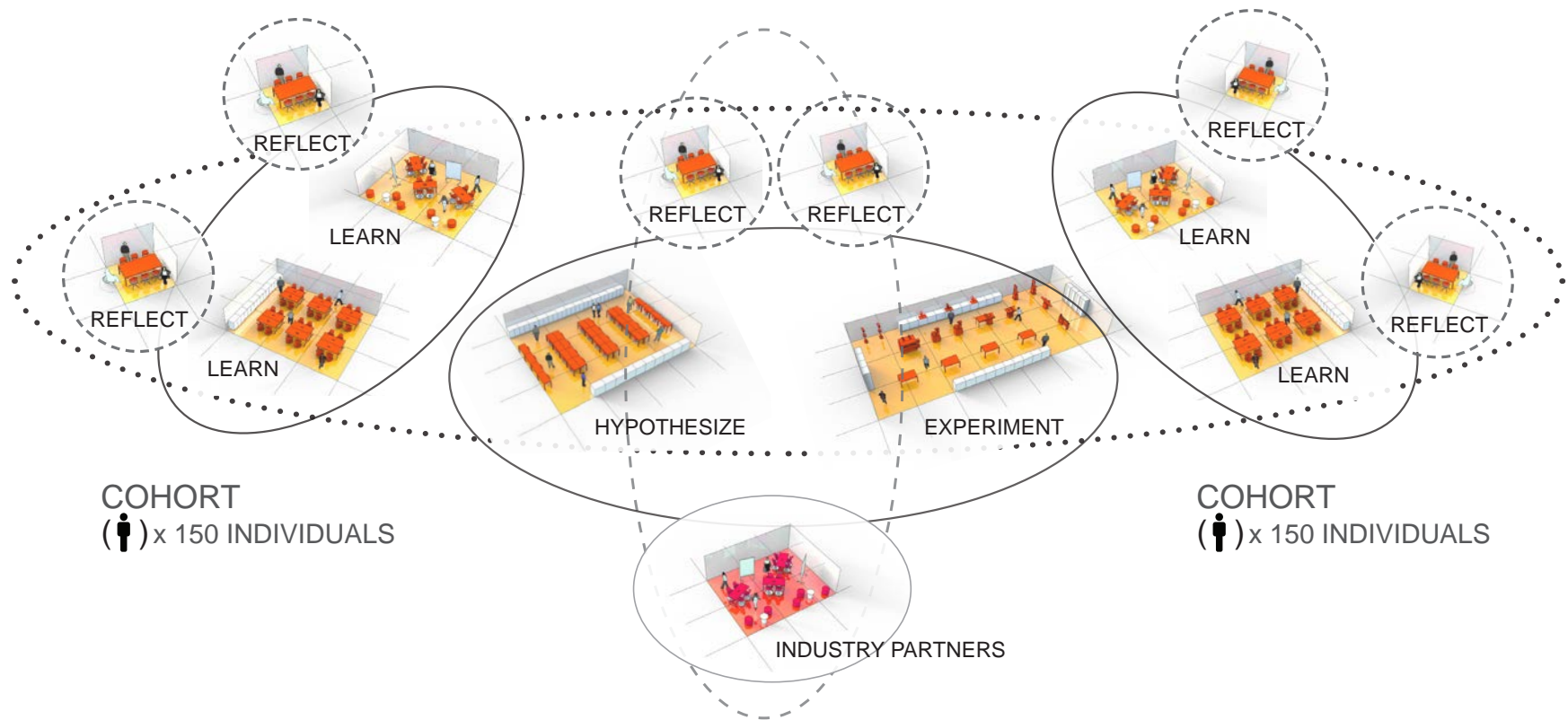
2,500-7,500 SF  
Low Flexibility  
High Infrastructure  
20-24 Students



### High-Intensity Lab

Cosmetology, culinary arts, dental, graphic production, health science, practical nursing, medical technology, pharmacology, printing, radiology, science research, respiratory, retail greenhouse, veterinary science, AOJ physical training, auto, collision, construction, HVAC, welding, masonry, TV production, production greenhouse

**\*Learning Studio.** This layout is from the "LearnLab" work done at Steelcase. The X configuration allows for no front of the room, eye-to-eye contact means trust is built with a sense of belonging. Typically, these rooms have 3 presentation screens put in a triangular situation so viewing is easy, and again no front of room.



# Applied Learning/CTE

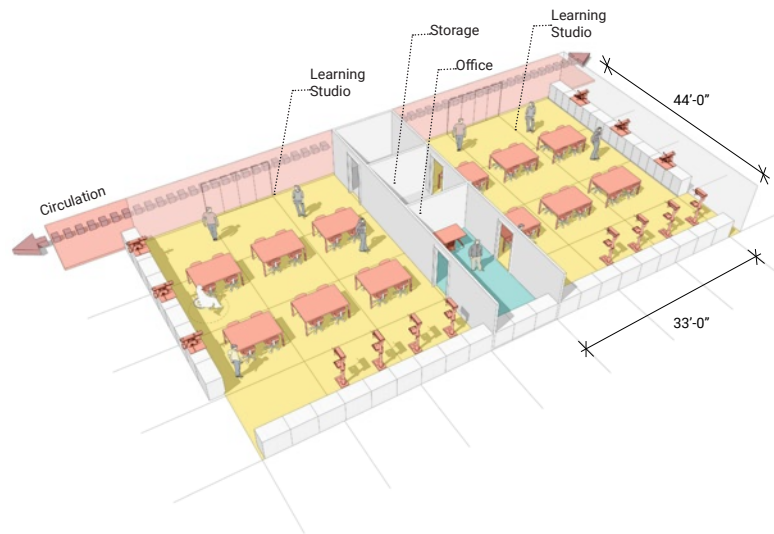
## Planning Pathways by Industry/Career Cluster

### Low Density Pathways

(Do not need high bay space)

Learning studio(s)/lab (does not need high bay space)

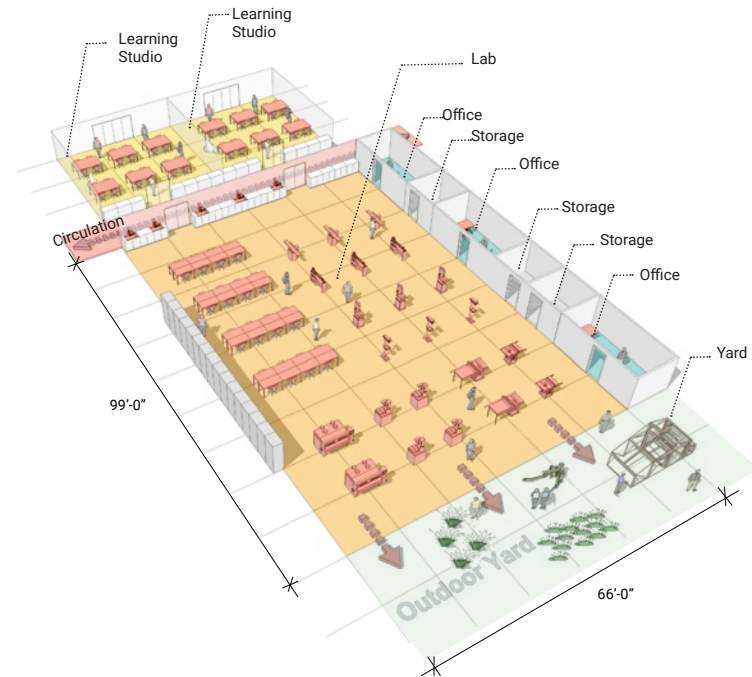
1,450 SF



2 Learning studios (does not need high bay space)

1 Lab

6,534 SF



**High Density Pathways**

(Require customized layouts and equipment)

4 Learning studios (requires high bay space)

2 Labs

High density



4 Learning studios (requires high bay space)

2 Labs

High density

