CTE D11 PD
August 12, 2022

Welcome to the D11 CTE Collaboration

Introduction

D11 CTE is bigger and stronger than ever before. With 16 economic secondary clusters and 43 state approved programs across six school sites, staffed by 50 CTE Certified instructors, and 9 middle school Exploratory Wheel programs staffed by 20 Certified instructors,

CTE is BIG!

70 Instructors, 43 Secondary Programs, 9 Middle School Exploratory Wheel Programs, 16 Economic Clusters, 15 School Sites

Row Labels	Count of LastName
ACE CTE	3
Aeronautics/Aviation/Aerospace Science and Technology	1
Agriculture, Food & Natural Resources	1
Business, Management, Marketing	7
Computer & Digital Technologies	8
Construction Trades	1
Drafting and Design Technology	1
Education	2
Engineering	3
General Construction	1
Health Science	1
Hospitality and Food Production	5
Interior/Fashion Design	1
Middle School Combined Exploratory	20
Multimedia	11
Outdoor Recreation Leadership	2
Vehicle Maintenance and Repair Technologies	2
Grand Total	70

Introduction

We had CTE students in 4385 classes at the high school, and 3019 classes in middle schools.

CTE is BIG!

Row Labels	Count of SASID
BIJOU	2
Coronado	1228
Doherty	1200
Odyssey ECCO	306
Tesla	394
Mitchell	450
Palmer	805
Grand Total	4385

Row Labels	Count of SASID
Galileo	228
Holmes	507
Mann	320
Jenkins	505
North	396
Russell	298
Spark Online	120
Sabin	443
Swigert	202
Grand Total	3019

CTE AUTHORIZATIONS ARE ALTERNATIVE LICENSES

Almost 10 percent of current D11 CTE teachers come from non-traditional backgrounds and are working under a CTE authorization.

We have to change how we measure, reward and encourage experience. The old paradigm of college degrees, credits and teaching experience is broken.

D11 has to walk the walk that CTE has been talking.

CTE Authorizations

Meet OUR Team

Lynnette Contreras

Admin Assistant
Student Connections

Julie Halfpop

Admin Assistant
Staff Connections

Kristen Miller

Concurrent
Enrollment
Coordinator

Melissa Smith

Work-Based Learning
Coordinator

CTE Office

Agenda

2022-2023 CTE Priorities

8:00 – 9:00

Work in CTE Clusters

9:15 – 11:15

EXPERTS AMONG US

12:15 – 1:00

1:15 – 2:45

CTE Hacks Breakout Sessions

WRAP UP and QUESTIONS

3:00 – 3:30

Agenda AFERNOON SESSIONS

SPLASHTOP

Library

PPBEA, D11
Engage and WBL

Small Auditorium

CTE WEBSITE &
SHAREPOINT

Room 227

CTE Field Trip
Form

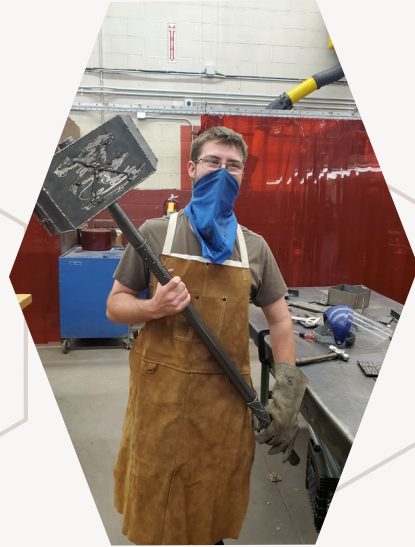Room 255

Extra Duty Pay &
Stipends

209

CTE PRIORITIES 22-23

POSTSECONDARY OUTCOMES

- <u>Increase Matriculation</u>
- Industry Certifications
  - Direct to Work Opportunities

FOCUSED WORK-BASED LEARNING

- CTE Required WBL in EVERY secondary program
- Integration of ACE CTE as WBL liaisons

ALIGNED HIGH QUALITY PROGRAMS

- Implement High Quality Program evaluation system
- Vertically and horizontally integration alignment to Academic Master Plan

RECRUITMENT AND RETENTION

- Foster non-traditional enrollment in programs
- Recruit and retain students between CTE pathways

Presentation title

INCREASE STUDENT ENGAGEMENT POSTSECONDARY

POSTSECONDARY OUTCOMES

BY THE NUMBERS

88.8%

Tier 1 Top Jobs requiring a credential past high school

313,370

job seekers and **9,045** businesses were served by local workforce centers in PY2019.

77%

of all jobs require digital skills

57.6%

of Coloradans have a certificate, associate degree, bachelor's degree, and/or a graduate or professional degree.

12.9% / 5.6% – The unemployment rate from August 2019 - July 2020 for Black or African American women and the overall unemployment rate

$453,333,190

in wages were returned to the economy

through the Colorado public workforce system in PY2019.

Top Posted Remote Occupations

(March - September 2020)

Software Developers, Software Quality Assurance Analysts and Testers, Insurance Sales Agents, & Customer Service Representatives

Top Essential Skills in Job Postings

(March - September 2020)

Communications
Management
Customer Service

CTE
Career and Technical Education
Colorado Springs School District 11

100 9TH GRADERS

Postsecondary Degree Attainment
Out of 100 9th graders, 23 will end up with a postsecondary degree.

13
Did not graduate
high school in five years
(*8 of the 13* are still in high school)

Of the **5 who were not
still in high school:**

3 were not in the labor force
2 were employed
<1 was unemployed
<1 was in the military

87
Graduated high school in five years

3 of the 87
Graduated with a postsecondary credential

38
Did not enroll in a
postsecondary program

21 were employed
13 were not in the labor force
4 were unemployed
<1 was in the military

49
Enrolled in a
postsecondary program

40 of the 49
Enrolled in a second year

**Of the 77 9th
graders without a
postsecondary degree:**

41 are employed (<1 in
an apprenticeship)

29 are not in the labor force

6 are unemployed

<2 are in the military

26
Have some college,
no degree

18 were employed
5 were not in the labor force
2 were in the military
1 was unemployed

23
Graduated college
in 150% of time

Source: Colorado Department of Higher Education. Numbers are approximate based on available data.[18]

DISTRICT MATRICULATION

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level

Effective Date = November 29, 2021
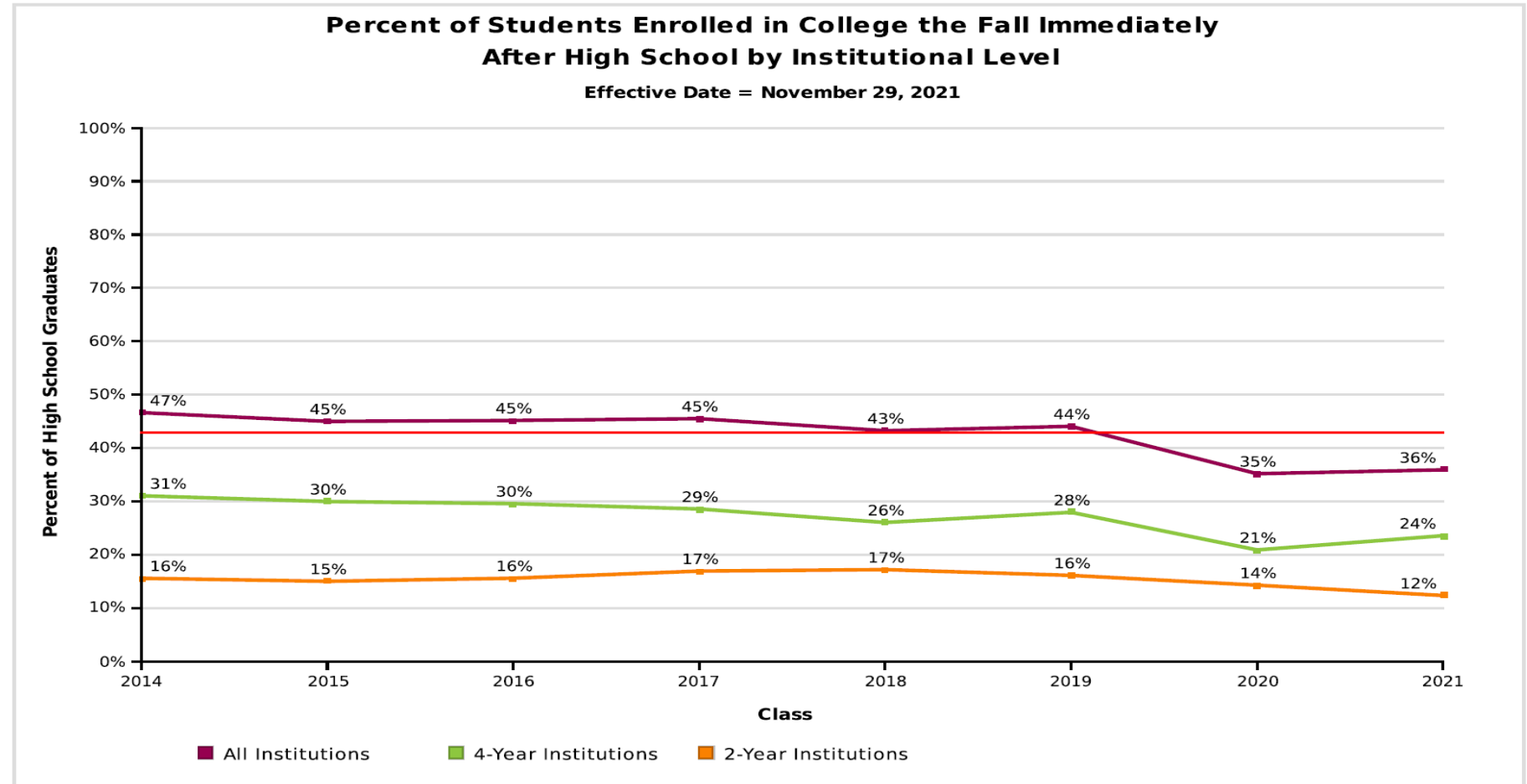
AVG = 43%

Colorado Springs School District 11

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DISTRICT MATRICULATION PERCENTAGE

Fall Enrollment 2019 and 2021

School	Fall Enrollment 2019	Fall Enrollment 2021
Coronado	52	43
Doherty	52	43
Mitchell	32	18
Palmer	58	47
Tesla	12	19
Odyssey	38	51
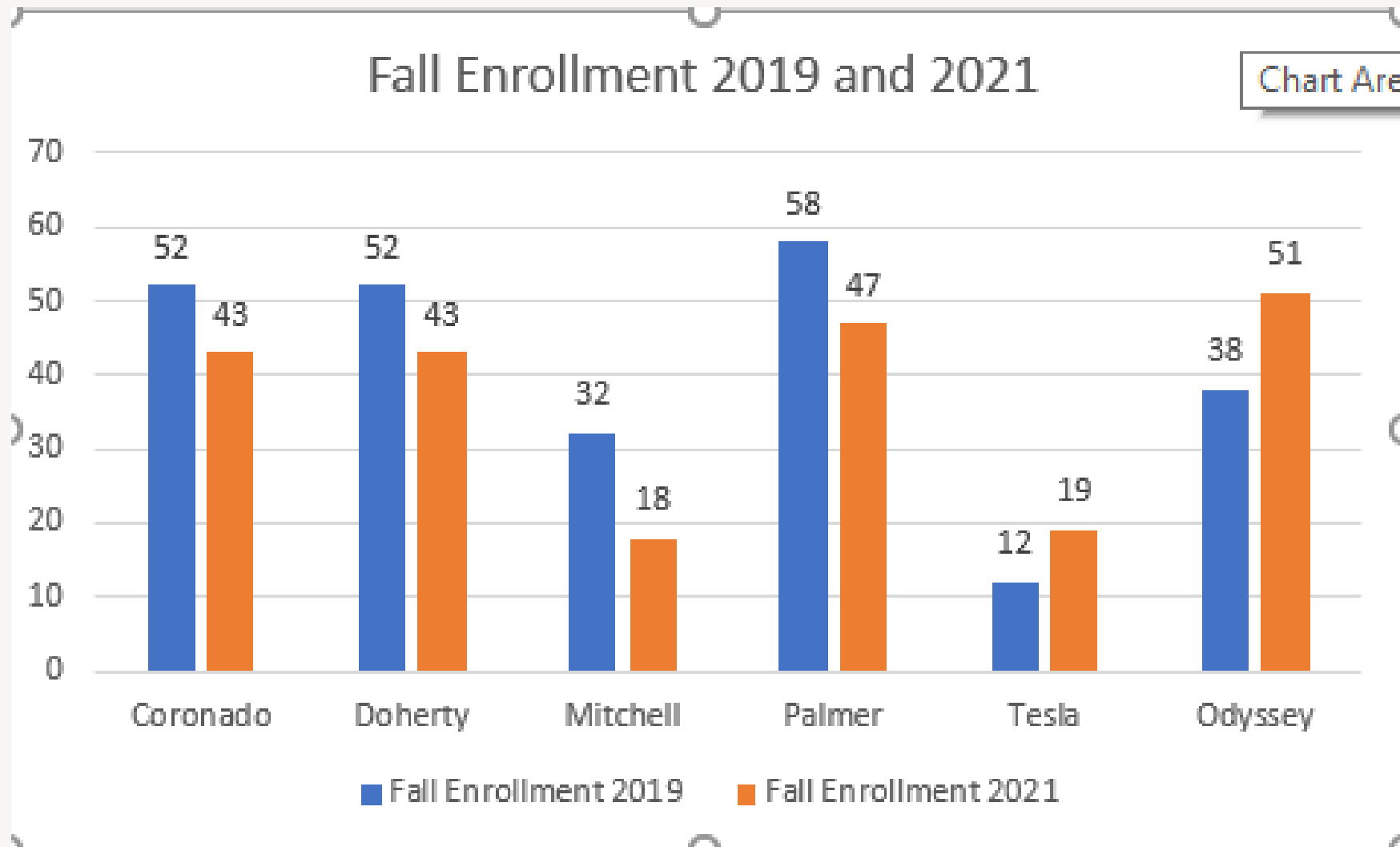
DISTRICT MATRICULATION INSTITUTIONS

FALL ENROLLMENT BY INSTITUTION

Institution	4-year college	2-Year Colleges
Coronado	29	14
Doherty	31	12
Mitchell	7	11
Palmer	31	16
Tesla	9	10
Odyssey	39	12
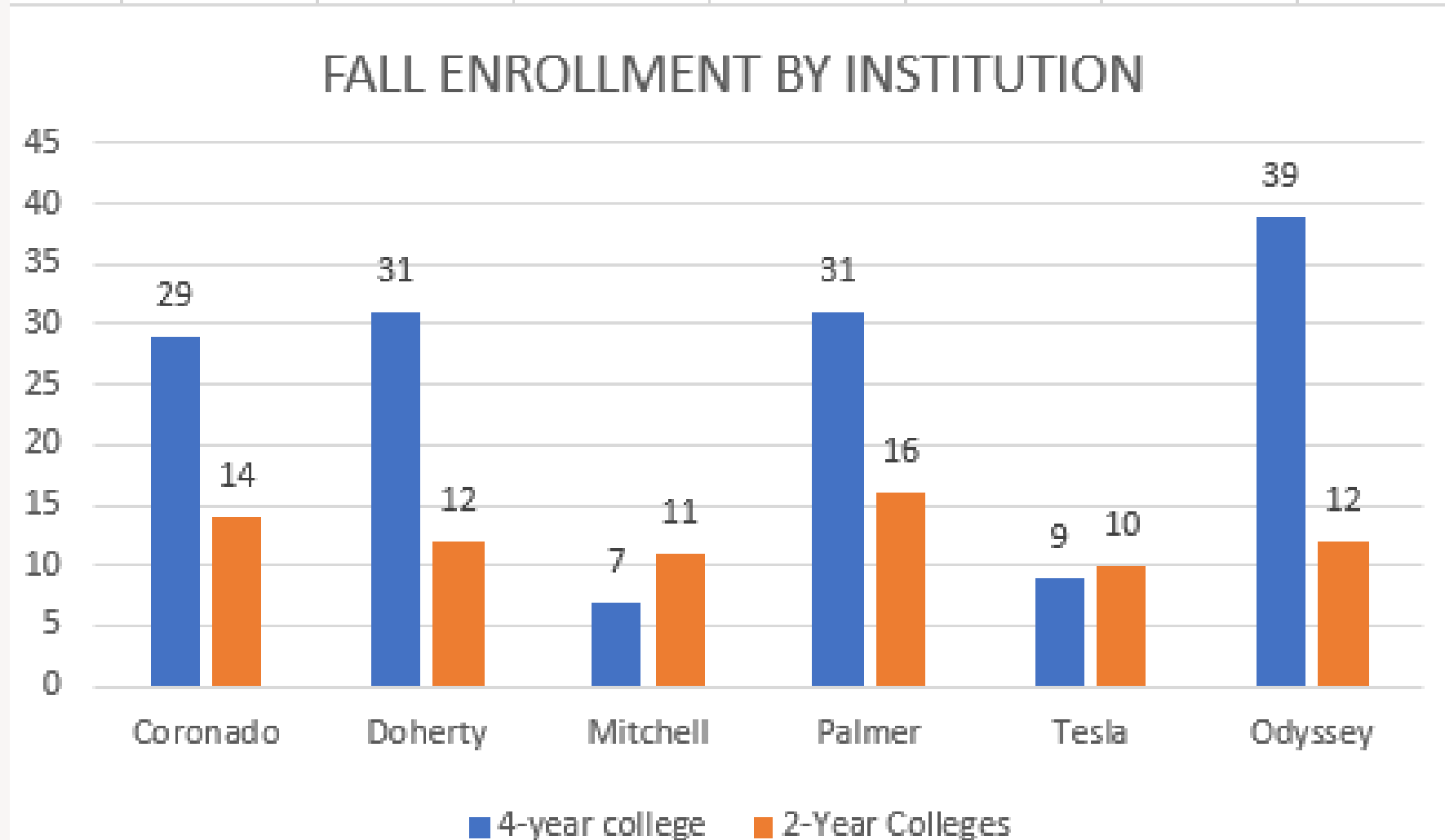
Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
PIKES PEAK COMMUNITY COLLEGE	1	CO	2-year	Public	1,780
UNIVERSITY OF COLORADO COLORADO SPRINGS	2	CO	4-year	Public	1,157
COLORADO STATE UNIVERSITY	3	CO	4-year	Public	380
UNIVERSITY OF COLORADO BOULDER	4	CO	4-year	Public	288
UNIVERSITY OF NORTHERN COLORADO	5	CO	4-year	Public	209
COLORADO STATE UNIVERSITY - PUEBLO	6	CO	4-year	Public	118
COLORADO MESA UNIVERSITY	7	CO	4-year	Public	76
UNIVERSITY OF COLORADO DENVER	8	CO	4-year	Public	71
METROPOLITAN STATE UNIVERSITY OF DENVER	9	CO	4-year	Public	66
COLORADO SCHOOL OF MINES	10	CO	4-year	Public	57
WESTERN COLORADO UNIVERSITY	11	CO	4-year	Public	52
ADAMS STATE UNIVERSITY	12	CO	4-year	Public	50
UNIVERSITY OF DENVER - COLORADO	13	CO	4-year	Private	48
FORT LEWIS COLLEGE	14	CO	4-year	Public	42
UNIVERSITY OF WYOMING	15	WY	4-year	Public	34
COLORADO COLLEGE	16	CO	4-year	Private	25
NORTHERN ARIZONA UNIVERSITY	17	AZ	4-year	Public	25
NORTHEASTERN JUNIOR COLLEGE	18	CO	2-year	Public	21
ARIZONA STATE UNIVERSITY	19	AZ	4-year	Public	20
HASTINGS COLLEGE	20	NE	4-year	Private	19
MONTANA STATE UNIVERSITY - BOZEMAN	21	MT	4-year	Public	18
BRIGHAM YOUNG UNIVERSITY	22	UT	4-year	Private	17
GRAND CANYON UNIVERSITY-TRADITIONAL	23	AZ	4-year	Private	16
LAMAR COMMUNITY COLLEGE	24	CO	2-year	Public	16
OTERO COLLEGE	25	CO	2-year	Public	16

PIKES PEAK = 38.52%   UCCS = 24.04%
CSU, UC Boulder, UNC, Mesa, Mines,
CSU-Pueblo, Metro, Western = 26.95
Out of State = 3.2%

CTE
Career and Technical Education
Colorado Springs School District 11

PLAN FOR INCREASING POSTSECONDARY ENROLLMENT

ARTICULATION	PPSC RELATIONSHIPS	UCCS RELATIONSHIPS	ASCENT	CONCURRENT ENROLLMENT
Where articulation exists, devote 1 day to the postsecondary discussion and showing the value of articulation	Know the AAS degree(s) offered at PPSC and make connections with the departments. Take students to PPCC.	Know the 2+2 PPSC/UCCS crosswalks. Know the UCCS degrees. Make UCCS connections.	9 credits of college credit qualify students for 1 free year of college Every CTE program articulation will promote and provide pathways to ASCENT	Identify opportunities for CTE students to complete additional general credits (guarantee transfer) at your school site or RJWAC

ARTICULATIONS

PROGRAM OF STUDY

Connect RELEVANCE of CTE classes to postsecondary degrees and certifications

Meet College and Career Readiness Demonstration in ELA and Math

Excite students about being college students

WORK NEEDED

PROMOTE and teach 1 lesson each year/semester when articulation is available.

TEACH THE DEGREE plans that are connected to your programs

CONNECT with PPSC and UCCS

HOW DID WE DO IN 21-22...

Sum of PPCC Credits	Column Labels		
Row Labels	Articulated	Not Approved - 6+ Credit Error	Grand Total
2019	561	143	704
Doherty High School	133	29	162
Odyssey ECCO (Career Pathways)	410	56	466
Palmer High School	6		6
Tesla EOP	12		12
(blank)		58	58
2020	29		29
Doherty High School	29		29
2021	113		113
Doherty High School	30		30
Odyssey ECCO (Career Pathways)	81		81
Tesla EOP	2		2
2022	204	32	236
Coronado High School	59	4	63
Doherty High School	56	25	81
Odyssey ECCO (Career Pathways)	77	3	80
Palmer High School	12		12
Grand Total	907	175	1082

22-23 Timeline to HIT POSTSECONDRY

Nov 2022
Teach Articulation lesson plan

May 2023
All articulations submitted, ASCENT students selected

Sep 2022
Learn your AAS degrees and connect with postsecondary partner

Jan 2023
Identify ASCENT candidates and communication with families

April 2023
Training in postsecondary conversations

CERTIFICATIONS

CAREER DEVELOPMENT INCENTIVE PROGRAM

CREATES PRIDE and industry relevance conversations

Reported Matriculation Data to School Performance Framework

MEETS CCRD

Funds 20% of CTE programs currently

WORK NEEDED

Integrate 1 new certification in programs that have none
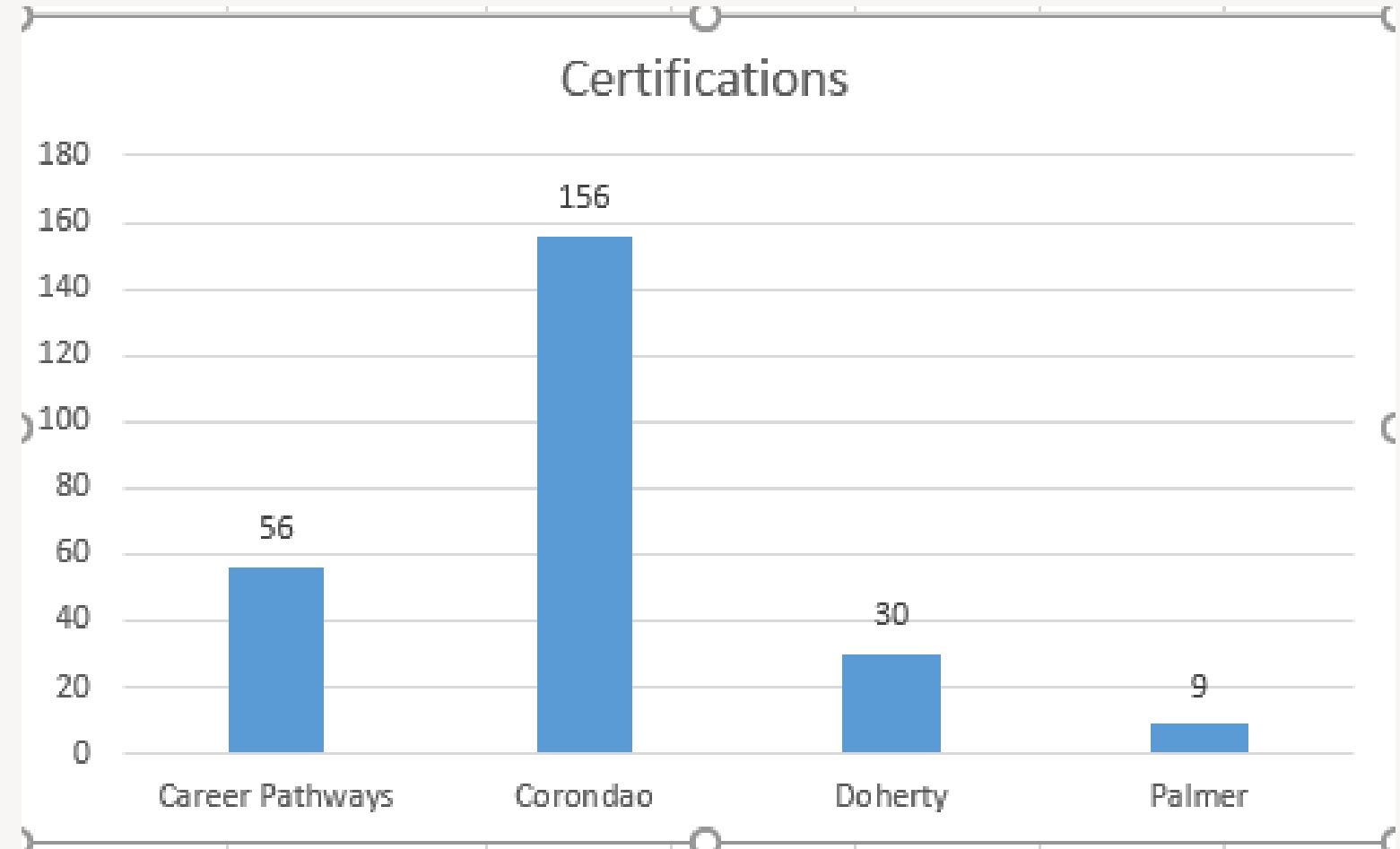
CELEBRATE the certification

Connect the Certification to Work-Based Learning

HOW DID WE DO IN 21-22…

20-21 SY D11 Ranks 12th		
School Year	**District**	**Certificates**
20-21	Boulder Valley	623
20-21	Canon City	489
20-21	Cherry Creek	483
20-21	Jeffco	472
20-21	Douglas County	309
20-21	St. Vrain	283
20-21	District 27J	236
20-21	Academy 20	225
20-21	Adams 12	224
20-21	Poudre	188
20-21	Mesa County	152
20-21	COLORADO SPRINGS D11	112
20-21	Charter School Institute	106
20-21	Westminster	83
20-21	Montrose	78
20-21	Thompson School District	77
20-21	Littleton	55
20-21	Manitou Springs	55
20-21	Fort Morgan Re-3	53
20-21	Widefield 3	47
20-21	Pueblo County	44
20-21	Harrison D2	39
20-21	Adams-Arapahoe 14	30
20-21	Lewis Palmer	26
20-21	Delta County	24
20-21	District 49	24

21

HOW DID WE DO IN 21-22...

206 CERTIFICATIONS

Certifications

Category	Value
Career Pathways	56
Corondao	156
Doherty	30
Palmer	9

INCREASE
STUDENT
ENGAGEMENT
POSTSECONDARY

POSTSECONDARY
OUTCOMES
QUESTIONS?

INCREASE CTE WORK-BASED LEARNING
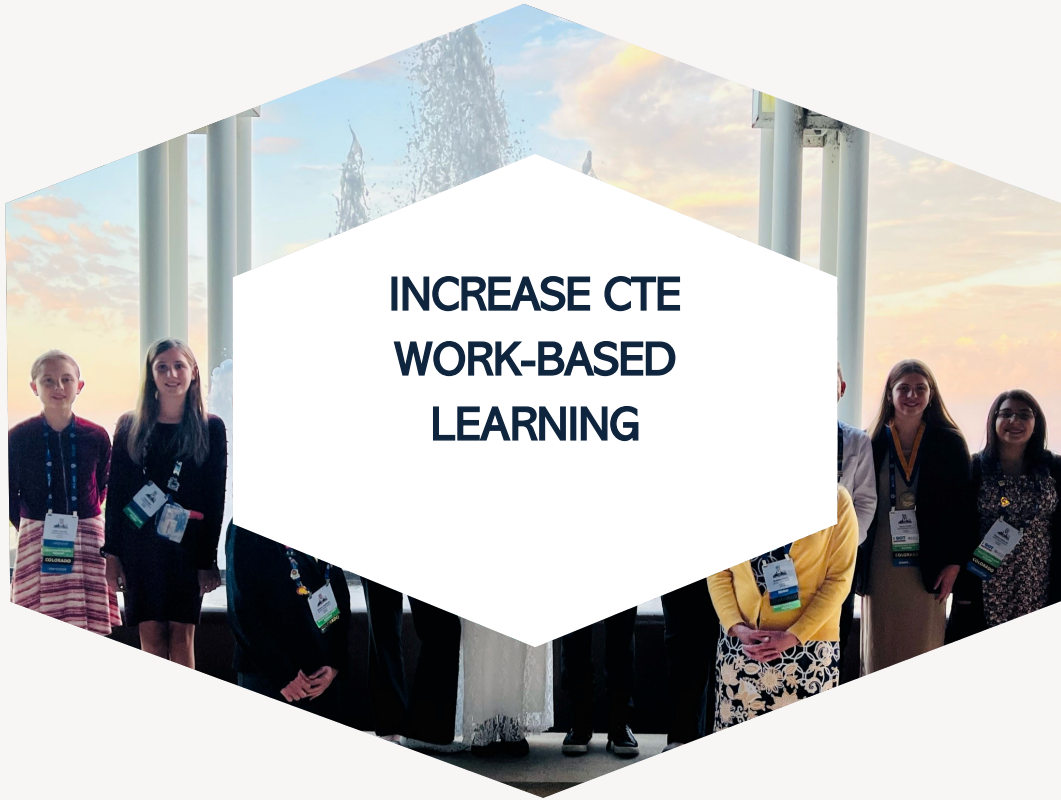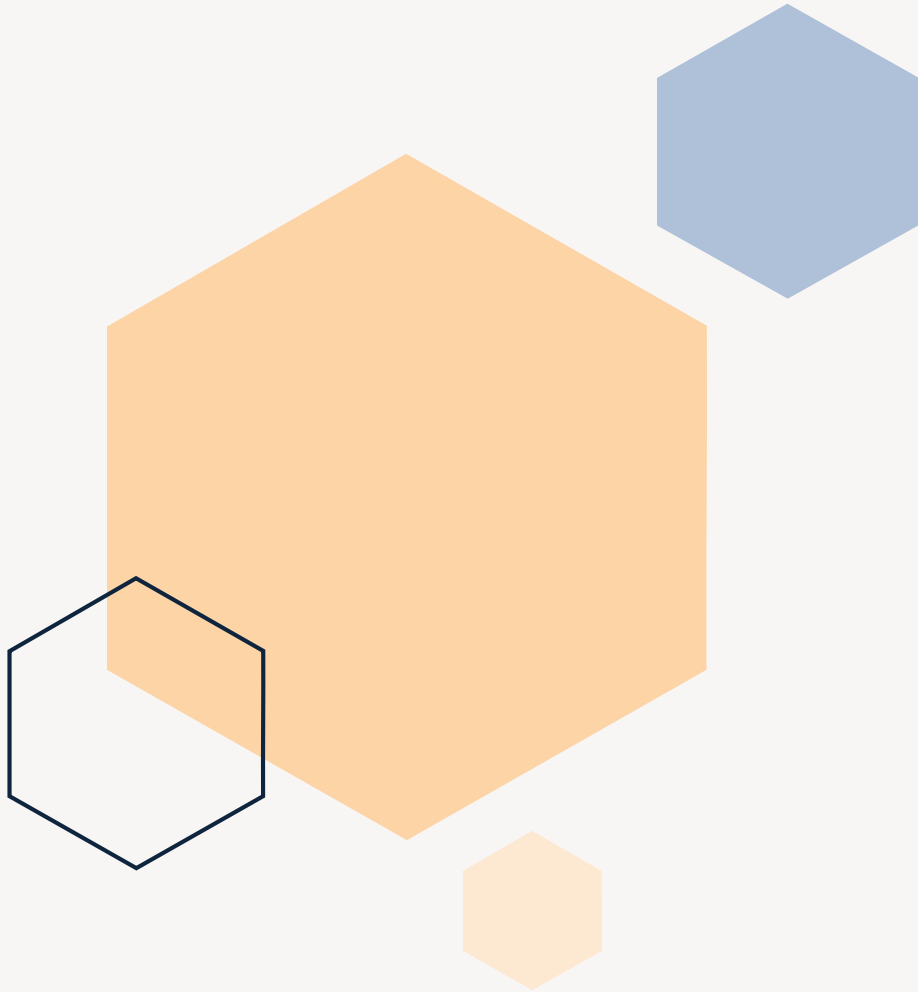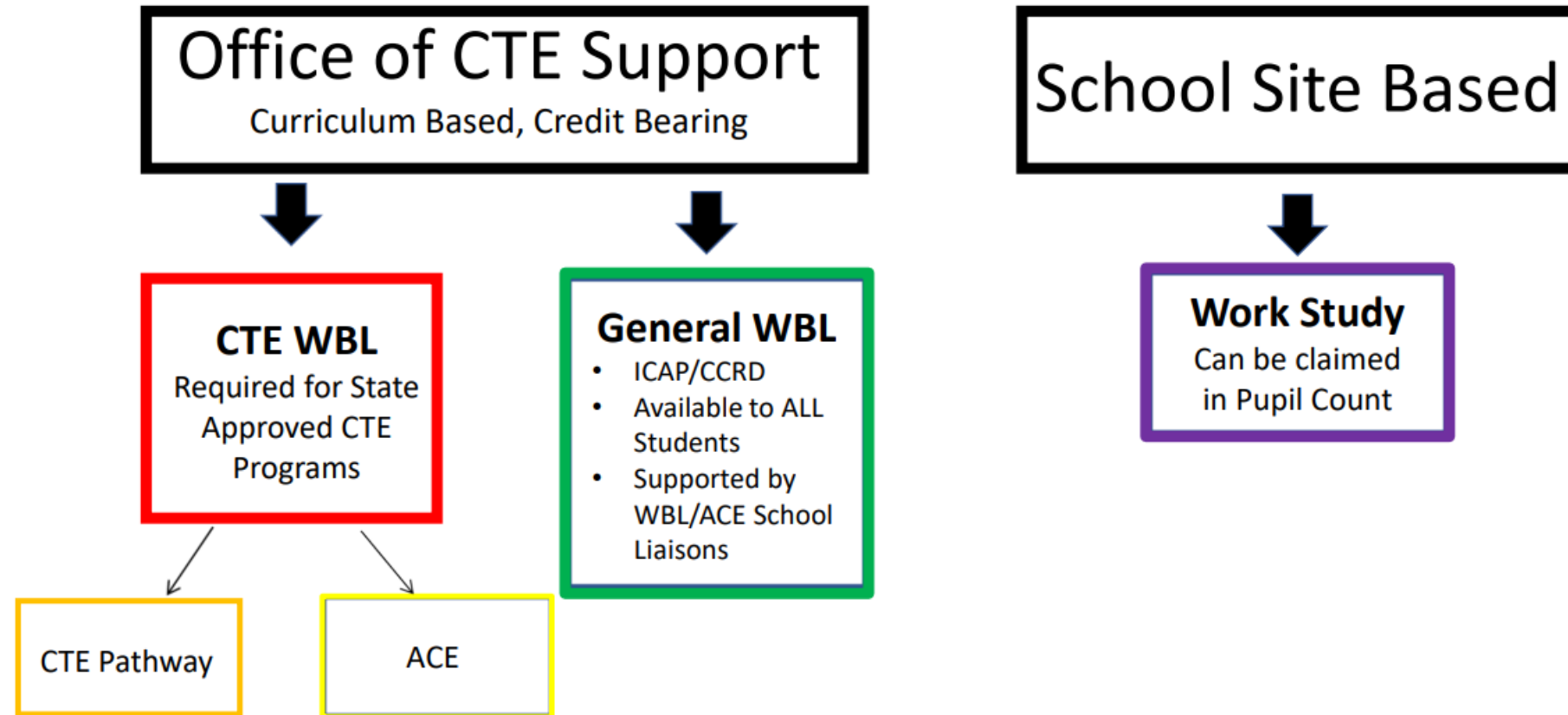
FOCUSED WORK-BASED LEARNING

Work-Based Learning is a continuum of experiences that bring industry and career discussions and connections into your CTE curriculum

We have Realigned the ACE team to support the increasing work of work-based learning for CTE programs and non-CTE students.
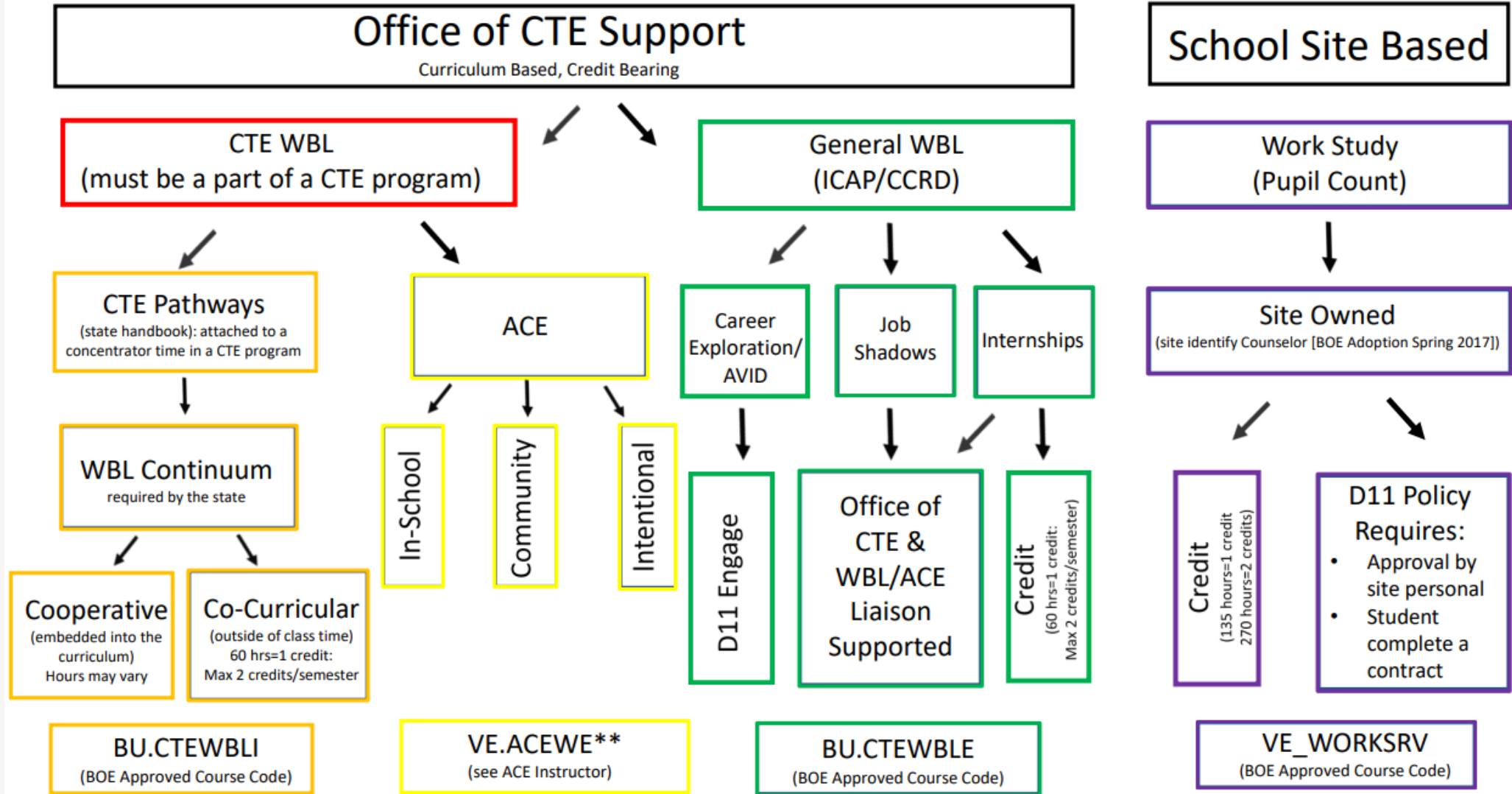
THE CTE ACE REALIGNMENT

Work Base Learning vs. Work Study

Office of CTE Support
Curriculum Based, Credit Bearing

School Site Based

CTE WBL
Required for State Approved CTE Programs

General WBL
- ICAP/CCRD
- Available to ALL Students
- Supported by WBL/ACE School Liaisons

Work Study
Can be claimed in Pupil Count

CTE Pathway

ACE

ACE SUPPORTS
GREEN AND YELLOW

Work Base Learning vs. Work Study

Office of CTE Support
Curriculum Based, Credit Bearing

School Site Based

CTE WBL
(must be a part of a CTE program)

General WBL
(ICAP/CCRD)

Work Study
(Pupil Count)

CTE Pathways
(state handbook): attached to a concentrator time in a CTE program

ACE

Career Exploration/ AVID

Job Shadows

Internships

Site Owned
(site identify Counselor [BOE Adoption Spring 2017])

WBL Continuum
required by the state

In-School

Community

Intentional

D11 Engage

Office of CTE & WBL/ACE Liaison Supported

Credit
(60 hrs=1 credit: Max 2 credits/semester)

Credit
(135 hours=1 credit 270 hours=2 credits)

D11 Policy Requires:
- Approval by site personal
- Student complete a contract

Cooperative
(embedded into the curriculum)
Hours may vary

Co-Curricular
(outside of class time)
60 hrs=1 credit:
Max 2 credits/semester

BU.CTEWBLI
(BOE Approved Course Code)

VE.ACEWE**
(see ACE Instructor)

BU.CTEWBLE
(BOE Approved Course Code)

VE_WORKSRV
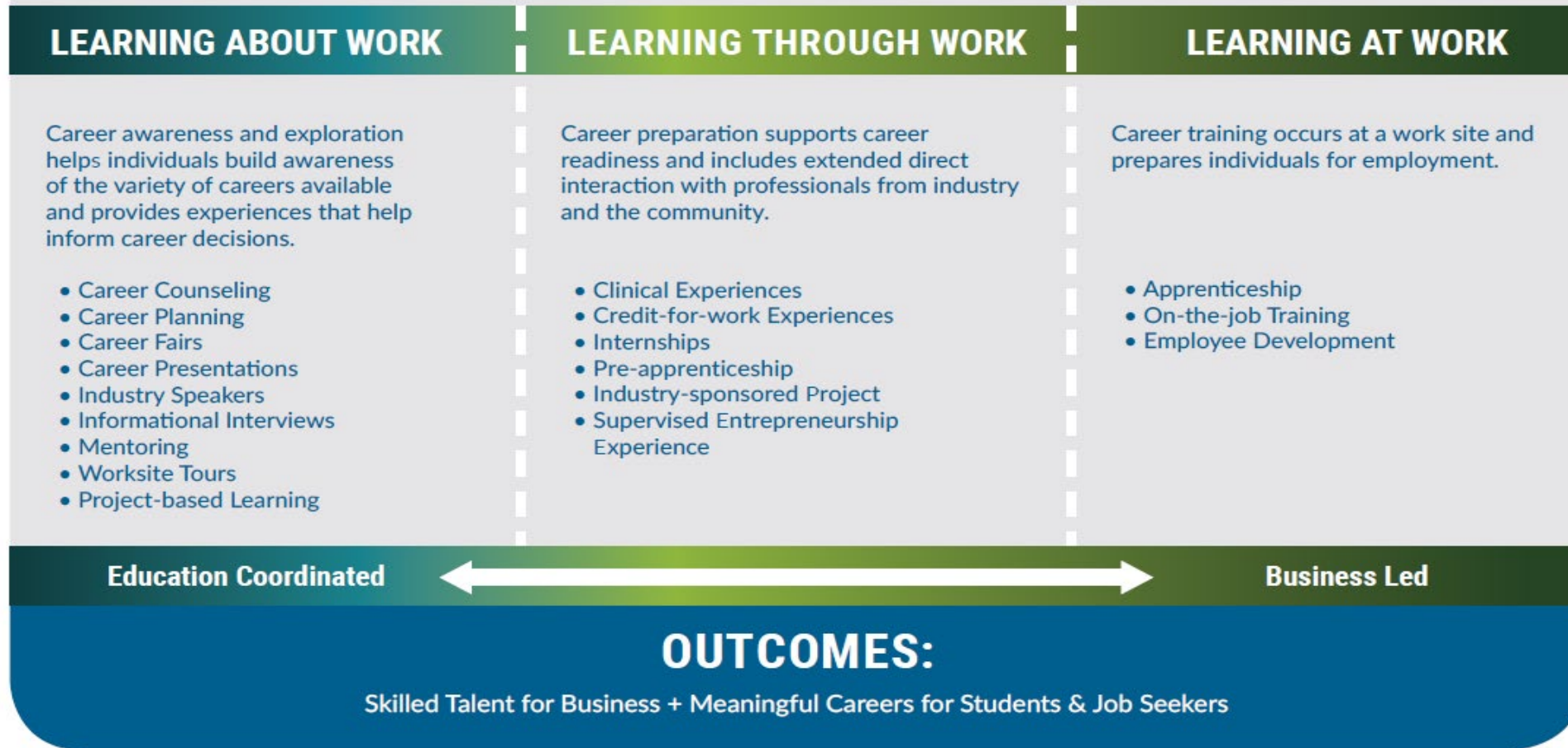(BOE Approved Course Code)

WHAT COUNTS AS WBL

- Apprenticeship
- On-the-job training
- Clinical experience
- Credit-for-work experience
- Internship
- Pre-apprenticeship
- Industry sponsored project
- School-based enterprise managed by students
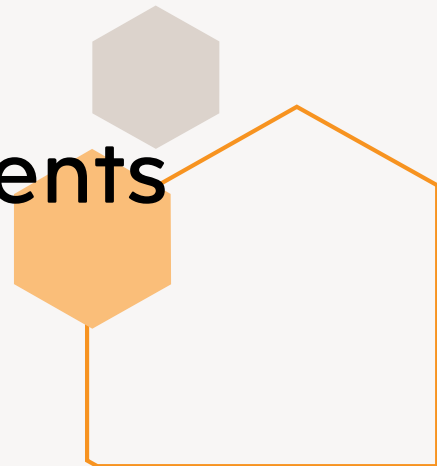
The WBL CONTINUUM

COLORADO'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience.
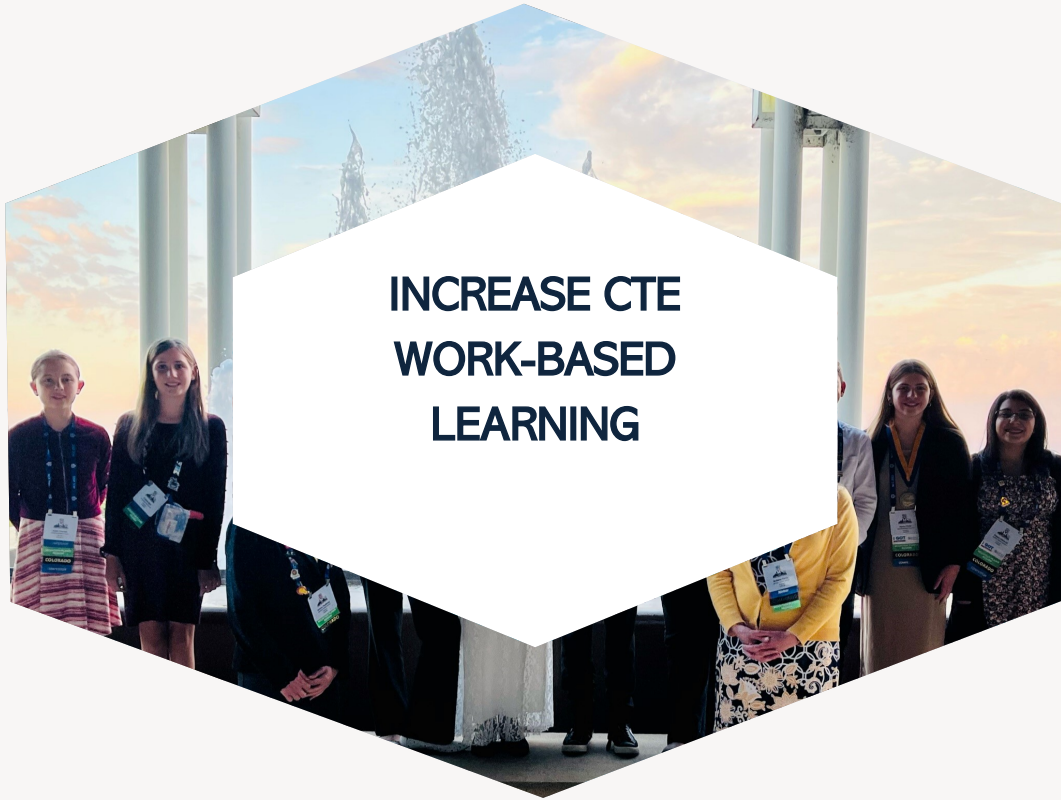
LEARNING ABOUT WORK	LEARNING THROUGH WORK	LEARNING AT WORK
Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.	Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.	Career training occurs at a work site and prepares individuals for employment.
• Career Counseling • Career Planning • Career Fairs • Career Presentations • Industry Speakers • Informational Interviews • Mentoring • Worksite Tours • Project-based Learning	• Clinical Experiences • Credit-for-work Experiences • Internships • Pre-apprenticeship • Industry-sponsored Project • Supervised Entrepreneurship Experience	• Apprenticeship • On-the-job Training • Employee Development

Education Coordinated ⟵⟶ **Business Led**

OUTCOMES:

Skilled Talent for Business + Meaningful Careers for Students & Job Seekers

talentFOUND

HOW DID WE DO IN 21-22...

50% of CTE programs reported no WBL in 21-22
DISTRICT REPORTED 5%

Row Labels	Count of SASID
0	**4133**
BIJOU	2
Coronado	1180
Doherty	1077
Odyssey ECCO	271
Tesla	363
Mitchell	450
Palmer	790
1	**252**
Coronado	48
Doherty	123
Odyssey ECCO	35
Tesla	31
Palmer	15
Grand Total	**4385**

22-23 Timeline to HIT CTE WBL Target of 5% EVERY PROGRAM

OCT-NOV 2022

Meet 1:1 with Duane & Melissa to identify WBL in your program

Jan-May 2023

Submit WBL Form every month to Melissa (link found on the WBL website)

Sep 2022

Come to WBL CTE Training on Vertical Integrated Programming

Sept-Dec 2022

Submit WBL Form every month to Melissa (link found on the WBL website)

Twice a Year (or more) Advisories

Focus the conversation on the five areas of WBL

INCREASE CTE WORK-BASED LEARNING

FOCUSED WORK-BASED LEARNING QUESTIONS?

IMPLEMENT A COMMON RUBRIC FOR ASSESSING CTE QUALITY PROGRAMS AND ALIGN PROGRAMS ACROSS THE DISTRICT

ALIGNED HIGH QUALITY PROGRAMS
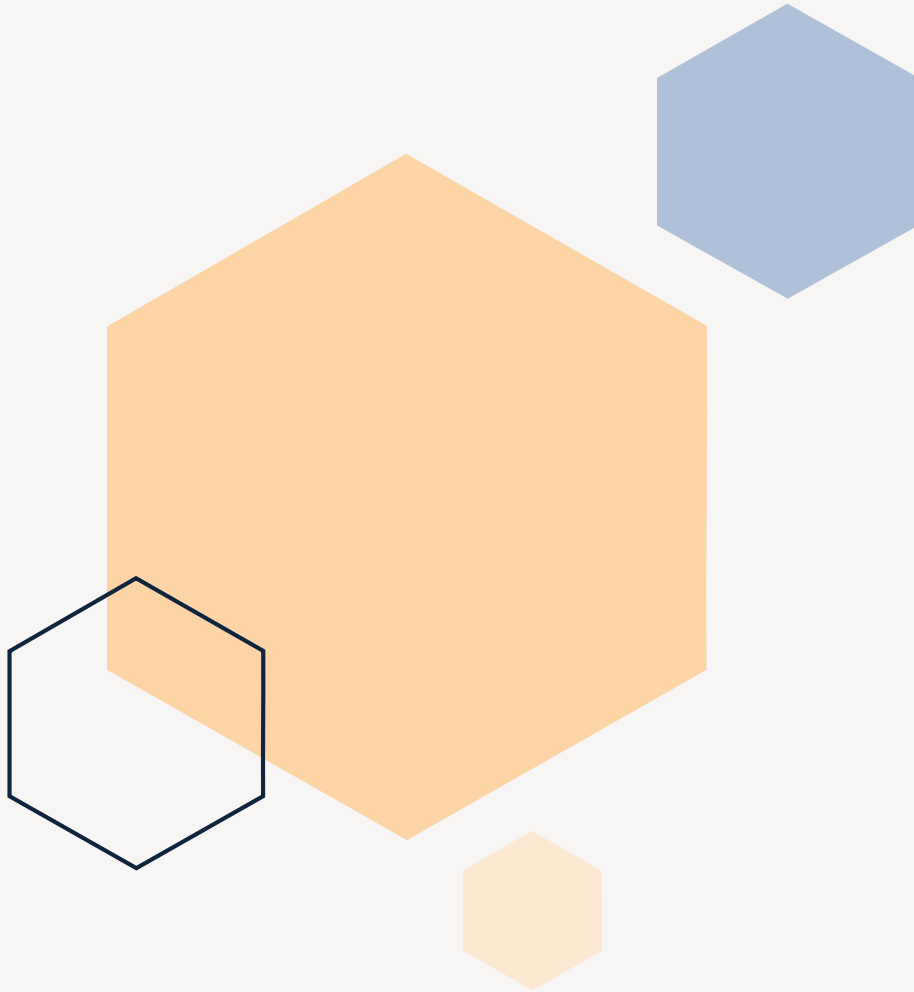
Aligned BEST PRACTICES from ACTE have been modified to fit Colorado CTE programs.

This evaluation is best conducted as part of a collaborative effort among program stakeholders (e.g. administration, CTE teachers, school counselors, advisory committee members, business & industry partners, postsecondary partners, etc.) and a variety of materials should be consulted in order to determine performance in each of the framework elements.

The Colorado CTE Program Evaluation

[PQAP (coloradostateplan.com)](http://coloradostateplan.com)

Evaluation of Agreement

Take a moment to reflect on these statements in relation to your Career and Technical Education program. Please indicate your _level of agreement_ with each statement from *strongly agree*, *agree*, *undecided*, *disagree*, or *strongly disagree*.

Statement	Answer
Assessments are aligned to the program standards and developmentally appropriate to students' current level of knowledge and skill attainment.	Select Answer ▼
The demographics of students participating in the program of study are representative of the population of the school.	
The curriculum is developed based on employee and/or employer feedback from careers in which this program prepares students.	
Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.	Select Answer
Processes and supports are in place to ensure the timely and accurate collection and submission of valid data for required reporting.	Select Answer
CTE administrators ensure that program staff (instructors, counselors, and support staff) have the time, resources and supports to implement each element of a high-quality program of study.	Select Answer
Formative and summative assessments are integrated throughout the program of study to validate student learning gains.	Select Answer

Dropdown options:
Select Answer
Strongly Agree
Agree
Undecided
Disagree
Strongly Disagree
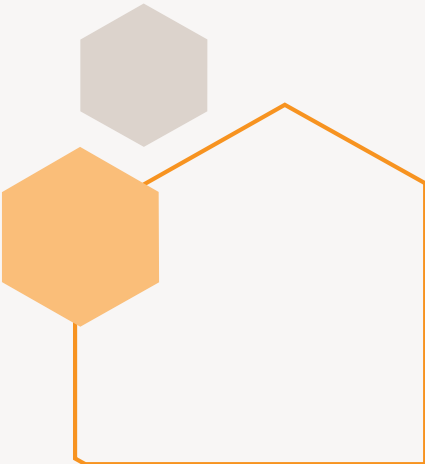
ADVISORIES

Fall 2022 Pathway Advisory Sessions
PPBEA is convening 7 career pathway advisory sessions in Fall 2022. We invite you to attend as many of the sessions as you would like. Attendees will need to register for each advisory session separately. All these meetings will take place on a Thursday from 3:45pm-5:00pm. For more information, please see the flyer.

Arts, Design & Multimedia; Digital Media &
Communications; Production & Managerial Arts
Thursday, September 8th from 3:45-5:00pm

Nursing & Health Sciences
Thursday, September 22nd from 3:45-5:00pm

Engineering & Skilled Trades in Manufacturing
Thursday, September 29th from 3:45-5:00pm

Education (ECE and Teacher Cadet)
Thursday, October 6th from 3:45-5:00pm

Culinary & Hospitality
Thursday, October 20th from 3:45-5:00pm

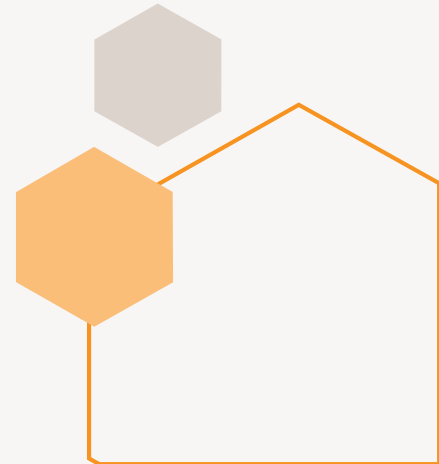Computer Science & Cybersecurity
Thursday, November 3rd from 3:45-5:00pm

Business Administration & Social Entrepreneurism
Thursday, November 10th from 3:45-5:00pm

ADVISORIES

D11 Specific Advisories

For programs that do not have PPBE led regional advisories, D11 programs will run their own.

Outdoor Recreation Leadership
TBD

Automotive Technologies/PPCC Diesel, Collision
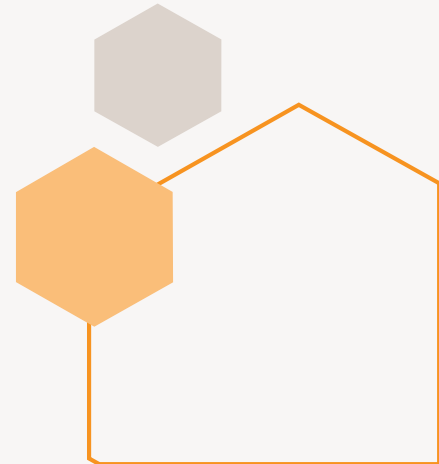TBD

Aviation Sciences
TBD

Urban Agriculture
TBD

Telecommunications
TBD

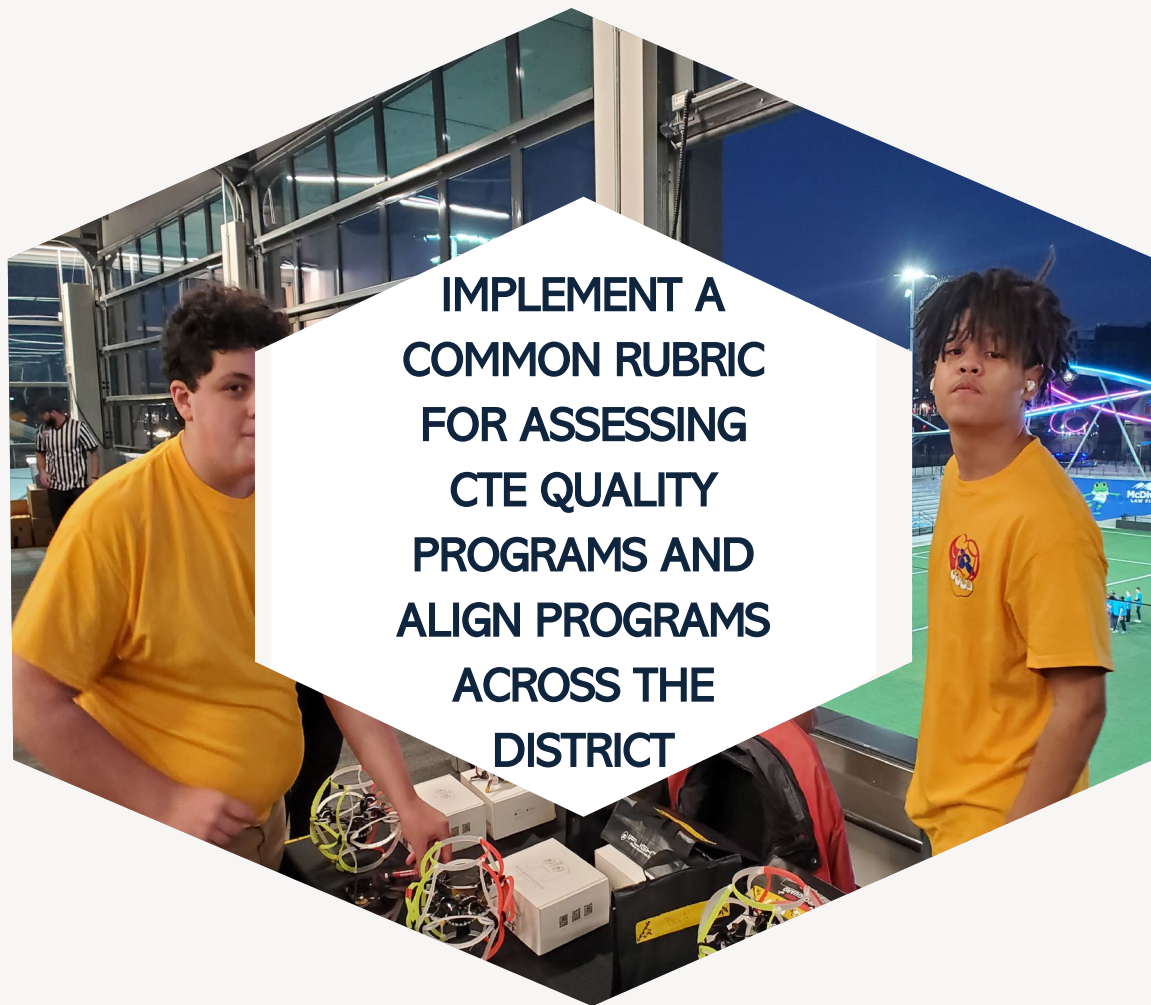Construction
See Careers in Construction

Alignment

Beginning with the September Design Learning initiatives to integrate vertically, CTE instructors will continue to participate in Academic Master Plan preparation by assuring vertical and horizontal integration and collaboration among programs.

DESIGN THINKING PROFESSIONAL DEVELOPMENT

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IMPLEMENT A COMMON RUBRIC FOR ASSESSING CTE QUALITY PROGRAMS AND ALIGN PROGRAMS ACROSS THE DISTRICT

ALIGNED HIGH QUALITY PROGRAMS QUESTIONS?

INCREASE STUDENT NON-TRADITIONAL ENROLLMENT

RECRUITMENT AND RETENTION
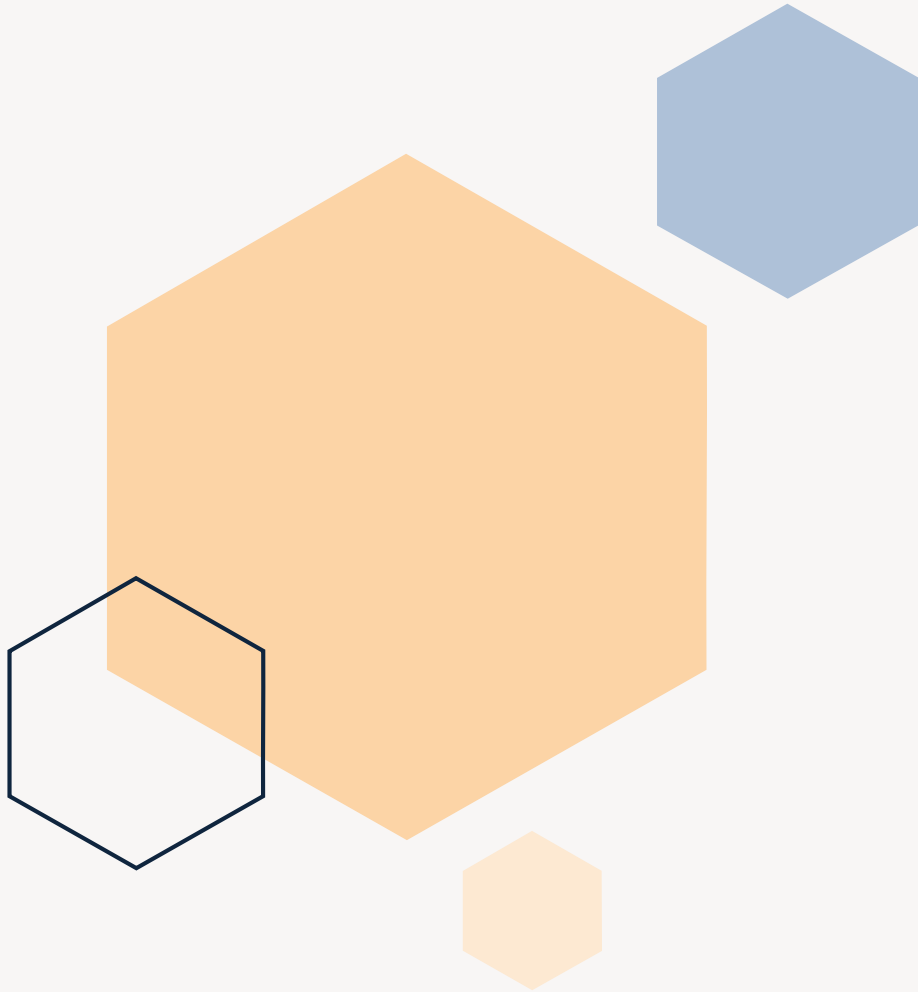
We have failed to meet state set benchmarks for non-traditional enrollment 2 years in a row.

While the formula is complex, and some elements are beyond our control, the bottom line leads to recruiting more non-tradition genders in gender-traditional CTE programs, as well as recruiting more minorities.

HOW DID WE DO IN 21-22...

State Performance Target vs Actual Performance by Deficient Metric

Academic Year	4S1 Non-traditional Concentration
2021 - 2022 State performance target	39.50%
2020 - 2021 State performance target	39.25%
2020 - 2021 State Actual level	22.18%

Actual Performance of Each Population by Metric

Deficiency Code / Name	4S1 Non-traditional Concentration		
Population	N	D	%
2020 - 2021 Institution Actual level	4	26	15.38%
Male	4	5	80.00%
Female	0	21	0.00%
American Indian or Alaskan Native	0	4	0.00%
Asian	1	3	33.33%
Black	0	1	0.00%
Hispanic	1	10	10.00%
White	4	26	15.38%
Native Hawaiian or other Pacific Islander	0	0	0.00%
Two or more races	1	4	25.00%
Individuals with Disabilities	4	26	15.38%
Economically Disadvantaged	3	11	27.27%
Limited English	0	2	0.00%
Migrant Student	0	0	0.00%
Non-Traditional	4	4	100.00%

The State performance target was nearly 40%.

District 11 showed 15% non-traditional enrollment.

The measure only looks at key programs and concentrators.

A concentrator is a student who has completed 240 hours, (i.e. 2 Carnegie units, or 4 semesters).

DESIGN THINKING – ALIGNING PROGRAMS THROUGH WBL –Middle and High School

September 22

Digital Media & Communications and Design & Multimedia

September 22

Business, Managing & Marketing and FACS clusters (Hospitality, Education, Interior/Fashion Design)

September 29

Engineering & Computer & Digital Technologies

October 6

Automotive, Health Sciences, Construction, Manufacturing, Agriculture, Aviation, Telecommunications

INCREASE STUDENT NON-TRADITIONAL ENROLLMENT

RECRUITMENT AND RETENTION QUESTIONS

INCREASE STUDENT NON-TRADITIONAL ENROLLMENT

CTSO Task Force & New Program Manager Task Force

Two areas of need require TASK FORCE level attention this year.

The growth of CTSO programs has led to outstanding success in CTSO activity. Our commitment to compensating professional development and CTSO has led to a budget crisis. We need to examine how to budget CTSO work effectively.

The district has launched an initiative to support teachers who work at a program coordination level. We need a TASK FORCE to define the work and expectations of CTE Program Coordination.

TASK FORCE SIGN UP

CTSO BUDGET TASK FORCE

How do we budget for increased activity and support state and national events and continue to support compensation?

PROGRAM COORDINATION TASK FORCE

EVERY CTE Program is eligible for a Program Coordination stipend

FOCUS AREAS:
- WBL Alignment with programs and industries

- Multi Program/Curricular Leadership Options

- Certification Bootcamps

TASK FORCE SIGN UP

CTSO BUDGET TASK FORCE

MONDAYS from 4-5:30

August 29
September 19
October 17
October 24

PROGRAM COORDINATION TASK FORCE

MONDAYS from 4-5:30

August 22
September 12
September 26
October 10

*FALL STIPEND DUE OCTOBER 14

Thank you

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