
Career and Technology Education

Board Presentation - Q and A

Introductions

Dr. Ken Haptonstall - Executive Director Colorado River
BOCES

Dr. Scott Cooper - Career and Technology Coordinator,
Colorado River BOCES

Career and Technical Education for our students future

CTE - School Level and CTE Facility is a significant part of the strategic plan for your BOCES.

- Early Work
 - Needs assessment for region
 - Gathering information from local businesses and educators
 - Visit and information gathering from other CTE programs in Colorado
 - St. Vrain, Cherry Creek, Adams 50, Delta
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What we have learned in the past year?

There is a need for more CTE programming to meet the needs of our graduates, our business partners and our communities.

The primary programming in the region involves health care, construction, manufacturing, aviation and Information Security Analyst and Similar Occupations.

The state CTE directors see the role of a multi-district/BOCES organized CTE Center as very promising way to meet the needs of our students.

Why are these occupations being highlighted?

1. Initial discussions with school level staff
 2. The CRBOCES needs assessment
 3. Conversation with regional employers
 4. Survey of other CTE Center programs
 5. Crossover possibility between programs - IE...
Construction with Manufacturing, Manufacturing with
Aviation
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Are these programs set in stone

Absolutely Not

Next phase is to have a lot of community conversations about what is needed, what is feasible and where our kids interest are in terms of jobs that can pay a living wage and are going to be available to them upon graduation.

Data that supports engaging students in new pathways

Recent data for Garfield Re-2 and Garfield 16 (2018 data from Colorado Department of Higher Education)

RE-2 Graduates going to college - 52.2% of them go to college, 32.35% graduate in four years and only 52% will graduate in six years.

G16 Graduates going to college - 56.5% of them go to college, 30.8% will graduate in four years and only 38.1% will graduate in six years.

If kids are engaged in CTE programs in high school, there is a very different outcome for college.

Students who take CTE courses are more likely to go to college and are more likely to graduate in four years. They are also more likely to make more money after graduating high school.

(Data from CAREER AND TECHNICAL EDUCATION IN HIGH SCHOOL: RELATIONSHIPS TO POSTSECONDARY TRAJECTORIES AND EMPLOYMENT OUTCOMES Name of Candidate: Monica Mean Ph.D. Public Policy, 2020)

What are we proposing?

A joint effort between Colorado BOCES member districts, who decide to participate, in exploring how to enhance current CTE offerings in local high schools, and the potential for a regional CTE facility that would concentrate on occupations that are of high need in the region and state, are paid what is considered a living wage and are programs that are of high interest for our students.

A facility and program that is intended to be funded through private and public partnerships. This needs to be as important to our business community as it is for our kids to be successful.

How will this impact students in our systems?

Mr. Brad Ray, Superintendent of Schools - Garfield 16

- Complementing current work
 - Capstones
 - Internships and Apprenticeships
 - Creating Learner Opportunities
 - More equals More
 - Unique in geography and approach
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Local School Efforts - Dr. Cooper

- Build Colorado Offerings
 - CTE courses through Colorado Digital Learning Solutions, with no charge to districts for students to take courses.
 - Career Focused Math Curriculum
 - CTE Credentialing Support
 - Networking between schools, industry, and community partners to strengthen collaboration
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The Three Phases of our work

Exploration - We are having conversations with community stakeholders to determine the viability of a CTE center, what it will mean for our students, our communities and our businesses. We will begin to talk to funders about private donations.

Engagement - We will begin working to define specifics on programming, budgets and what level of support will need to be obtained from public funding to compliment our private funding.

Commitment - Boards of Education commit to placing a bond on the ballot that represents their commitment to the center. Private funders make public announcements of their support in relation to the balance of funding from private/public partnerships.

Our next steps

We need to start talking to potential funders about the private funds to match public sources.

We need to expand our CTE leadership team to engage our communities in gathering information about community needs and discussing potential benefits for our kids, communities and business partners. This will also include linking to our higher education partners at CMC.

Continue to investigate and learn about potential site locations, cost of programming, and development of business partners.

What do we need from our district partners?

Allow us to continue in the exploration phase, including conducting community stakeholder meetings and talking to potential private funders.

Help to identify key community partners to talk with about the CTE concept and how it can support their industry.

Join us, when available, to talk with communities to gain valuable insight into the CTE program.

Thank you

Thank you for the work you do for children and your commitment to your school district. We are excited to work in support of developing CTE in the region.
