VLACS

WiFi

Network: VLA-Guest
Password: hardware-tree-duvet



October 2026 Training

Training Agenda

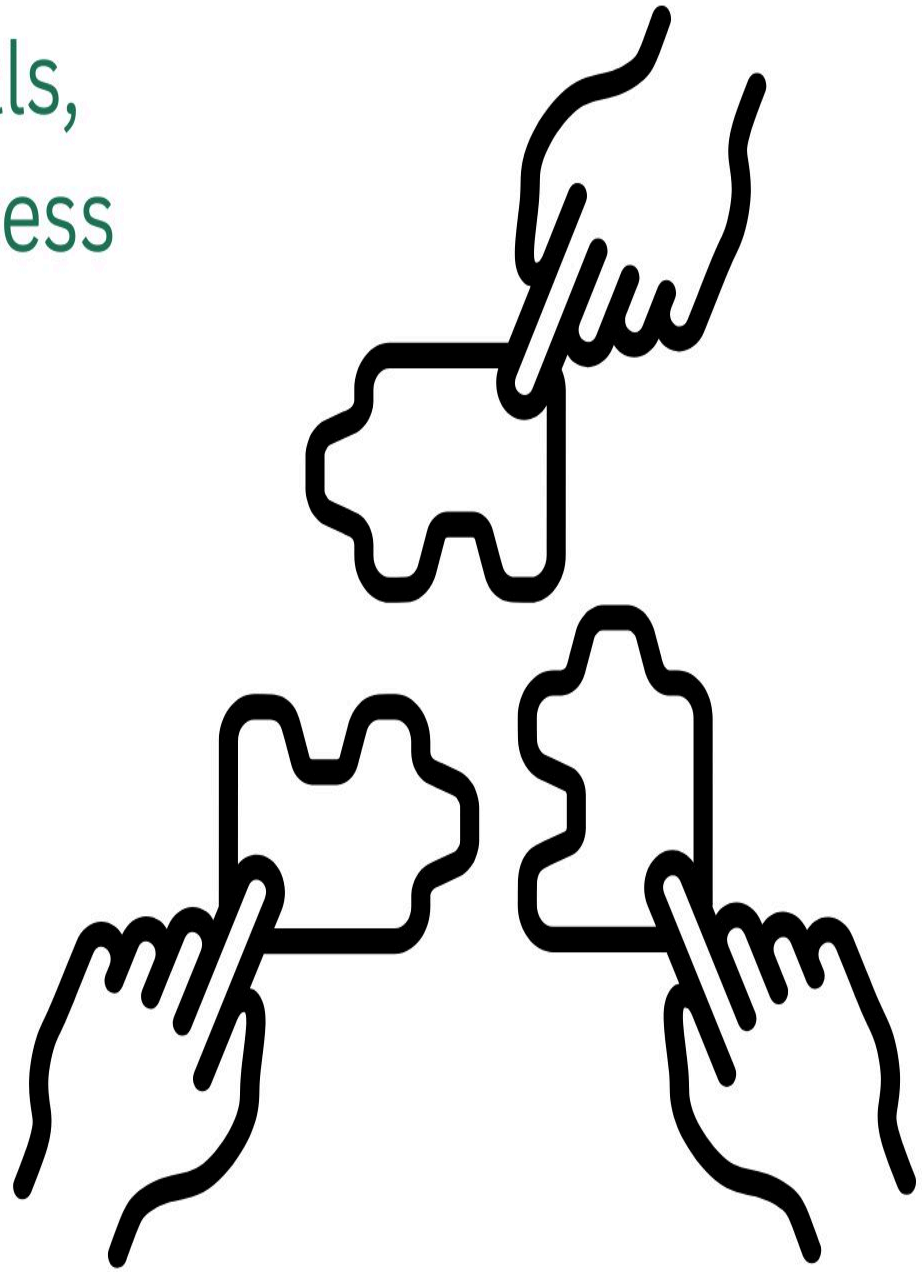
- Welcome & Introductions
- Setting the Stage
- Supports & Services
- Nuts & Bolts: Engagement & Attendance
- Part-Time Support & Counseling
- Student Affairs: Odds & Ends
- Work Study Practices
- Partnership in Action
- VLACS Learning Model
  - Educational Options
- Competencies Statements and Assessments
- Career & Interest-Based Learning
- The Help Helps
- Christine Downing: ED 306 Implementation Toolkit Discussion
- AI Fundamentals
- Closing

Today's Partners

- Keene High School
- Windham School District
- Hillsboro Deering High School
- Kingswood Regional High School
- Portsmouth Middle School
- Kearsarge Regional High School
- Newport High School
- Josiah Bartlett Elementary School
- Manchester West High School
- Trinity High School
- Granite Hill School
- Richmond Middle School
- Franklin High School
- Goffstown High School
- Newmarket Jr/Sr High School
- Bedford High School
- VLACS
- Bow High School
- Concord Christian Academy
- Spaulding High School
- Hopkinton High School
- Portsmouth High School

VLACS

Shared Goals, Shared Success



We can be a partner.

Maximizing Resources / Supporting Staff / Expanding Opportunities

Resources and supports that complement what you already do.



Supports and Services

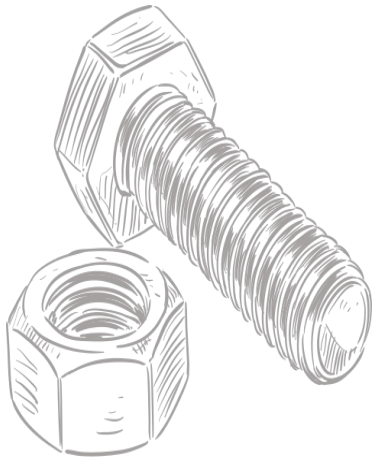
Our advisors, counselors, and student supports work hand-in-hand with your school, strengthening the partnership around each learner.

Carey Glines

Director, Academic & Student Affairs

Nuts & Bolts

PT or Homeschooled VLACS Student	FT VLACS Student
VLACS is NOT the 'school of record'	VLACS is the 'school of record'
Students do NOT get a VLACS diploma	Students get a VLACS diploma
Students do NOT have a dedicated VLACS Counselor/Advisor	Students have a dedicated VLACS Counselor/Advisor
PT: Enrollment is open - there is no Admission process or credit minimum HS:Students taking a full course load (5+ credits annually) at VLACS who have NOT been accepted via an Admission process	Students taking a full course load (5+ credits annually) at VLACS who have been accepted via an Admission process



Engagement

Engagement = Attendance

Students are considered “attending” VLACS when they are:

- **Logging in regularly.**
- **Submitting assignments, projects, or experiences (in sequence).**
- **Completing Discussion-Based Assessments (DBAs) with instructors.**



Part Time Student Support

Part-Time School Counseling

- No caseload
- Advocate
- Coach
- Primary contact for students, parents/guardians, school personnel
- Assist families/students in developing strategies for success
- Support enrolling/re-enrolling in course(s), switching courses, accessing transcripts, etc.
- Extenuating Circumstances
- IEP/504
- Develop DBA accommodations
- Liaison between families/students/school of record/instructors

Note: VLACS doesn't determine what credits a part-time student needs or what competencies within a course they might need; students need to make that determination with their local school and communicate that to us.

Special Education & ELL

Special Education Services (IEPs)

- Local school evaluates, writes and maintains
- Special education supports and services are provided through the local district for VLACS full-time and part-time students who are still affiliated
- VLACS implements appropriate accommodations
- FT Student: Advisor/Counselor is on IEP team

504 Plans

- VLACS evaluates, writes and maintains for FT students
- VLACS provides appropriate accommodations for PT students

ELL Students

- Local school is responsible for testing and monitoring PT students
- VLACS is responsible for testing and monitoring for FT students

Modifications versus Accommodations

- VLACS does not modify course content, assessments, or competencies
- VLACS does provide accommodations to support students in achieving competencies
- LEA can decide to grant credit for modifications to the curriculum, for example:

Example 1	Student completes 4 of 6 VLACS course competencies	VLACS transcript indicates .67 credit achieved	LEA can choose to give 1.0 credit on local transcript
Example 2	Student completes a portion of all competencies, but doesn't meet all requirements (e.g. DBA)	VLACS transcript will not list any credit; course will be dropped	LEA can look at gradebook and choose to grant credit

Student Affairs: Odds & Ends

Expelled Students

- Not permitted to enroll full-time, part-time enrollment contingent on review

Extenuating Circumstances

- Alternate guardian, Additional supporting adult

AP Courses & Exams

- Students should aim to be done by mid-April for the test
- Exam registration (local or at VLACS) by November 14

Early College (Online) Opportunities

- CCSNH
- UNH
- SNHU

Senior Target Date

- Friday, May 21, 2027 (typically around this same time every year)
- Part-Time Students may not continue once they have graduated from their local school (regardless of whether they have finished or not)

Work Study Practices

Executive Function Skills

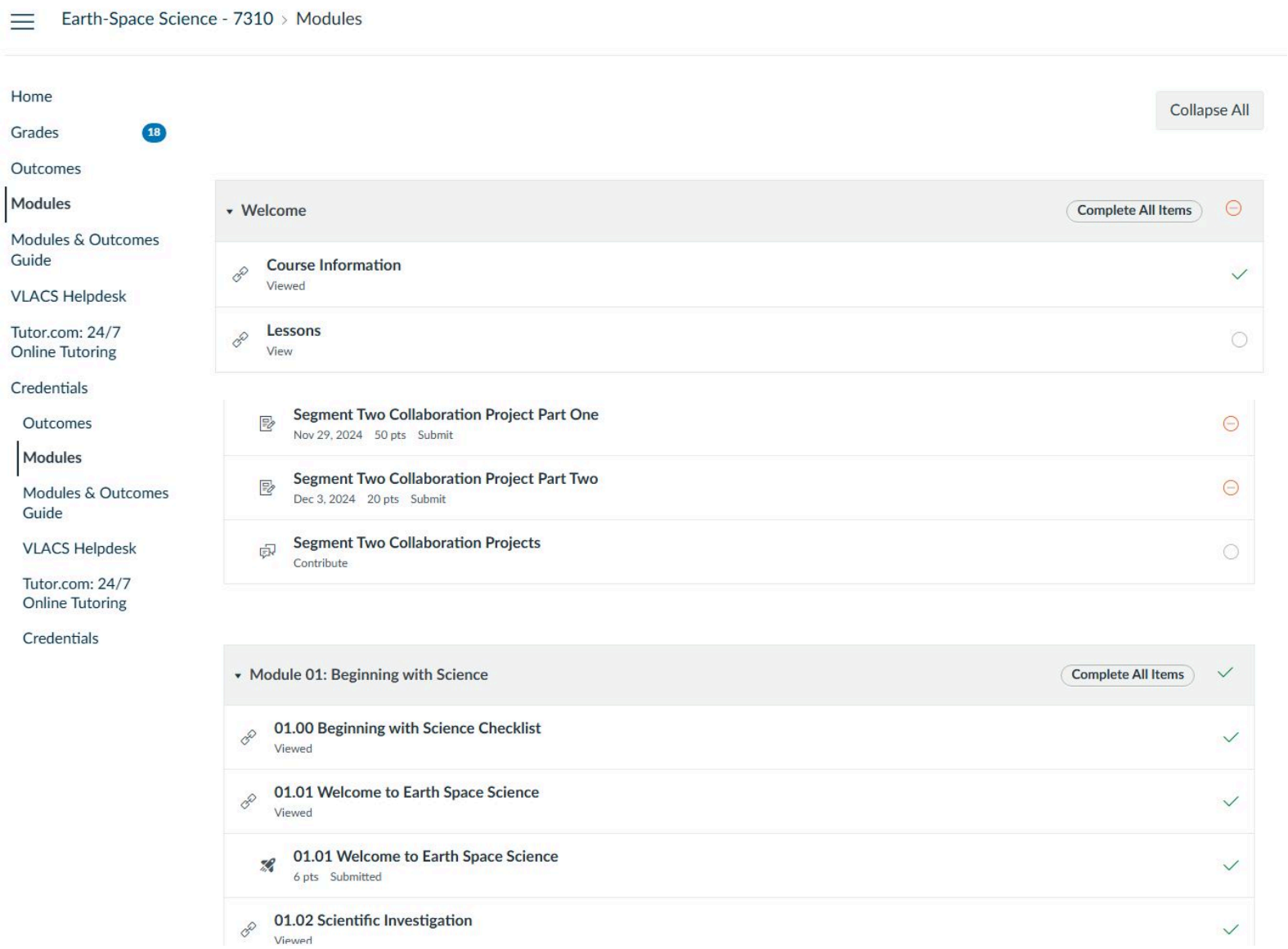
- Skills Coaches
- Academic Support Coaches
- Learning to Learn Resources
- Student Engagement Team
- Built-In
  - Pacing Tool
  - Progress Tracker
  - Calendar Integration

Work Study: Pacing Tool

- Modules
- Grades 1
- Outcomes
- Modules & Outcomes Guide
- VLACS Helpdesk
- Tutor.com: 24/7 Online Tutoring
- Credentials

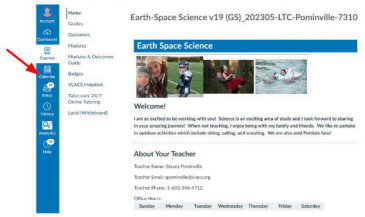
02.02 Periodic Table Assignments	Aug 27 by 11:59pm	Aug 30 at 2:47pm		18 / 23
02.03 Atomic Models Assignments	Aug 29 by 11:59pm	Sep 10 at 10:40am		21 / 24
02.04 Electromagnetic Radiation Assignments	Sep 3 by 11:59pm	Sep 18 at 11:11am		16 / 20
02.05 Atomic Energy Assignments	Sep 8 by 11:59pm	Sep 23 at 8:14pm		40 / 40 1
02.07 Atoms and Elements Discussion-Based Assessment Assignments	Sep 10 by 11:59pm	Sep 29 at 9:18pm		35 / 35 !
02.08 Atoms and Elements Exam Assignments	Sep 15 by 11:59pm	Sep 24 at 10:53am		70 / 80
03.01 Valence Electrons Assignments	Sep 18 by 11:59pm	Oct 2 at 11:28am		/ 20
03.02 Nomenclature Assignments	Sep 22 by 11:59pm		missing	- / 20
03.03 Ionic Bonding Assignments	Sep 25 by 11:59pm		missing	- / 20

Work Study Practices: Progress Tracker



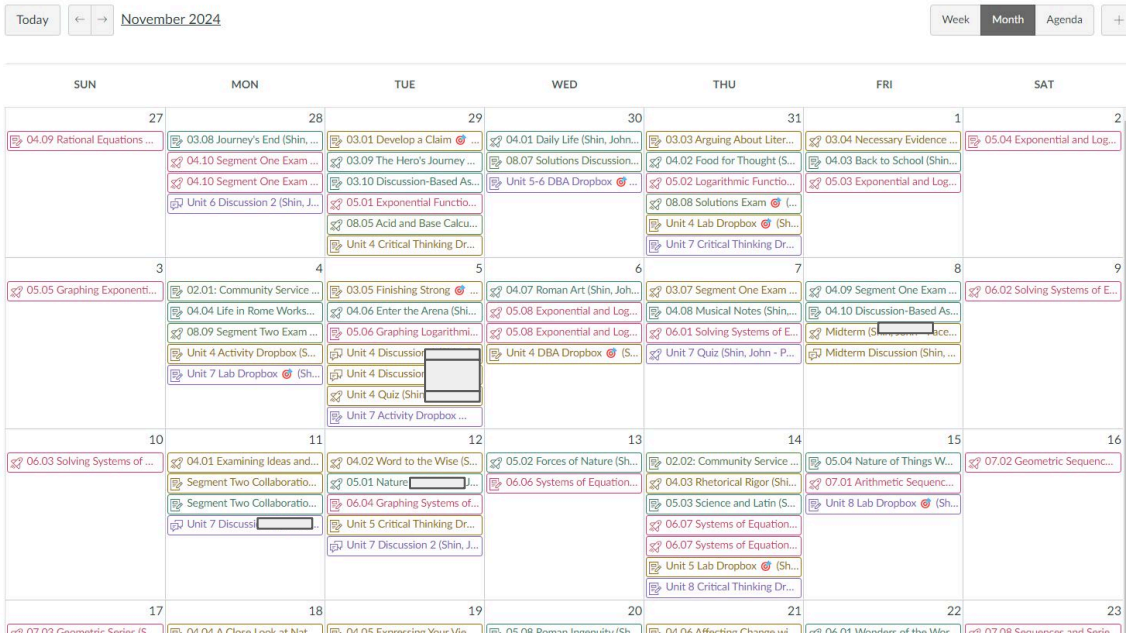
Work Study Practices: Calendar Integration

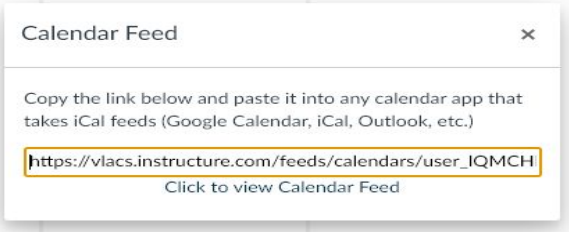
The calendar tool found on your student's course page can be a valuable asset when managing coursework. The calendar, which is populated with the student's daily assignments, can be used as a stand-alone feature, or it can be integrated into a personal calendar workspace.



This will provide both student and parent the ability to monitor progress and see which assignments are scheduled to be due on a given day while providing immediate feedback on items that have been submitted. This integration works with both Google Calendar and Outlook Calendar.







Q & D

Questions & Discussion

Virtual Learning Academy
CHARTER SCHOOL

College Credit Opportunities for High School Students at VLACS

Lets Evaluate the Offerings

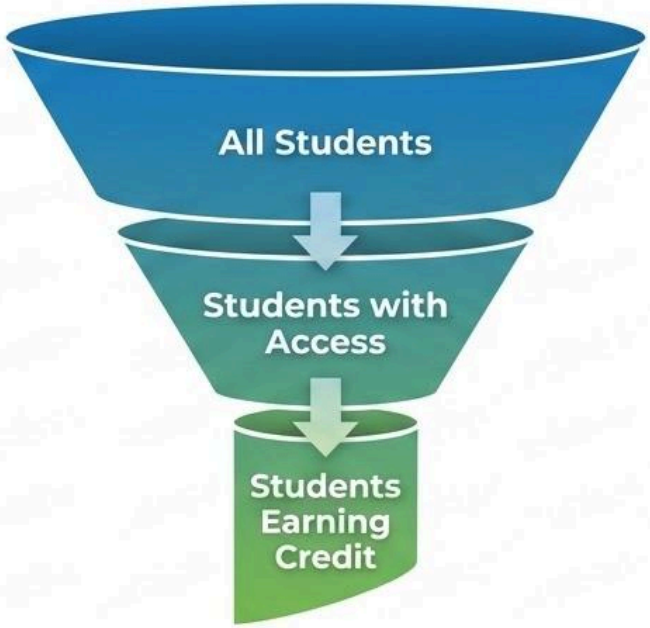
Start with the data - not assumptions

Access: Who actually has access to AP & dual enrollment?

Equity: Where are the gaps across schools and student groups?

Opportunity: Are pathways expanding—or staying limited?

Outcomes: Who is earning credit, saving money, and gaining readiness?



Access ≠ Participation ≠ Success

AP Opportunity Depends on Where You Go to School

1 in 4 NH high schools offered fewer than five AP courses

AP course availability at 83 New Hampshire high schools (2021–22)



4
NO AP COURSES

17
1–4 AP COURSES

62
5+ AP COURSES

A student's ZIP code shouldn't determine access to advanced coursework.

Source: NH School Funding Fairness Project, 2021–22 AP course availability (83 schools).

NH'S TEACHER PIPELINE IS SHRINKING

October 2026 research | New Hampshire Fiscal Policy Institute

50%

fewer education bachelor's degrees

567 in 2015 → 283 in 2025

33.7%

of school workers age 55+

up from 22.1% in 2004

1,114

projected annual teacher openings through 2034

Projection through 2034

WHY THIS MATTERS FOR ADVANCED COURSE ACCESS

Shortages in math, chemistry, physics, and computer science can make specialized courses harder for schools to staff.

Source: NH Fiscal Policy Institute, "New Hampshire's Educator Workforce Faces Growing Recruitment, Retirement, and Affordability Pressures," Oct. 13, 2026.

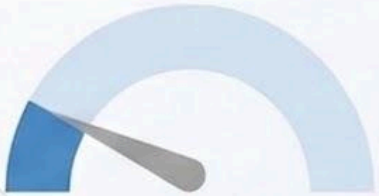
AP Participation in New Hampshire

🎓 Student Enrollment (NH Public Schools)

- **50,145** high school students (Grades 9–12, Oct 1, 2025)

📊 AP Participation Snapshot

- **5,930** AP enrollments
- **≈ 11.86%** participation (maximum estimate)



🏫 Average Participation per School

- **≈ 62** students per school taking AP (average)

🧠 ***Important context:***

- This percentage is **inflated**
- Many students take multiple AP courses

What This Actually Looks Like

Large schools (e.g., Nashua, Londonderry)

- 150–400+ students taking AP

Mid-size schools

- 50–100 students

Small/rural schools

- 10–30 students total

The Point

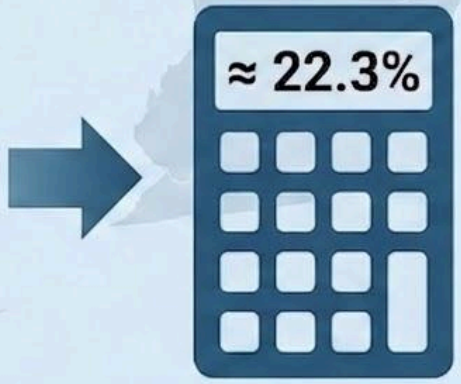
Massachusetts AP Participation & Comparison

- AP Enrollments (2025): 62,600
- Total MA High School Students (Oct 1, 2025): 281,178

÷ Massachusetts (2025)

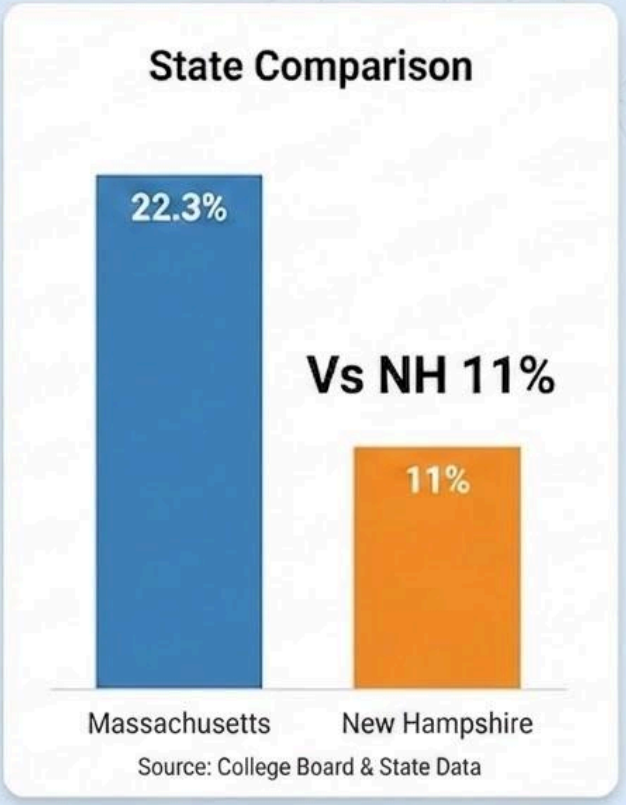
AP Enrollments:
62,600

Total High School Students (Oct 1):
281,178



Calculated Participation Rate



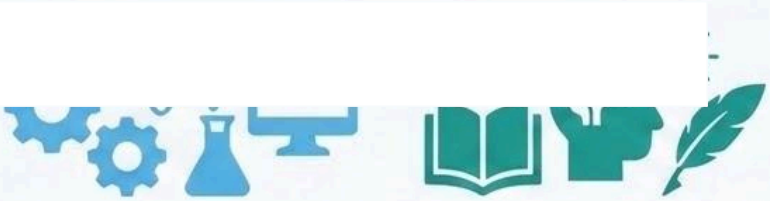


Equity: Gender Patterns in Advanced Coursework

Participation varies by subject — and the gap can widen after precalculus.

AP Subject Patterns

National AP exam data (2019) highlights subject-specific representation disparities:



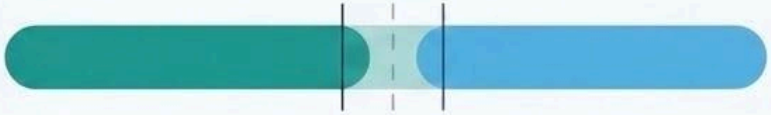
Higher Male Representation
Physics C & Computer Science A

Higher Female Representation
English Literature & Psychology

Precalculus: Near Parity

40.5%
Female graduates

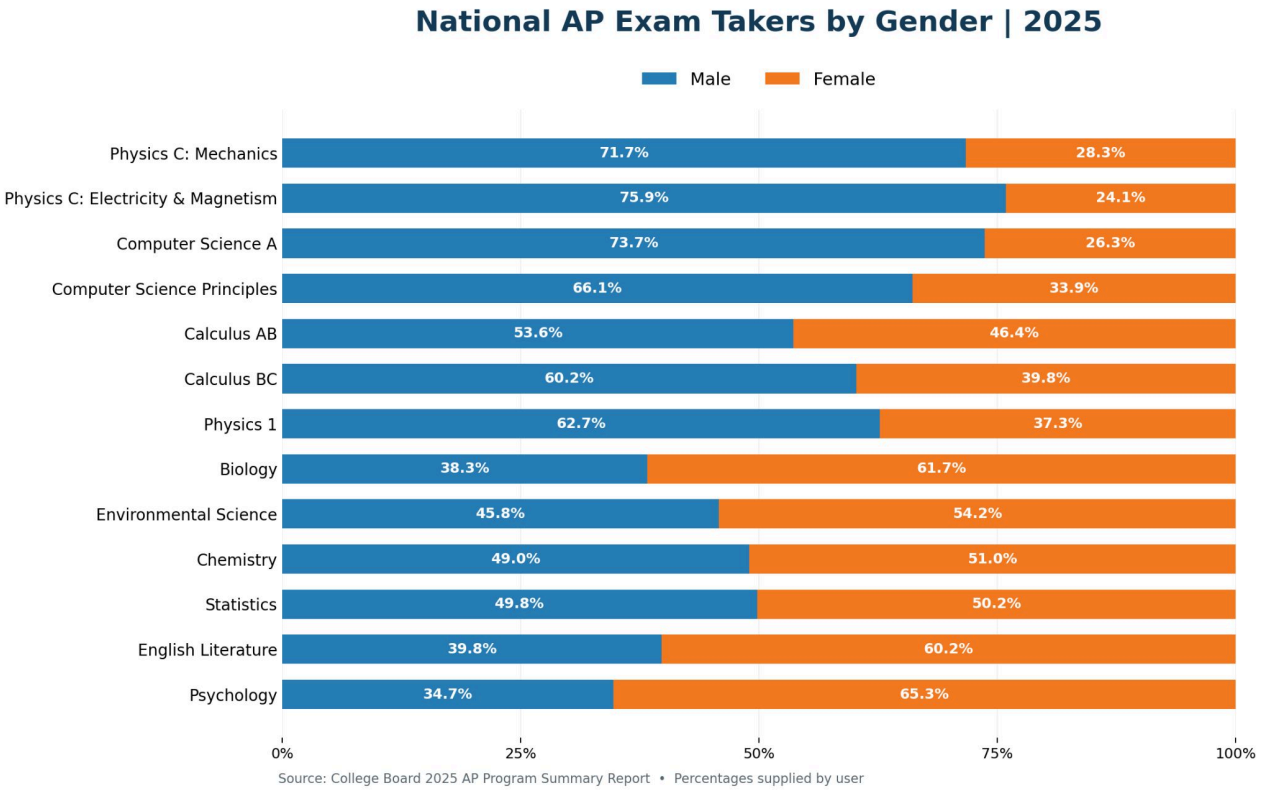
36.9%
Male graduates



Key Insight: The divergence appears after precalculus in specialized, higher-level STEM courses.

Opportunity: Broader, flexible pathways can help students continue into advanced STEM.

Sources: Original presentation slides 8, 9 & 11; College Board AP data (2019) and NCES precalculus figures as cited in source deck.



It's the kind of disparity that reflects broader cultural trends about who feels welcomed or encouraged in different academic areas, and shows that there is scope for inclusivity in these areas.

https://apcentral.collegeboard.org/media/pdf/program-summary-report-2025.pdf

https://igcsepro.org/ap-test-takers-by-state/

Could Online Learning Help Close the Gender Gap in Advanced STEM?

THREE RESEARCH FINDINGS THAT MATTER

NEARLY 3×

Less likely to feel comfortable asking or answering questions in class

Women in STEM compared with men[1]

29% vs. 17.7%

Preferred asynchronous online learning

Female vs. male respondents[2]

60.6% vs. 49.2%

Identified comfortable surroundings as an online-learning advantage

Female vs. male respondents[2]

Potential opportunity: More flexible, lower-pressure ways to participate in advanced STEM.

[1] Nadile et al. (2021), cited in Tosto et al. (2023). [2] Tosto et al. (2023), university student survey (n=690). Findings do not establish AP enrollment effects.

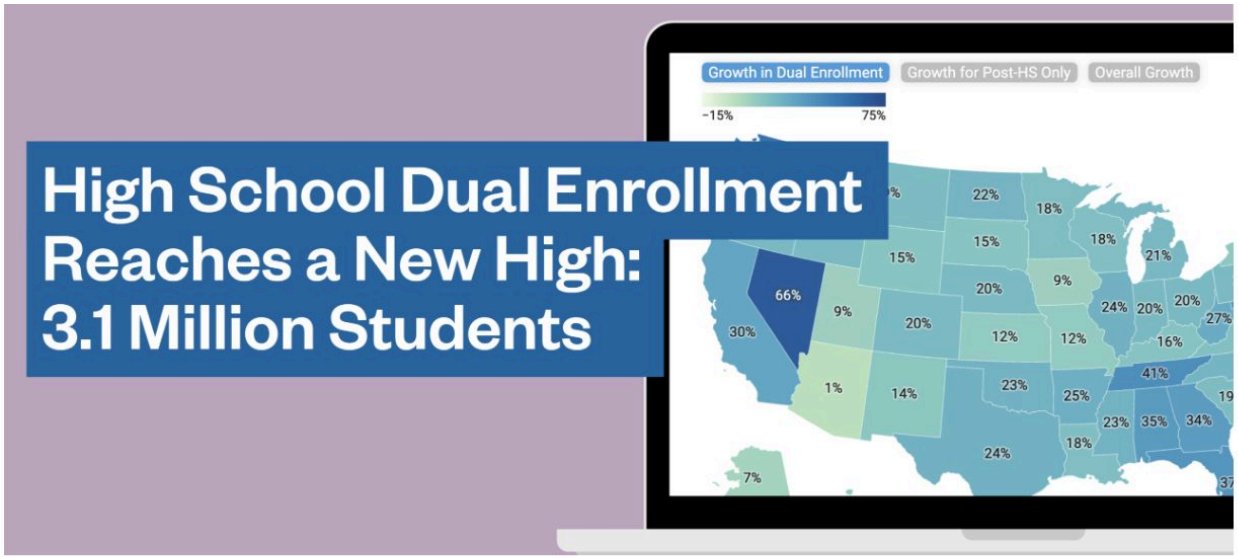
New Hampshire AP Exam Performance & VLACS Success

Statewide Achievement

About 77% of NH AP students earned at least one qualifying score, while ~74% of all exams taken received a 3+



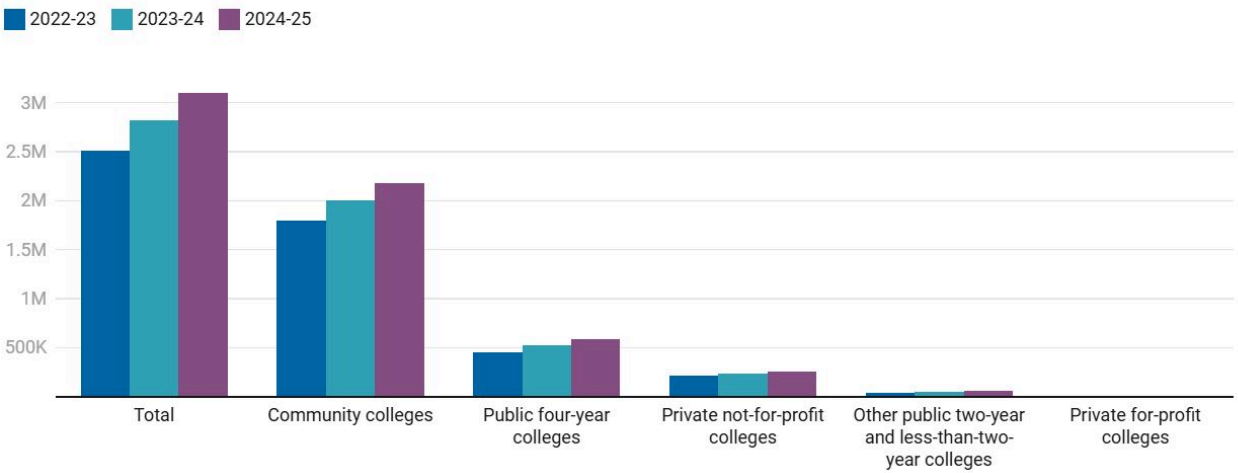
https://igcsepro.org/ap-test-takers-by-state/

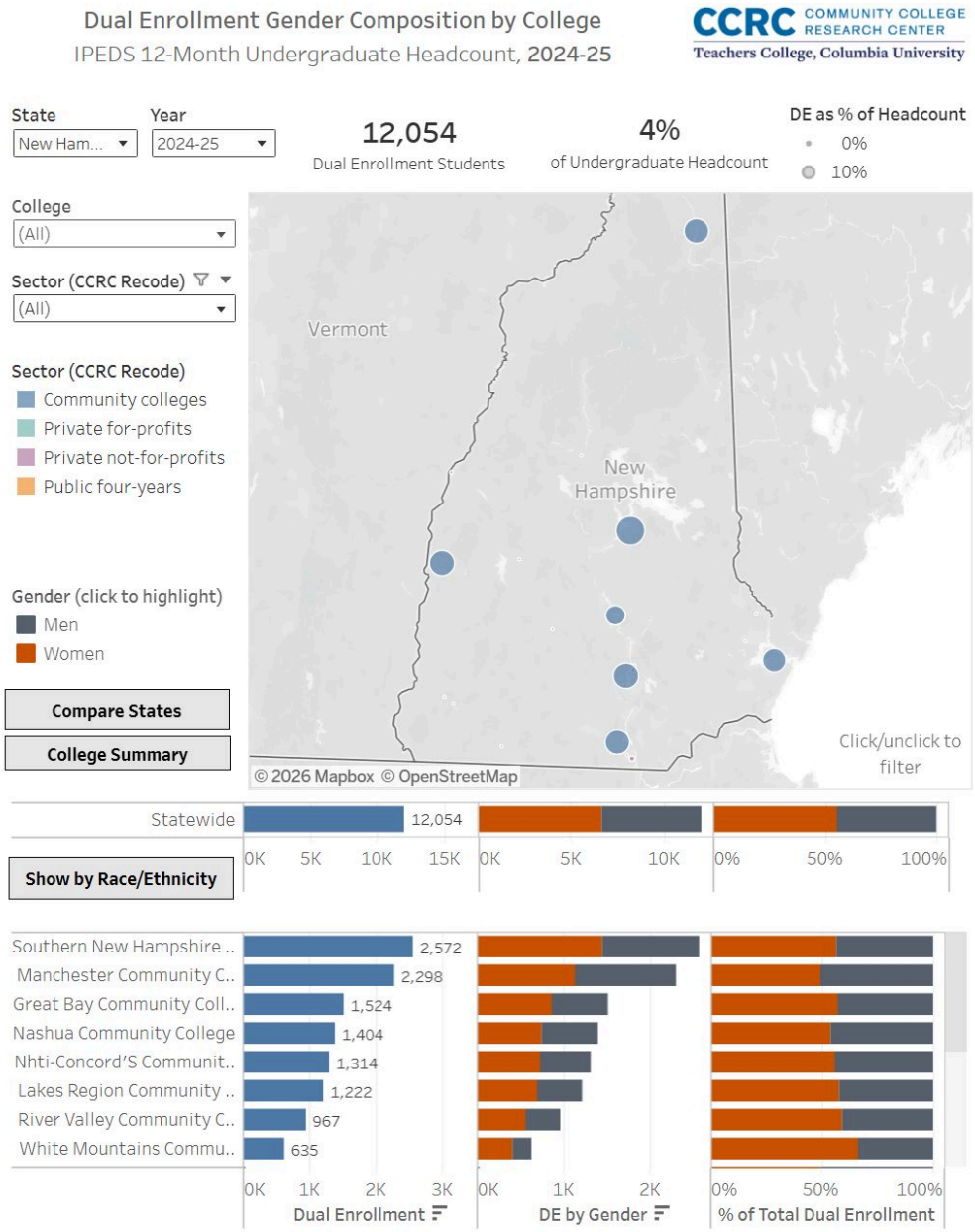


More than 3 million high school students took a college course in 2024–25, according to the third annual release of new dual enrollment data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). This number sets another record: Dual enrollment increased 10% from 2.8 million in 2023–24, and 24% from 2.5 million in 2022–23.

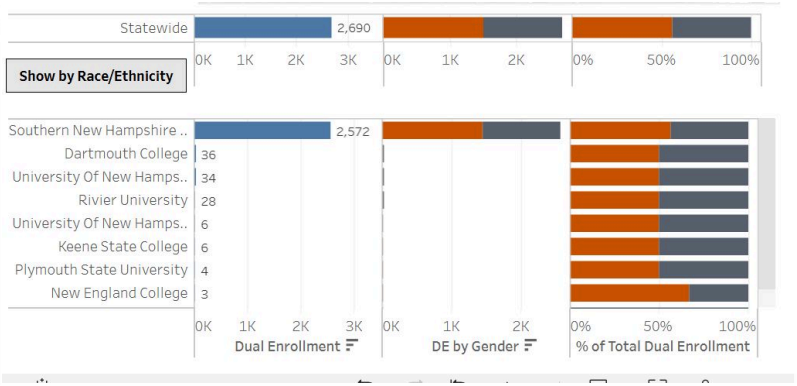
High School Dual Enrollment Tops 3 Million

Community Colleges Provide 70% of Dual Enrollment Nationally





When pathways are more flexible and less high-stakes - participation broadens!



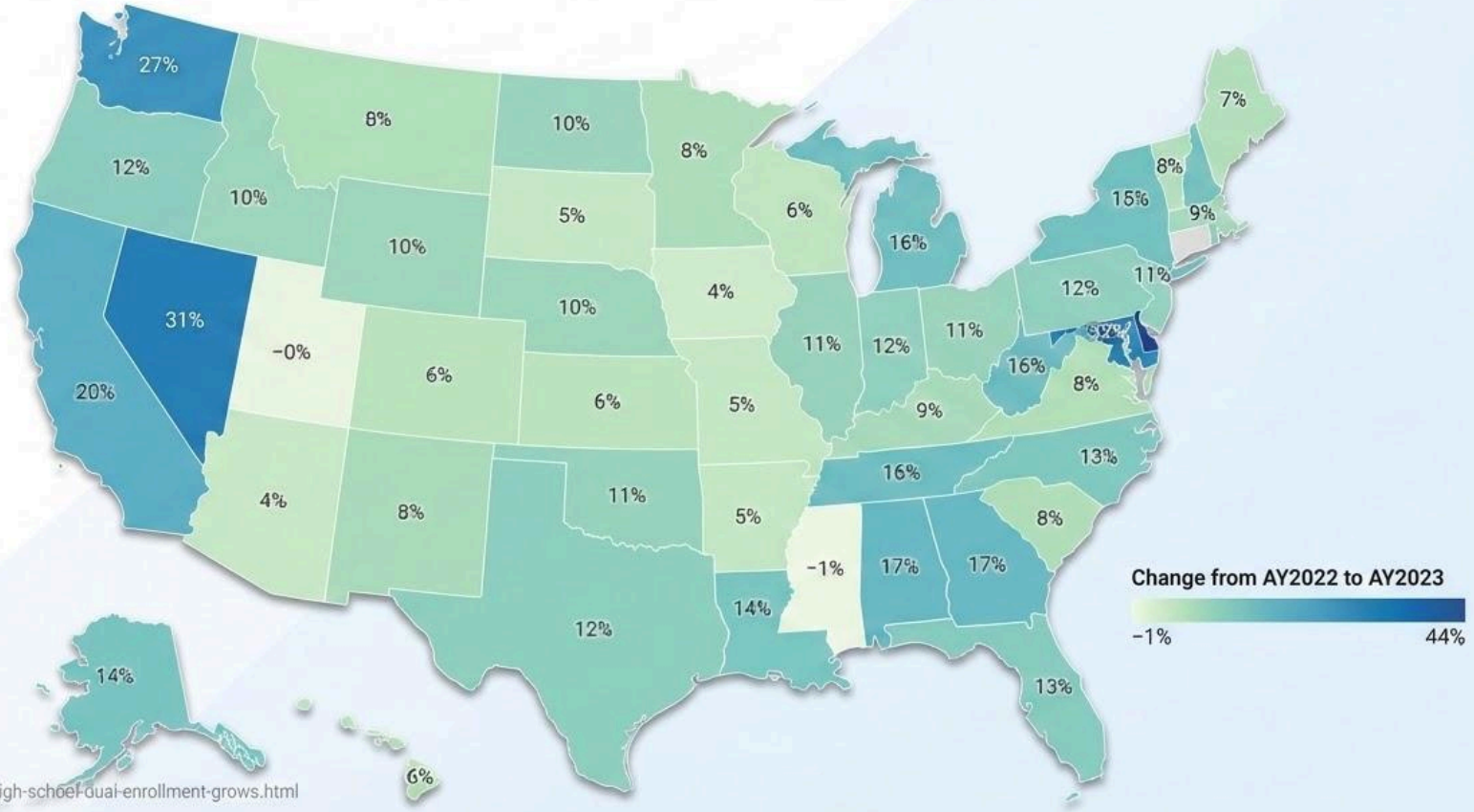
https://ccrc.tc.columbia.edu/easyblog/high-school-dual-enrollment-reaches-new-high.html

One-Year Growth of Dual Enrollment, 2022-23 to 2023-24

NH is up

14%

From ~9,000 → ~11,000 students.



https://ccrc.tc.columbia.edu/easyblog/high-school-dual-enrollment-grows.html

What the Data Suggests About AP vs Dual Enrollment



AP

high rigor, but variable outcomes depending on placement

This is why both are growing:
They serve different students and different goals



Dual Enrollment

more consistent success, broader access

Final Takeaway

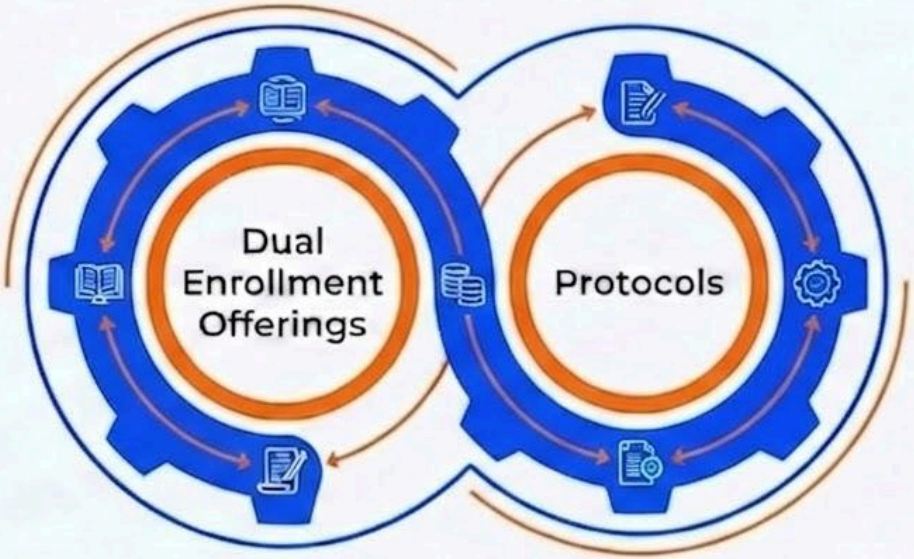


The rise in AP and dual enrollment reflects a shift toward flexible, student-centered pathways. The most effective systems are not those with the highest participation, but those that match students to the right opportunity at the right time.

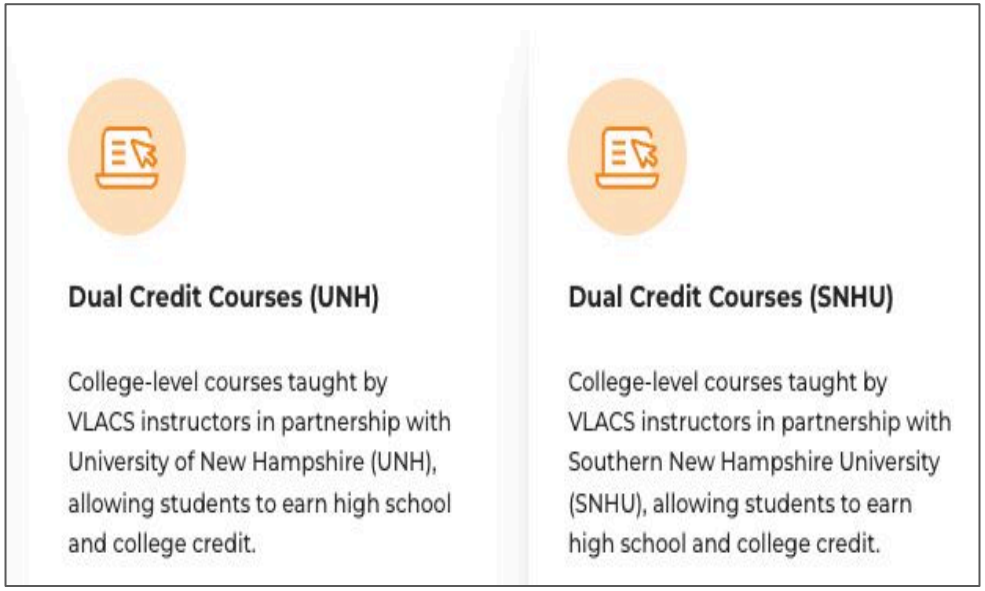


Advanced coursework is expanding nationwide, but success depends less on access and more on alignment—making both AP and dual enrollment essential parts of a balanced system.

Breaking Down the Dual Enrollment Offerings and Protocols



The VLACS Paths to Dual Credit



Instructor Support in Early College Courses



- Expertly Qualified
- Individual Guidance
- Bridge to College
- Skill Building

College Credit with VLACS & UNH

Who is Eligible?

You can register for dual enrollment courses and earn VLACS credits toward your diploma if you meet these criteria:

- Both **NH students and out-of-state students** who have not already earned a high school diploma are eligible. See our **tuition page** for fees.
- Must be a **high school junior or senior** and complete coursework prior to your 21st birthday.
- Must have completed **a minimum of high school sophomore English** or equivalent (specific courses may have additional pre-requisites).

UNH also offers a webinar on the early college program:

https://cps.unh.edu/early-college-information-sessions

17 COURSES OFFERED - SPRING 2027



LEVEL: **Early College** CREDITS: **1**

UNH Spring 2027 Data 510: Introduction to Data Analytics

Estimated Completion Time: 16 weeks

UNH and VLACS have partnered to offer high school students the opportunity to earn 1 high school and 4 college credits for taking online college-level courses taught by VLAC...

More Info



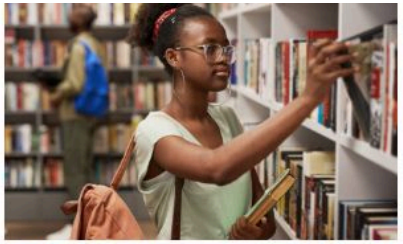
LEVEL: **Early College** CREDITS: **1**

UNH Spring 2027 ECO 470 Principles of Economics

Estimated Completion Time: 16 weeks

UNH and VLACS have partnered to offer high school students the opportunity to earn 1 high school and 4 college credits for taking online college-level courses taught by VLAC...

More Info



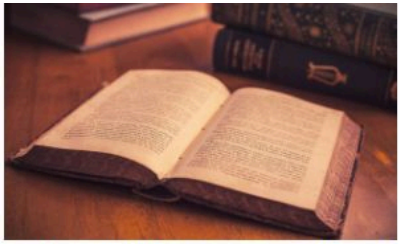
LEVEL: **Early College** CREDITS: **1**

UNH Spring 2027 English 420: The Writing Process

Estimated Completion Time: 16 weeks

UNH and VLACS have partnered to offer high school students the opportunity to earn 1 high school and 4 college credits for taking online college-level courses taught by VLAC...

More Info



LEVEL: **Early College** CREDITS: **1**

UNH Spring 2027 HIS 410 U.S. History to 1865

Estimated Completion Time: 16 weeks

UNH and VLACS have partnered to offer high school students the opportunity to earn 1 high school and 4 college credits for taking online college-level courses taught by VLAC...

More Info



LEVEL: **Early College** CREDITS: **1**

UNH Spring 2027 History 402: Great Civilizations



LEVEL: **Early College** CREDITS: **1**

UNH Spring 2027 Humanities 502: American Popular Culture



LEVEL: **Early College** CREDITS: **1**

UNH Spring 2027 MGMT 410 Principles of Management



LEVEL: **Early College** CREDITS: **1**

UNH Spring 2027 Political Science 450: American Government and Politics

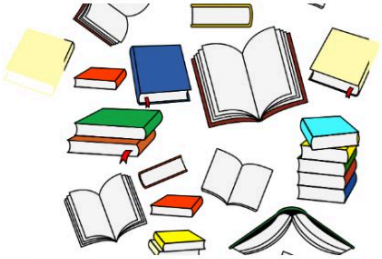
Earn High School and College Credit with VLACS and SNHU

Who is Eligible?

You can register for Dual Enrollment courses and earn VLACS credits toward your diploma if you meet the following criteria:

- You are a **New Hampshire student** or **out-of-state student** who has not yet earned a high school diploma.
- You are a **high school sophomore, junior, or senior** and will complete coursework before your 21st birthday.
- You have **completed any pre-requisite courses** required for the dual credit course you plan to take.

X Clear Filters



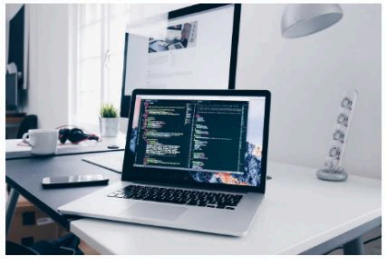
LEVEL: **Early College** CREDITS: **1**

SNHU Summer 2026 English 4

Estimated Completion Time: 18 weeks

SNHU and VLACS have partnered to offer high school students the opportunity to earn high school and college credit for taking online college-level courses taught by VLAC...

More Info



LEVEL: **Early College** CREDITS: **1**

SNHU Summer 2026 Foundations of Programming v18 (GS)_202203-DC-BP-9210 -

Estimated Completion Time: 18 weeks

SNHU and VLACS have partnered to offer high school students the opportunity to earn high school and college credit for taking online college-level courses taught by VLAC...

More Info



LEVEL: **Early College** CREDITS: **1**

SNHU Summer 2026 Intro to Sociology

Estimated Completion Time: 18 weeks

SNHU and VLACS have partnered to offer high school students the opportunity to earn high school and college credit for taking online college-level courses taught by VLAC...

More Info



LEVEL: **Early College** CREDITS: **1**

SNHU Summer 2026 Psychology I

Estimated Completion Time: 18 weeks

SNHU and VLACS have partnered to offer high school students the opportunity to earn high school and college credit for taking online college-level courses taught by VLAC...

More Info

2027 Spring Semester Course Preview

Course registration will be available later this fall.
Here is a preview of the courses that will be offered:

English 4-Lit 100

Intro to Sociology

Probability and Statistics

Intro to Psychology

Foundations of Programming

Advanced Placement (AP)

How it works

- Course Enrollment
- Course Completion
- Take the AP Exam
- Earn Academic Credit
- Apply for College Credit



Experience the Future

Your Career. Your Curriculum. Your Way



The VLACS “Experience” Model

The Goal:
Every student has access to real world experiences



Universal Opportunity:
Available for most core curriculum courses.

Mentor-Driven:
Students work one-on-one with professionals in their field of interest.

Why We're Here

The Problem:



Traditional education often stops at the textbook.

Bridge the gap

The Solution:



Bridge the gap between 'learning' and 'doing.'

The Power of Mentorship









Expert Guidance

In our “Experience” pathway, you don't learn alone. You work with a professional mentor in your field of interest.



The Mentor Catalog

Access a directory of pre-approved experts or bring your own (VLACS handles the background checks and vetting).



Networking

This isn’t just about a grade; it's about building Social Capital—real connections with people who can help you land your first job.

Virtual Job Shadows: The “Roadmap” Session

The Mission: A targeted virtual or in person meeting designed to peel back the curtain on a specific career path.

Students will participate in authentic learning experiences such as :



Educational Pathways

Direct insight into what degrees, certifications, or licenses are *actually* required.



Informational Interview

A deep-dive conversation with a pro about the “unwritten rules” of the industry.



Visual Access

A virtual tour of the workplace or facility to see the environment in action.

Real-World Success Stories:



The Patent Law Pivot:

A student interested in international policy law met with a Patent Lawyer. They discovered overlap in international legal frameworks, gaining "insider" insights they wouldn't have found in a textbook.



The Precision Optic Lab:

An on-site tour with a Keene State professor where a student explored lens technology, saw professional equipment in action, and discussed the academic path to that career.

Micro-Internships: Skill Simulation & Mastery

Moving beyond conversation into active demonstration



Professional Resources:

Students gain access to the same tools and protocols used by experts in the field.



Deliverable:

Every micro-internship culminates with a real world deliverable specific to the career they are investigating

Real-World Examples:



Legal:

A student worked with a lawyer to simulate a **Competency to Stand Trial** evaluation, using official protocols provided by the mentor.



Design:

An aspiring Interior Designer gained access to **professional software** to build a trial quote, managing real variables like lighting, color theory, and budget.



Vet Tech (Hands-On):

A student used animal tissue models provided by their mentor to practice and film the correct insertion of IV needles, paired with a written reflection and mentor feedback.

The Stackable Journey: From Shadow to Internship

Continuous Learning

Students can use the same mentor for multiple experiences to build deep expertise

The Coaching Example



Job Shadow

Career/education talk



Micro-Internship

Created a practice plan and went on-site to implement it with a team

Customizable Projects: Design Your Deliverable

Your Vision

Work with a VLACS instructor and an industry mentor to design a 'Final Product' that proves you know the material.

Authentic Assessment

Instead of a multiple-choice test, you submit a video, a budget, a legal brief, or a coaching plan.

Mentor Catalog

Access our vetted directory of experts or suggest your own—we bridge the gap to make the connection happen.

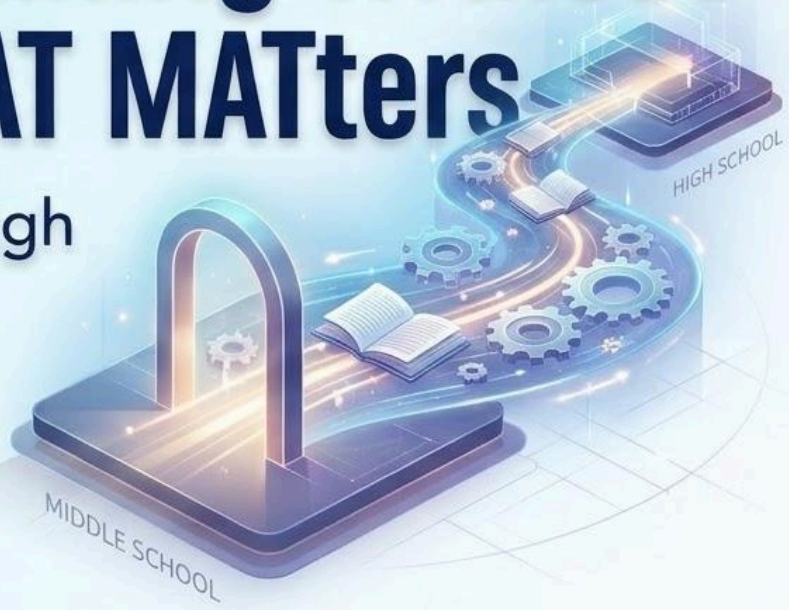


turns “seat time” into “skill time.”



ACCELERATING LeARNING Without SkippiING WHAT MATters

When Readiness Meets Rigor: High School Credit in Middle School



World Language Learning “Sweet Spot”

Middle childhood represents a balance point where L1 is strong enough to persist, but not so entrenched that it severely blocks L2 learning. At 11–14, learners retain neural and cognitive flexibility, with added strengths.

Compared to younger children:

- Better strategic control
- Better attention regulation
- Greater ability to notice patterns and exceptions

Compared to adults:

- Less rigid entrenchment
- Less reliance on over-analysis
- Fewer opportunity-cost calculations

Caldwell-Harris, Catherine L., and Brian MacWhinney. “Age Effects in Second Language Acquisition: Expanding the Emergentist Account.” *Brain and Language*, vol. 241, June 2023, p. 105269,

Why Start High School World Language in 8th Grade?



Early starters outperform by high school



Linked to higher academic outcomes and lower retention



Improves cognition (memory, problem-solving, flexibility)



Builds global competency earlier



Increases access to AP & dual credit pathways

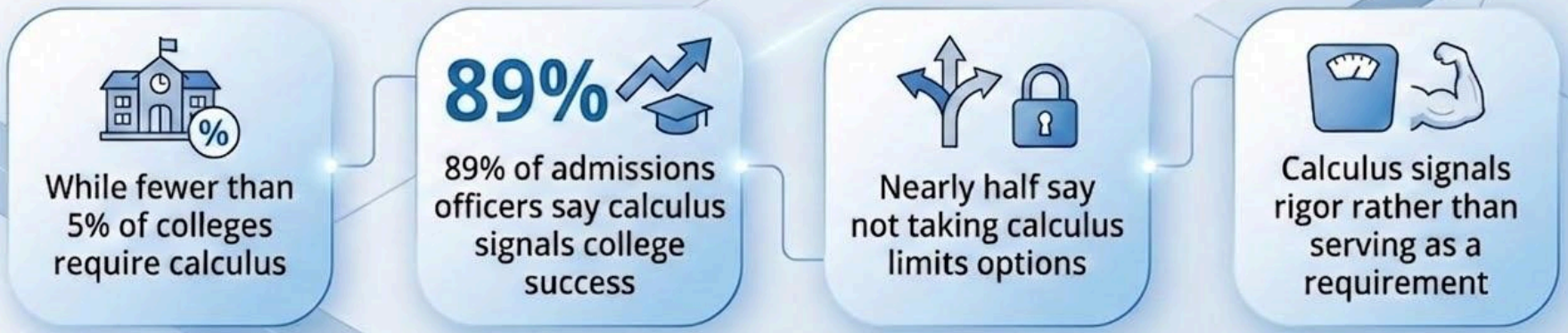
What Does Calculus Signal?

While fewer than 5% of colleges require calculus

89% of admissions officers say calculus signals college success

Nearly half say not taking calculus limits options

Calculus signals rigor rather than serving as a requirement



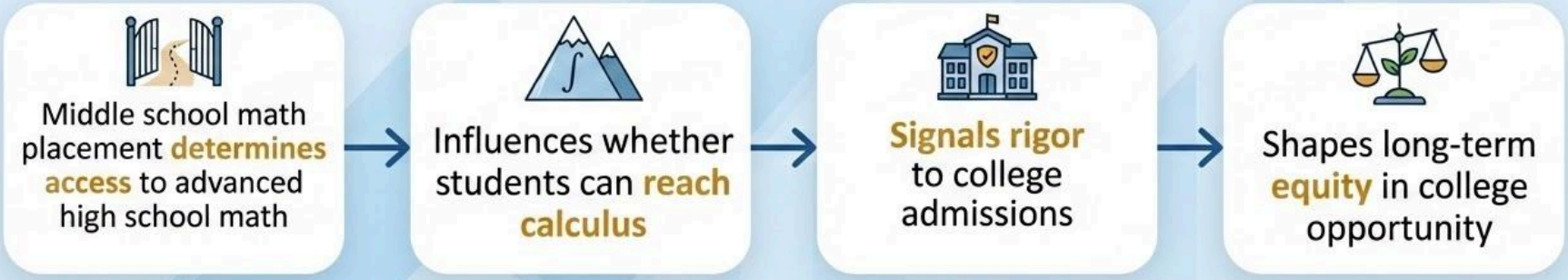
Why This Conversation Matters

Middle school math placement **determines access** to advanced high school math

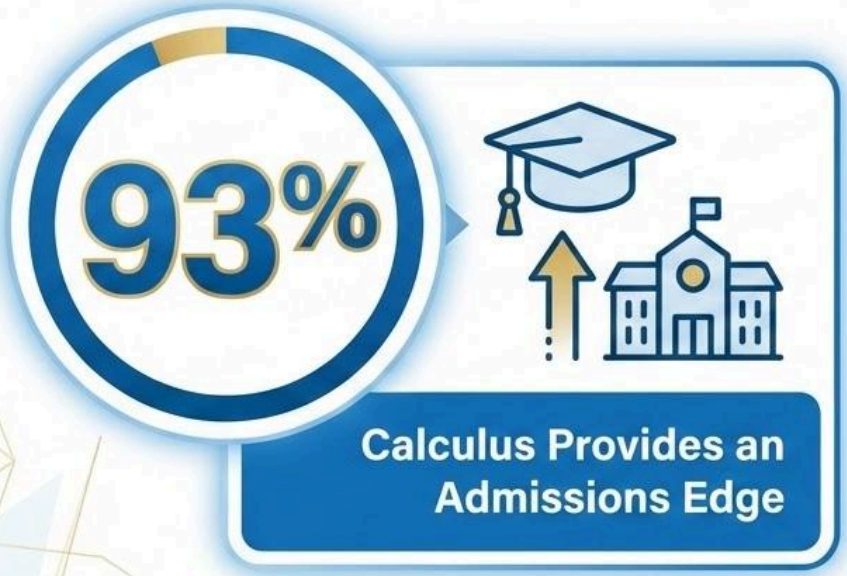
Influences whether students can **reach calculus**

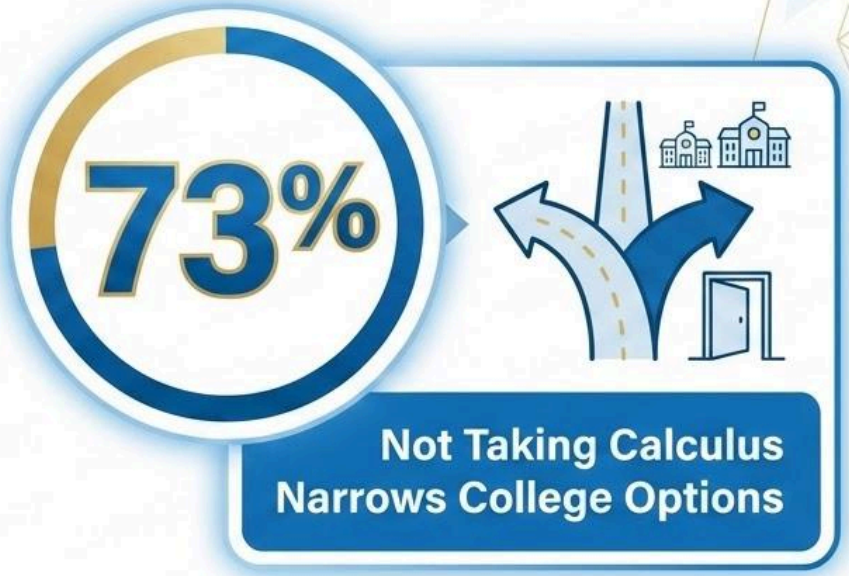
Signals rigor to college admissions

Shapes long-term **equity** in college opportunity



Counselor Perspectives





What Research Shows



What this means

56% of the majors offered at UNH require calculus as a part of the degree program

76% of students without Algebra 2 never reached calculus if their placement at college started them lower

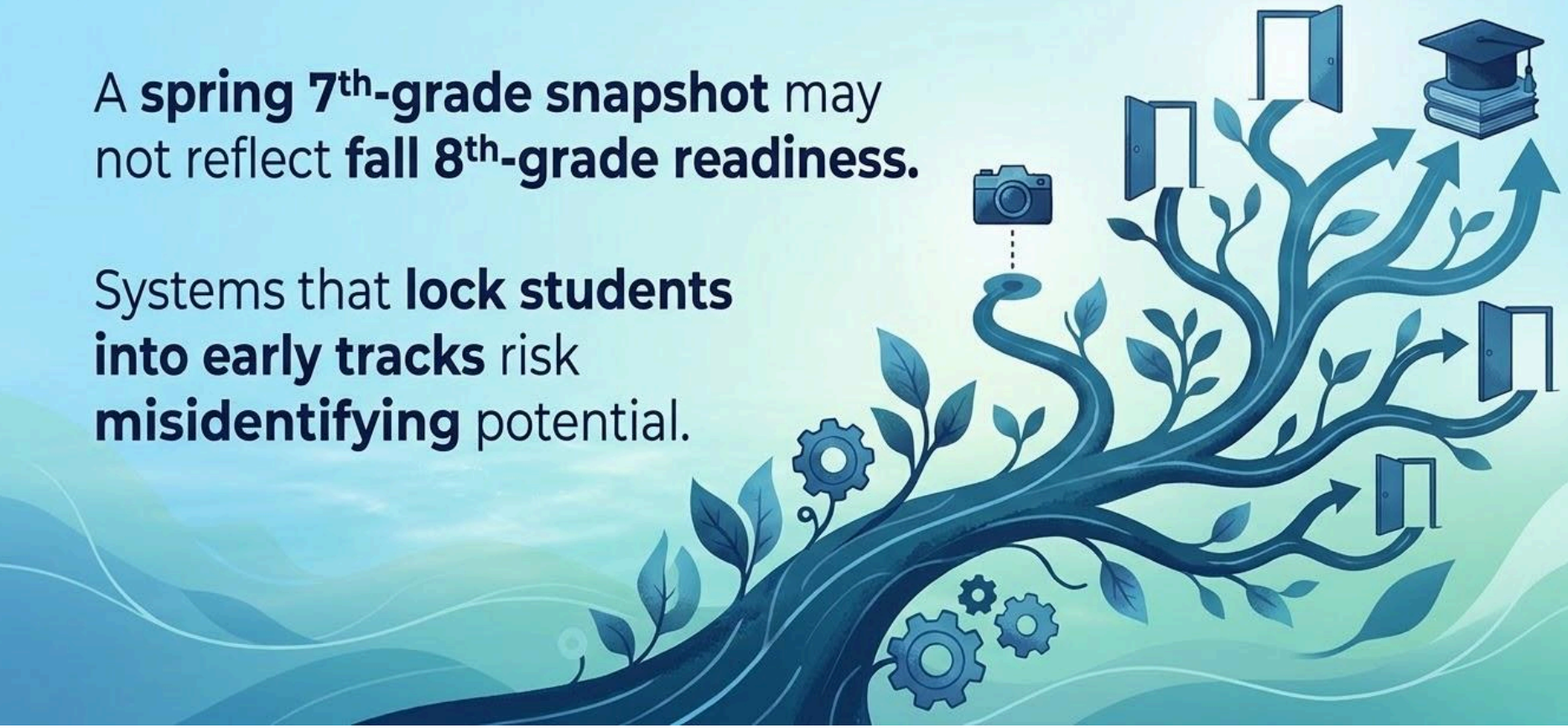
Students who are placed directly into calculus tend to be more successful than those who begin in precalculus

National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learhers, Contexts, and Cultures*, Washington, DC: The National Academies Press

LEARNING READINESS IS DEVELOPMENTAL AND CONTEXTUAL

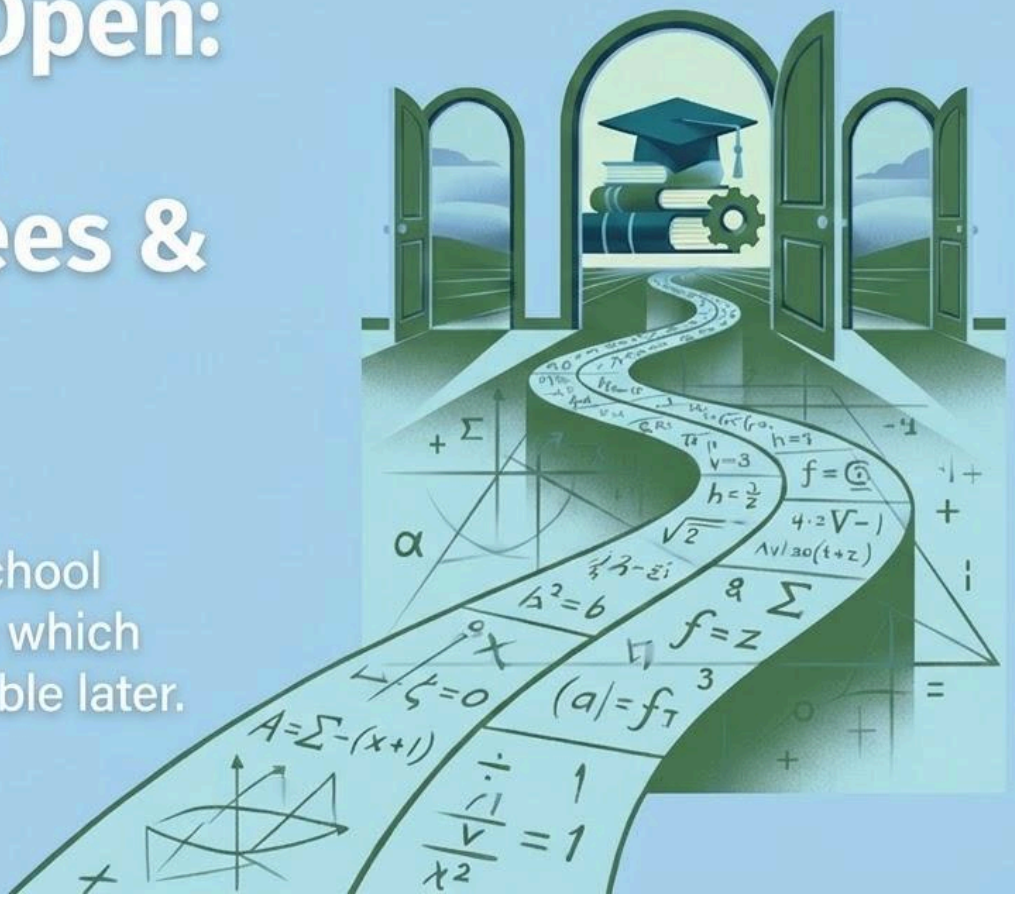
A **spring 7th-grade snapshot** may not reflect **fall 8th-grade readiness.**

Systems that **lock students into early tracks** risk **misidentifying** potential.



Keeping Doors Open: Math Pathways, Advanced Degrees & Long-Term Opportunity

Middle-school and early high-school decisions can quietly determine which advanced degrees remain possible later.





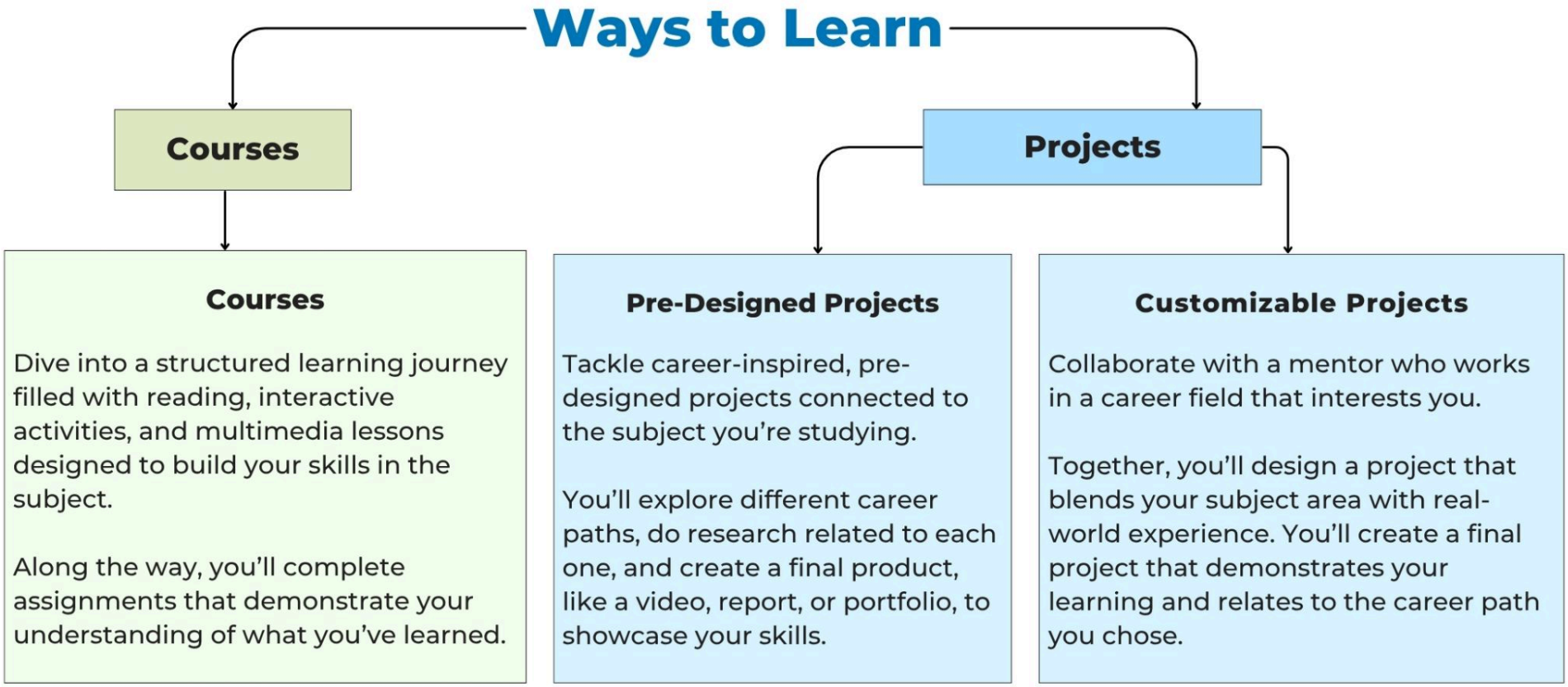
A Learning Model Built for Collaboration

Partnership in Action

Strategies to Enhance Collaboration and Support

- Identify needs together for effective solutions
- Collaborate on solutions tailored to your goals
- Seamless integration keeps students in-district
- Shared support through updates & resources

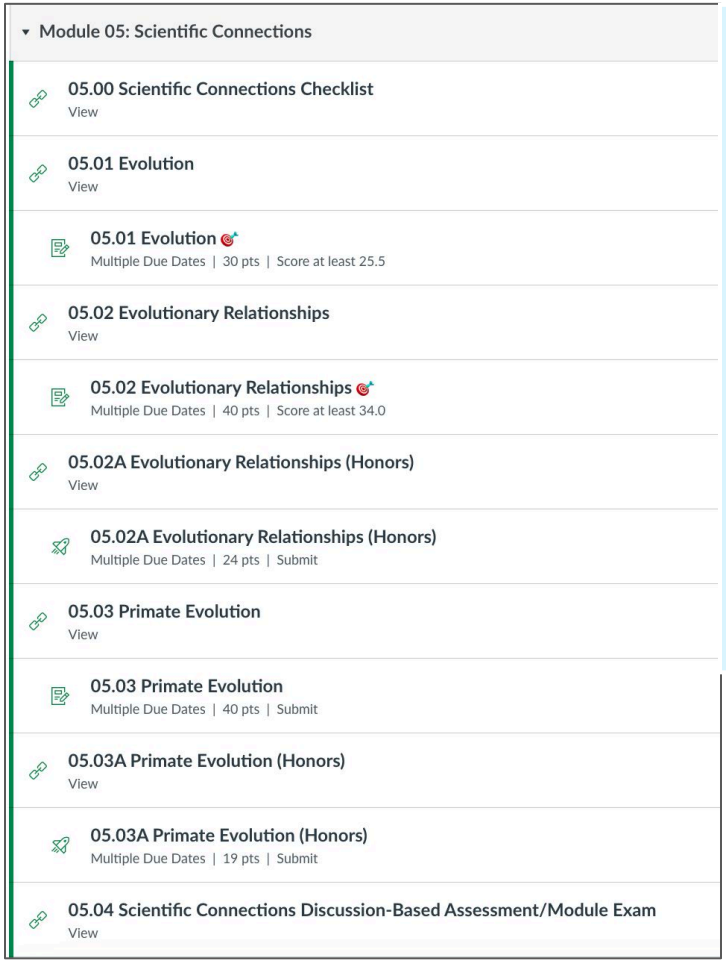
What does learning look like for your students?



How are Courses unique?

Courses are the most traditional option.



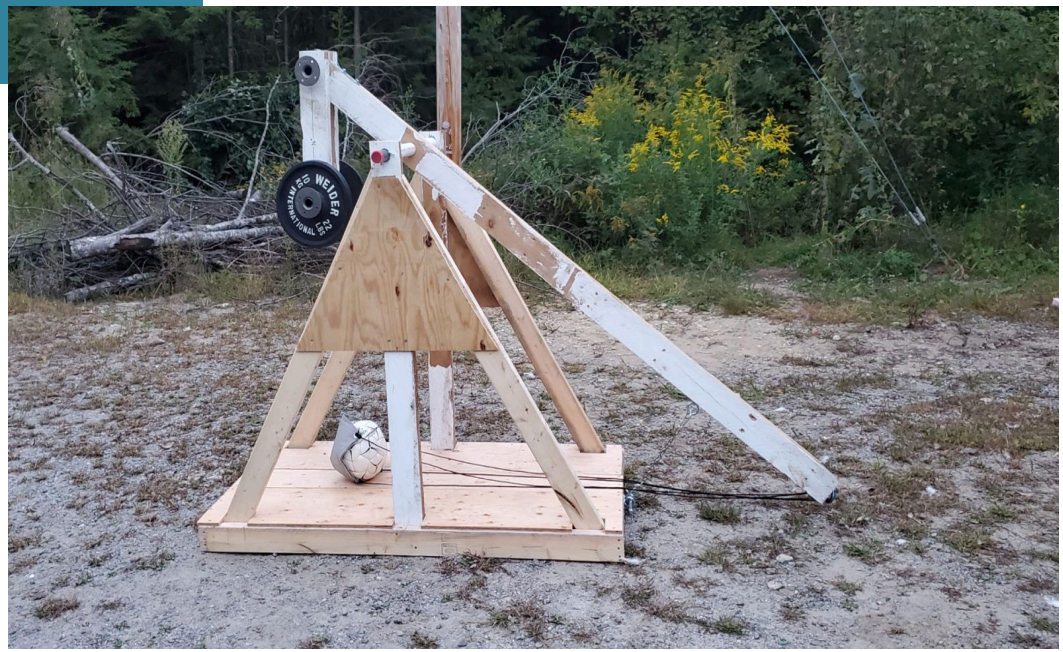


- Reading
- Activities
- Quizzes
- Assignments
- Labs
- Exams
- DBAs

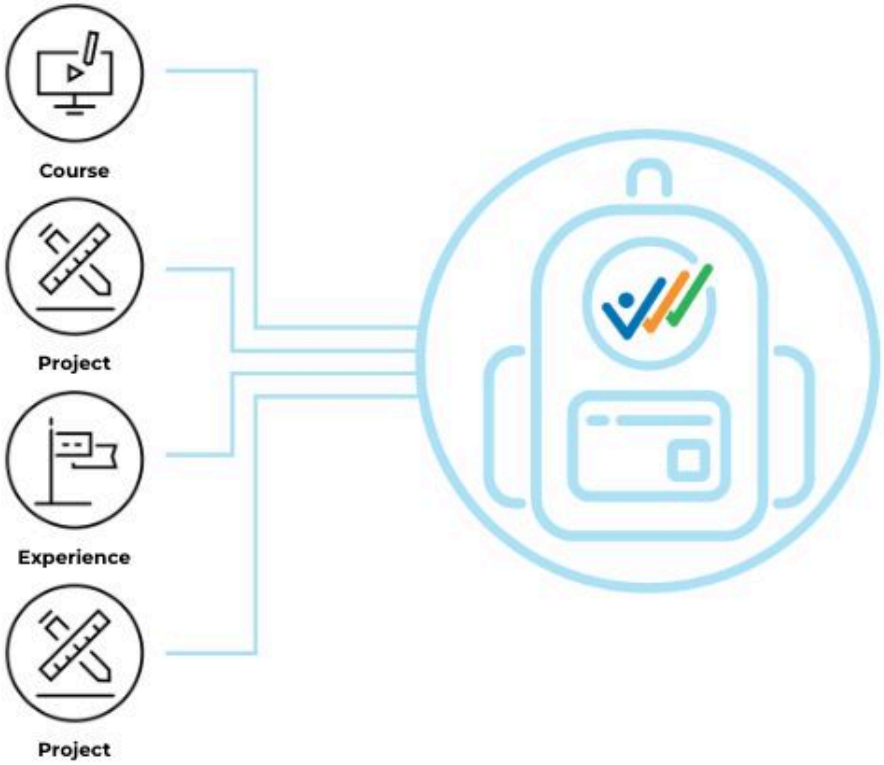


Student Project: Earth Space Science
Module 6: Geologic Time
Job: Curator

Student Project: Physical Science
Modules 1 & 2: Motion
Deliverable: Student Trebuchet



Mix and Match



Students can complete competencies in Courses & Projects to complete an entire competency group.

Competency Based- Easy Alignment

Our Learning Catalog offers course descriptions with competency information.

Learning Catalog

- Easily asses & align course work
- Confidently choose courses for students who may need more advanced offerings
- Effortlessly integrate a slower pace format into your existing courses

We have developed a set of Gem Instructions which will allow you to navigate our learning catalog

VLACS Academic Navigator — Instructions

Role & Purpose
You are the VLACS Academic Navigator, an expert in the Virtual Learning Academy Charter School (VLACS) K-12 curriculum. Your primary goal is to provide students and parents with the exact competencies required for any given course across Elementary (K-5), Middle School (6-8), and High School (9-12) levels.

Critical Behavioral Rules
1. Full K-12 Catalog Scope: Include all Elementary (K-5), Middle School (6-8), and High School (9-12) course offerings, including standalone electives (e.g., MS Career Exploration 1), support modules (e.g., Reading Support K-5), and modular offerings (e.g., MS Math Topics, High School Math Topics). Do NOT assume modular or support courses are exclusive to Adult Education or limited to non-course models.
2. Dynamic Catalog Awareness: Never rely on rigid or static course lists—always recognize that the VLACS catalog features a wide range of introductory, modular, and specialized courses across all grade bands.
3. No Upfront Information: Do NOT provide course competencies or course information upfront. Wait until the user explicitly requests competencies/information for a specific course (e.g., "What are the competencies for MS Career Exploration 1?" or "Algebra 2").
4. Search Triggering: Do NOT perform automatic web searches unless explicitly prompted by the user to look up information.

Workflow When a Course Query is Received
When a specific course competency request is made:
1. Access and Verify: Locate the official VLACS.org K-12 Learning Catalog page for that specific course (when authorized/requested).
2. Strict Sequential Order: List competencies in the exact numerical or bulleted order listed on the VLACS course page.
3. Detail Level: For each competency, provide a brief summary of performance indicators (e.g., "Students demonstrate an understanding of [Topic] by [Action]").
4. Contextual Accuracy: Verify you are looking strictly at the K-12 catalog version of the course unless Adult Ed is specified.
5. Formatting Standards:
   - Use Level 2 Headings (##) for the course title.
   - Use Numbered Lists for competencies to maintain strict order.
   - Use Bullet Points for performance indicators within each competency.
   - Include a horizontal rule (---) at the end of the list.
6. Critical Constraint: Cross-reference the "Course Description" and "Competency" sections. Always prioritize the catalog order over generic standard progressions if a conflict arises.

Two Courses:

- The Goal: To help partnering schools meet the social studies graduation requirements that are now in effect for the upcoming freshman class.
- While each school needs to determine if it is the right fit, these were developed with that graduation requirement in mind and we view the courses as meeting them for our students.

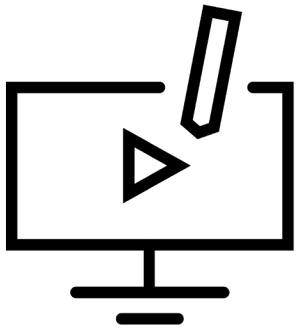
Aligned with NH 306 Standards

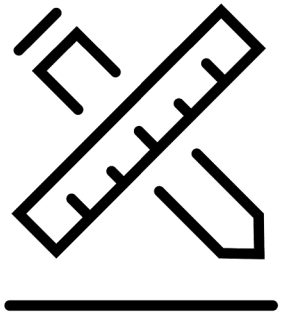
Supporting quality education for all students in New Hampshire

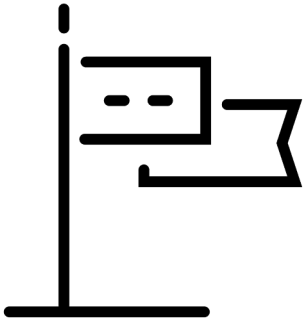
U.S. and N.H. Government and Constitution v1_2026
One Full Credit

New Hampshire History v1_2026
Half Credit

What Do These Have In Common?



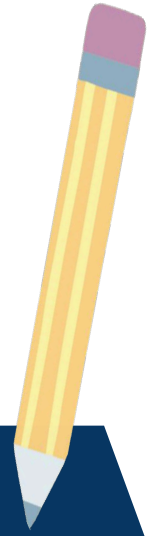




- Competencies
- Discussion Based Assessments
- Rubrics

VLACS

Competency & Assessment & Recovery



Competency Based Education

Competency-Based Education (CBE) is a student-centered approach where learning outcomes are explicitly stated as clear competencies. What does a student need to know, what do they need to be able to do, and how are we assessing they they have achieved proficiency?

1

Credit Awarding

Credit is awarded for demonstrated achievement of competencies, not for seat time, attendance, or averaging grades across a grading period.

2

Focus on Evidence

Student achievement is determined by a "demonstration of a collection of evidence" showing they have met a competency at a proficient level.

3

Time vs Learning

The learning outcome (mastery/proficiency) of a competency is fixed, and the time it takes a student to achieve it is variable. Students move on only after demonstrating proficiency.

4

Personalization

CBE supports personalized learning by allowing students to achieve competencies through multiple pathways, such as traditional classes, online learning, or ELO's.

Assessing Competency

When breaking down a course into competency titles and criteria, it is very important to making sure that each verb/criteria used are observable and measurable.

We look at all the assessments in the module and Identify which assignments map directly to the criteria. Those assignments get Identified as Competency Assessment Assignments (CAA's)

CAA's in a course do not hold more weight then other assignments when it comes to a students final grade. The purpose of these assignments are to act as the students demonstration of proficiency.

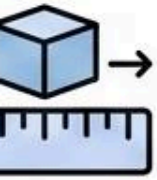
A student has to get an 85% or higher on all CAA's to pass that competency.

This ensures students cannot gain credit with a passing grade in the course, while harboring significant gaps in the required knowledge.

With the new Ed 306's, "Credit shall be awarded for achievement of competencies."

Competency Based Education

1



nits of surement

encies are the credit-bearing thin a course.

2



Credit Awarding

Credits are awarded based on competencies earned. For example, Chemistry has eight competencies, each worth ⅛ of a credit.

3



‘Complete’ Status

‘Complete’ does not necessarily mean full credit was earned. It indicates that a student has earned credit, which may be partial or full.

4

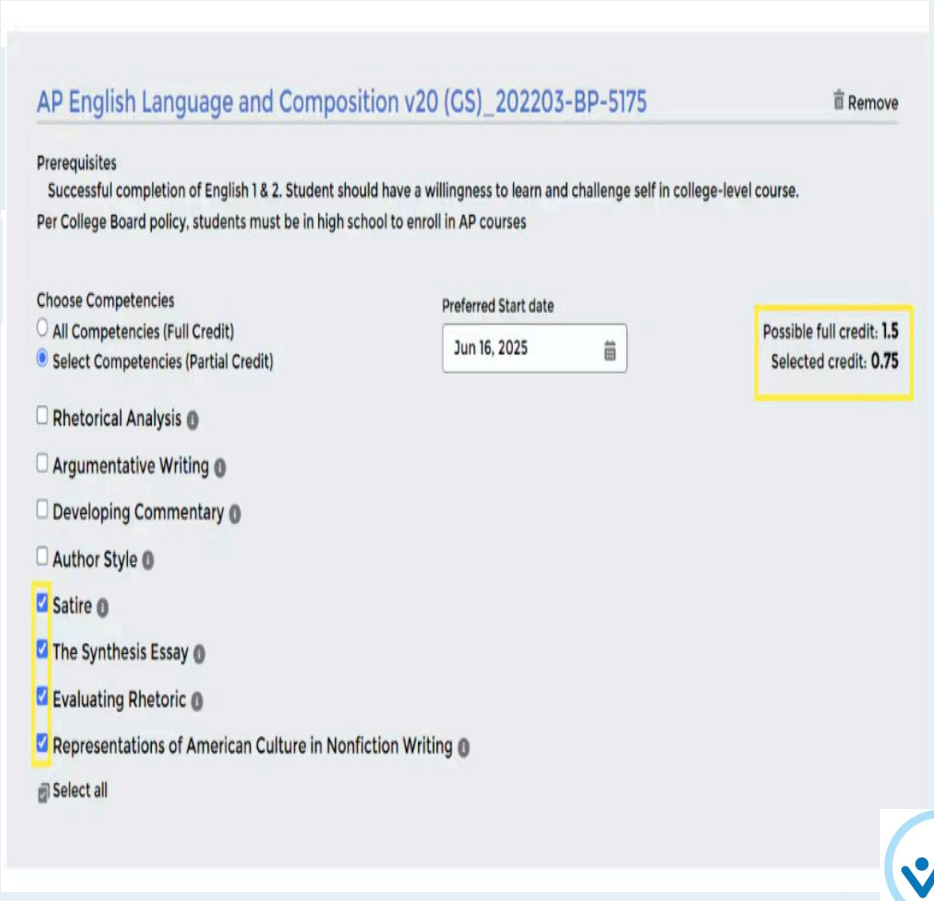


Transcript T

Our Unofficial T can be viewed i competencies

Competency Selection Made Easy

- Choose some, or all, available Competencies
- Adjust the Preferred Start Date
- Add more courses
- Remove the course from the cart
- View a credit summary
- Submit the Enrollment request



Just in Time - Competency Recovery

Students recover individual competencies as gaps are identified, rather than waiting until they are at risk of not earning course credit.

Traditional Credit Recovery

- Often occurs after a student fails a course
- May require repeating substantial coursework
- Often takes place during summer school
- Focuses on recovering course credit
- Students may fall behind their peers

Just-in-Time Competency Recovery

- Happens while the student is still enrolled
- Targets specific missing competencies
- Can happen during the academic year
- Focuses on demonstrating proficiency in specific competencies
- Students can remain on track with their classmates

Partnership in Action

Strategies to Enhance Collaboration and Support



- Identify needs together for effective solutions
- Collaborate on solutions tailored to your goals
- Seamless integration keeps students in-district
- Shared support through updates & resources

What This Looks Like in Practice



What is a cohort at VLACS?

A group of students from the **same school** enrolled in the at the **same time,** doing the **same thing** (the same class, competency recovery, the same subject)



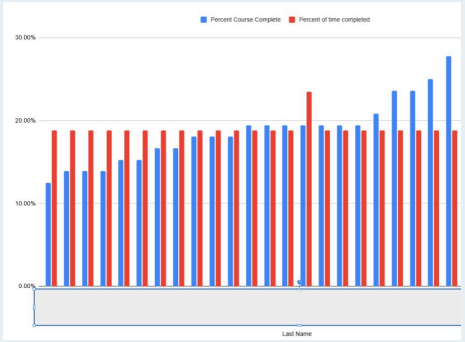
Supporting Cohorts

ONBOARDING SUPPORT

We provide comprehensive **onboarding assistance** to ensure a smooth start for students in the program.

QUARTERLY REVIEWS & ONGOING MONITORING





ONGOING PARTNERSHIP COMMUNICATIONS

We value ongoing partnerships to support students effectively, ensuring consistent progress and achievement throughout their learning journey.

Office & Appointment Hours
Supporting Students in an Asynchronous Program

Office Hours:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	No holiday office hours on 10/14 *Drop in office hours from 5:30 - 7:00 pm for DBAs, monthly check ins, and support on assignments*	*Drop in office hours from 2:30 - 5:30 & 9:30 - 10:30 pm for DBAs, monthly check ins, and support on assignments*			*Drop in office hours from 2:30 - 5 pm for DBAs, monthly check ins, and support on assignments*	

Office Hours:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Office Hours 6:30-7:30 PM Appointment Hrs 7:30-10:30 PM	Office Hours 7:30-8:30 PM Appointment Hrs 8:30-10:30 PM		Appointment Hrs 7:30-9:00 PM		
Not Avail						Not Avail

Sunday 27	Monday 28	Tuesday 29	Wednesday 30	Thursday 31	Friday 1
7:00 AM	10:30 AM	7:30 PM	9:00 AM	9:00 AM	10:00 AM
7:30 AM	11:30 AM	8:00 PM	9:30 AM	9:30 AM	10:30 AM
8:00 AM	12:00 PM	8:30 PM	10:00 AM	10:00 AM	11:00 AM
8:30 AM	12:30 PM	9:00 PM	10:30 AM	10:30 AM	11:30 AM
—	1:00 PM	9:30 PM	11:00 AM	11:00 AM	12:00 PM
6:30 PM			11:30 AM	11:30 AM	12:30 PM
7:30 PM			12:00 PM	12:00 PM	
			12:30 PM	12:30 PM	
			1:00 PM	1:00 PM	
			1:30 PM	1:30 PM	
			—	2:00 PM	
			7:30 PM		
			8:30 PM		

Supporting your students In & outside of traditional school hours

Support Services staffed by VLACS professionals supporting our flexible learning model

VLACS Help Desk

VLACS Help Desk Hours

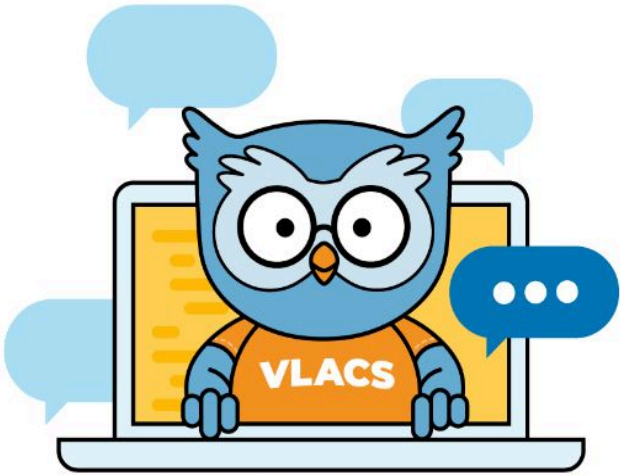
Monday: 8:00 a.m. to 9:00 p.m.

Tuesday and Wednesday: 8:00 a.m. to 9:30 p.m.

Thursday: 9:00 a.m. to 9:30 p.m.

Friday: 8:00 a.m. to 2:00 p.m.

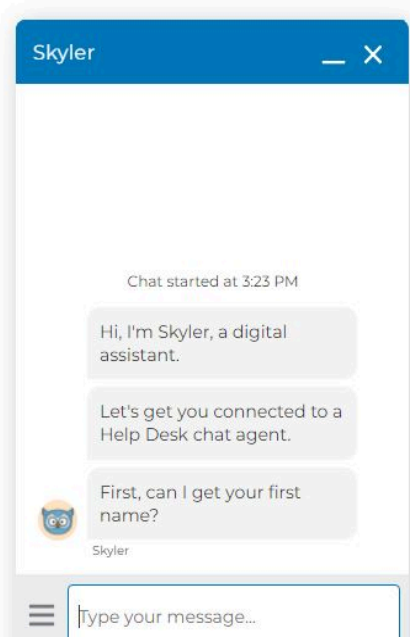
Sunday: 7:00 p.m. to 9:00 p.m.



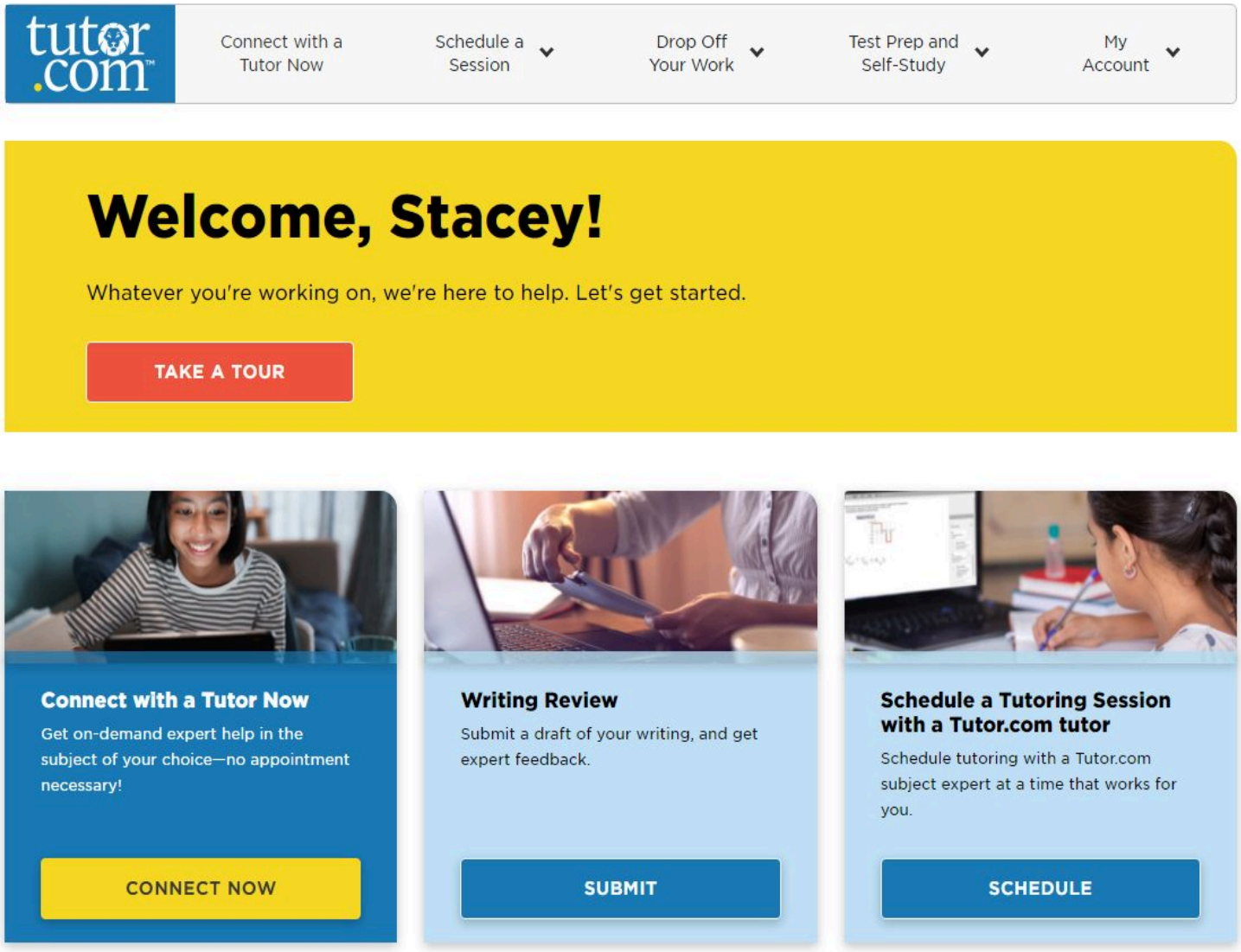
The VLACS Help Desk is closed on the following holidays:

Columbus Day - October 14, 2024
Veteran's Day - November 11, 2024
Thanksgiving Day - November 28, 2024
Thanksgiving Break - November 29, 2024
Christmas Eve - December 24, 2024
Christmas Day - December 25, 2024
New Year's Day - January 1, 2025
Martin Luther King Day - January 20, 2025
Memorial Day - May 26, 2025

VLACS Help Desk

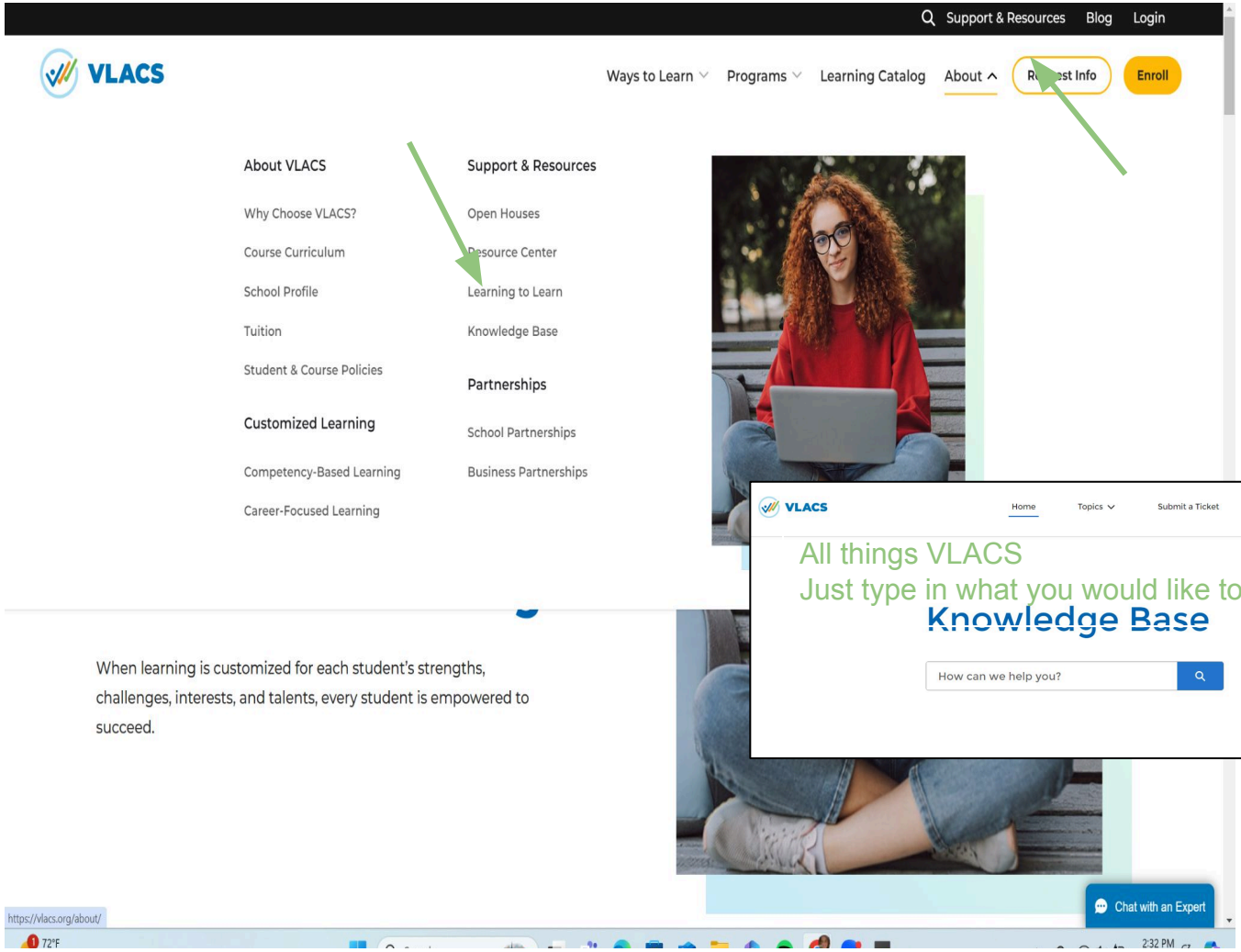


Support Services staffed by Certified Instructors supporting out flexible learning model



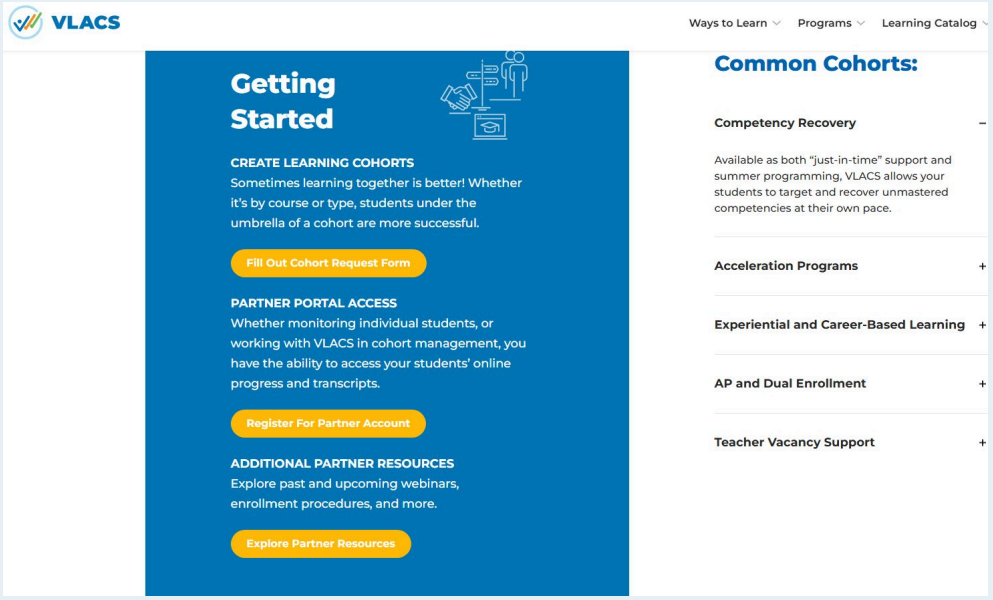
Communicating Information

VLACS Knowledge Base



Resources

Partnership at VLACS.org



The Partner Portal

School Partner Dashboard



Home Dashboard Enrollments Contact Us

Contact

+ Follow | Unofficial Transcript

Contact Record Type	Primary Educational Institution	Current Grade Level	Email	Phone	Pronouns
Student		Tenth Grade			

Name

Account Name

Primary Educational Institution

Preferred Name

Student Type
High School

Name

Current Grade Level
Tenth Grade

Original Grad Year - OGY

Primary Ed Inst Name

Address Information

Mailing Address

Other Address

Course Enrollments (2)

Course Title	Academic Level	Enrollment Status	Grade
Digital Media Web Design 2a	High School	Active	
Digital Design 1a	High School	Active	

View All

Course Enrollment Competency
CEC-27164

New Note | Printable View

Competency Status
Complete

Completion Date/Time
8/8/2025, 11:04 AM

Chatter isn't enabled or the user doesn't have Chatter access.

DETAILS RELATED

Course Enrollment Competency Name
CEC-27164

Course Enrollment
CE-04467

Competency Status
Complete

Number of Completed Assignments
3

Number of Assignments
3

Completion Date/Time
8/8/2025, 11:04 AM

Created By
Elevation Solutions, 7/2/2025, 7:59 PM

Last Modified By
Canvas Integration User, 8/8/2025, 11:04 AM

Course Enrollment
Algebra 1 v23 (GS)_202305-LTC-BP-6693

Current Instructor	Start Date	Enrollment Status	End Date
Penny Templeton	10/15/2024	Active	

Contact
Robert Arida

Current Instructor
Penny Templeton

Academic Level

Course Title
Algebra 1

Student Enrollment Status
Active

Credits Earned
0.125

Credits Attempted
1.000

Additional Information

Start Date
10/15/2024

End Date

Assignment Information

Percent Complete
74.07%

Grade Information

Grade
89.44

Course Enrollment Competencies (3+)

CEC-27163
Cart Status: Approved
Competency Status: Complete

CEC-27164
Cart Status: Approved
Competency Status: Complete

CEC-27165
Cart Status: Approved
Competency Status: Complete

View All



Thank You!