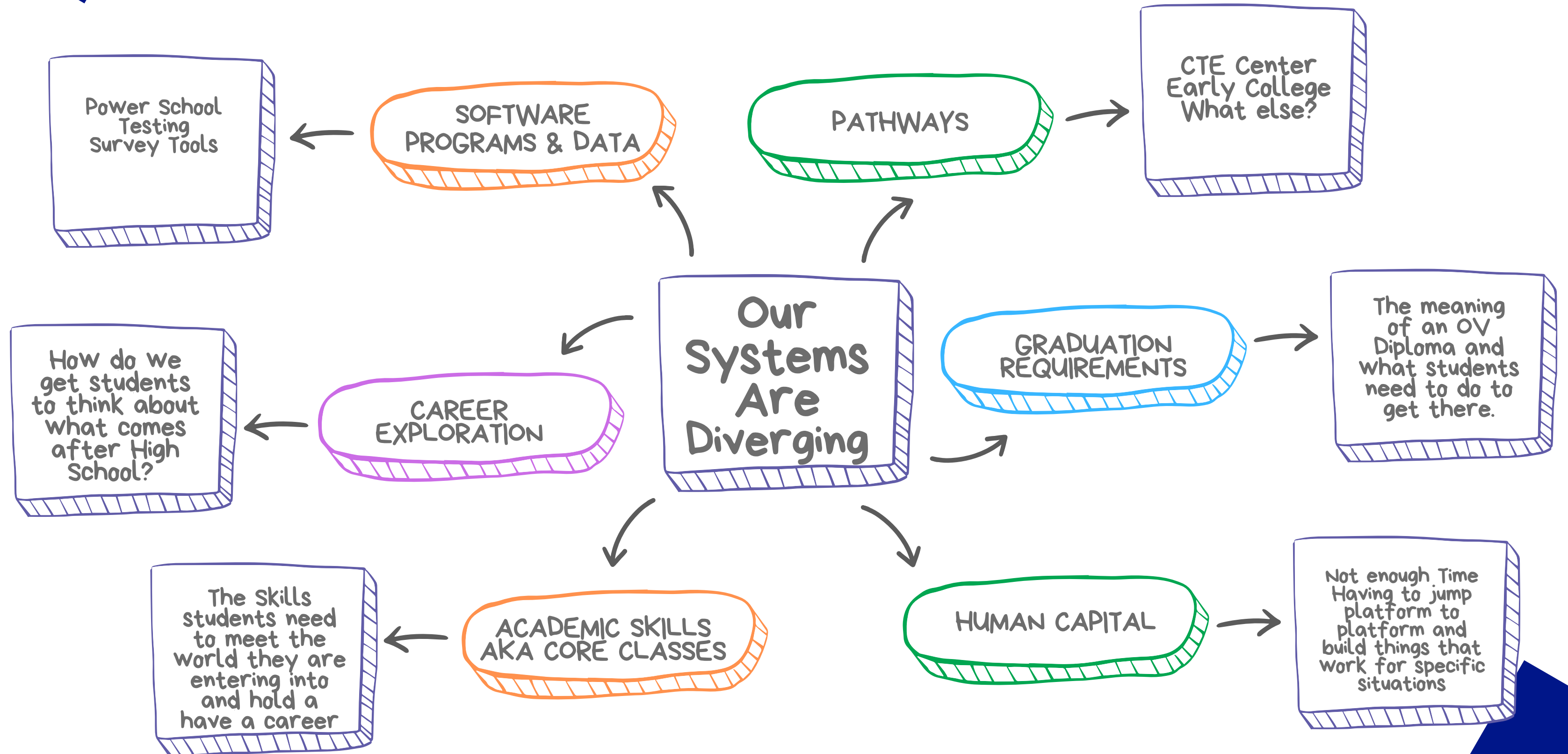


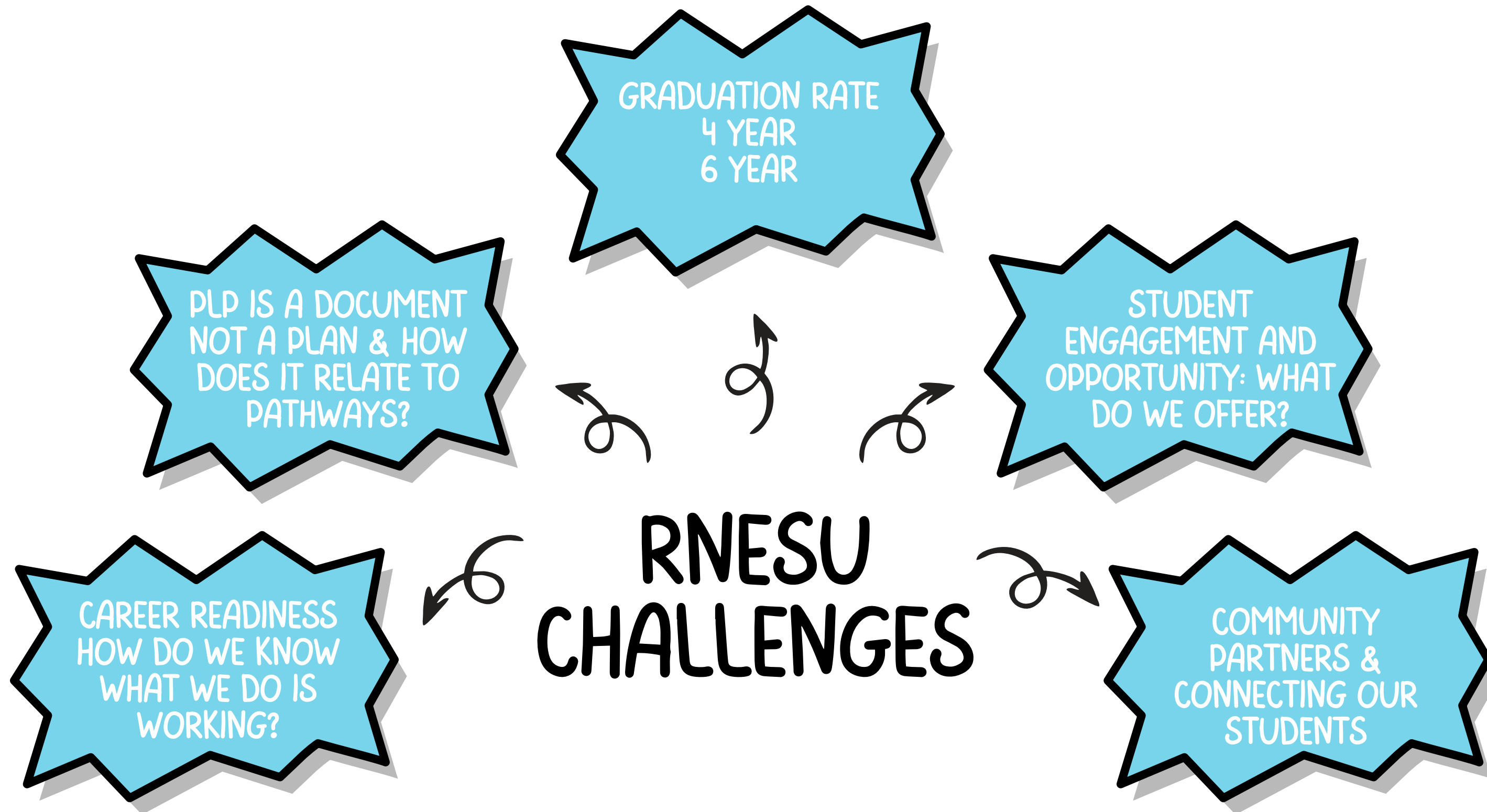
Transcend: RC3 & RNESU



How Our System Feels Right Now



How Does Our Current System Affect Student Experience & Outcomes?





Leaps We Strive to Make

Industrial-Era Learning

Extraordinary Learning

Narrow Focus

Whole-Child Focus

Isolation & Conformity

Connection & Community

Low Expectations with
Surface-Level Learning

**High Expectations with
Rigorous Learning**

Irrelevance

Relevance

One-Size-Fits-All
Approach

Customization

Passive Compliance

Agency



What is the Rural Career-Connected Collaborative?

The RC3 is a cohort program where rural school communities partner with Transcend to design and implement Career-Connected Learning (CCL) experiences that reflect their community's unique strengths, needs and aspirations.

With support from dedicated Transcend Design Partners throughout the journey, school communities will move from inspiration to action at both the district and school levels.

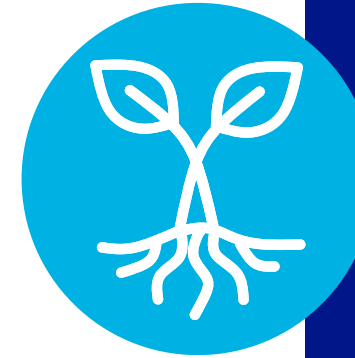
Our work and what we build is in service of ensuring all students have extraordinary experiences and outcomes. Our team will prioritize experience and outcome goals based on what we learn from the community, and we will work with our Design Team to achieve those goals.

Ultimate Goals of Our Work with Transcend

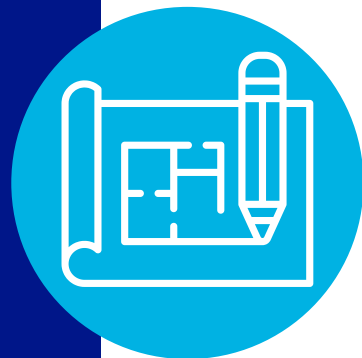
Stronger Career Connected
Learning outcomes and
experiences for students



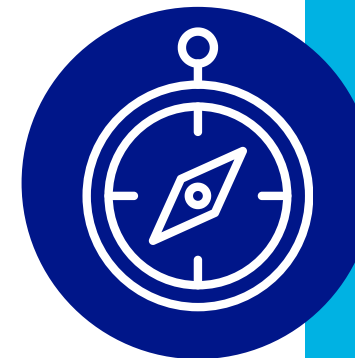
Stronger conditions to sustain
the work for the long-term



Extraordinary comprehensive design
including a district continuum and
high school experiences for career
connected learning developed WITH
community



A plan to continue the
innovation



How Transcend Supports This Work

Transcend supports communities to create and spread extraordinary learning for all

Brings examples and inspiration from research + others doing this work

Transcend brings an outside perspective, experience, and expertise in Community Based Design

Brings community based design processes targeted to CCL design

Transcend supports communities to gather data, playing it back to us to learn from + inform design

Facilitates meetings and provides additional support remotely between meetings

About RNEU and Otter Valley

- RNEU serves 8 towns in Addison and Rutland Counties - roughly 250 square miles of rural Vermont, including part of the Green Mountain National Forest.
- Our district serves approximately 1500 students and employs 350 staff members spread across five campuses and 11 buildings.
- Recent increase in migrant/immigrant population, as well as an increase in homeless population.
- 45% of our students qualify for the Free or Reduced Lunch Program
- Approximately 40% of 2024 graduates accessed postsecondary education, with another 40% joining the workforce.
- Data shows that after graduation, and about 33% of those attending post-secondary education matriculated within 6 years



Reimagining: Opportunity

When we talk about pathways, we often frame them as a means to an end within the secondary school experience. Our ultimate goal, however, is for students to graduate ready for what comes next. We work hard to define those pathways and guide students along them, but we stop short of requiring a clear next step. We give them opportunities to explore and experience the "real world," yet too often, we measure success only by graduation rates, test scores, and other stand-ins for true postsecondary readiness. Further resources and opportunity to build a system that goes beyond the diploma - a system that fully embraces career-connected learning and sets students confidently on their paths toward the future - would be an amazing thing for our community.

Real success is hiring a graduate who started their own business paving driveways. It's visiting your doctor's office and being cared for by a former student turned nurse, PA, or physician. It's attending a selectboard meeting and seeing the average age of local leadership move down instead of up.

That's the vision for Otter Valley's future: an education system that doesn't just end with graduation day, but truly launches students into meaningful, connected lives in their communities and beyond.



Understanding Our System Leader

- Being a Learner-Centered Leader

Cultivating Whole-Child Focus and Agency

Key Transcend Learner-Centered Leaps:

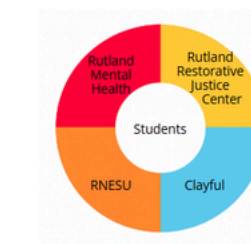
- Whole-Child Focus
- Agency

Evidence of Impact (Whole Child):

- Holistic Framework: At Chavez, aligned the frameworks of Universal Design for Learning (UDL), International Baccalaureate (IB), and Positive Behavior Interventions and Supports (PBIS) to serve the whole student, resulting in a 60% decrease in student suspensions and removals. In RNEU, for SEL and Belonging, have aligned the OVUMHS strong efforts with Rutland County Mental Health, Rutland County Restorative Justice Center and Clayful, a coaching app for students
- Supporting Adults: Increased faculty salaries and raised staff wages so that no full-time employee earns less than twenty dollars per hour, recognizing that supporting staff is integral to serving the whole child.

Evidence of Impact (Agency):

- Professional Choice: Created Lobocademy, a professional development tracking tool, allowing teachers to take charge of their growth by deciding which parts of the Chavez Circle they were learning from.
- Community Voice: Implemented twice-annual climate surveys for caregivers and employees to incorporate community input into organizational decision in both Champlain Valley SD and Rutland Northeast SU. Holds regular superintendent coffees and library chats in the around RNEU's eight towns.
- Policy Advocacy: Utilized school-level data to successfully advocate for district policies, including extending the Thanksgiving holiday due to excessive student/teacher absences, demonstrating responsiveness to the community's needs. Serving on Vermont's Special Education Advisory Panel and its Special Education Strategic Plan Steering Committee



What Was the Process to Apply?

In October of 2025, we submitted a 40+ page slidedeck as our application. We were one of 130 applicants.

Our slide deck focused on the following topics:

- Our community and our understanding of its needs
- Current CCL systems already in place
- Opportunities for growth in our CCL offerings
- Reimagining future opportunities for our students
- Community voice and input
- An introduction to Superintendent Sanchez and the ways he has already fostered growth and change

[Link to Original Application - October 2025](#)

Planning and Design Team



Planning

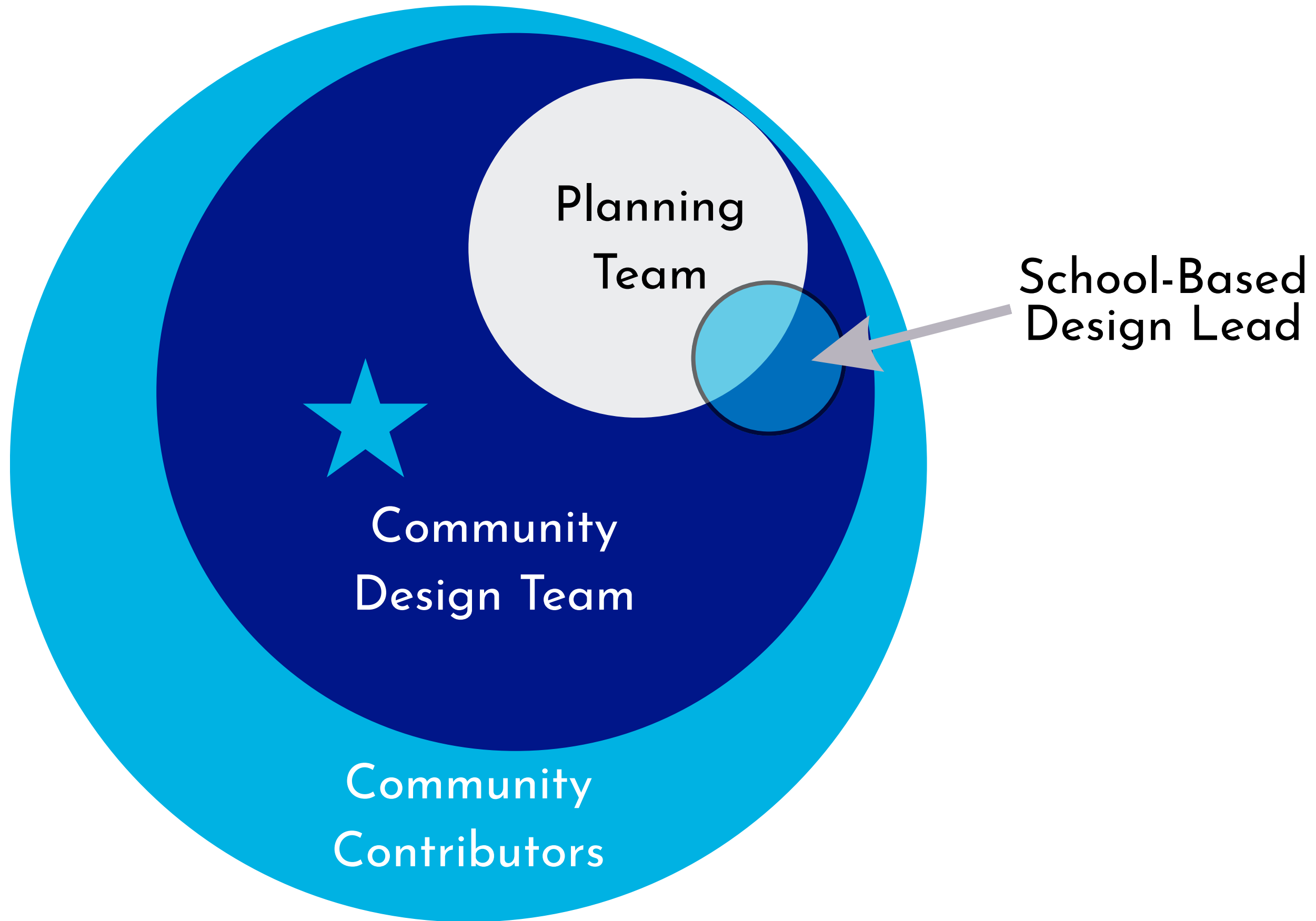
- Rene Sanchez, Superintendent
- Devon Karpak, OV CCL Teacher
- Matthew Hildebrand, Supervisor of Sec. Special Education
- Jill Doody, Coordinator of Communications and Outreach



Design

The Planning Team PLUS the community including you ALL and your voice!

Planning and Design Team



Community Conditions

Along the way, we will tend to your community conditions. Just as a powerful oak tree needs rich soil to grow, we have seen that nurturing these five attributes of the people who make up a learning community can dramatically accelerate those people's ability to build and maintain extraordinary learning environments that serve all of their young people well.



Conviction

A deep and sustaining belief in the importance and potential of the work being undertaken that fuels engagement and ensures it is prioritized.

Clarity

A comprehensive and crisp understanding of the work ahead and a shared vision that provides direction and a path forward.

Capacity

The support of personnel and time required to successfully carry out the work.

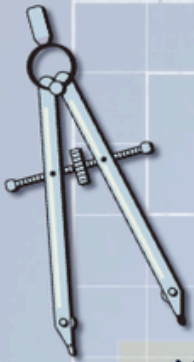
Coalition

The investment of a committed group of stakeholders who are helping the work become a sustained success.

Culture

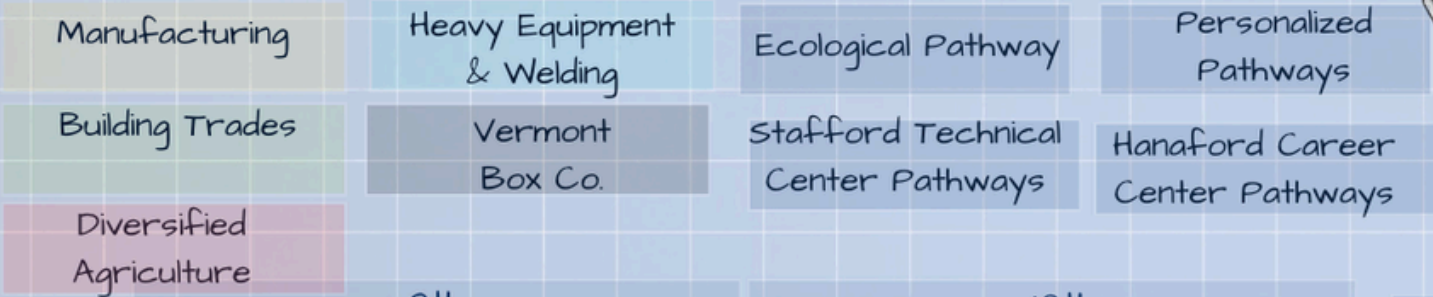
Values, norms, and practices that support effective and sustainable innovation and learning for all

Our Blueprint

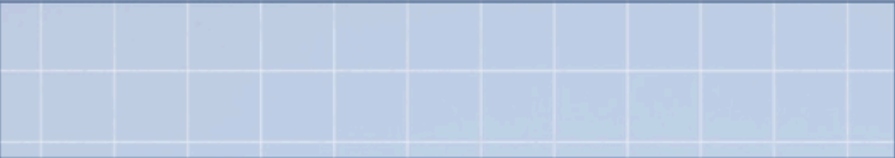


Rutland's CCL Blueprint

Our Pathways



Wildest Dreams



CCL Outcomes

Post-Secondary Assets & Transitions

- Assets**
- Postsecondary Plan
 - Industry-Recognized Credentials
 - Job Seeking Resources
 - Social Capital
 - Early College Credits
- Transitions**
- Postsecondary Enrollment
 - Successful Career Transition

Cross-Cutting Competencies

- Higher-Order Thinking Skills
- Learning Strategies and Habits
- Professional Knowledge & Skills
- Relationship Skills
- Self-Understanding
- Self-Efficacy
- Sense of Purpose



Advising & Mentoring

Work-Based Learning

Career & College Prep

	9th	10th	11th	12th
Advising & Mentoring	<ul style="list-style-type: none"> • Grade Level Advisory Model • Annual interest and value Surveys • PLP construction and maintenance • Secondary & Post Secondary Planning • Virtual Career Exploration • CTSOs 	<ul style="list-style-type: none"> • Grade Level Advisory Model • Annual interest and value Surveys • PLP construction and maintenance • Secondary & Post Secondary Planning • Virtual Career Exploration • CTSOs 	<ul style="list-style-type: none"> • Grade Level Advisory Model • Annual interest and value Surveys • PLP construction and maintenance • Secondary & Post Secondary Planning • Virtual Career Exploration • CTSOs 	<ul style="list-style-type: none"> • Grade Level Advisory Model • Annual interest and value Surveys • PLP construction and maintenance • Secondary & Post Secondary Planning • Virtual Career Exploration • CTSOs
Work-Based Learning	<ul style="list-style-type: none"> • Field Trips connected to career • Career Day • Community Service • Feedback from community • Guest instructors • Job Shadowis • Internships • Career Exploration through coursework 	<ul style="list-style-type: none"> • Field Trips connected to career • Career Day • Community Service • Feedback from community • Guest instructors • Job Shadowis • Internships • Career Exploration through coursework 	<ul style="list-style-type: none"> • Field Trips connected to career • Career Day • Community Service • Feedback from community • Guest instructors • Job Shadowis • Internships • Career Exploration through coursework • Stafford Technical Center Co-Ops • Hannaford Career Center Co-Ops 	<ul style="list-style-type: none"> • Industry Certification • Train the trainer • Field Trips connected to career • Career Day • Community Service • Feedback from community • Guest instructors • Job Shadowis • Internships • Career Exploration through coursework • Stafford Technical Center Co-Ops • Hannaford Career Center Co-Ops
Career & College Prep	<ul style="list-style-type: none"> • Opportunities for a personalized pathway for elective or disciplinary credit • Otter Valley Career Prep Courses & Certs • Ecological Course Offering at OVUHS • Mountain Tech Ed Courses • VTVLC Courses 	<ul style="list-style-type: none"> • Opportunities for a personalized pathway for elective or disciplinary credit • Otter Valley Career Prep Courses & Certs • Ecological Course Offering at OVUHS • Mountain Tech Ed Courses • VTVLC Courses 	<ul style="list-style-type: none"> • Opportunities for a personalized pathway for elective or disciplinary credit • Otter Valley Career Prep Courses & Certs • Ecological Course Offering at OVUHS • Mountain Tech Ed Courses • VTVLC Courses • Stafford Technical Center Courses • Hannaford Career Center Courses • 2 dual enrollment courses • Early college Courses 	<ul style="list-style-type: none"> • Opportunities for a personalized pathway for elective or disciplinary credit • Otter Valley Career Prep Courses & Certs • Ecological Course Offering at OVUHS • Mountain Tech Ed Courses • VTVLC Courses • Stafford Technical Center Courses • Hannaford Career Center Courses • 2 dual enrollment courses • Early college Courses

What This Looks Like for Our Students

Defined Pathways & Career Preparation Supports

Increase student awareness and access to all CCL learning/opportunities across RNESU, OV and at partner institutions. Implement Schoolinks, grade level advisory, elementary CCL experiences and annual CCL Calendar.

Community Based Learning

Expand community based learning options through dedicated annual (class and grade level) field trips, job shadow experiences and internship opportunities along with a capstone senior internship and lower grades J-Term.

Engagement & Opportunity

Expand and fortify technical, outdoor education, dual/concurrent enrollment, interdisciplinary and early college options for all RNESU students, with appropriate supports programs and industry recognized credentials.



Community Connection
Career Day, Community Service,
guest instructors and more!

Community-Based Learning
Field Trips, Job Shadows
WBL & Internships

Expanding Student Body
Expand access more VT or NY students
and Offer CCL to BUU students in
Middle School



Industry-Recognized Credentials
All students receive at least 2
Develop J-term model



MS/HS CCL Advisory
Grade Level Advisory Model

OVN CTE Pilot
CTE pilot program at North
Campus

STUDENT AWARENESS & IMPROVED ACCESS FOR CCL

Elementary CCL
Initial career exposures
Schoollinks curriculum

Current Programs
Expand support for Moose
Finish Build out of Tech Ed
Courses

MANAGEMENT OF STUDENT EXPERINECE THROUGH SCHOOLINKS





What does an OV diploma mean?

To our students?

To our community?

To colleges and training programs?

To employers?

Why does this matter now?

Why Now?

- College is more expensive—and less predictable
 - Rising tuition costs are forcing students and families to question the return on investment of a traditional 4-year path - all while student loan access is tightening
- Students need more than a single pathway
 - Today's economy demands multiple entry points: careers, trades, credentials, military, and college—not just one “default” route.
- Workforce demands are shifting rapidly
 - Employers are prioritizing real-world skills, experience, and adaptability alongside (or sometimes over) degrees.
- Local economies need local talent
 - Career-connected learning builds pipelines between students and regional industries, helping communities thrive.
- Engagement is a growing challenge
 - Students are more engaged when learning feels relevant, applied, and connected to their future.
- We already have strong programs—but they're fragmented
 - This is the moment to connect and scale what's already working into a coherent system for all students.

Next Steps

- **Transcend Design Partner Visit**
 - **May 5th & 6th**
 - **Student Interviews/Focus Groups**
 - **Classroom Tour/Observations**
 - **Empathy Meetings with Staff**
 - **Mini Design Sprint with Community Design Team**



QUESTIONS?