2013 CEFPI Utah
Educational Facility Innovation Award

CAPS

Park City School District Center for Advanced Professional Studies

Park City School District
Center for Advanced Professional Studies
Experience Learning Environment
Jennifer Jackenthal - Director

The PCCAPS facility for high school juniors and seniors is a human-centered design engaging not only students and teachers but business partners. It combines the education and business environments in a completely innovative way creating ideal surroundings for students and teachers to interact with mentors and "clients". The PCCAPS environment supports individualized and contextual project-based student learning. The classroom has been reinvented at PCCAPS. Students, parents, teachers and the business community have weighed in. The feedback is overwhelmingly positive.

- "This is exactly what my son needed." - *paren*t
- "Thank you for giving us this beautiful space. I love it here." – *student*
- "Students have risen to the professional expectations the projects, the dress code and the space have set." – *director*
- "I am so impressed with these students and what your program is accomplishing. We are committed to participate long term." – *business partner*

Narrative – Why this project is outstanding, and how it fosters exceptional student and teacher engagement

The PCCAPS facility is the result of our school district seeking solutions for two nationwide challenges:

- Classic education is not graduating students with the skills employers need; the skills required to succeed in the world of business. "Real world" needs conflict with classic education where collaboration is cheating and there is only one right answer to every question.
- 80% of college freshmen nationally do not have a planned major.

Our goal was to create a facility and a program that empowers students to take control of their learning experience. The program allows them to develop and deeply explore, to create a business/student connection, and to learn how to interact and contribute in the professional world.

"One of the biggest challenges for us is helping new hires transition from the education environment into the business world. Our new engineers are technically excellent but they do not understand how business decisions are made."
Stacy Pierce, Engineering Site Manager, Rockwell-Collins

Narrative – Planning process, stakeholders and goals (page 1)

Stakeholders are clearly students, parents, teachers, employers, universities and taxpayers. Benefits for students/business/the community include:

1. Student exposure to career opportunities helping them make better employment and college major choices.
2. Students develop a business network for reference letters, college and scholarship applications and future employment.
3. Students' professional skills are developed to prepare them for the work environment and culture.
4. Employers have access to students who are prepared for the professional environment.
5. Students provide real benefits to the businesses with the projects they complete, including revenue increases.
6. Businesses are able to influence what students are learning to fill industry needs.

Narrative – Planning process, stakeholders and goals (page 2)

7. Business/Student networks can create careers in Utah giving tax payers a return on their investment in education.

8. Students spend less time in college trying to figure out their major and are more likely to complete a degree because they have a vision for their future. This saves taxpayers, parents and students money and provides employers better employees more quickly.

9. With industry driven curriculum, student learning is relevant to employers and therefore, PCCAPS creates a positive impact on economic development in our state.

With results in hand and feedback from students, business partners, teachers and mentors, the Park City School District is developing plans for a much larger facility built from the ground up for the 2015-16 school year. Our goal is to provide the PCCAPS experience for every student graduating in our district and to enable other districts to create a CAPS opportunity for their students.

Narrative – Planning process, stakeholders and goals (page 3)

Our facility helps us give every student a glimpse into their possible futures as professional engineers, business people, software developers, 3D designers, marketers, sales executives and more. Courses are offered in Engineering, Software Development, Business Strategy and Marketing, Digital Media Design and Teacher Education.

Students complete real projects for real companies working with professional mentors and instructors to do so. Business partners comment regularly on how engaged and committed our students are; how impressed and proud they are of their accomplishments.

Meeting alcoves and departments plus conference rooms and collaboration areas cater to many different work styles, encouraging students to explore different environments within the PCCAPS facility. Rooms have access to natural lighting and glass is used to create an open feeling while managing sound. All walls and glass are erasable marker boards, encouraging a flow of ideas during brainstorming. A "Google office" philosophy guided the design of the spaces.

Key to the success of this facility is the flexibility of each room. Furniture is movable and in many cases on wheels. The spaces and the furnishings are colorful and exciting.

Narrative – How the completed project accomplished desired methodology and goals

Student/Teacher Collaboration Space – showing sliding glass doors to business lab

Conference Table in Collaboration Space – allows chance student/teacher, student/student meetings; it's also used for teacher meetings
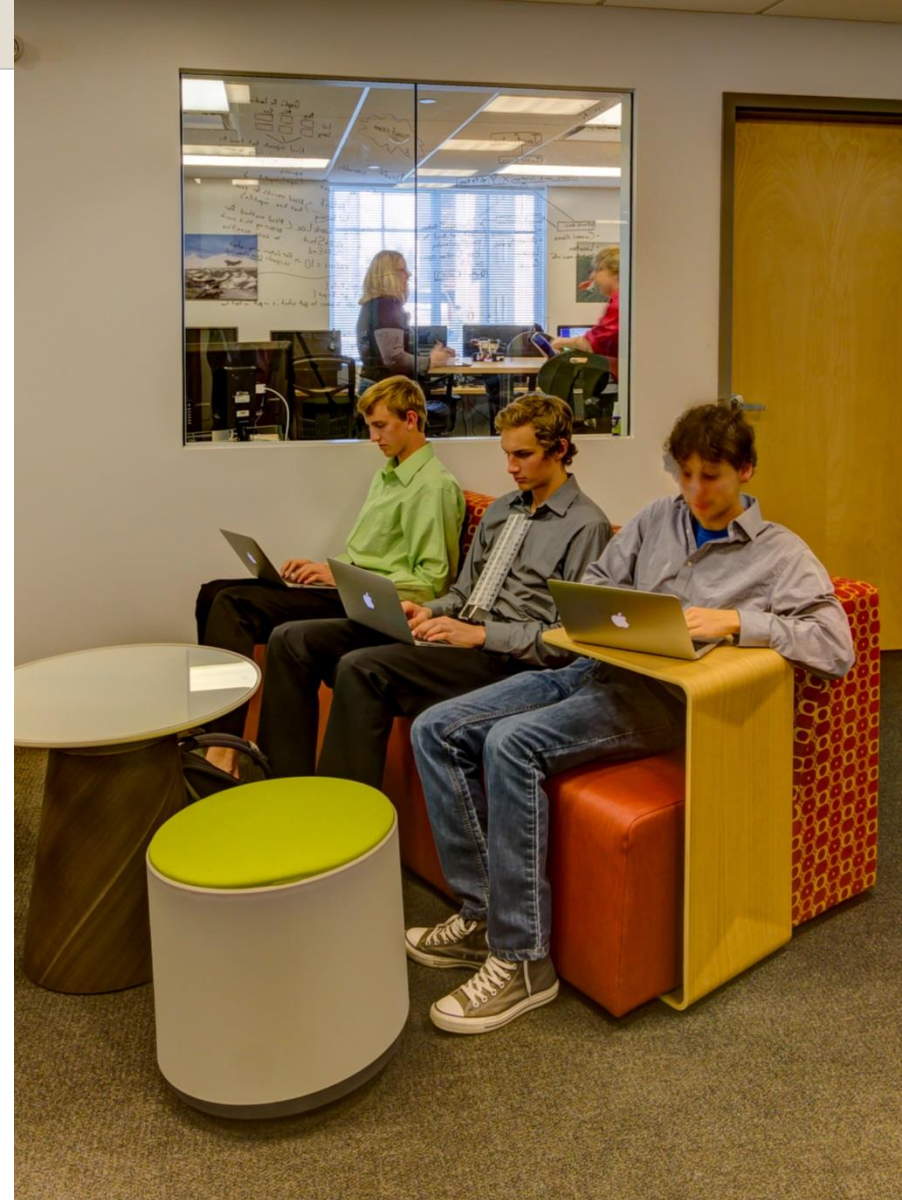
Global Business Development Lab – with 2 sliding glass doors opening into the collaboration space; these doors, along with the walls, are used as markerboards during brainstorming sessions.

Interactive Software Design Lab – students and teachers collaborate at the center table and then take their ideas to the computers.
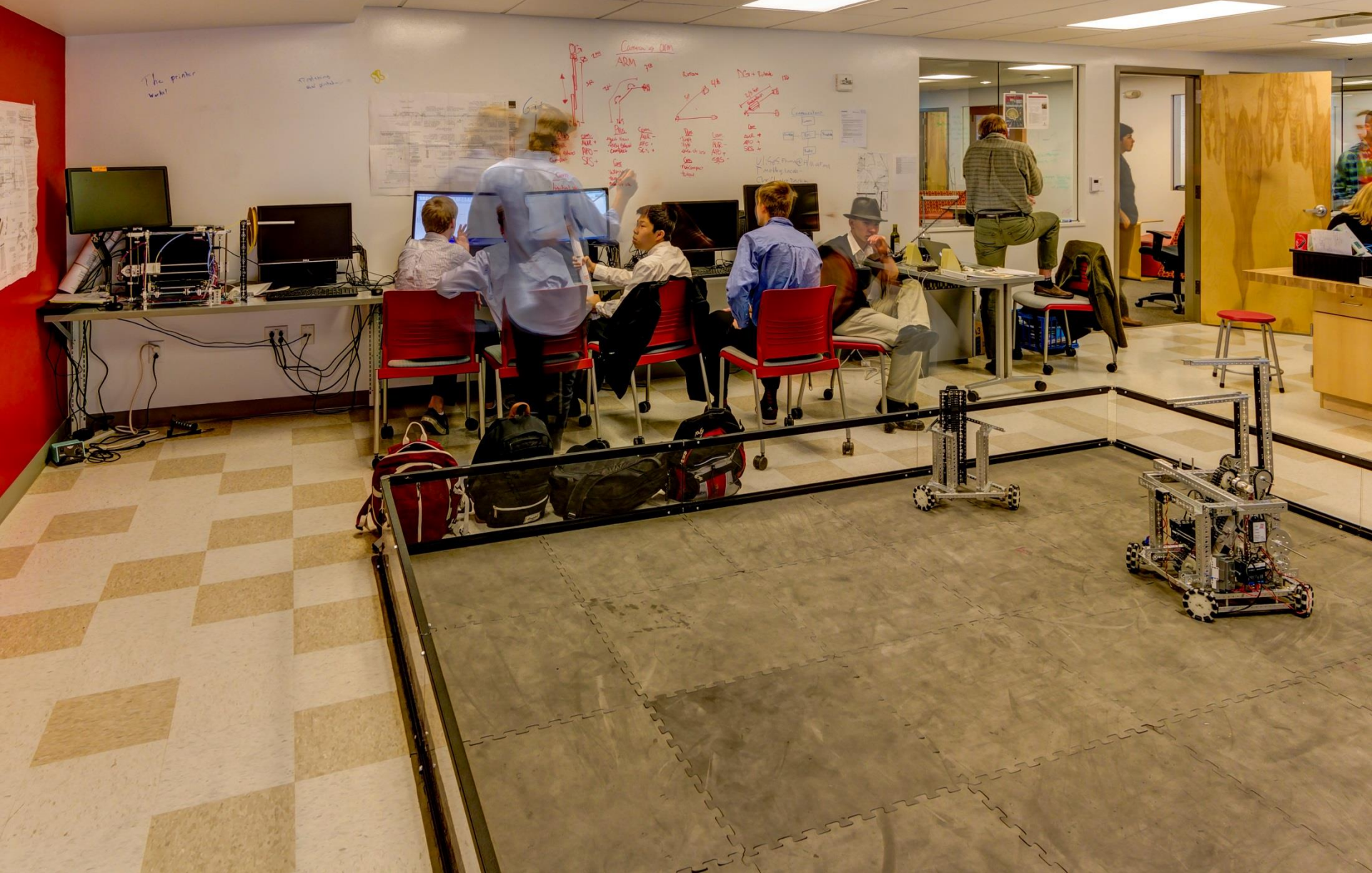
Technology Solutions Digital Lab – viewed from the collaboration space

Soft Seating Allows Small Group Collaboration…students love the colors and the comfort.

Global Business Development Lab – flexible furniture and individual lap tops allow a variety of student groupings

Engineering Lab and Robot Corral; whiteboard walls are erased every Friday.

Engineering Lab – walls painted with marker board paint allow for impromptu diagramming

NO! They're Not Cheating, They Are Collaborating – note formulas written on glass!

Main Entry

Floor Plan

Project Details

1. Project Name	Center for Advanced Professional Studies	
2. District Name	Park City School District	
3. Award Category	Experience Learning Environment	
4. Superintendent	Dr. Ember Conley	
5. Contact Person	Name:	Jennifer Jackenthal
	Email:	jjackenthal@ pcschools.us
	Phone Number:	435-615-0230
6. Type of Facility	Special High School Program (CAPS), Experience Based Learning Environment	
7. Number of Students Impacted	150	
8. Project Size	4,010 Square Feet	
9. Occupancy Date	September 19, 2013	
10. Design Professional	VCBO Architecture	
11. General Contractor	Hughes General Contractors	

Print, Sign, Scan and Submit with Package

Name of Project: Park City School District Center for Advanced Professional Studies

Location of Project: Park City, Utah

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Please Note: CEFPI maintains an in-house archive of school designs as part of our research library. Your information will be entered and recorded as one of those designs.

School District: Park City School District

Responsible Party/Photographer: VCBO Architecture

Print Name: Boyd McAllister

Signature: _____

Date of Release: 11/15/13

Photo Release: *(Return SIGNED copy with your submittal)*