

IDEAS FOR WRITING YOUR PERKINS 5-YEAR, LONG-TERM STRATEGIC LOCAL PLAN

The following ideas for developing a Perkins local 5-year long-term strategic plan were compiled with collaboration from those who attended The Perkins Administrator's Camp IV on December 4, 2007. Additional thanks go to local Perkins administrators who volunteered as facilitators at that workshop.

These ideas are NOT mandatory items for your plan – they are only samples of items that would be appropriate strategies to address the framework questions.

This list of samples does not include every possible option so please know that items on your list of strategic plans may be items that have not been listed in this guide. And many of the items listed in this guide might be adopted as a strategic plan for your programs, but at different percentages than the samples. This document also mentions a few “exemplary models” and who has implemented them. You are welcome to contact the CTE Administrator where these models exist if you would like more information. Also, many more “exemplary models” exist throughout Colorado Career and Technical Education that are not featured in this document. Please refer frequently to the CCCS Career and Technical Education website in the future, where descriptions of numerous best practices will be posted.

It is our hope that this list of sample ideas serves to help you understand the intent of a Perkins 5-year, long-term strategic local plan and helps you understand the questions that frame this part of a Perkins local plan. The questions that make-up the framework for the 5-year, long-term strategic local plan are copied out of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 134.

CCCS staff is available to provide further guidance and help with this and all parts of your Perkins local plan. Friday mini-group training sessions can be scheduled and/or you can directly contact the CCCS Perkins Director at any time. Staff contact information is available at www.cccs.edu or by calling 303-620-4000.

The Perkins 5-year, long-term strategic local plan is a part of your Perkins local plan but it only has to be completed once (for fiscal year 2008-2009 plans) during the operation of the new Perkins Act-2006. In the future years of the authorization of the Perkins-2006 Act, if you choose, you may update or change this part of your local Perkins plan. Your 5-year, long-term strategic local plan will be stored in your new web-enabled Perkins account. CCCS staff will review updates or changes if they occur.

There are 12 questions to be addressed in the 5-year, long-term strategic plan. The questions are in bold. Beneath each question are bulleted lists of examples of how that question could be addressed. Your 5-year, long-term Perkins local strategic plan should be based on what works best for your college's, district's or consortium's strategic visions and resources. Also, remember, these are five year goals. The items you list in this plan do not have to be accomplished in one year!

Any items listed should be measurable outcomes. For more examples of measurable outcome samples, please see the “Samples of Measurable Outcomes” document located at <http://www.coloradostateplan.com/Library.htm> in the “Relevant Documents” section.

Actual submittal of this form for your FY2009 plan will be done through the new Perkins web-enabled local plan website. Please contact the CCCS Perkins Director for more details about available training for this new website.

Perkins 5-Year Long-term Strategic Local Plan:

1. How your district/consortia/college will offer the appropriate courses of not less than one of the CTE plans of study.

Note: The wording of this question sounds cumbersome since it is duplicating the wording from the Perkins Act 2006, Section 134. It is a difficult point to simplify since the Act lists specific characteristics of a “plan of study.” Essentially, what this question is asking would be as follows:

How are you proceeding with

- a. aligning at least one of your CTE approved programs to the CCCS plan of study template;*
- b. offering the courses in a manner that allows students to pursue the plan of study sequence;*
- c. connecting the CTE courses to relevant postsecondary or advanced educational opportunities; and*
- d. sharing these opportunities with your students, parents, the community and other relevant stakeholders.*

Possible items to list:

- Methods of communication will be put into place for parents, PTA, School Board, and community/business partners to learn about CTE Career Pathways.
- Opportunities for career awareness and exploration will be provided to middle schools.
- During the fall of the school year, secondary CTE students will develop and review their plans of study.
- A seamless transition for all secondary CTE Programs to postsecondary education or apprenticeships will be developed.
- A list of all secondary CTE programs will be provided to all incoming freshman and new students.
- All CTE courses are reviewed for up-to-date content in alignment with the relevant postsecondary program and business and industry skill needs.
- All relevant district personnel will receive training/professional development about plans of study.
- All secondary students will develop career and academic plans for graduation and postsecondary education.
- 50 percent of 9th grade students will be introduced to a plan of study.

- 80 percent of the Community/Business Partners (CTE Advisory Committee members) will receive an explanation of the Plans of Study.
- 50 percent of CTE program completers will be continuing their education.
- Policies will be reviewed for alignment with opportunities for students to continue CTE programs and Plans of Study.
- All CTE programs will have at least one plan of study template completed by program year 2012-2013.

Related websites:

http://www.coloradostateplan.com/default_cluster.htm

www.careerclusters.org

<http://lmigateway.coworkforce.com/lmigateway/timeout.asp> (go to labor market information link and then to the respective county in Colorado).

2. How your district/consortia/college will improve the academic and technical skills of students participating in CTE programs through integration.

Possible items to list:

Integration

- 100% of all CTE teachers will integrate literacy and math standards within the CTE curricula and will receive training about learning strategies that can be used to enhance students' learning to the level of these standards.
- 100% of CTE curricula maps at the secondary level will include both academic and technical (specific occupational) knowledge and skills.
- 50% of all CTE programs will implement an academic crosswalk process with core academic curriculum experts to identify academic assessments at grade-level.

Credit

- 50% of CTE programs will explore options for offering academic credit embedded in technical content.

Evaluation

- We will explore whether our CTE teacher evaluations can include review of strategies used to introduce, reinforce and/or teach academic skills.

Professional Development

- 100% of CTE teachers will participate in workshop/classes that teach integration of academics.
- For CTE programs that grant academic credits, collaborative workshop/training models will be used that include both CTE and academic staff. CTE teachers will team up with academic faculty to reinforce academic content. This will be done either through team teaching or teaching coordinated lessons plans. For example, students will be performing "real world" workplace problem scenarios in their math classes.

Here is an exemplary model: In Jefferson County, Process Technology is taught by Science faculty who have received CTE credentials because of the commitment of industry paying science faculty as externs in the workplace during the summers.

Entrance/Exit Exams

- 50% of CTE program faculty, in partnership with academic faculty, will construct an entry/exit exam that measures students' academic and technical skills.
- 50% of CTE programs will have a pre/post test for academic skills in place to document growth.
- 100% of secondary CTE program completers will take the Accuplacer test to analyze students' readiness for postsecondary education.
- 50% of the CTE programs will use the college Accuplacer test for both pre- and post- documentation of students' learning.

Proficiencies

- 70 % of secondary CTE students will pass Algebra II and Geometry.
- Secondary CTE programs/courses will be reviewed for alignment to relevant postsecondary CTE programs/courses.
- We will keep our secondary CTE faculty aware of the graduates' remediation rate.
- 80% of secondary CTE program completers will be reading at grade level as measured by TABE or other district assessment.
- 100% of our CTE programs will have their curricula reviewed by their business/industry advisory committees.

Here is an exemplary model: In the new Algebra II for Process Industries course in Jefferson County and in the new Geometry in Construction course in the Thompson Valley school district, real world problem solving scenarios are used to reinforce math competencies that also transfer to college level coursework.

3. How your district/consortia/college will provide students with strong experience in, and understanding of, all aspects of an industry.

(Note: The following document is an excellent description of what constitutes "all aspects of an industry:" Center for Law and Education, Inc. Newsnotes, [Vocational Education: A New Opportunity for Educational and Community Change](#), Cambridge, MA, 1991 and can be found at www.coloradostateplan.com/Library.htm in the "Relevant Documents" section.

Possible items to list:

Graduate Placement

- 80% of secondary CTE program completers will be employed, in the military or continuing their education within six months of high school graduation.
- 80% of postsecondary CTE graduates will be employed, in the military or continuing their education within six months of certification or degree completion.
- 80% of high school seniors who are CTE program completers will have used a plan of study to plan their postsecondary education.
- All CTE programs will explore strategies that keep program graduates or completers connected as alumni advisory council members or to be able to contact for long-term follow-up surveys.

- As required for accreditation reporting, postsecondary graduates will be tracked for employment placement relative to the graduate's program.

Graduate Success Measures

- 80% of employers surveyed will report CTE postsecondary graduates to be competent.
- 80% of graduates from CTE programs that have state/national industry-based assessments for credentials, certificates or licenses will successfully complete the exams.
- 50% of CTE program completer graduating seniors will successfully complete an exit project with industry mentors.

Programs

- CTE programs will explore the option of the use of employed graduates of the CTE programs as mentors for current students (preceptors). For example, in health programs, a graduate who is now employed will be trained as a "mentor" that works with the school's clinical supervisor to ensure the current students' outcomes are satisfactorily completed during the clinical (internship).
- All CTE program curricula will be reviewed to assure inclusion of planning skills, problem-solving skills, employability skills and career planning skills.
- All CTE programs will explore options and costs for pre- and post- testing students using industry-based assessments such as WorkKeys or similar industry-based employability testing.
- 70% of all CTE students will participate in some form of relevant hands-on, job related experience (e.g. internships, job shadowing, co-operative learning, simulation labs, etc.).
- At least 2 career days per year will be set aside for representatives from various sectors of business and industry to interact with CTE students (for example: career fairs, guest speakers, mock interviews, skill contests, etc.).
- All CTE programs will have industry appropriate interview practice sessions.
- In addition to the required CTE program business and industry advisory committees, we will establish a Perkins economic and workforce development planning committee.
- Each CTE Program will provide 2 guest speakers from business and industry per year as part of classroom activities.

4. How your district/consortia/college will ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

One possible approach:

STAGE ONE:

In the first year, 50% of CTE programs will:

- identify and align the Colorado State Academic Standards & industry standards of one core discipline for their program area in collaboration with postsecondary academic and CTE faculty and business and industry subject matter experts;

- develop (or adopt) assessment tools for the selected core discipline; (note: Accuplacer pre- and post- tests could work well here if it is administered to both CTE and non CTE students to provide comparison data.)
- collect data to create a baseline.

Each year, the number of CTE programs participating will be increased by 25%.

STAGE TWO:

In the second year, the CTE programs that completed stage one will:

- repeat assessment, data collection, and analysis of the first core discipline;
- identify and align the Colorado State Academic Standards & industry standards in a second core discipline for their program area
- develop assessment tools for the selected core discipline
- collect data to drive progressive change.

STAGE THREE:

In the third year, the CTE programs that have completed stage two will:

- repeat assessment, data collection, and analysis of the first two core disciplines
- identify and align the Colorado State Academic Standards & industry standards in a third core discipline for their program area
- develop assessment tools for the selected core discipline
- collect data to drive progressive change

AND CONTINUE THE PATTERN. . .

Other possible items to list:

- CTE and academic teachers will be provided extra-duty time to collaborate curriculum mapping.
- Academic faculty will be consulted regarding validation of academic rigor in CTE program assessments or tests.
- CTE/academic teachers will form “communities of learning” teams to explore collaborative strategies for coordinating standards and timing of teaching, matching concepts.
- CTE/academic teachers will attend national training about the Math in CTE Research.
- Secondary CTE program completers who graduate from high school and who are attending postsecondary education will be surveyed to determine if they needed remedial courses.
- 70% of Business and industry surveys will report satisfaction with CTE program graduates.
- Secondary CTE students will take College Accuplacer tests in the 11th grade and use the results to review their plan of study.
- 70% of 11th grade CTE program completers will score “college ready” on the 11th grade ACT tests.
- All CTE programs will ask the business and industry advisory council to review the courses’ curricula.
- 90% of secondary CTE completers graduate.

5. How your district will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

Vision, Background, and Knowledge

- All CTE programs will provide information to local policymakers about the standards of the CTE curricula, the alignment with postsecondary programs and current and emerging workforce trends.
- All CTE program faculty will seek opportunities to collaborate with academic faculty about curricula, instructional strategies, learning communities, communities of practice, collaborative training, etc.
- All CTE programs will pursue the implementation of plans of study.
- All counselors/advisors will attend CTE workshops/conferences related to the use of plans of study to help students organize their schedules.
- Each college dean with CTE programs will attend a CTE workshops/conferences related to the use of plans of study.

Business Partnerships

- All CTE programs will ask local business members to come and speak in classrooms, emphasizing the need for academic skills to be successful in the industry.
- All CTE programs will provide students the opportunity for industry visitations to learn about foundational academic skills of careers.
- CTE instructors will distribute applicable scholarship opportunities to students who have gained academic levels of performance.
- All CTE programs will explore strategies to strengthen the business/industry partnerships, in order to assess academic skills in industry.

Collaboration

- All CTE programs will collaborate with academic core instructors in the development of plans of study.
- 50% of the core academic instructors will integrate CTE terminology into their classrooms.
- 70% of CTE instructors will integrate academic terminology into their classrooms.
- CTE teachers will help core academic teachers in presenting relevancy in core academic subjects.
- We will offer in-service workshops that provide opportunities for both CTE and core academic teachers to partner on curriculum and instruction.
- CTE programs will identify academic prerequisites needed for students to be successful in the program and in the industry.
- CTE teachers partner with core academic instructors to present collaborative lessons.
- Provide evidence that CTE programs are aligned and coordinated with college level programs to ensure high school graduates' college readiness and transferability.
- All CTE programs, if applicable, will have articulation methods established with one or more college partners (i.e., dual/concurrent enrollment, Advanced Credit Pathways, PSEO, articulation agreements, early college/middle college,

etc.) (Cross training and joint training of secondary and postsecondary CTE faculty is essential.)

Here is an exemplary model: CTE programs that use the “Project Lead The Way” model recommends students to progress to higher level courses within the sequence or meet Algebra II level or higher.

6. How comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academics.

Administrators

- CTE administration will present information about CTE academic integration to department or school level administration, clarifying how this curricular approach supports student achievement.
- CTE administration will collect and analyze academic attainment as indicated by pre- and post-assessments of CTE students and share this information with other administration personnel.
- 100% of all middle and high school assistant principals will be introduced to the CTE Plans of Study system.

CTE Teachers

- 20% of CTE instructors per year will be provided funding to complete additional core academic coursework from our local community college.
- Secondary CTE completers who are graduates will be given academic exit assessments and these results will be analyzed to determine teachers', counselors' and administrators' professional development projects.
- Secondary administrators will meet regularly with area postsecondary remedial faculty to help develop professional development plans for secondary teachers, counselors and administrators.
- 100% of all new CTE teachers will receive training in Plans of Study.
- 100% of CTE teachers will have professional development plans which include integration of academic activities and skills.
- 20% of academic faculty will be funded extra-duty hours to observe CTE program curriculum mapping.
- Academic faculty and CTE faculty who choose to partner with and coordinate their curriculum with CTE curriculum will be provided extra-duty funding for this work, up to 10% of annual Perkins funds per year.
- National conference agendas and programs will be reviewed for alignment to individualized professional development plans before being approved for Perkins funding.
- CTE faculty will develop a professional development framework that will then be used to develop customized professional development goals and to organize professional development priorities.

Core academic teachers

- 100% of middle and high school teachers, counselors and administrators will be trained to effectively use www.collegeincolorado.org to work with students on Plans of Study and career counseling.
- At least 20% of all academic core teachers will be trained annually in Plans of Study.
- 100% of teachers will be aware of CTE programs and the Plans of Study offered.
- All faculty and staff will be introduced to the CTE faculty professional development framework.

Counselors

- 100% of middle and high school counselors will be trained in Plans of Study.
- Guidance counselors will be invited to annual district-wide updates on CTE programs and Plans of Study.

Collaboration

- At least 10 academic teachers will attend CTE professional conferences.
- 100% of CTE courses will include math, Language Arts, and science standards within the curriculum and include summative and formative assessments. Analysis of the assessment results will be used to help determine professional development needs.
- Academic faculty in-services will include demonstration of examples of how CTE problems and solutions can be introduced within academic classes. Subsequent in-services will include academic faculty feedback about the effectiveness of implementing these examples.
- Faculty professional development plans will include gaining information about co-teaching/**collaboration** between CTE & core content teachers.
- At least 10 teams of math & CTE teachers will complete training using the Math-in-CTE Research model.

7. How a wide variety of stakeholders are involved in the development, implementation and evaluation of CTE programs and how such individuals and entities are informed about, and assisted in understanding the requirements of Perkins, including CTE plans of study.

Development

- Advisors, case-managers, and counselors will be informed and prepared within 2 years.
- An on-going collaboration group of secondary and postsecondary CTE education representatives and counselors/advisors will be implemented.
- Counselors/advisors will be invited to be involved in work sessions for Perkins and CTE Plans of Study.
- 100% of all CTE faculty will understand the Perkins process and will be able to develop strategic-based projects that affect Perkins Performance Metrics for their funding applications.

- All local secondary district school board members will be provided copies of the district's annual Perkins plan and provided the opportunity to provide feedback about the plan.
- A Perkins council will be developed to include representation from economic development, business and industry that develops and reviews annual local Perkins plans.
- A Perkins local plan analysis tool will be developed based on our strategic goals and directions for the planning council.
- Perkins local plans will be shared with PTAs or school improvement teams for feedback.
- Each CTE program will share their strategic-based projects with their program's business and industry advisory councils for review and feedback.
- Perkins annual local plans will be posted on the website.

Implementation

- Annual parents'/students advising events will include demonstrations of the CTE plans of study.
- High schools will partner with local colleges and businesses annually to plan career/college fairs and CTE plans of study will be demonstrated. These fairs will include information about apprenticeship opportunities.
- CTE Plans of Study will be posted on each high schools and middle schools website.
- 50% all staff members will have been on the district's Perkins planning committee.
- All CTE programs will maintain active business and industry advisory committees composed of local representatives that visit programs annually to update job needs and career opportunities in the area/county and validate curricula accordingly.
- 100% of CTE faculty will know and support the implementation of the annual Perkins plan.

Evaluation

- As resources allow, we will attempt to survey graduate cohorts for five years to analyze the success rates of CTE plans of study.
- 80% stakeholders surveyed will respond positively about CTE programs.
- 100% of students in CTE programs will have designed a customized plan of study.
- CTE administration will collaborate with CTE faculty to development a pre and post evaluation metric of CTE advisory committees.
- CTE administrators will seek to have input on counselors/advisors professional development plans.
- 80% of all district staff will be able to name at least two career pathways in our district.
- 50% of all students will have a personal plan of study.
- All 7 – 12 grade students will be trained in the use of www.collegeincolorado.org.
- 100% of school administrators will access the College in Colorado website to have knowledge of plans of study by 2009.

8. How your district/consortia/college will review CTE programs, identify and adopt strategies to overcome barriers for special populations, provide programs that enable special populations to meet local performance levels, and provide activities to prepare special -populations, including single parents and displaced homemakers, for high-skill, high-wage, or high demand occupations that will lead to self-sufficiency.

- We will seek input from special services staff at both the secondary and postsecondary levels. These experts will have the most knowledge and be able to help collaborate for effective outcomes. Include these staff as part of the Perkins planning committee.
- Faculty/staff professional development framework will include training about differentiation learning and teaching special populations.
- All CTE program demographic trend data will be reviewed annually for inclusion of special populations.

Measurable Outcomes:

Access to Programs:

- 100% of 8th – 11th grade students' homes will be mailed information regarding the CTE programs available.
- 90% of CTE advisory committees will insure special population representatives are included on the committee.
- 100% of brochures and promotional materials feature special populations and contain a non-discrimination statement.
- Special population instructors/directors will be part of the CTE advisory committee.
- 80% of special populations will be enrolled in a CTE class.

Data

- Placement rates for special populations CTE completers will increase.
- 95% of special population students will complete their CTE program.

Placement/Employment Skills

- All special population students will have an IEP transition plan from high school to postsecondary education.
- 100% of eighth graders, including special populations, will have the opportunity to attend a career fair.
- 80% of special populations will participate in mock interviews with an industry representative.
- 80% of special populations will have an OJT experience.
- 75% of special population students will have a plan of study in place.
- 50% of 9th graders, including special populations, will participate in industry job shadows.

Academic Attainment

- 80% of special population students will increase TABE scores by a minimum of one academic year of growth.

- A special population teacher will provide services to 100% of special populations students enrolled in the CTE center.
- Special population students will meet 50% of performance levels.

Modifications/Accommodations

- 100% of programs will identify barriers to special population students.
- 100% of programs will adopt strategies to overcome barriers for special population students.

9. How individuals who are members of special populations will not be discriminated against based on this status.

(Note: The Perkins Act defines special populations as:

*Individuals with disabilities;
Individuals from economically disadvantaged families, including foster children;
Individuals preparing for non-traditional fields;
Single parents, including single pregnant women;
Displaced homemakers; and
Individuals with limited English proficiency.)*

- We will seek input from special services staff at secondary and postsecondary levels.
- For secondary districts, we will seek to facilitate monthly meetings at the school-level between special education and general education staff.
- 100% of CTE students will be proficient in Math and English.
- The percentage of enrollment and completion of CTE programs by special populations will correspond to the overall percentage of enrollment and completion of special population students.
- 100% of CTE classes will be part of a career plan of study and thus can dovetail with individualized educational plans.
- 75% of special populations will attend a least 1 career fair to gain a basic understanding of career opportunities and related CTE programs.
- Special services staff will be trained about the CTE career clusters and career plans of study.
- The high school dropout rate for CTE special populations will be reduced by 50%.
- We will provide transition activities for students of special populations and their families.
- All students will complete a career survey to help identify possible pathways.
- All CTE programs will seek members to their advisory committees who are special populations and invite special population guest speakers to help serve as a model for special population students.
- We will explore opportunities to train business and industry about hiring and supporting special populations.
- We will organize a special populations support group and web chat site.

- Our professional development plan for all CTE teachers will include knowledge and skills to better serve special populations.
- We will provide in-service workshops about Title VI, Title IX and Section 504 law and regulations.
- We will abide by Title VI, Title IX and Section 504 law and regulations.
- We will assure that all CTE brochures include the non-discrimination statement.
- We will explore providing a special populations parents'/families' support group or training session.
- We will conduct surveys of special populations to determine their satisfaction with the CTE programs.
- We will make every effort possible to locate and hire teachers who are special populations.

10. How funds will be used to promote preparation for non traditional fields.

Student Support:

- We will create support groups for the underrepresented gender students in CTE program that are non-traditional career fields.
- Each CTE program that is a nontraditional career field will address 3 activities per year for non-traditional students.
- Faculty, advisors, and special services personnel will seek mentors to help support any non-traditional students enrolled in a non-traditional career field to serve as role-models.
- CTE faculty of non-traditional career areas will meet bi-weekly with non-traditional enrolled students to assess satisfaction and comfort with the program.

Institutional:

- We will establish an advisory council to specifically address action/strategic plan goals, activities, timelines, resources and responsibility specific to recruitment and retention of underrepresented genders in non-traditional career CTE programs.
- Each nontraditional career CTE program advisory committee will address nontraditional issues and develop strategies for increasing participation and completion by the underrepresented gender.
- Professional development plans will include gaining knowledge and skills about recruitment and retention of underrepresented genders.

Data:

- Underrepresented gender students will be surveyed about their perceptions of local CTE programs.
- Non-traditional student enrollment will increase 1% each year.
- We will research at least three nationally-recognized strategies per year to choose implementation of at least one new strategy per year from best practices and exemplary models.
- We will use CTE plans of study to help underrepresented genders have more information about career opportunities and incomes and to introduce students to more career options.

Marketing:

- Every non-traditional career CTE program will research and prepare a brochure depicting underrepresented gender students in non-traditional career fields
- Marketing material for 100% of CTE programs will depict non-traditional genders, persons of color, and persons with disabilities.
- We will host “women in CTE” college night for high school women and their mothers, track inquiry, and enrollment ratios.
- High School recruiters will hold conversations with CTE department chairs regarding non-traditional populations in each program. Recruiters will monitor numbers of inquiries from underrepresented populations. Recruiters will share students concerns about non-traditional careers with CTE program faculty and chairs.
- Each program will bring in non-traditional graduates as guest speakers.
- Each non-traditional career CTE program will ask representatives of the underrepresented gender to tour the program facilities and make recommendations about how the facility could be made more inviting to the underrepresented gender.
- Each non-traditional career CTE program will have at least one member from business and industry who is the underrepresented gender and will actively seek that individual’s recommendations to increase enrollment and retention.

11. How career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.

- Counselors will attend workshops about CTE plans of study and how they can be used by counselors.
- CTE plans of study will be available in counselors’ or advisors’ offices.
- Counselors will visit one business or industry in our local area per year to learn about the careers, incomes, and career opportunities.
- Counselors will help facilitate career/college fairs.
- Counselors will learn how to use the www.collegeincolorado.org website and how to facilitate student use of that website.
- High school counselors will meet annually with community college advisors to stay updated about current CTE programs, current special population services, processes for financial aid applications and other programs that might help support new incoming students.
- CTE teachers will survey their school counselors to determine what challenges they face and explore strategies to be supportive of the counselors.
- Counselors/advisors will be invited to CTE program advisory committee meetings.
- Junior high and/or middle school counselors will be invited to hands-on tours of CTE programs and career/college fairs.

- CTE program teachers will offer to help counselors/advisors with parent career awareness programs, student career exploration programs, parent/student college exploration activities and other guidance functions.
- Counselors/advisors will be invited as co-sponsors and/or judges for CTE student organization functions.
- Professional development plans for counselors will include increasing knowledge and skills about career clusters and career pathways and visiting workplaces.

Here is an exemplary model: Jefferson County's "Links for Learning" is a year long program that engages counselors and teachers with industry through monthly workforce visits and speakers from industry. The program is supported by the West Chamber, Cathy Rock, and RCCC Construction Tech. The district has accomplished collaboration between counselors and industries with hands-on trips to industry for high school teachers and counselors. Cathy also arranges industry speakers for counselor meetings.

12. How efforts will be made to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and to facilitate the transition to teaching from business and industry.

Recruitment

- We will explore with our business partnerships collaborative recruiting and retention strategies, including possible shared externships.
- Each year business and industry leaders serving on our CTE program advisory committees will be provided documentation about teacher licensing and/or CTE teacher credentialing processes.
- We will explore teaching internship options and job shadowing opportunities for current CTE students.
- We will work with the career and technical student organizations to implement strategies for introducing student members to education career pathways.
- We will include teaching of each of our CTE programs as a career pathway plan of study.

Retention

- We will assure 25% of each annual Perkins allocation is directed toward teacher support and professional development plans.
- We will survey our teachers regarding career satisfaction and their suggestions for improvement.
- We will develop learning communities that allow teachers to plan learning in partnership with other teachers.
- Our professional development plan will include participation at state and national workshops and trainings.

- We will continue our mentorship program for new teachers.
- We will facilitate a new teachers' support group and "chat" website.
- We will implement customized professional development planning in partnership with our teachers.
- We will encourage our business partnerships to offer support services or resources to our teachers and their programs.
- We will provide technology and software to expedite student record-keeping and record management.
- We will employ faculty/staff brainstorming techniques to develop strategies for school improvement.

Underrepresented populations

- We will continuously seek qualified CTE teachers, faculty, and counselors that mirror the school's student demographics and who represent special populations.
- We will encourage and include as part of our professional development plan the understanding of collaborative efforts with local business members/mentors who do represent the student demographics and special populations.
- We will prioritize our selections of guest speakers toward representation from "underrepresented" groups and/or special populations.
- We will work with extra-curricular student clubs to be sure they are introduced to the Education career cluster and to the Teaching and Training career pathway, including offering each club a presentation on how to construct a customized plan of study toward the Teaching and Training career pathway.
- We will help students from underrepresented groups search for scholarships.
- We will constantly seek opportunities, in all classes, that allow students from underrepresented groups to experience teaching and training projects.
- All CTE programs will offer career and technical student organization activities as graded, curricular requirements.
- We will explore development of a collaborative CTE Program/Language Arts capstone project that engages the student in a teaching or training experience.

Transition to teaching

- We will include teacher's aids as an internship opportunity for students.
- We will work with business partners to develop a "substitute teachers' pool" consisting of subject matter experts from the workforce. We will provide this "pool of substitutes" with teacher skills documents and

guides, an interactive website, quarterly workshops about teaching and a feedback system that allows them to share their questions and concerns. We will allow students who show interest to also participate in the quarterly workshops.

- We will be sure that career guidance/academic counselors and their career materials include information about the Education career clusters, the Teaching and Training career pathway and career and technical education teaching/training as a plan of study.
- We will assure that our Teacher Cadet program includes exploration of and opportunity to intern or job shadow in career and technical education and special education.
- We will explore innovative options for providing industry personnel assistance toward meeting CDE licensing requirements.
- We will advocate for review of CDE licensing requirements for industry/business individuals with advanced degrees in CTE content areas.

Career/Academic Guidance Counseling

- 100% of all counselors will be trained in use of the www.collegeincolorado.org website.
- All 9th grade students will explore careers via programs such as the College in Colorado website and develop a flexible plan of study.
- All students will complete a career assessment at least once during their high school career.
- We will assure that career/college fairs include information about the Teaching and Training career pathway.

Transition to Post Secondary

- 25% more CTE students will have taken advantage of ACP credit above the initial benchmark.
- 80% of CTE completers will have conducted a visit of a technical, community, or 4-year college.
- All students in CTE programs will be administered the Accuplacer during their junior year.
- Students who participate in CTE will show a 50% reduction in high school drop out rates.

Secondary/Post Secondary Linkages

- Secondary CTE teachers will meet with postsecondary teachers at least once per school year.
- From initial baseline data there will be a 10% increase in concurrent enrollment.