

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent-Personnel Support Services

School Accountability (SAC) Training Agenda

January 28, 2021

Via Webex

6:00pm – 8:00pm

- 6:00 – 6:07pm **Welcome and Introductions**
Velvet Stepanek – DAC Chairperson
- 6:07 – 6:52pm **Main Presentation – Family Engagement**
- Family-School-Community Partnership (FSCP) -
LouAnn Dekleva
 - Historical District 11 Efforts -
Devra Ashby
 - MTSS-Guidebook-Family Engagement -
Jennifer Schulte/Sonia Urban
 - Building Blocks to a Strong Family Engagement –
All presenters
- 6:52 – 6:55pm **Move to Break-out Webex rooms**
- 6:55 – 7:35pm **Break-out Sessions Number 1 (Choose 1)**
- **Updates/Vision for Concurrent/Dual Enrollment –**
Kristen Miller, Concurrent Enrollment, AP & AVID
Coordinator
 - **Updates/Vision for CTE (Career & Tech Education) –**
Duane Roberson, Director-Career & Technical
Ed/Melissa Smith
 - **Trauma Informed Care (Part 2) -**
Jennifer Schulte, Facilitator MTSS, Paula Hergert, El
Paso County
- 7:35 – 7:38pm **Move to Break-out Webex rooms**
- 7:38 – 7:58pm **Break-out Sessions Number 2 (Choose 1)**
- **SAC Level Sharing (Elementary Schools)**
 - **SAC Level Sharing (Secondary Schools)**
- 7:58 – 8:00pm **Conclusion**
From Break-out rooms

CDE Family School Community Partnerships Framework

SAC Training

Colorado Springs School District 11

January 28, 2021

Family School and Community Partnerships (FSCP)



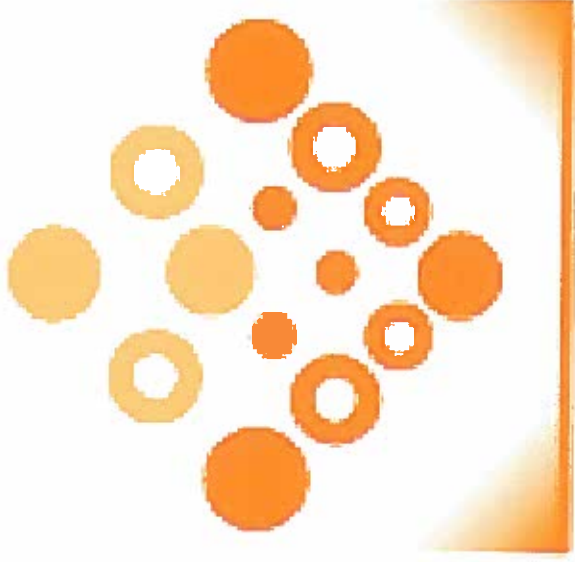
A Preschool through 12th Grade Guide
for Colorado School Districts

Definition:

Families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.

The below **4 Essential Elements** will help you guide your way.

Click each one for more information



Create an Inclusive Culture

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- **Essential Element Definition:**
 - An inclusive culture honors the lived experience of families in early childhood programs and/or school community. Self-assess with the following:
 - How are your practices inclusive of all families?
 - How are you learning about families lived experiences?
 - Who is leading and supporting the creation of the welcoming culture?



Build Trusting Relationships

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- **Essential Element Definition:**
 - Trusting relationships enable families and programs/schools to partner about the education outcomes for children and youth. Self-assess with the following:
 - What do trusting relationships look like in your program/district/school?
 - How are you ensuring effective use of two-way communication with you families to sustain positive relationships?
 - How do you leverage relationships with families to achieve your program/district/school goals?



Design Capacity-Building Opportunities

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- **Essential Element Definition:**
 - Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth. Self-assess with the following:
 - How do you use the context expertise of families to better your content expertise?
 - How are you utilizing the assets of your families in your programs/schools?
 - How are you using FSCP as a school improvement strategy?



Dedicate Necessary Resources

-
- **Essential Element Definition:**
 - Necessary resources integrate and elevate partnering practices to scale. Self-assess with the following:
 - How do you implement evidence-based practices to cultivate and sustain FSCP?
 - Where are you now and where will you go?
 - How will you continually improve your family partnerships through community-based resources?



Introduction

For decades, research has demonstrated the important role families play in shaping children’s learning and education. Family engagement in the school, for example, has been connected to higher school levels of academic achievement.ⁱ Additionally, an extensive body of research has shown that family engagement at home and in the school are associated with higher levels of academic achievement for students,ⁱⁱ as well as early childhood outcomes such as school readiness and socio-emotional competences.ⁱⁱⁱ Equally important, family engagement has been identified as an essential ingredient necessary for sustained school improvement.^{iv}

Despite the abundant evidence linking family, school, and community partnerships to school and student achievement, educators have found it challenging to implement practices that engage families and community partners beyond traditional school-based events such as parent-teacher conferences and back-to-school nights. These efforts have not been able to realize the goals of educational equity and improved academic achievement for students from historically marginalized communities. As a result, numerous researchers have suggested the need to shift our thinking from “hard-to-reach” families to “hard-to-access” schools.^v

In this spirit, the federal government issued The Dual Capacity-Building Framework^{vi} to provide guidance for State Departments of Education and school districts to implement programs of family and community engagement. This framework emphasizes the importance of developing the skills and knowledge of families and educators on the issue of family and community engagement; describes the organizational conditions necessary to facilitate equitable family, school, and community partnerships; and discusses the critical educator and family outcomes that lead to children’s educational outcomes.

To date, few frameworks exist that can guide educators to develop family, school, and community partnership programs with attention to student outcomes and social justice. Traditional frameworks that describe different types of family involvement^{vii} have been criticized for being silent on issues of equity.^{viii} Additionally, though vital as a resource for K-12 FSCP, The Dual Capacity-Building Framework does not address preschool programs. This rubric presents a vision of family, school, and community partnerships from early childhood education through high school where social justice and equity function to help students succeed in schools.



Understanding the Rubric

The Colorado Department of Education (CDE) rubric about Family, School, and Community Partnership (FSCP) was developed in order to provide schools an image of what effective and high-impact work in this area looks like. Additionally, the rubric is intended to provide a scheme presenting a developmental continuum on which schools and programs can identify their current level of engagement with families and community partners, as well as understand next steps and a path toward more excellent and equitable partnership programs.

Rubric Description

Building on the Essential Elements of FSCP, this rubric provides educators the ability to conduct a self-assessment and to reflect on their approach to family and community engagement. Kim and Sheridan^{ix} discuss how strong programs of family, school, and community partnerships require that schools create organizational structures and norms to support these practices. The Essential Elements and this self-assessment rubric reflect this, providing users the opportunity to systematically examine both aspects of their school's approach to FSCP.

The Family, School, and Community Partnership Office at the CDE developed the Essential Elements to help guide educators' understanding of the characteristics of high-quality partnership programs. Strong programs of FSCP create inclusive cultures, build trusting relationships, design opportunities to build capacity, and dedicate necessary resources to implement and scale-up partnership efforts. Within each of these elements, the CDE offered three questions for educators to use as prompts for reflection.

The Essential Elements Rubric presented in this document provides users a more structured way to reflect on their partnership efforts using a 4-point rating scale across the four elements. For each question within an element, educators can rate their current practices as: **Not Working on This, Early or Developing Stage, Proficient, or Excelling**. These rating levels are intended to be developmental, with each successive level building on the one prior.

What do Excelling Programs look like?

According to Epstein and Sheldon,^x the purpose of implementing programs of family, school, and community partnerships should be to promote and help realize equity within our educational system, alongside attention to improving student outcomes. This was a guiding principal in the development of this self-assessment rubric. As a result, the description of excelling programs across the Essential Elements include, among other qualities, a commitment to educational equity.

Schools with excelling programs will demonstrate high levels of implementation across several domains that research has shown to be predictive of strong FSCP programs that drive important outcomes.



These domains include:

- **School and program Leadership** – Studies indicate that principals and other school or program leaders (i.e., childcare center directors) are critical to the successful implementation of FSCP programs. Educational leaders do this by promoting a vision and norms supporting partnerships and by allocating resources (human, financial, and material) for family, school partnerships.^{xi}
- **Attention to inequities** – Successful school and program implementation of FSCP are those that attend to the everyday realities and challenges faced by traditionally-underserved families.
- **Giving voice and sharing power** - Studies indicate that effective partnership programs understand the unequal power dynamics that exist in traditional school-home relationships, where school needs drive the interactions. Excelling programs are characterized by systems that strive to give all families voice in setting the partnership agenda and maintain attention on the need to ensure that all families from all groups in the school and program community are represented on school and program decision making committees.^{xii}
- **Programmatic approach, not events** – Family, school, and community partnerships are more than a collection of events. Sustainable and effective efforts are part of a systemic effort that is integrated into the regular organizational routines of schools, early childhood programs and districts. Additionally, partnerships programs need to move beyond school-based events to include curricular and other practices that take place in families' homes and communities.^{xiii}
- **Teamwork & shared leadership** – Site leadership is critical, but the most successful programs facilitate leadership from a variety of sources. Family, school, and community partnerships are more likely to be sustained when the power to plan and implement practices is shared among administrators, teachers, families, and community partners. In the secondary schools, successful programs empower students to provide leadership by asking them about their perceptions and preferences related to the involvement of their families in their schooling.^{xiv}
- **Evaluation** – Program evaluations serve two purposes, to demonstrate results and to foster improvements. Sites that do not engage families and teachers in a process to collect feedback on partnership practices are not positioning themselves to improve the way they serve students and their families. Strong programs use the goals they set to guide partnership practices as an anchor for their evaluation practices.^{xv}



Using this Rubric

The self-assessment rubric in this user's guide was developed with the goal of helping early childhood and K-12 educators (heretofore referred to as "site") understand their family, school, and community partnership efforts in relation to the research-based ideals that the CDE wants all constituents to meet. To that end, this rubric and user's guide can provide sites a tool to evaluate their partnership programs and help structure reflective thinking about strengths, weakness, and ways to improve.

Sites are encouraged to use the self-assessment rubric *collaboratively*. Rather than having a single person rate the site on each question within the Essential Elements, we encourage sites to put together a small group of individuals who bring different perspectives of the school, program, or district to the evaluation process.

The benefits of this tool can only be realized if the feedback provided is honest. To foster honest feedback, we suggest asking individuals to *complete the self-assessment in private* and to have no identifying information on the assessment. It is important to recognize the power dynamics that exist between principals and teachers, teachers and families, as well as administrators/teachers and students. Also, *make the ratings anonymous* so that your participants will feel more comfortable giving feedback if they feel a lower rating is warranted.

Finally, we suggest using this self-assessment several times. The first time you evaluate your site with this measure, consider it a baseline assessment or starting point. Look at the Essential Elements collectively and separately. The collective rating will provide you an overall picture of how systematic, goal-focused, and equity-oriented your family, school, and community partnership programs is. Examining each Essential Element on its own, however, will provide you a sense of where your strengths and weakness lay. A score in the middle, for example, may be the result of middle range scores across the entire assessment, or it may be the result of high scores on some elements and low scores on others. Each scenario presents a very different picture of family, school, and community partnership program implementation.

To provide an overview of the self-assessment rubric, a four-page version can be found at the end of this guide. The following pages present the Essential Elements rubric, one question at a time. This format of the self-assessment is expected to be more convenient for evaluation purposes. Individuals can focus on one question at a time and consider the profile that most closely represents their site.

The document "Guided Reflection and Discussion" is designed to walk sites through a step-by-step process for engaging in an improvement-oriented evaluation process with this rubric. Users are encouraged to reference that section for more details on using this rubric to improve their site's family, school, and community partnerships.



Rubric Organization

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| Essential Element 1: Create an Inclusive Culture The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community. | |
| EE1 | How are your practices inclusive of all families? |
| EE2 | How are you learning about families lived experiences? |
| EE3 | Who is leading and supporting the creation of the welcoming culture? |
| Essential Element 2: Building Trusting Relationships The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth. | |
| EE1 | What do trusting relationships look like in your program, district, or school? |
| EE2 | How are you ensuring effective use of two-way communication with your families to sustain positive relationships? |
| EE3 | How do you leverage relationships with families to achieve your program/district/school goals? |
| Essential Element 3: Design Capacity Building Opportunities Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth. | |
| EE1 | How do you use the context expertise of families to better your content expertise? |
| EE2 | How are you utilizing the assets of your families in your programs/schools? |
| EE3 | How are you using FSCP as a school improvement strategy? |
| Essential Element 4: Dedicate Necessary Resources The site has and uses the necessary resources to integrate and elevate partnering practices to scale. | |
| EE1 | How do you implement evidence-based practices to cultivate and sustain FSCP? |
| EE2 | Where are you now and where will you go (e.g., Evaluation and goal setting)? |
| EE3 | How will you continually improve your family partnerships through community-based resources |



EE1
Question 1

Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

Reflection Question and Proficiency Ratings -
1. How are your practices inclusive of all families?

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| <p>Our staff implements FSCP practices and events in ways that consider only site needs. Flyers, phone calls, and/or social media posts are done only in English and tell families what they need to know about registration, calendar dates for site events and holidays, and/or site policies.</p> | <p>Not Working on This</p> |
| <p>Our staff implements FSCP activities in ways that acknowledge diversity of family types and situations in the community but does not attempt to adapt FSCP practices to accommodate this diversity. Communications are often translated into another language or two and food may be served at site events.</p> | <p>Early/Developing Stage</p> |
| <p>Our staff implements FSCP practices that acknowledge the diverse family types and situations that exist in the community by adapting practices to be inclusive of family experiences. FSCP practices at the site typically include translators, in addition to serving food. Events are planned that are intended to celebrate and empower family diversity (i.e., Latinx family night, Muslim family meeting, father involvement, Gay/Straight Alliance).</p> | <p>Proficient</p> |
| <p>Our staff implement FSCP practices that celebrate the diversity among families in the school community by designing practices that build on the strengths of this diversity. School events and workshops take place in the community and/or on weekends in consultation with community leaders, so that more families have easier access. Food, translation, childcare, and transportation are provided to enable more families to attend.</p> | <p>Excelling</p> |



EE1
Question 2

Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

Reflection Question and Proficiency Ratings -
2. How are you learning about families lived experiences?

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| <p>No efforts are made to learn about families in the community. Our focus is on the student and getting them to excel in the classroom environment.</p> | <p>Not Working on This</p> |
| <p>Our site tries to learn about families solely through students or by having the school counselor or family liaison work with those who come to them for assistance.</p> | <p>Early/Developing Stage</p> |
| <p>Our site works to learn about families by inviting them to share information about their cultural or ethnic background using a school-wide survey or some other similar method. Teachers invite families to share information about their daily routines and the schedules they maintain with their children.</p> | <p>Proficient</p> |
| <p>Our site invites families to share their daily routines, cultural, and ethnic backgrounds, as well as the most pressing issues in their community, by engaging in a dialogue with teachers and site staff. Families are included in the planning and design of school events and practices to engage marginalized families. Teachers and site staff actively reach out to families through practices such as home visits early in the school year in order to get to know them better.</p> | <p>Excelling</p> |



EE1
Question 3

Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

Reflection Question and Proficiency Ratings -
3. Who is leading and supporting the creation of the welcoming culture?

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| <p>There is no leadership to support the creation, expansion, or persistence of a welcoming site culture. Our principal/site coordinator rarely talks about how welcoming we are or should be to families.</p> | <p>Not Working on This</p> |
| <p>The principal/site coordinator delegates all responsibility for expanding or maintaining a welcoming and inclusive culture to someone else and rarely checks in with her/him (e.g., counselors, family liaisons, PTA/PTO).</p> | <p>Early/Developing Stage</p> |
| <p>The principal/site coordinator works closely with others from the site (e.g., counselors, parent liaisons, or PTA/PTO) and supports their efforts to develop a welcoming and inclusive culture throughout the building.</p> | <p>Proficient</p> |
| <p>The principal/site coordinator supports a welcoming culture and empowers school staff, teachers, and families to have leadership in the development of FSCP programing. These efforts are visibly supported by the principal/site leader through her/his active participation in FSCP efforts and by sharing a vision for equity through FSCP efforts.</p> | <p>Excelling</p> |

EE2
Question 1



Building Trusting Relationships
The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.

Reflection Question and Proficiency Ratings -

1. What do trusting relationships look like in your program/district/school?

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| <p>Our site and teachers do not share with families, the school accountability committee (SAC) or the PTA/PTO information about the organization's improvement goals or whether they are meeting them. There is no person at the site who can help families in need of economic, health, or other kinds of social supports. The teachers and staff at this site are afraid to talk honestly with families if their child is having academic or behavioral problems.</p> | <p>Not Working on This</p> |
| <p>At our site, staff and teachers ask the SAC or PTA/PTO to help implement practices the administration and staff feel are needed. There is a staff member (counselor or family liason) that is responsible for working with students and families who may need economic, health, or other social supports. Several teachers and staff avoid talking honestly with families if their child is having academic or behavioral problems because they are afraid of the families' reaction.</p> | <p>Early/Developing Stage</p> |
| <p>Our site shares data with families about their child's development and/or performance and includes families in generating ways to help their child if he/she is developmentally behind. We include the SAC and PTA/PTO in conversations about performance in relation to our site's goals for instruction and enrollment, and ask the group to contribute ideas to help meet these goals. Most of the teachers and staff at this site talk honestly with families if their child is having academic or behavioral problems.</p> | <p>Proficient</p> |
| <p>The site shares data with all families about their child's development and/or performance and invites them to contribute ideas about how to support their child. Also, the site shares data with all families (not just the SAC and PTA/PTO) about overall levels of achievement and discipline and engages them in multiple conversations about setting goals, ways to improve student outcomes, and overall site performance. Student performance and attendance rates are presented to families broken down by race, gender, and other student/family characteristics in order to emphasize the goals of equity and social justice. The teachers and staff at this site try to have early and honest conversations with families about academic or behavioral challenges so that everyone can support the child.</p> | <p>Excelling</p> |

EE2
Question 2



Building Trusting Relationships
The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.

Reflection Question and Proficiency Ratings -
2. How are you ensuring effective use of two-way communication with your families to sustain positive relationships?

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| <p>Our site sends out general announcements to families about events, policies, student progress reports, and calendar notifications to families en masse using flyers, robocalls, and posting on our website. We have routine family events like back-to-school nights and parent-teacher conferences where the agenda is set and teachers feel pressure to get through the evening or conference on time and, therefore, cannot leave time for questions.</p> | <p>Not Working on This</p> |
| <p>Our site sends out general announcements to families about site events, policies, student progress reports, and calendar notifications using flyers, robocalls, and our website. Teachers also send home information about site events directly to families using e-mail or text messaging. E-mail addresses of teachers and administrators are easy to find on the site website and/or electronic gradebook (AKA, parent portal). Back-to School night and conferences have time for families to ask teachers questions. All communications with families are translated into the most prevalent languages spoken by families at the school.</p> | <p>Early/Developing Stage</p> |
| <p>Teachers occasionally send e-mail messages to families about their child's developmental and/or academic progress, as well as the lesson objectives and how classroom instruction will help children attain these. All family events provide families a way to share feedback on the event and time to do so. Families can provide input to the school through traditional parent groups (SAC/PTA/PTO) and via other means such as formal meetings with the principal or through solicitations using e-mail or paper-based strategies. All communications with families are translated into the most prevalent languages spoken by families at the site.</p> | <p>Proficient</p> |
| <p>Teachers at the site send e-mail messages to families at least every other week and encourage families to respond if they have questions or concerns. All family events such as Back-to-School Night, Conferences, and Family Nights have time for families to share their experiences and concerns built into the event. Families are asked what kind of programs they want, and this helps determine the activities that are planned. Family feedback and input is solicited from those who cannot attend site events. Feedback is used to improve site practice and plan for future actions.</p> | <p>Excelling</p> |



EE2
Question 3

| <u>Building Trusting Relationships</u> The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth. | |
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| Reflection Question and Proficiency Ratings - 3. How do you leverage relationships with families to achieve your program/school goals? | |
| Our site and teachers do not include families in efforts to improve school outcomes or to reach school goals for students. Improvement efforts are focused on classroom instruction or providing additional supports during the school day. Families are asked to help the site primarily by supporting fundraisers, volunteering in classrooms or the office, and attending sporting and performing arts events. | Not Working on This |
| The site and teachers ask families to support the site by helping plan and contribute beyond fundraising, volunteering on-site, or attending sporting and performing arts events, and includes activities like multicultural nights or other at-school events. Improvement efforts include a focus on developing a welcoming climate for families. | Early/Developing Stage |
| We survey families and ask about their own lives, cultures, and ways (funds of knowledge) they would feel comfortable helping or contributing to the site and/or their child's education. Families are asked to sit on site committees and advocate on behalf of families. | Proficient |
| Educators get to know their students' families and make sure they know how to contact the teacher. Families are encouraged to ask teachers about their child's development or learning. Sites train families in effective leadership and ask them to discuss site goals, plan family engagement practices, and serve as ambassadors to the community. Families are given leadership roles in the partnership work and may help teachers with instruction in the classroom. | Excelling |



EE3
Question 1

Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings -

1. How do you use the context expertise of families to better your content expertise?

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| <p>Site decisions are driven almost entirely by district or state accountability or early childhood licensure guidelines for instruction and student achievement. Our site implements only the district-driven curriculum to organize lesson plans and deliver instruction and/or does not use a curriculum</p> | <p>Not Working on This</p> |
| <p>Site decisions are driven mostly by district or state accountability or early childhood licensure guidelines for instruction and student achievement, but we consider how to communicate with families and how different families might respond before we implement anything. Our site implements curriculum and teachers create lesson plans with families in mind. Materials that match families' cultural and ethnic background are considered in teachers' lesson plans.</p> | <p>Early/Developing Stage</p> |
| <p>Site decisions and leadership consider the family and community needs when establishing policy. Our site engages with families and community partners to review the extent cultural, ethnic, and community assets are included in lesson plans and curricula.</p> | <p>Proficient</p> |
| <p>Site decisions and leadership invite family and community members into the process of making policy decisions. Our site infuses family and community expertise and "funds of knowledge" into lesson plans and the overall curricular approach.</p> | <p>Excelling</p> |



EE 3
Question 2

Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings -

2. How are you utilizing the assets of your families in your programs/schools?

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| <p>FSCP practices are decided, planned, and implemented by site staff or teachers without family input. Events are typically presentations intended to inform families about site procedures or system policies.</p> | <p>Not Working on This</p> |
| <p>FSCP practices are used to support student learning and development by encouraging families to raise funds and volunteer in the classroom or office. Families are encouraged to monitor homework and interventions and support their children's learning from home. Community business partners typically provide meals at partnership events.</p> | <p>Early/Developing Stage</p> |
| <p>FSCP practices are used to support student learning and safety outcomes. The site provides opportunities for families to provide input into the FSCP programing and learn effective ways to support their children at home and outside of the building.</p> | <p>Proficient</p> |
| <p>Family and community partners serve as co-leaders with site staff in the site's implementation of FSCP program practices. Local family and community businesses are used to help provide food and instructional resources to support instructional practices with children. Families are asked to educate teachers about their own family traditions, routines, and community strengths.</p> | <p>Excelling</p> |



EE 3
Question 3

Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings -
3. How are you using FSCP as a school improvement strategy?

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| <p>FSCP is not a part of our site improvement strategy and is not mentioned in our Unified Improvement Plan (UIP)/annual reports. Professional development is focused on instructional delivery to students and/or classroom management strategies.</p> | <p>Not Working on This</p> |
| <p>Our site leaders include FSCP practices as required parts of the site's UIP. We provide professional development about how to implement FSCP practices and/or programs. Data are collected from 25-50% of families about their satisfaction with the site.</p> | <p>Early/Developing Stage</p> |
| <p>In addition to including FSCP in our site's UIP, we have professional development training about FSCP practices and programs that promote equity and improve student outcomes. Data are collected from more than 50% of families about community needs and their satisfaction with the site.</p> | <p>Proficient</p> |
| <p>In addition to including FSCP in the site's UIP, professional development training is conducted about using FSCP to promote equity and improve children's outcomes. The training is utilized to help develop our improvement plans. Also, data are collected from more than 70% of families about community needs and satisfaction with the site.</p> | <p>Excelling</p> |



**EE 4
Question 1**

Dedicate Necessary Resources

The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Question and Proficiency Ratings -

1. How do you implement evidence-based practices to cultivate and sustain FSCP?

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| <p>We do not implement evidence-based practices designed to strengthen or sustain FSCP. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), and in ways that have always been organized. There is no funding allocated for new FSCP activities or programming. There is not an individual or group coordinating FSCP practices throughout the site.</p> | <p>Not Working on This</p> |
| <p>Our FSCP practices are coordinated by a site/teacher leader, the school counselor, or a family liaison. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), but teachers are encouraged to think about and implement improvements. Most of the funding for FSCP activities comes from the PTA/PTO budget, not the school budget. FSCP activities may or may not be formally evaluated.</p> | <p>Early/Developing Stage</p> |
| <p>There is a team at our site that coordinates all FSCP programming and evaluation, and it has funding for their work. Members of the FSCP team are comprised of administrators, teachers, a diverse range of families, and community representatives. The team keeps a file or notebook of materials that describe how events or activities were organized and implemented. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), but teachers are encouraged to think about how they can support family engagement at home or outside of the site. Also, the team always conducts an evaluation of FSCP practices that it implemented.</p> | <p>Proficient</p> |
| <p>There is a team at our site that coordinates all FSCP programming and evaluation, and that has funding for their work. Members of the FSCP team are rotated every couple of years and are comprised of administrators, teachers, a diverse range of families, and community representatives. The team keeps a file or notebook of materials that describe how events or activities were organized and implemented. Also, the team always conducts an evaluation of each FSCP practice that is implemented and discusses how improvements can be made.</p> | <p>Excelling</p> |



**EE 4
Question 2**

Dedicate Necessary Resources
The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Question and Proficiency Ratings -
2. Where are you now and where will you go (e.g., Evaluation and goal setting)?

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| <p>We do not evaluate our FSCP events or program implementation nor do we set goals or establish an idea for what FSCP relationships will look like in the following site year. Time is not devoted to FSCP in our site staff or site improvement meetings.</p> | <p>Not Working on This</p> |
| <p>We evaluate our FSCP events, but not our program implementation or the extent to which we have a sitewide program. On occasion, time is provided during our staff or site improvement meetings to discuss FSCP. FSCP activities are the responsibility of the PTA/PTO. Progress on FSCP practices is measured in terms of family attendance.</p> | <p>Early/Developing Stage</p> |
| <p>We evaluate our FSCP events and the extent to which we have a sitewide program. Time is sometimes provided to discuss FSCP during our staff or site improvement meetings. FSCP activities are the shared responsibility of the PTA/PTO, SAC, and other site committees. Progress on FSCP is measured in terms of whether all groups of families are being reached. The site leader emphasizes to teachers and staff the importance of FSCP.</p> | <p>Proficient</p> |
| <p>The site FSCP team evaluates what the site and teachers are doing to implement FSCP practices aimed at improving student outcomes, as well as those designed to improve relationships among the site, families, and the community. Time is often provided at staff or site improvement meetings to discuss how our FSCP programming is contributing to site and student improvement. Each year, the FSCP team sets goals for the FSCP practices beyond those about attendance at events or activities. The site leader emphasizes to teachers the importance of FSCP and works to remove individuals who do not share this vision.</p> | <p>Excelling</p> |



**EE 4
Question 3**

Dedicate Necessary Resources
 The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Question and Proficiency Ratings -
3. How will you continually improve your family partnerships through community-based resources

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <p>There is no team or person to establish or coordinate community partnerships. Data about the participation and impact of our community partnerships are not collected or examined.</p> | <p>Not Working on This</p> |
| <p>There is a person to establish and coordinate community partnerships, and the site collects data about the number of partnerships, as well as family/student participation.</p> | <p>Early/Developing Stage</p> |
| <p>There is a person or team to establish and coordinate community partnership programming. The site collects data about the number of partnerships, family/student participation, and the impact of these partnerships on academic, social-emotional, health, and financial needs of students and families.</p> | <p>Proficient</p> |
| <p>There is a team at our site that coordinates all community partnership programming and evaluation. The team collects data from families and community partners about the assets that exist in the community and discusses with them how community resources can help meet the academic, social-emotional, health, and financial needs of students and families. This process takes place annually.</p> | <p>Excelling</p> |



Engaging in Guided Reflection and Discussion

The following section provides users with a 4-page tool to help each person think and reflect more deeply about their ratings. At the bottom of each table are the ingredients of a strong program of family, school, and community partnerships. We recommend using these pages *to help you rate* your site for each individual element. This rubric and the accompanying tools (reflection prompts and Summary Worksheet) will be most useful in helping sites set a path for improving family, school, and community partnership if they are part of an evaluation process.

Step 1: Individuals establish their own rating of the site's partnership efforts

Use these prompts to provide details and descriptions of your site.

Compare your responses to the rubric and identify which rating most closely matches your description.

Record the rating in the Summary Worksheet provided in this this user's guide.

Step 2: Bring together a group of stakeholders to participate in a discussion about their ratings.

This process should include a range of stakeholders including administrators, teachers, family members, community partners, and students at the secondary level.

As a group, members of the evaluation and accountability committee should share their ratings with one another, as well as the reasons why they felt that rating was most appropriate.

We encourage this group to come to a consensus about how the site is performing across each of the four Essential Elements. If one or two individuals have a rating that is very different from others, it is important to let those people speak openly and honestly about why they rated the site that way. Listen to their reasoning with empathy and avoid limiting the conversation. *This conversation is not meant to change people's minds, it is about hearing a diverse range of perspectives.*

Step 3: The evaluation group should agree to partnership improvement goals and a set of next steps to help the site meet those goals.



EE1

Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. How are your practices inclusive of all families? 2. How are you learning about families lived experiences? 3. Who is leading and supporting the creation of the welcoming culture? | <p>Your Ratings: (NW, ED, P or E)</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|

Describe the extent to which you feel your site is welcoming to families and why.

Describe two practices implemented in the past 4 months that exemplify how your site takes into consideration of the lived experiences of families.

Describe at least two ways the educators or administration at your site try to learn about families.

Describe the way(s) your site leadership is supporting a welcoming culture.

Ingredients of a Partnership Approach:
School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



EE 2

Building Trusting Relationships
The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Reflection Questions: 1. What do trusting relationships look like in your program, district, or school? 2. How are you ensuring effective use of two-way communication with your families to sustain positive relationships? 3. How do you leverage relationships with families to achieve your program/district/school goals? | Your Ratings: (NW, ED, P or E) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|

Describe the extent to which you feel your site prioritizes developing trusting relationships with families.

Describe two instances in the past 4 months that exemplify how your site has invested in building trust with families.

Describe at least two ways the educators or administration at your site listen to families about their needs or hopes for the site or their child.

Describe how your site includes family engagement as a key lever in achieving goals for the site or children/students.

Ingredients of a Partnership Approach:
School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



EE 3

Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Reflection Questions: <ol style="list-style-type: none"> 1. How do you use the context expertise of families to better your content expertise? 2. How are you utilizing the assets of your families in your programs/schools? 3. How are you using FSCP as a school improvement strategy? | Your Ratings: (NW, ED, P or E) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|

Describe the extent to which your site is providing opportunities for educators and families to improve how they work together to support student learning and development.

Describe two practices implemented in the past year that were intended to improve the skills of teachers and/or families.

Describe the ways family strengths are brought into the site to support family engagement or instructional programming.

Describe the way(s) family engagement is included in your site accountability framework or documents.

Ingredients of a Partnership Approach:
School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



EE 4

Dedicate Necessary Resources
The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Questions:

- 4. How do you implement evidence-based practices to cultivate and sustain FSCP?
- 5. Where are you now and where will you go (e.g., Evaluation and goal setting)?
- 6. How will you continually improve your family partnerships through community-based resources?

Your Ratings:
(NW, ED, P or E)

To what extent does your site adequately invest and direct resources (financial, people, time) into the family, school, and community partnership efforts, and why?

Describe up to two partnership practices your site implemented this past year that were evidence-based.

To what extent are the partnership practices your site implements aligned to the goals in your accountability and improvement plan, and how well are you assessing whether these practices are effective?

What processes are in place to help you improve the partnership practices your site uses with families or community partners?

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



FSCP Rubric Summary Worksheet

Please write or indicate in the table below the ratings you feel describe your site. If you would like to convert your ratings to a numeric score to help calculate an overall average score, we recommend the following scale:

Not Working on This = 0 Early or Developing Stage = 1 Proficient = 2 Excelling = 3

| Essential Elements | My Ratings |
|----------------------------------------------------------------------------------------------------------------------|------------|
| Element 1: Create an Inclusive Culture | |
| a) How are your practices inclusive of all families? | |
| b) How are you learning about families lived experiences? | |
| c) Who is leading and supporting the creation of the welcoming culture? | |
| Element 2: Building Trusting Relationships | |
| a) What do trusting relationships look like in your program, district, or school? | |
| b) How are you ensuring effective use of two-way communication with your families to sustain positive relationships? | |
| c) How do you leverage relationships with families to achieve your program/district/school goals? | |
| Element 3: Design Capacity Building Opportunities | |
| a) How do you use the context expertise of families to better your content expertise? | |
| b) How are you utilizing the assets of your families in your programs/schools? | |
| c) How are you using FSCP as a school improvement strategy? | |
| Element 4: Dedicate Necessary Resources | |
| a) How do you implement evidence-based practices to cultivate and sustain FSCP? | |
| b) Where are you now and where will you go (e.g., Evaluation and goal setting)? | |
| c) How will you continually improve your family partnerships through community-based resources | |
| Average Rating/Score | |

To calculate your average rating, add the scores together and then divide that number by 12*.

*note: 3 questions for each element (3x4=12)



Endnotes

- ⁱ Park, S. & Holloway, S. D. (2017). The effects of school-based parental involvement on academic achievement at the child and elementary school level: A longitudinal study, *The Journal of Educational Research*, 110:1, 1-16, DOI: 10.1080/00220671.2015.1016600.; Sui-Chu, E. H., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of education*, 126-141.
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- ^v Crozier, G., & Davies, J. (2007). Hard to reach parents or hard to reach schools? A discussion of home—school relations, with particular reference to Bangladeshi and Pakistani parents. *British educational research journal*, 33(3), 295-313.; Ishimaru, A. M. (2019). From family engagement to equitable collaboration. *Educational Policy*, 33(2), 350-385.
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- ^{ix} Kim, E. M., & Sheridan, S. M. (2015). Foundational aspects of family—school connections: Definitions, conceptual frameworks, and research needs. In *Foundational aspects of family-school partnership research* (pp. 1-14). Springer, Cham.
- ^x Epstein J. L. & Sheldon, S. B. (2006). Moving Forward: Ideas for Research on School, Family, and Community Partnerships. In Clifton F. Conrad & Ronald Serlin (Eds.), *SAGE Handbook for research in education: Engaging ideas and enriching inquiry* (pp. 117-137). Thousand Oaks, CA: Sage Publications.
- ^{xi} Jung, S. B. & Sheldon, S. B. (2020). The Connections of School Leadership for Partnerships with Teachers' Practices of Family Engagement. *School Community Journal*, 30, 1, 9-32.; Auerbach, S. (2012). *School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice*. Routledge.; Sanders, M. G. & Sheldon, S. B. (2009). *Principals Matter: A Guide to School, Family, and Community Partnerships*. Thousand Oaks, CA: Corwin Press.
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COLORADO
Department of Education

Family, School, and Community Partnering (FSCP)

Online Learning Opportunity

Offered by:
The Colorado
Department of Education
Exceptional Student Services Unit

- WHO:** All Education Stakeholders, Including Family and Community Members
Team participation is encouraged. See table below for suggested registrants.
- WHAT:** One Online Course, with Specific Topics and Focus Areas
Various Credit Options: Adams State University (for a fee) OR Continuing Education Hours (free of charge) OR Auditing (free of charge).
- WHEN:** February 22, 2021 to April 5, 2021. Course is asynchronous with weekly due dates.
- WHERE:** Online via Moodle.

| Course Description | Target Audience | Dates | Links to Register |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------|
| <p>Multi-Tiered Family, School, and Community Partnering</p> <p>This course builds upon the strong research base supporting the importance of family-school partnerships in student learning. There is integration of a Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and the National Standards for Family-School Partnerships (PTA, 2008). All grade levels are included. Information, resources, and skills in developing effective reciprocal communication and homework practices, which can improve student achievement, will be provided. Participants can adapt specific assignments and tools to meet their learning needs.</p> | <p>All Stakeholders: Educators, Family and Community Members, Related Service Providers, School Board Members, Advocates, Higher Education Faculty</p> | <p>2.22.21- 4.5.21</p> | <p style="text-align: center;"><u>Spring 2021</u></p> |

Colorado Department of Education

For more information, contact Joyce Thiessen-Barrett

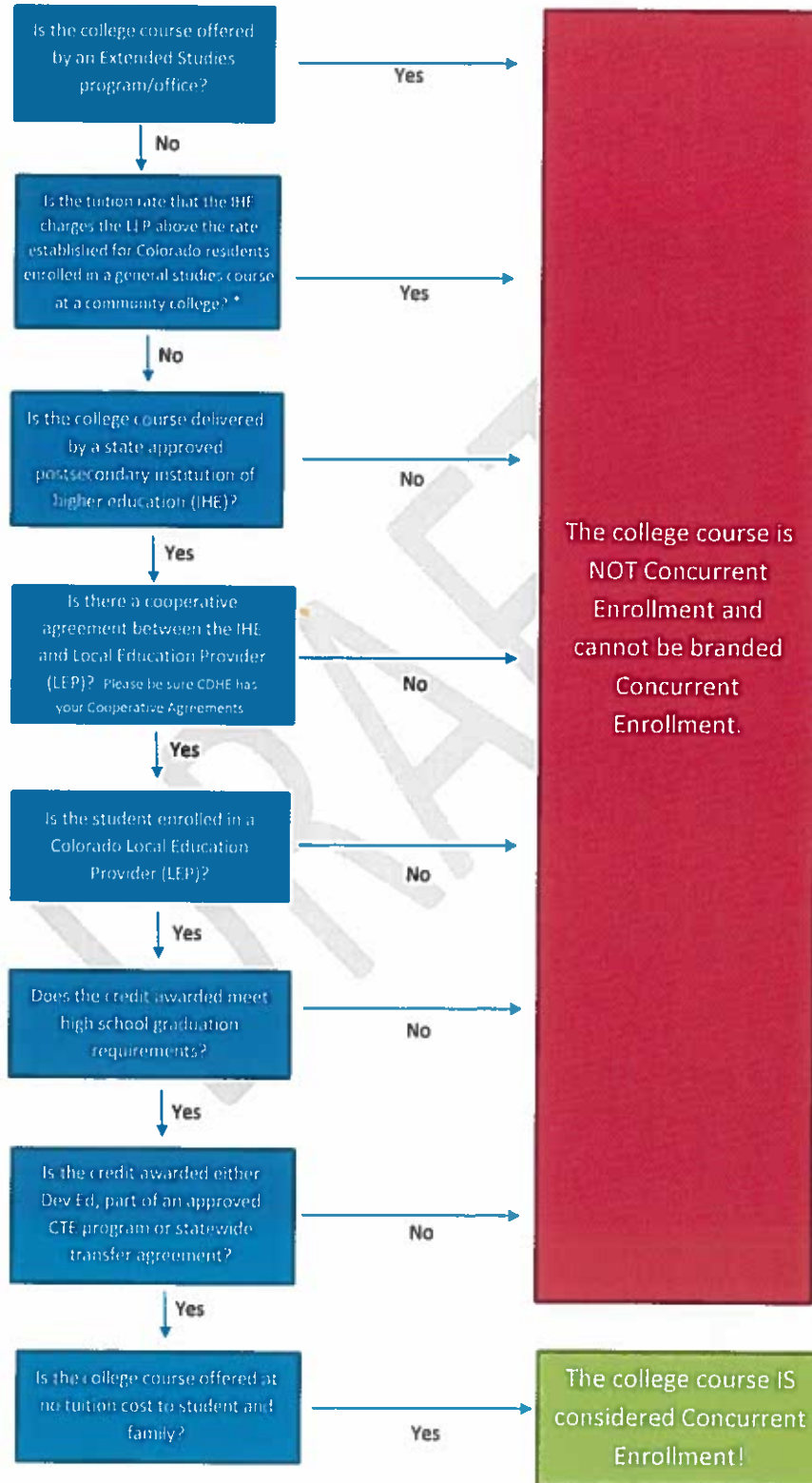
1560 Broadway, Denver, CO 80202 • (303) 866-6757 • Barrett_J@cde.state.co.us

[The contents of this handout were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.]

Concurrent Enrollment Requirements Flowchart

(Consult C.R.S. 22-35-102 for all requirements and details. Below flowchart incorporates changes from [SB19-176](#))

For additional detail for each item below, please see page 2.



CE Does NOT include a student's simultaneous enrollment in (see 22-35-103 (6)(b)):

- Secondary CTE, AP or IB
- Early College Postsecondary courses
- P-tech college courses
- Other courses that do not meet C.R.S. definition requirements
- Courses offered through an institution's Extended Studies program (see 22-35-110 (1) and 23-1-109.5). For instance, courses that allow students to opt out of HS or college credit, once the course is completed, are not Concurrent Enrollment.

***The tuition rate that the IHE charges the LEP does not exceed the rate established for Colorado residents enrolled in a general studies course at a community college (rate established by the state board for community colleges and occupational education) except for LEPs who are not in a community college's service area, in which case the tuition rate should not exceed the resident tuition rate of the nearest Colorado public IHE. (see 22-35-105 (3)(a)(I-II)).**

Is delivered via an Approved Postsecondary Institution of Higher Education (IHE)(see 22-35-103 (12) for the criteria):

- A state university or college, community college, local district college, area technical college or a postsecondary career and technical education program
- An educational institution operating in this state that maintains a physical campus or instructional facility in Colorado, is accredited by a regional accrediting agency or association, is authorized by the department of higher education to do business in Colorado pursuant to section 23-2-103.3, C.R.S., among other requirements.

LEP and IHE must enter into a Cooperative Agreement (see 22-35-104 (6)(a)).

Details of what must be included in a Cooperative Agreement found in the sections below:

- Overall requirements- 22-35-104 (6)(b)(I-VIII)
- Financial provisions- 22-35-105 (3)(a)(I-II)
- Requirements for distribution of cooperative agreements- 22-35-104 (6)(c).
 - Per statute, *be sure CDHE has a copy.*

Student is enrolled in a Colorado Local Education Provider (LEP) (see 22-35-103(13) for full definition) – an LEP is means a school district, board of cooperative services, district or institute charter school.

Awards credit toward HS graduation (see 22-35-103 (6)(a)). The qualified student must receive credit that applies to completion of high school graduation requirements. These requirements could be electives. In addition, if the LEP would typically count the course for graduation purposes (e.g. a student has completed the required science credits but enrolls in another CE science class), this is acceptable.

Awards credit that is either Dev Ed (for seniors only), approved CTE program, part of an approved CTE program or part of statewide transfer agreement (including gtPathway/Degree with Designation/AA/AS) (see 22-35-103 (6)(a)). Please check with your IHE.

Is offered at no tuition cost to students or families (see 22-35-103 (6)(a)). Any course for which the student or parent is responsible for any portion of the tuition may not be called Concurrent Enrollment. However, LEPs are authorized to request reimbursement from students and families if the student does not complete or receives a failing grade in the Concurrent Enrollment course (see 22-35-105 (4)(a-c)).

Multiple Measures for College-Level Placement (PPCC 4.2020)

| ASSESSMENT | Valid For (Since date taken/ completed) | ENGLISH 121 | MATH <u>103,107,112,120,135,155,156</u> | MATH <u>121,123</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------|
| High School Transcripts U.S. high school "B" or higher both semesters/all quarters. 10 th grade Eng A both semesters/all quarters | 2 years | 11 th grade (Junior) Eng. 10 th grade Eng A both semesters/all quarters | | |
| | 18 months | | Algebra II or higher | Pre-Calc or higher |
| ACT | 5 years | English 18 AND Reading 17 | Math 19 | Math 23 |
| SAT NEW (Since March 2016) | 5 years | Evidenced based reading and writing 470 | Math 500 | Math 590 |
| SAT OLD (Before March 2016) | 5 years | Critical Reading 430 | Math 460 | Math 570 |
| PSAT NEW (Since March 2016) | 5 years | Evidenced based reading and writing 470 | Math 500 | Math 590 |
| Accuplacer Next Gen Scores | 5 years | Writing 246 | MAT 103, 107, 112; Arithmetic 265 OR QAS 240 MAT 120, 135, 155, 156; QAS- 240 | Advanced Algebra and Functions 245 |
| Accuplacer Classic Scores | 5 years | Reading Comp 80 AND Sentence Skills 95 | Elementary Algebra 61 | Elementary Algebra 85 |
| Previously completed college level courses Regionally accredited institution, C- or higher | 15 years | Eng. 121,131, or Eng. 122 | MAT 103,107, 112, 120, 135, 156, OR 155 | MAT 121, 122,123,125 166, 201, etc. |
| College Prep Course from another CCCS college, C- or higher | 5 years | If student has completed a college prep class from a CCCS college, they are exempt from taking the same course here. | | |
| College Prep Course From another regionally accredited institution, C- or higher | 5 years | If student has completed a college prep course, provide them a course description from TES and refer to English faculty. | MAT 050 | MAT 055 |
| College Credit Exams AP, CLEP, DSST, GED, IB | 15 years | Reference the most current Records Test Matrix for minimum scores for credit. | | |
| Placement Options for Chemistry 111 | | | | |
| 1 year of HS Chemistry | Lifetime | Review HS transcript to confirm 1 full year completed with C- or better both semesters/ all quarters. * Student must still meet MAT 121 pre-req/co-req | | |

https://www.ppcc.edu/application/files/6115/8034/1422/Multiple_Measures_4.2020_for_pub.pdf



College Credits in D11

- Concurrent Enrollment Legislation
- What is and is not CE
- How to determine if a student is "qualified" for CE
- Concurrent Enrollment in our region
- Concurrent Enrollment Growth D11
- Higher Learning Commission (HLC) Staff
- Extended Studies opportunities beyond Concurrent Enrollment offerings
- Extended Studies Offerings D11 -CU Platinum
- Site level contacts



COLORADO
Department of Education

Legislation



COLORADO
Department of Higher Education

-Beginning in 2020-21, concurrent enrollment must be offered at no tuition cost to qualified students - local education providers (LEPS) will continue to pay up to only the tuition rate set by the state board for community colleges and occupational education.

*(PPCC only institution at this time for CE with the current rate set by the board).

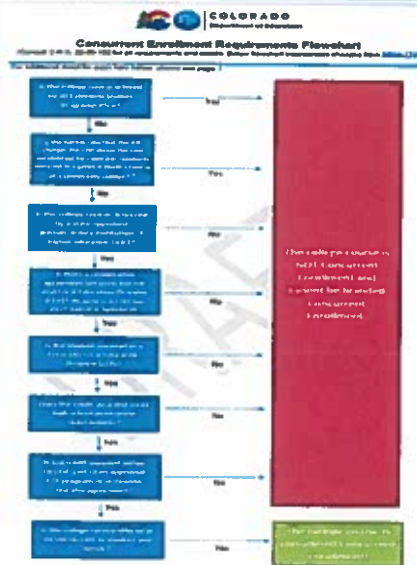
Students who complete a concurrent enrollment course must receive credit that applies to high school graduation requirements; and Courses must apply to developmental education or a postsecondary degree, certificate, or gateway course, or is transferable among state institutions of higher education.

CDE Flowchart "What is and is not CE"

(attachment included in your packet)

Is the college course offered by an Extended Studies program/office?
Yes- NOT CE

Is the tuition rate above the CC rate?
Yes- NOT CE



How do students qualify for CE:

Multiple Measures for CE @PPCC (attachment included in your packet)

| Qualifying Test | Score Required: EX.Eng 121 |
|-----------------|-------------------------------|
| SAT | 470 |
| PSAT | 470 |
| ACT | English 18 Reading 17 |
| Accuplacer | Writing 246 |

| ASSESSMENT | Valid For (since date taken/ completed) | ENGLISH 121 | MATH 103,107,112,120, 135,155,156 | MATH 121, 123 |
|----------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------|-----------------------------------------|---------------------|
| Small School Transcripts (1-5 high school or higher high-contrast/d) grades | 1 year | 17 grade (2000-09) | | |
| ACT | 1 year | English 18 | Math 17 | Math 17 |
| ACT COMP (before March 2016) | 1 year | English 18 | Math 17 | Math 17 |
| ACT COMP (after March 2016) | 1 year | English 18 | Math 17 | Math 17 |
| Accuplacer Test score sheets | 1 year | Writing 246 | | |
| Accuplacer Score Sheets | 1 year | Reading 18 or 17 | | |
| Previously completed college level courses Recognized transfer institutions, C- or higher | 1 year | Eng 101, 101L, or Eng 102 | | |
| College Prep Course (see attached L1-C1) | 1 year | College Prep course (see attached L1-C1) | | |
| College Prep Course (see attached L1-C1) Completed courses, C- or higher | 1 year | College Prep course (see attached L1-C1) | | |
| College Prep Course (see attached L1-C1) AP, CE, EP, DREY, DREY, IS | 1 year | College Prep course (see attached L1-C1) | | |
| 1 year CE/EP/CE/EP | 1 year | College Prep course (see attached L1-C1) | | |

Concurrent Enrollment in our region:



**PIKES PEAK
COMMUNITY COLLEGE**

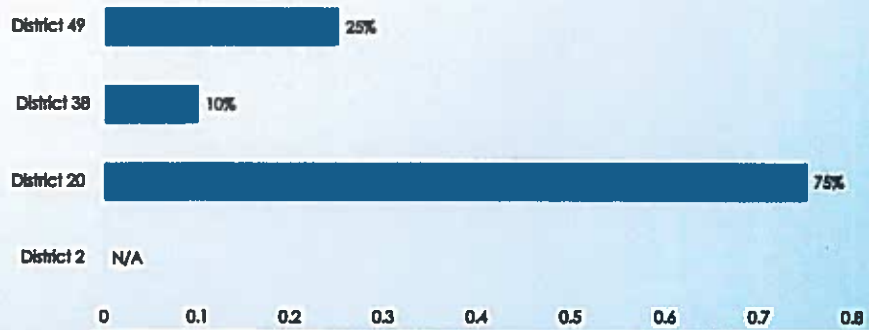
- CE Tuition rate set by Community College
- PPCC data on other districts in our region

Concurrent Enrollment in our region:

| High School/District | Total Courses Offered in Academic Year | Average Sections (Class Periods) Offered Each Semester |
|----------------------|----------------------------------------|--------------------------------------------------------|
| District 2 | 15 | 24 |
| District 20 | 19 | 17 |
| District 38 | 6 | 4 |
| District 49 | 16 | 40 |

CE in our region:

Growth of Campus Pathways (on HS campus) concurrent enrollment from the 2019-2020 school year by District



| | District 2 | District 20 | District 38 | District 49 |
|--------------------------------------------------------------------------------------------|------------|-------------|-------------|-------------|
| ■ % of Campus Pathways (on HS campus) CE Growth from the 2019-2020 school year by District | 0 | 75% | 10% | 25% |

CE in our region: English and Communication courses

| Course | Number of High School Locations | High School Enrollment (# of students) |
|--------------------------|---------------------------------|----------------------------------------|
| ENG 121: Composition I | 15 | 642 |
| ENG 122: Composition II | 6 | 316 |
| LIT 115: Intro. To Lit | 5 | 198 |
| COM 115: Public Speaking | 7 | 226 |

CE in our region: Math and Psychology courses

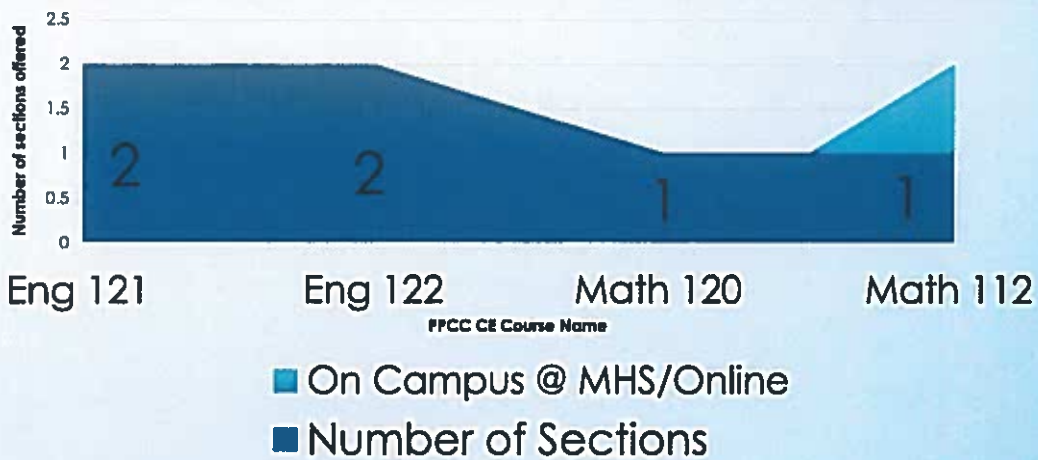
| Course | Number of High School Locations | High School Enrollment (# of students) |
|---------------------------------|---------------------------------|----------------------------------------|
| MAT 107: Career Math | 6 | 66 |
| MAT 120: Math for Lib Arts | 4 | 138 |
| MAT 121: College Algebra | 10 | 156 |
| PSY 101: Intro. To Psychology I | 9 | 185 |

Concurrent Enrollment Growth D11

What can we bring to our campuses to grow concurrent enrollment for the students in Colorado Springs School District 11.



Concurrent Enrollment growth in D11 *Spring 2021 courses added



Subject Crosswalks- CE for my degree plan

Working with content facilitators on Crosswalk documents to show what CE courses would count towards D11 grad credits.

Begin with the End in Mind

Determine an Area of Interest

Arts & Humanities Business Education Health Science Manufacturing Public Safety Science & Technology Social Science

Higher Learning Commission (HLC) Staff Qualifications

How does our D11 staff qualify to teach the college level courses?



- **Concurrent Enrollment Expansion and Innovation Grant Program**
- In May 2019, the Colorado State Legislature passed [Senate Bill 19-176](#), the Concurrent Enrollment Expansion and Innovation Grant Program Act.
- Additionally, the act creates the concurrent enrollment expansion and innovation grant program, a grant program, to provide grants to local education providers to use in starting to offer concurrent enrollment or expanding the availability of concurrent enrollment.
- Create teacher incentive program for becoming HLC qualified.

Higher Learning Commission (HLC) Staff Qualifications

- The faculty credential guidelines: For Academic Programs and Courses (e.g. science, history, psychology, etc.)
 - Master's Degree (or higher) in the content area being taught (e.g. chemistry, political science, etc.); or Any other Master's Degree + 18 hours of graduate credit in the specific content area
 - This would apply to any GTPathway course being taught

<https://www.hlcommission.org/Publications/determining-qualified-faculty.html>



HIGHER LEARNING COMMISSION

Lets Review CE-

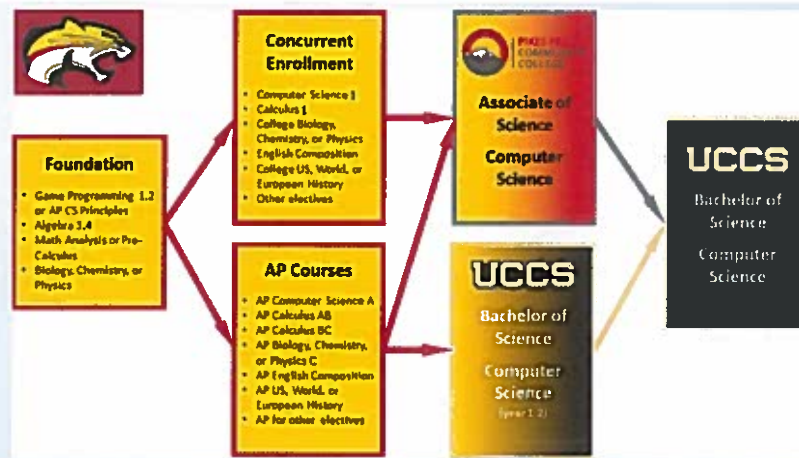
- Must be offered at no tuition cost to qualified students.
- Tuition rate for the school district to pay is set by Community College System.
- Students can qualify through multiple measures (test scores and or prior grades).
- CE taught by HLC qualified instructor.
- Prior to the updates and legislative changes with Concurrent Enrollment D11 had various on campus offerings for students that are now **all classified as Extended Studies.**

Extended Studies beyond Concurrent Enrollment offerings:

- Remember CDE Flowchart what is and is not Concurrent Enrollment:
- According to CE definition and rate by CDE our current partner Pikes Peak Community College.
- Extended Studies offerings in D11 are available to students who exceed Concurrent Enrollment course offerings required for their postsecondary plans.
- Example Nursing, Computer Science, Engineering etc.

Is the college course offered by an Extended Studies program/office?
 Yes- NOT CE

Concurrent Enrollment and Extended Studies: Computer Science Crosswalk



Extended Studies Offerings D11- CU Platinum

Comm 2100 Public Speaking Spring 2021

- Online with UCCS Instructor
- Open to all D11 students =25

Coronado-12 Students

Doherty- 2 Students

Palmer- 11 Students

- **What is CU Succeed:** CU Succeed Programs collaborate with high schools in Colorado in offering students the opportunity to get a head start on their college careers by taking CU Denver and UCCS courses, for both high school and college credit.
- **CU Succeed Platinum:** Colorado High School Students have the opportunity to earn Academic Credit in a course offered at their high school taught by UCCS Faculty. The courses appear on an official UCCS transcript as do other courses of the University.
- CU Succeed Platinum courses include topics such as Communication, Criminal Justice, Sociology, and more!
- Cost- flat rate for for up to 25 students enrolled.

Site level contacts: For more information regarding college courses contact College and Career Counselors @ each HS

- **Coronado HS** – Cody Eden
Cody.eden@d11.org
- **Doherty HS**- Scott Crosby
g.crosby@d11.org
- **Mitchell HS** – Natalie Real
natalie.real@d11.org
- **Palmer HS** – James Yopez
James.yopez@d11.org

Odyssey Early College –

| | |
|------------------|------------------------------------------------------------------------|
| Katrina Everette | katrina.everette@d11.org |
| Lisa Fowler | lisa.fowler@d11.org |
| Leilani Mullins | leilani.mullins@d11.org |

Achieve-

| | |
|-------------------|--------------------------------------------------------------------------|
| Kimberly McMillan | kimberly.mcmillan@d11.org |
|-------------------|--------------------------------------------------------------------------|

Bijou-

| | |
|--------------|----------------------------------------------------------------|
| Kristyn Gray | kristyn.gray@d11.org |
|--------------|----------------------------------------------------------------|

TESLA-

| | |
|---------------|------------------------------------------------------------------|
| Cheryl Stueve | cheryl.stueve@d11.org |
|---------------|------------------------------------------------------------------|

D11 Career & Technical Education

High School Programming

2560 International Circle, Colorado Springs, CO 80910

719-520-2567

| | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
|------------------------------------------------------|----------|---------|---------|----------|--------|-------|
| ACCOUNTING | | | | | | |
| *College Accounting Honors 1, 2 (ar_ppcc) | X | X | | | | |
| ACE-Work Study | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| ACE-Work Study (WBL) | X | X | | X | X | X |
| AGRICULTURE/LANDSCAPING (beg_18-19) | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Intro to Agriculture | | | | | | |
| Environmental Science (ce_ppcc) | | | X | | | |
| Soil Science (ce_ppcc) | | | X | | | |
| Introduction to Horticulture (ce_ppcc) | | | | | | |
| Irrigation 1, 2 (ar_ppcc) | | | | | | |
| AIRFRAME POWER & MECHANICS | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Aviation Science 1, 2 (ce_spartan) (cert) | | | | | | |
| Basic Aviation Electricity 1, 2 (ce_spartan) (cert) | | | | X | | |
| Aviation Maintenance Practices 1,2 (ce_spartan) | | | | | | |
| ARCHITECTURE | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Architecture Drawing 1, 2, 3, 4 (ar_ppcc) | X | X | | | | |
| PLTW Civil Engineering & Architecture 1,2 (ce_uccs) | X | X | | | | |
| AUTOMOTIVE | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Automotive Tech 1, 2 | | X | X | | | |
| Voc Tech Auto Tech 1, 2 (ar_ppcc) (certs) | | X | X | | | |
| BIOMEDICAL SCIENCE (PLTW) | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Principles Biomedical Sciences 1, 2 (ce_uccs) | | | | X | | |
| Human Body System 1, 2 (ce_uccs) | | | | X | | |
| Medical Intervention 1, 2 (ce_uccs) | | | | X | | |
| Biomedical Science Capstone 1, 2 (ce_uccs) | | | | X | | |
| BUSINESS & MARKETING | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Bus. & Marketing Essential 1, 2 (ar_ppcc) (WBL) | X | X | | | | |
| Business Law (WBL) | X | X | | | | |
| Leadership (WBL) | X | | | | | |
| Social Impact Business | | X | X | | | |
| Social Impact Internship | | X | X | | | |
| Personal Finance | X | X | | | | |
| Marketing & Adv. 1, 2 (ar_ppcc) | | X | X | | | |
| Microsoft Office Specialist 1 (cert) | X | | | | | X |
| Microsoft Office Specialist 2 (cert) | X | | | | | X |
| HSB: Leadership (ar_ppcc) | | | X | | | |
| HSB: Wealth Management (ar_ppcc) | | | X | | | |
| HSB Principles of Business (ar_ppcc) | | | X | | | |
| HSB Principles of Economics (ar_ppcc) (WBL) | | | X | | | |
| HSB Principles of Marketing (ar_ppcc) (WBL) | | | X | | | |
| COMPUTER SCIENCE | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Intro to Programming | | | | X | | |
| Java Programming I, II Honors | | | | | X | |
| IT Essential 1, 2 (ar_ppcc) (certs) | | | X | | | |
| Cyber Security 1, 2, 3, 4 (ar_ppcc) (certs) | | | X | | | |
| IB Computer Science SL 5, 6 | | | | | X | |
| Game Programming 1, 2, 3, 4 | X (1,2) | | | X | X | |
| PLTW Computer Science Essentials (ce_uccs) | | X | | | | |
| PLTW Computer Science Principles (ce_uccs) (AP test) | X | X | | | | |
| PLTW Computer Science A (ce_uccs) (AP test) | X | X | | | | |
| Web Design 1, 2 (cert) | X | X | | X | X | |
| CONSTRUCTION | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Construction Technologies 1, 2, (cert) | X | | | X | | |
| Construction 3 Electrical (cert) | | | | X | | |
| Construction 4 Plumbing (cert) | | | | X | | |

| | | | | | | |
|-----------------------------------------------------------|-------------------------------------------|------------------|----------------|----------|--------|-------|
| Advanced Construction 5-6, 7-8 (ar_ppcc) (cert) (WBL) | | | | X | | |
| CULINARY | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| ProStart 1, 2, 3, 4 (ce_MSU) (cert) | | X | X | | | |
| Food Service Field Experience 1 | | X | X | | | |
| Hospitality & Tourism Management | | | X | | | |
| Food Science & Nutrition 1, 2 | | X | | | | |
| Catering 1, 2 (ar_ppcc) | X | X | | | | |
| DRONES (UAVs) | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Drone Flight and Licensing (cert) | X | | | X | | |
| Drone Engineering, Design and Repair | X | | | X | | |
| Drone Motion Picture Applications | | | | | | |
| EDUCATION | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Para Professional Educator 1, 2 (ce_ucd) (ar_ppcc) (cert) | | | X | | | |
| Teacher Cadet 1H, 2H (ce_csu) (ar_ppcc) | | X | X | | | |
| Teacher Cadet Intern 1 (ar_ppcc) | | X | X | | | |
| Early Child Ed 101, 102 (ar_ppcc) | | | X | | | |
| ENGINEERING (PLTW) | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Computer Integrated Manufacturing 1,2 (ce_uccs) | X | | | | | |
| Intro to Engineering Design 1, 2 (ce_uccs) (ar_ppcc) | X | X | | | | |
| Principles of Engineering 1, 2 (ce_uccs) (ar_ppcc) | X | X | | | | |
| Digital Elect 1, 2 (ce_uccs) | | X | | | | |
| Aerospace Engineering (ce_uccs) | X | | | | | |
| FAMILY & CONSUMER STUDIES | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Child and Adolescent Development (cert) | | X | X | | X | |
| Relationships | | X | X | | | |
| Nutrition & Wellness | | | | | X | |
| Culinary Arts | X | X | | | X | |
| INTERIOR DESIGN | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Interior Design 1, 2 (ar_ppcc) | X | | | | | |
| MANUFACTURING | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Manufacturing Fabrication 1, 2 | X | | | | | |
| Technical Drawing 1, 2 | X | X | | | | |
| MULTIMEDIA & GRAPHIC ARTS | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Video Production 1, 2 (ar_ppcc) | X | | | | X | |
| Adv. Video Prod. 1, 2 (ar_ppcc) | X | | | | X | |
| Broadcast Video Production 1, 2 (ar_ppcc) | X | | | | X | |
| Digital Audio & Music Production 1, 2 (ar_ppcc) | | | | X | X | |
| Beginning Filmmaking 1, 2 | | | | | X | |
| Digital Photography (ar_ppcc) | X | | X | X | X | |
| Adobe InDesign* (ar_ppcc) (cert) | X | | X | | X | |
| Adobe Illustrator (ar_ppcc) (cert) | | | | | | |
| Adobe Photoshop*(ar_ppcc) (cert) | | | | | | |
| Design and Color (ar_ppcc) (cert) | X | | X | | X | |
| Drawing for Illustrators (ar_ppcc) | X | | X | | X | |
| Outdoor Recreation Leadership | Coronado | Doherty | Odyssey | Mitchell | Palmer | Tesla |
| Wilderness First Aid) (ar_ppcc) (cert) | | | | | | X |
| Wilderness Ethics (ar_ppcc) | | | | | | X |
| Leave No Trace Trainer (ar_ppcc) (cert) | | | | | | X |
| Backcountry Navigation (ar_ppcc) | | | | | | X |
| Back Country Cooking (ar_ppcc) | | | | | | X |
| Leave No Trace Trainer (ar_ppcc) (cert) | | | | | | X |
| Backpacking (ar_ppcc) | | | | | | X |
| Outdoor Leadership (ar_ppcc) | | | | | | X |
| Mountain Bike Operation (ar_ppcc) (cert) | | | | | | X |
| Wilderness First Responder (ar_ppcc) (cert) | | | | | | X |
| Articulated Credit - non transferable | ar_ppcc | | | | | |
| Concurrent Enrollment -transferable in Colorado | ce_uccs ce_ucd ce_adams ce_msu ce_spartan | | | | | |
| Industry Certification - employment related | Cert in Place | Cert in progress | Cert potential | | | |
| High School credit for employment in related industry | WBL | | | | | |

D11 Career & Technical Education Middle School Programming

2560 International Circle, Colorado Springs, CO 80910

719-520-2567

| BIOMEDICAL SCIENCE (PLTW) | Galileo | Holmes | Jenkins | Mann | North | Russell | Sabin | Swigert | West |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|----------------|-------------|--------------|----------------|--------------|----------------|-------------|
| GiT Medical Detectives | X | | | | | X | | | |
| | | | | | | | | | |
| COMPUTER SCIENCE | Galileo | Holmes | Jenkins | Mann | North | Russell | Sabin | Swigert | West |
| GiT PLTW Apps Creator | X | | | X | | | | | X |
| GiT PLTW Computer Science for Innovators & Makers | X | X | X | X | | X | X | X | X |
| Web Design & Publication | | | | | | | | X | |
| Intro to Computers 1, 2 | | X | X | X | X | | | X | |
| IBMYP Gate to Tech Intro to CS1 | | | | | | | | | |
| IBMYP Gate to Tech Intro to CS2 | | | | | | | | | |
| | | | | | | | | | |
| CONSTRUCTION | Galileo | Holmes | Jenkins | Mann | North | Russell | Sabin | Swigert | West |
| Woods - Pre-Construction | | X | | | | | | | |
| | | | | | | | | | |
| STEM | Galileo | Holmes | Jenkins | Mann | North | Russell | Sabin | Swigert | West |
| Drone flight and engineering | | | | | X | | | | X |
| GiT PLTW Automation & Robotics | X | X | X | X | | X | X | X | X |
| GiT PLTW Design & Modeling | X | | X | X | X | X | | | X |
| GiT PLTW Energy and the Environment | X | | | | | | | | |
| GiT PLTW Flight & Space | X | | | X | X | X | | X | X |
| GiT PLTW Green Architecture | X | | | X | X | | | X | |
| GiT PLTW Magic of Electrons | | | | | X | | | | |
| GiT PLTW Science of Technology | X | X | | | X | | | | |
| Introduction to Technology | | X | | | | | | | X |
| Integrated Applications to Tech 1, 2 | | | | | | | | | |
| | | | | | | | | | |
| FAMILY & CONSUMER STUDIES | Galileo | Holmes | Jenkins | Mann | North | Russell | Sabin | Swigert | West |
| Beg Consumer & Family Studies A, B | | X | | | | | | | |
| Intm Consumer & Family Studies A, B | | X | | | | | | | |
| Adv Consumer & Family Studies A, B | | X | | | | | | | |
| | | | | | | | | | |
| MULTIMEDIA & GRAPHIC ARTS | Galileo | Holmes | Jenkins | Mann | North | Russell | Sabin | Swigert | West |
| Broadcast News | | | X | | X | | | X | |
| Cinematography | | | X | | X | | | X | |
| Video Production | | | X | | X | | | X | |
| IBMYP Video Prod 6 1, 2, 3, 4 | | | | | X | | | | |
| IBMYP Video Prod 7 1, 2, 3, 4 | | | | | X | | | | |
| IBMYP Video Prod 8 1, 2, 3, 4 | | | | | X | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| ECHS (Early College High School) is a CTE hub site offering courses in 9 programs; ECHS also serves as the district's only early college offering students an opportunity to complete a 2-year degree while enrolled in the district | | | | | | | | | |

Duane Roberson, CTE Director

Julie Halfpop, Admin Assistant

Melissa Smith, Exec Pro

Work-based learning support staff, TBD

Dawn Boden, PWR Coordinator

Career Pathways

Coronado High School

Doherty High School

Mitchell High School

Palmer High School

TESLA

**Leliani Mullins
Counselor**
Supports all CTE

Counselor - non identified
Support CTE
Non-CTE

Counselor Vicki Glaser
Support CTE
Non-CTE

Counselor - non identified
Support CTE
Non-CTE

Counselor - non identified
Support CTE
Non-CTE

ACE Instructor
Support ACE CTE

ACE Instructor
Support ACE CTE

ACE Instructor
Support ACE CTE

ACE Instructor
Support ACE CTE

ACE Instructor - TESLA
Support ACE CTE

8 CTE Instructors

12 CTE Instructors

12 CTE Instructors

8 CTE Instructors

6 CTE Instructors

3 CTE Instructors

Automotive

Business

Automotive

Aviation Science

Communications

Microsoft applications

Business

Communications

Business

Biotech/Biomed

Computer applications*

Communications

Computer Science (Trad CS/AP model)

Communications

Construction

Computer Science (Game Design)

Computer Science (IT/Cyber)

Construction

Computer Science (Trad CS/AP model)

Computer Science (Game Design)

Family & Consumer Studies

Culinary

Culinary

Culinary

Web Design

Education

Graphic arts

Education

Graphic arts

Manufacturing

Pre-Engineering

Horticulture

Pre-Engineering

Move ACE out of Special Education - assign as WBL Support in building/CTE Support

Develop PWR core of CTE Specialist Counselors to Support CTE and WBL

Align academic credit to WBL

D11 Work Based Learning Model

| | Program, Department | Certified Staffing | SPED EA | Additional Support | Target Students | Competencies | CREDIT BEARING COURSES (Board approved course titles can be found in the D11 online catalogue) |
|---------------------------------|-------------------------------|-----------------------|-------------------|-----------------------------|---------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------|
| Transition | Transition, Special Education | | | | | | |
| ACE | CTE, Gen Ed | FTE Special Education | Support as Needed | WBL TOSA, Job Coach | General Ed (Traditionally Special Populations) | ACT WorkKeys (English/Math) | Voc ACE 1-4 (1 PWR credit) |
| ACE Cooperative Work Experience | CTE, Gen Ed | FTE Special Education | Support as Needed | WBL TOSA, Job Coach | General Ed (Traditionally Special Populations) | | Voc ACE Work 1-4 (**1 credit = 60 hours; 2 credits = 120 hours) |
| ACE Work Based Learning | CTE, Gen Ed | FTE Special Education | Support as Needed | WBL TOSA, Job Coach | General Ed (Traditionally Special Populations) | | ACE WBL (**1 credit = 60 hours; 2 credits = 120 hours) |
| ACE CTE Pathways | CTE, Gen Ed | FTE Special Education | Support as Needed | WBL TOSA, CTE Instructors | Special Populations, CTE students in CTE programs | | ACE CTE PATHWAYS (**1 credit = 60 hours; 2 credits = 120 hours) |
| CTE - Work Based Learning | CTE, Gen Ed | WBL TOSA | N/A | May be Liaison Community | *Students currently enrolled in CTE program | | CTE Work Based Exploration/Internship (1 credit = 60 hours; 2 credits = 120 hours) |
| Work Study/Service Learning | Counseling, Gen Ed | Counselor | N/A | May be Liaison Community | At-Risk students | | Work Study/Service Learning (1 credit = 135 hours; 2 credits = 270 hour) |
| SWAP | | | | | | | |

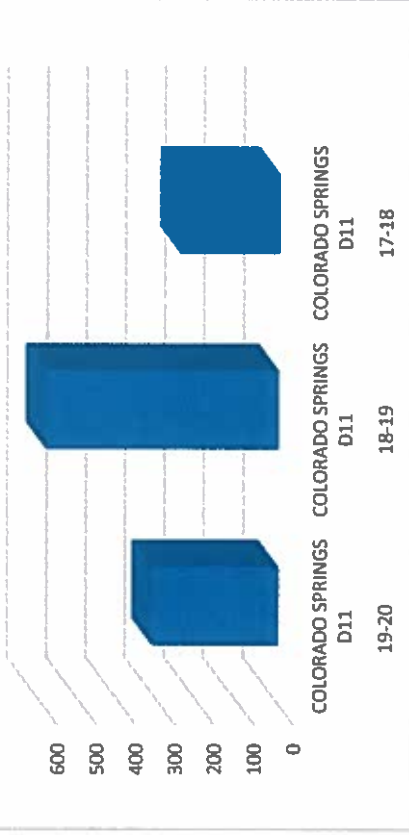
WORK BASED LEARNING DEFINITIONS:

| | |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ACE | Alternative Cooperative Education (ACE) Career & Technical Education (CTE) is a multi-occupational pathway that facilitates individualized, developmentally appropriate programming necessary to support CTE students successfully. This includes students identified as Special Populations*. ACE CTE Programming is developed through collaboration with educators, business representatives and community stakeholders. The collaboration creates locally responsive, relevant work-based & school-based learning experiences. ACE CTE students will demonstrate competency in Postsecondary Workforce Readiness (PWR)** that lead to technical skill attainment in any chosen occupation with a focus on high wage occupations in high skill or high demand industries that promote self-sufficiency. |
| ACE WBL | The Alternative Cooperative Education Career Technical Pathways (ACE CTE) program is meant to serve as a support class to ACE CTE students who are co-enrolled in a specific CTE cluster sequence. ACE Teacher serves as the learning success coordinator - filling in the gaps of learning that a student may need to supply the technical skill content. Students will demonstrate levels of self-awareness, career exploration, academic planning based upon postsecondary aspirations and realistic options as well as employability skills. This course is NOT to be delivered as a credit recovery, study hall or access/study skills course. This course MUST be linked directly to a CTE program. |
| ACE CTE Pathways | The Alternative Cooperative Education in School Work Based Learning (ACE WBL) program designed for students to develop basic employment skills by participating in an in-school work/school based enterprise experience. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, postsecondary option knowledge and employability skills. ACE teacher serves as a coach and mentor checking in with supervisor/employer regularly. |
| Cooperative Education Work Based Learning | Work based learning is a requirement of course work. Students are required to complete an internship or be in employment in the occupational area in alignment with course and curriculum, or in non-occupational opportunities as defined by the course and program. Credit for internships and work are embedded in the course description. Examples include: ACE, ProStart, Teacher Cadet programs. |
| Employment in CTE program | Earning work credit for pursuing approved work experiences related to prior and current CTE programming |
| Employment in Non-CTE program | Earning work credit for pursuing approved work experience in areas unsupported by CTE, but alignment with ICAP |
| Internship | Student is in an occupational setting that emulates employment. Internships may be paid or unpaid and may be connected to scholarship. Internships are supported by school certified staff. Defining characteristics of an internship include: Defined scope of learning; partnership between school district, employer, student; limited duration; district supported liability (unless paid and student is employed); district monitored site visits. |
| Special Populations | Special Populations (per Perkins Authorization): is defined as individuals with a disability, in nontraditional fields, are displaced homemakers, economically disadvantaged individuals including youth in foster care, are English language learners, and single (teen) parents |
| Student Enterprise | Earning work credit for operating a school based business or student enterprise. These may be related to CTE programs, but do not have to be. |

CERTIFICATIONS Statewide 2017-2019

| D11 Ranks 9th | | D11 Ranks 2nd | | D11 Ranks 4th | |
|---------------|---------------------------|---------------|--------------------------|---------------|----------------------|
| School Year | District | School Year | District | School Year | District |
| 19-20 | Jeffco | 18-19 | Jeffco | 17-18 | Jeffco |
| 19-20 | Cherry Creek | 18-19 | COLORADO SPRINGS D11 | 17-18 | Adams 12 |
| 19-20 | Adams 12 | 18-19 | Douglas County | 17-18 | Cherry Creek |
| 19-20 | Mesa County | 18-19 | Adams 12 | 17-18 | COLORADO SPRINGS D11 |
| 19-20 | Boulder Valley | 18-19 | Cherry Creek | 17-18 | Poudre |
| 19-20 | Douglas County | 18-19 | St. Vrain | 17-18 | Douglas County |
| 19-20 | Academy 20 | 18-19 | Boulder Valley | 17-18 | Boulder Valley |
| 19-20 | Adams-Arapahoe | 18-19 | Canon City | 17-18 | Denver County D1 |
| 19-20 | COLORADO SPRINGS D11 321* | 18-19 | Poudre | 17-18 | Littleton |
| 19-20 | Canon City | 18-19 | District 27J | 17-18 | Academy 20 |
| 19-20 | Poudre | 18-19 | Charter School Institute | | |
| 19-20 | Charter School Institute | | | | |
| 19-20 | St. Vrain | | | | |
| 19-20 | District 27J | | | | |
| 19-20 | Thompson School District | | | | |
| 19-20 | Manitou Springs | | | | |

Certificates



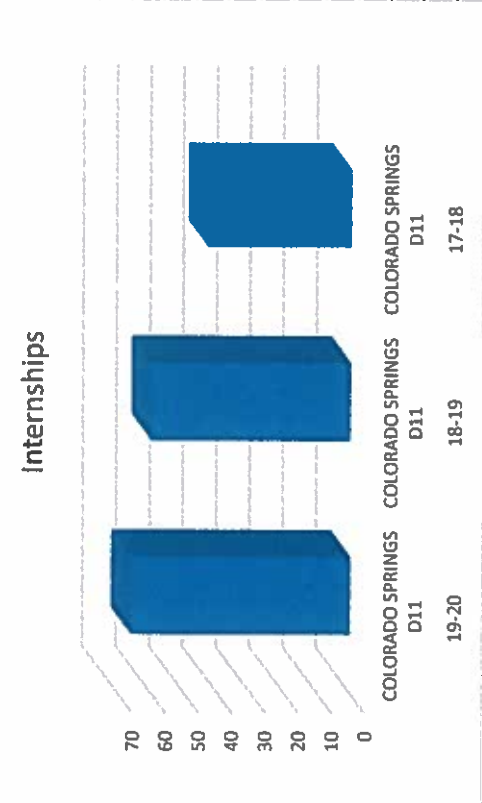
The inclusion of ACT Workkeys in the state list created a surge on district-wide testing in many districts. The ACT Workkeys has been removed from future lists. (note: it remains on the menu for College and Career Ready demonstrations.

* D11 certifications were negatively impacted by Covid, specifically a 100% decrease in automotive ASE certifications and 50% reduction in construction HBI PACT Core certs. Combined these account for a total decrease of 120+

| School Year | District | Certificates Internships |
|-------------|----------------------|--------------------------|
| 19-20 | COLORADO SPRINGS D11 | 321 66 |
| 18-19 | COLORADO SPRINGS D11 | 593 60 |
| 17-18 | COLORADO SPRINGS D11 | 250 43 |

INTERNSHIPS Statewide 2017-2019

| D11 Ranks 6th | | | D11 Ranks 5th | | | D11 Ranks 7th | | |
|---------------|--------------------------|-------------|---------------|--------------------------|-------------|---------------|----------------------------|-------------|
| School Year | District | Internships | School Year | District | Internships | School Year | District | Internships |
| 19-20 | Adams-Arapahoe | 226 | 18-19 | Eagle | 152 | 17-18 | Denver County D1 | 427 |
| 19-20 | Denver County D1 | 138 | 18-19 | Jeffco | 107 | 17-18 | Eagle | 108 |
| 19-20 | Eagle | 102 | 18-19 | Cherry Creek | 79 | 17-18 | Littleton | 106 |
| 19-20 | Cherry Creek | 83 | 18-19 | Poudre | 61 | 17-18 | Poudre | 83 |
| 19-20 | Jeffco | 78 | 18-19 | COLORADO SPRINGS D11 | 60 | 17-18 | Widefield 3 | 83 |
| 19-20 | COLORADO SPRINGS D11 | 66 | 18-19 | Pueblo County | 27 | 17-18 | Cherry Creek | 74 |
| 19-20 | Poudre | 66 | 18-19 | Douglas County | 6 | 17-18 | COLORADO SPRINGS D11 | 43 |
| 19-20 | Duango | 53 | 18-19 | Thompson School District | 4 | 17-18 | STEM School Highland Ranch | 40 |
| 19-20 | Adams 12 | 51 | 18-19 | Boulder Valley | 2 | 17-18 | Jeffco | 12 |
| 19-20 | St. Vrain | 49 | | | | | | |
| 19-20 | Charter School Institute | 45 | | | | | | |
| 19-20 | Pueblo County | 27 | | | | | | |
| 19-20 | Thompson School District | 26 | | | | | | |
| 19-20 | Douglas County | 19 | | | | | | |



| School Year | District | Internships |
|-------------|----------------------|-------------|
| 19-20 | COLORADO SPRINGS D11 | 66 |
| 18-19 | COLORADO SPRINGS D11 | 60 |
| 17-18 | COLORADO SPRINGS D11 | 43 |

Career Development Incentive Program

Fact Sheet



Program Overview

The Career Development Incentive Program, or [Career Development Success Pilot Program in House Bill 18-1266](#), provides financial incentives for school districts and charter schools to encourage high school students to complete: qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs or qualified Advanced Placement (AP) courses.

[A list of qualifying programs/courses](#) can be found on the Colorado Workforce Development Council website. This list is developed based on Colorado labor market data, existing secondary programs that correspond with high growth, high demand occupations and business/industry feedback.

Funding

| Year | Number of Requests | Amount Funded | Dollar Amount |
|--------------|--------------------|---------------|---------------------|
| 2016-17 | 3106 | 1807 | \$1M |
| 2017-18 | 5777 | 3688 | \$2M |
| 2018-19 | 6764 | 5133 | \$4.8M |
| 2019-20 | 9110 | 6441 | \$4,279,837 |
| TOTAL | 24,757 | 14,069 | \$12,079,837 |

The specific dollar amount of each incentive depends on the total number of completed programs in the state and the number and type of completed programs reported by districts. The funding is distributed in tiers, see below, with industry credentials funded before all other qualified programs. The three Career Development Incentive Program tiers are:

1. Industry certification programs
2. Internships, residencies, construction industry pre-apprenticeships or construction industry apprenticeships
3. Computer science Advanced Placement (AP) courses.

2019-20 program participation

- 54 School districts and six charter schools reported students who completed qualified industry credential programs. 50 percent of these local education providers were categorized as rural or small rural.
- 9110 total qualifying credentials/courses were reported. Only 6441 were funded due to available appropriations.
- As required by state law, [Colorado Revised Statute 22-54-138](#), participating districts or charter schools cannot receive a distribution of more than ten percent of the total number of completed industry certificates reported by districts and charter schools. Therefore, one district received funding for only 692 certificates, rather than the amount reported, thus reducing the number of credentials funded.



2019-20 reported credentials breakdown

*Personally-identifiable numbers were removed to protect student privacy.

| Qualified Programs | # Reported by Districts | # Funded | \$ Amount Funded |
|---------------------------------------------|-------------------------|-------------|--------------------|
| Industry-Recognized Certificates | 6915 | 6441 | \$4,279,837 |
| Internships | 1078 | 0 | \$0.00 |
| Residency Programs | 0 | 0 | \$0.00 |
| Construction Industry Pre-Apprenticeships | 326 | 0 | \$0.00 |
| Construction Industry Apprenticeships | * | 0 | \$0.00 |
| Advanced Placement Computer Science Courses | 785 | 0 | \$0.00 |
| Total | 9110 | 6441 | \$4,279,837 |

2019-20 reported demographics

| | American Indian/ Alaska Native | Asian | Black or African American | Hispanic or Latino | Two or more Races | Native Hawaiian/ Pacific Islander | White | Free or Reduced-Priced Lunch Eligible |
|-----------------------------|--------------------------------|-------|---------------------------|--------------------|-------------------|-----------------------------------|-------|---------------------------------------|
| Industry Certificates | Less than 1% | 4% | 3% | 25% | 1% | 6% | 60% | 22% |
| Internships | Less than 1% | 7% | 6% | 23% | Less than 1% | 14% | 49% | 4% |
| Pre-Apprenticeships | Less than 1% | 3% | Less than 1% | 18% | Less than 1% | 2% | 74% | 1% |
| Apprenticeships | Less than 1% | 0% | 0% | 33% | 0% | 0% | 67% | 0% |
| AP Computer Science Courses | 2% | 16% | 1% | 8% | Less than 1% | 5% | 67% | 1% |

Incentive distribution by district/charter school

Only tier one was funded for the 2019-2020 year

*Personally-identifiable numbers were removed to protect student privacy.

| | Certificates | Internships | Pre-Apprenticeship | Apprenticeship | Computer Science AP | Total Credentials Reported | Total Funding |
|-------------------------------------|--------------|-------------|--------------------|----------------|---------------------|----------------------------|---------------|
| Academy School District 20 | 335 | | | | 62 | 397 | \$222,595.12 |
| Adams 12 Five Star Schools | 584 | 51 | | | | 635 | \$388,045.66 |
| Adams County School District 14 | 88 | | | | | 88 | \$58,473.50 |
| Adams-Arapahoe 28J | 322 | 226 | | | | 548 | \$213,957.14 |
| Akron School District R-1 | * | | | | | * | * |
| Boulder Valley School District RE-2 | 441 | * | | * | 139 | 584 | \$293,027.88 |



Career Development Incentive Program 2019-2020

| | | | | | | |
|---------------------------------------|-------|-----|-----|-----|---------|--------------|
| Brush School District RE-2J | * | | | | * | * |
| Canon City School District RE-1 | 189 | | | | 189 | \$125,583.96 |
| Charter School Institute | 172 | 45 | | | 217 | \$114,288.14 |
| Cherry Creek School District 5 | 639 | 83 | | 104 | 826 | \$424,590.96 |
| Colorado Springs School District 11 | 321 | 66 | | 26 | 413 | \$213,292.68 |
| Crowley County School District RE-1J | 26 | | | | 26 | \$17,276.98 |
| Delta County School District 50J | 56 | * | | 28 | 89 | \$37,210.78 |
| Denver County School District 1 | 82 | 138 | | 40 | 260 | \$54,486.74 |
| District 49 | 77 | * | | | 84 | \$51,164.44 |
| Douglas County School District RE-1 | 430 | 19 | | 16 | 465 | \$285,718.82 |
| Durango School District 9-R | 25 | 53 | * | 53 | 140 | \$16,612.52 |
| Eagle County School District RE 50 | 61 | 102 | | | 163 | \$40,533.08 |
| Ellicott School District 22 | * | | | | * | * |
| Englewood School District 1 | * | | | | * | * |
| Fort Morgan School District RE-3 | 37 | * | | * | 45 | \$24,586.04 |
| Fountain School District 8 | 54 | * | | 10 | 71 | \$35,881.86 |
| Fremont RE-2 School District | * | | | | * | * |
| Greeley School District 6 | 42 | | | | 42 | \$27,908.34 |
| Harrison School District 2 | 26 | | | * | 32 | \$17,276.98 |
| Haxtun School District | * | | | | * | * |
| Jefferson County School District R-1 | 1,166 | 78 | 215 | | * 1,468 | \$459,806.32 |
| Julesburg School District RE-1 | * | | | | * | * |
| Lamar School District RE-2 | * | | | | * | * |
| Lewis-Palmer School District 38 | 19 | * | | 54 | 76 | \$12,625.76 |
| Littleton Public Schools | 67 | | * | | 68 | \$44,519.84 |
| Manitou Springs School District 14 | 118 | | * | * | 132 | \$78,407.30 |
| Mc Clave School District RE-2 | * | | | | * | * |
| Mesa County Valley School District 51 | 556 | | 16 | | 78 650 | \$369,440.78 |



Career Development Incentive Program 2019-2020

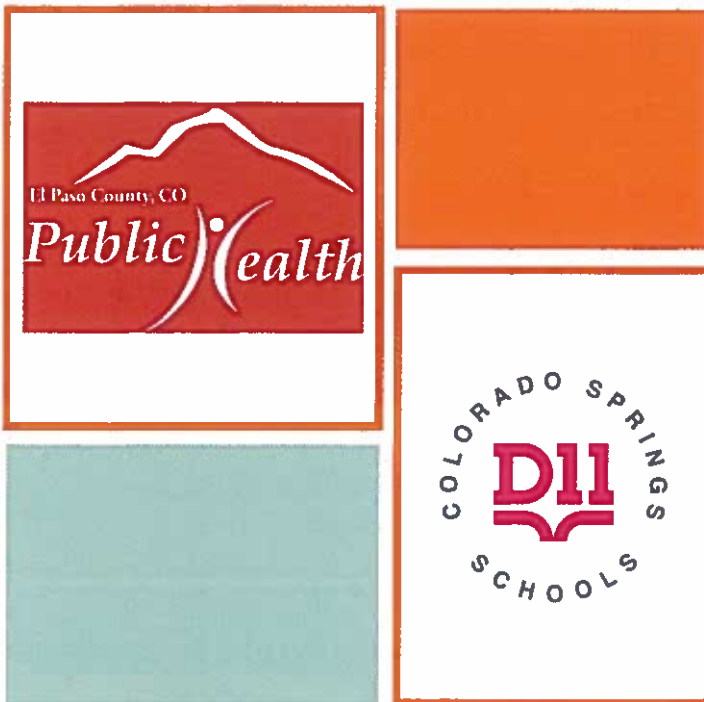
| | | | | | | | |
|-----------------------------------------|--------------|--------------|------------|----------|------------|--------------|--------------------|
| Montezuma-Cortez School District RE-1 | 31 | | | | * | 35 | \$20,599.28 |
| Norwood School District R-2J | * | | | | | * | * |
| Peyton School District 23 JT | 56 | | | | | 56 | \$37,210.78 |
| Platte Valley School District RE-7 | * | | | | | * | * |
| Poudre School District R-1 | 177 | 64 | * | * | | 244 | \$117,610.44 |
| Pueblo City School District 60 | 19 | | | | * | 28 | \$12,625.76 |
| Pueblo County School District 70 | 23 | 27 | | | | 50 | \$15,283.60 |
| Sangre de Cristo School District RE-22J | * | | | | | * | * |
| School District 27J | 145 | | | | 39 | 184 | \$96,347.72 |
| South Routt School District RE-3 | | | | | * | | \$0.00 |
| St. Vrain Valley School District RE-1J | 167 | 49 | | | 100 | 316 | \$110,965.84 |
| Summit School District RE-1 | | | | | * | | \$0.00 |
| Thompson School District R-2J | 131 | 26 | | | | 157 | \$87,045.28 |
| Weld County School District RE-8 | | | | | * | | \$0.00 |
| Westminster Public Schools | 69 | | | | | 69 | \$45,848.76 |
| Widefield School District 3 | 73 | | 77 | | | 150 | \$48,506.60 |
| Wiggins School District RE-50J | * | | | | | * | * |
| Windsor School District RE-4 | 17 | * | | | | 20 | \$11,296.84 |
| Woodland Park School District RE-2 | * | | | | | * | * |
| Grand Total | 6,915 | 1,078 | 326 | * | 785 | 9,110 | \$4,279,837 |



School Accountability Committee Presentation

TRAUMA-INFORMED CARE THROUGH THE LENS OF THE NEUROSEQUENTIAL
MODEL IN EDUCATION: PART TWO

JANUARY 28, 2021



Introductions

Colorado Springs School District 11

- Jennifer Schulte, Ph.D.
- MTSS Facilitator
- NME Trainer

El Paso County Public Health

- Paula Hergert, M.A.Ed
- Prevention and Policy Specialist
- NME Trainer

KEY POINTS

- Summary: How the Neurosequential Model in Education Enhances Learning
 - Sequence of Engagement: Regulate – Relate – Reason
-

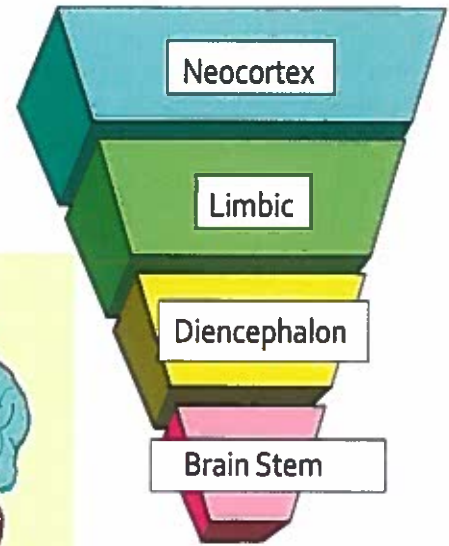
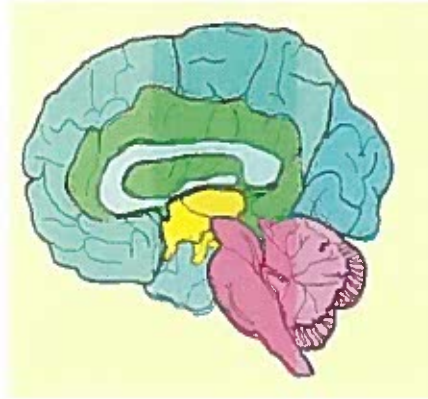
Foundational Concepts of the Neurosequential Model in Education

- Both educators and students need to understand their own brains: how they develop and organize over time; how they can change and grow in a positive way.
- Educators and students need to understand how stress affects their brains, particularly how it affects their ability to teach and learn well.

Sequential Brain Development

The growth in each region of the brain depends on receiving stimulation which spurs activity and is the foundation for learning.

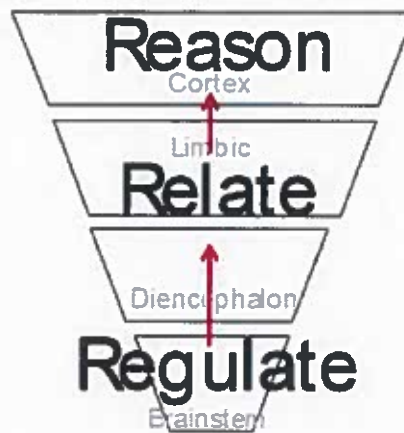
The brain is hierarchical from bottom to top and from simple to complex



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www.ChildTrauma.org

Sequence of Engagement



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THE NEUROSEQUENTIAL NETWORK



Self-Regulation

(Regulate-Relate-Reason)



Maslow's Hierarchy of Needs



Are you practicing self-care?

PHYSIOLOGICAL

- Eat healthy and regularly
- Exercise
- Get medical care when needed
- Take time off
- Get enough sleep
- Wear clothes that are comfortable
- Take breaks from technology

SAFETY

- Implement rules and procedures with a focus on safety
- Ensure you understand the emergency procedures in your school
- Ensure your family has a safety plan
- Reach out to someone to talk about your worries or stressors
- Allow yourself to feel

Are you practicing self-care?

LOVE/BELONGING

- Spend time *with* others who you enjoy
- Treat yourself kindly
- Let go of toxic relationships or relationships that no longer serve you
- Find ways to play and laugh with others
- Express your emotions in constructive ways
- Helping others

ESTEEM

- Set realistic goals (growth mindset)
- Time for reflection and gratitude
- Spend time in nature
- Find time in your life for meaningful activities
- Nurture others
- Positive self-talk
- Be aware of your triggers

Are you practicing self-care?

SELF-ACTUALIZATION

- Time to complete tasks
- Engage in projects or tasks that are rewarding
- Remove distractions
- Find your best time
- Train yourself to stay focused for an extended amount of time
- Negotiate to get your needs met

TRANSCENDENCE

- Be generous, kind, and compassionate to yourself and others



Reflection Question

HOW CAN YOU MAKE SELF-CARE A DAILY PRIORITY?

Self-Awareness

What does stress do to MY brain and thinking process?

Do I take time to reflect at the end of each day about my self-care?

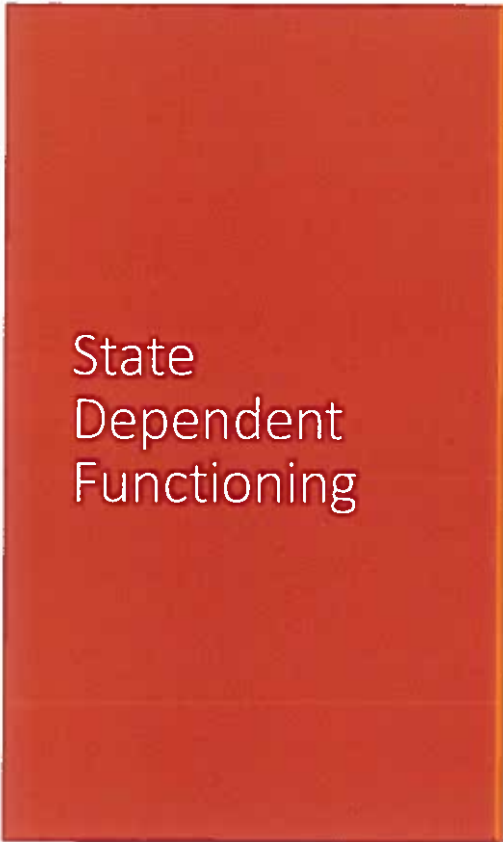
How full is my glass?





Awareness of triggers...

When adults understand the root of their triggers, acknowledge their existence, and process them, the likelihood of these triggers igniting will be greatly reduced.



State
Dependent
Functioning

| Adaptive Response | REFLECT | FLOCK | FREEZE | FLIGHT | FEIGHT |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Predictable De-escalating Behavior <i>(Behaviors of the teacher when the child or classroom is in various states of arousal)</i> | <ul style="list-style-type: none"> Calm sounds Personal space Predictable touch Predictable routine | <ul style="list-style-type: none"> Quiet voices Eye contact Confidence Rhythmic movement Clear directions Somatosensory activities | <ul style="list-style-type: none"> Comforting and predictable voice, evoked therapeutic touch Singing, humming, music Reflective listening Reassurance | <ul style="list-style-type: none"> Calm, quiet, presence Disengage Turn off lights, white noise Reduce sensory input | <ul style="list-style-type: none"> Overly physical, overbearing, over-protective, over-attending, over-structuring |
| Predictable Escalating Behavior <i>(Behaviors of the teacher when the child or classroom is in various states of arousal)</i> | <ul style="list-style-type: none"> Loud noises Close unwanted proximity Unpredictable touch Changes in daily routine or schedule | <ul style="list-style-type: none"> Frustration or anxiety Communication from a distance (like yelling) Complex directions Ultraterms | <ul style="list-style-type: none"> Raised voices Raising hands/point finger, sudden movement Threatening tone Chaos in classroom, disorganization of materials | <ul style="list-style-type: none"> Frustration of teacher Yelling, chaos Collective dysregulation of peers | <ul style="list-style-type: none"> Physical threats, overbearing, over-protective, over-attending, over-structuring |
| "Mediating" Brain Region | NEOCORTEX Cortex | CORTEX Limbic | LIMBIC Midbrain | MICROBRAIN Brainstem | REPTILIAN Brainstem |
| Cognition | ABSTRACT | CONCRETE | EMOTIONAL | REACTIVE | HYPERSENSITIVE |
| CLASSROOM "STATE" | CALM | ALERT | ALARM | FEAR | TERRORS |
| CLASSROOM CHARACTERISTICS | Reflection and consolidation of new information is actively taking place; or while waiting, efficient retrieval of content is possible. | Active teaching can take place, students are internalizing new content and, 'mind wandering' is efficiently store new content. | Learning new content is difficult; students are either disengaging or acting out. Increases in individual self-regulatory behavior seen. | Learning is impossible. Engaging students difficult. Many demonstrate "freeze" responses that appear oppositional/defiant, threatened acting out. | Students exhibit extreme, unpredictable, and often violent behaviors in the classroom. |

We cannot regulate someone when we are dysregulated, and we cannot create a regulated classroom if we are dysregulated.

Heather T. Forbes, LCSW



Thank you!

What questions do you have?



We would like to leave you with this...

Being Well with Dr. Rick Hanson Podcast

➤ [How To Cope During a Pandemic with Dr. Bruce Perry](#)

<https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkcyc5zaW1wbGVjYXN0LmNvbS9Mb0Q4aWZtYw/episode/NGRIMDlxM2UtOTE1My00NTM1LWlyZGEtZmM2YjE1YmM4ZWQ3?hl=en&ved=2ahUKEwi65uCfi6nuAhUGVc0KHUieAZUQjrkEegQIDBAF&ep=6>

Contact Information

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Paula Hergert, M.A.Ed.



Prevention and Policy Specialist

El Paso County Public Health

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(719) 237-6038

Trauma-Informed Resources

| <p>Jennifer Schulte, Ph.D. Colorado Springs School District 11 MTSS Facilitator NME Trainer</p> |  | <p>Paula Hergert, M.A.Ed. El Paso County Public Health, Maternal Child Health Prevention and Policy Specialist NME Trainer</p> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Title | Author(s) | Summary | |
| <p>Born for Love: Why Empathy is Essential and Endangered</p> | <p>Bruce D. Perry, MD, Ph.D. Maia Szalavitz</p> | <p>Renowned psychiatrist Dr. Bruce Perry and co-writer Maia Szalavitz explore empathy's startling importance in human evolution and its significance for our children and our society.</p> | |
| <p>Dare to Love: A Q & A Guide for Raising Children with Challenging Behaviors</p> | <p>Heather T. Forbes, LCSW</p> | <p>Emerging science has helped us to understand children better from a neurological and behavioral standpoint. Heather Forbes, LCSW, describes in detail how to merge science into everyday parenting by giving practical, effective, and loving solutions when struggling with a child.</p> | |
| <p>Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom</p> | <p>Heather T. Forbes, LCSW</p> | <p><i>Help for Billy</i> is a pragmatic guide to help families and educators who are struggling with traumatized children. Based on the concept of the neuroscience of emotions and behavior, Heather Forbes, LCSW, provides detailed, comprehensive, and logical strategies.</p> | |
| <p>Lost & Found: Helping Behaviorally Challenging Students (and, While You're at It, All the Others) (Follow-up to <i>The Explosive Child</i> and <i>Lost at School</i>)</p> | <p>Ross W. Green, Ph.D.</p> | <p>This book is a practical, compassionate, effective approach to helping students with behavioral challenges. <i>Lost and Found</i> provides explicit details on key facets of the CPS (Collaborative and Proactive Solutions) model. Readers will learn how to incorporate students' input in understanding the factors making it difficult for them to meet expectations and in generating mutually satisfactory solutions.</p> | |
| <p>Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them</p> | <p>Ross W. Green, Ph.D.</p> | <p>From the renowned authority on education and parenting, <i>Lost at School</i> provides an in-depth approach to aid parents and teachers to work together with behaviorally challenging students.</p> | |
| <p>The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma</p> | <p>Bessel Van Der Kolk, M.D.</p> | <p>Dr. Van Der Kolk explains how trauma and its resulting stress harms us through physiological changes to the body and brain, and that those harms can persist throughout life. Excess stress can predispose us to everything from diabetes to heart disease, maybe even cancer.</p> | |
| <p>The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook</p> | <p>Bruce D. Perry, MD, PhD Maia Szalavitz</p> | <p>Renowned psychiatrist, Dr. Bruce Perry, examines the effects that trauma can have on a child, reveals how PTSD impacts the developing mind, and outlines the path to recovery.</p> | |
| <p>The Deepest Well: Healing the Long-Term Effects of Childhood Adversity</p> | <p>Nadine Burke Harris, M.D.</p> | <p>Dr. Burke Harris explores the relationship between Adverse Childhood Experiences (ACEs) and adult health problems, drawing on scientific insights and personal stories to outline beneficial health interventions.</p> | |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children</p> | <p>Ross W. Greene, Ph.D.</p> | <p>Dr. Ross W. Greene, a distinguished clinician and pioneer in the treatment of kids with social, emotional, and behavioral challenges, provides a groundbreaking approach to understanding and parenting children who frequently exhibit severe fits of temper and other intractable behaviors.</p> |
| <p>The Power of Showing Up: How Parental Presence Shapes Who our Kids Become and How Their Brains get Wired</p> <p>Other books by Dan Siegal: <i>The Whole-Brained Child</i>, <i>The Yes-Brain Workbook</i>, <i>Brainstorm (teenage brain)</i>, <i>Parenting from the Inside Out</i>, <i>No Drama Discipline</i>, and <i>the Developing Mind</i></p> | <p>Dan J Siegal, M.D Tina Payne Bryson, Ph.D.</p> | <p>One of the best scientific predictors for how any child turns out is whether at least one adult in their life has consistently shown up for them. Showing up means offering a quality of presence making a child feel safe, seen, soothed and secure. Learn strategies to provide this for your child.</p> |
| <p>The Three Pillars of Transforming Care: Trauma and Resilience in the Other 23 Hours</p> | <p>Howard Bathe & John Seita</p> | <p>This book was written for those who live or work with children and young people who have been exposed to severe adversity and trauma. It provides a summary of recent research and clinical wisdom then explores three core trauma-related needs of these vulnerable young people and what we most need to do to promote healing and growth.</p> |
| <p>Online Resources</p> | | |
| <p>The Timing and Quality of Early Experiences Combine to Shape Brain Architecture (Center on the Developing Child, Harvard University) https://developingchild.harvard.edu/resources/the-timing-and-quality-of-early-experiences-combine-to-shape-brain-architecture/</p> | | |
| <p>In Focus: Understanding the Effects of Maltreatment on Early Brain Development (National Clearinghouse on Child Abuse and Neglect Information) https://www.childwelfare.gov/pubPDFs/earlybrain.pdf</p> | | |
| <p>The Lifelong Effects of Early Childhood Adversity and Toxic Stress (American Academy of Pediatrics) https://ohioaap.org/wp-content/uploads/2016/08/peds.2011-2663.full.pdf</p> | | |
| <p>Child Trauma Toolkit for Educators (The National Child Traumatic Stress Network) https://www.nctsn.org/sites/default/files/resources/child_trauma_toolkit_educators.pdf</p> | | |
| <p>An Unhealthy Dose of Stress: The impact of Adverse Childhood Experiences and toxic stress on childhood health and development (Center for Youth Wellness) https://www.starfishfamilyservices.org/wp-content/uploads/2017/04/CYW-White-Paper_An-Unhealthy-Dose-of-Stress_FINAL-1.pdf</p> | | |