

District Career & Technical Education (CTE) Pathway Proposal

The Career & Technical Education (CTE) Pathway proposal is to be submitted to the CTE Coordinator for prior approval and should include the following information:

Name of State approved (CCCS) CTE Program: ACE- Alternative Cooperative Education

CCCS Student Rights Assurance: Approved programs must assure and have strategies in place to ensure that no student is unlawfully: • Discriminated against the basis of age, race, religion, color, national origin, sex/gender, pregnancy status, gender identity, sexual orientation, or disability in its activities or programs as required by Title VI, Title IX, and Section 504, Age Discrimination Act, and Title II of the Americans with Disabilities Act. • Denied an equal opportunity to benefit from occupational education solely on the basis of race, color, religion, national origin, sex, age, or disability. Additionally, CTE staff must work with students with qualified disabilities (including the learning disabled and those with physical, sensory, and temporary disabilities) to provide appropriate assistance to students so that they may participate in approved CTE programs as fully as possible. Each program is responsible for providing evidence of each of these in the case of an audit or upon CCCS request.

I. GOALS

A. Provide a brief overview of the CTE Pathway. Alternative Cooperative Education (ACE) is a multi-occupational pathway that facilitates individualized, developmentally appropriate programming necessary to support CTE students successfully. This includes students identified as Special Populations.

B. How does this CTE Pathway fit into the overall educational program? CTE programs significantly increase not only the high school graduation rate, but also results in a higher percentage of students going to college and persisting through graduation. Students taking both academic and technical courses have lower dropout rates and better achievement gains than other students.

C. What benefits would students receive from this CTE pathway? ACE CTE students will be able to demonstrate competency in Postsecondary Workforce Readiness (PWR) that leads to technical skill attainment in any chosen occupation with a focus on high wage occupations or high skill in high demand industries that promote self-sufficiency.

II. CAREER & TECHNICAL EDUCATION (CTE) PATHWAY COURSES

Complete the table below indicating the course sequence students would take within the CTE program. Other courses may be added or changed within the program, based upon the need of students or program modifications. **New course names will be indicated in red text.**

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| <i>Pathway Name:</i> | ACE - Alternative Cooperative Education |
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| <i>Sub-Pathway Name (if applicable):</i> | N/A |
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| <i>Level:</i> | <i>State Approved Course Name:</i> | <i>State Approved Description:</i> | <i>CIP Code</i> |
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| Level 1 | ACE CTE Career Development I – Career Planning | As developmentally appropriate, this course (or series of courses) is designed for students to create an individual, initial career plan that outlines steps to reach their career goal. Students will identify a career goal based upon the results of various assessments, i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc. Students will also investigate the training and educational requirements (academic planning & Postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and Postsecondary aspirations. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum. | 998005 |
| Level 1 | ACE CTE School Work-based Learning I | As developmentally appropriate, this course (or series of courses) is 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 teachers serve as a coach and mentor checking in with the supervisor/employer regularly. | 998005 |

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| <p>Level 1</p> | <p>ACE CTE PWR I – ACE Success Foundations</p> | <p>This course focuses on personal/self-awareness. This class is designed to help students explore and develop the personal and academic skills that are foundational to successful transition into the working world. Teachers will facilitate students learning and implementing academic discipline skills, mindsets, and behaviors for successful academic course completion, and help them to identify methods for setting goals for personal improvement and continuous growth in an academic area, and explain the purpose of fundamental tools used to pursue a career path. Students will select critical thinking skills to make informed, ethical, and socially responsible choices and will also work on implementing essential routines for physical and mental health maintenance and personal safety, including emotion regulation, positive communication skills, decision-making, goal setting, time management, advocacy, problem solving, conflict resolution, self-awareness, personal responsibility, work ethic, stress management, and appropriate personal/social and conflict resolution skills. Students will investigate how all of these factors influence successful career habits. Students will also have the opportunity to determine personal interests, talents, goals and preferences for potential careers, and explore the connection between those interests and Postsecondary workforce aspirations and options.</p> | <p>998005</p> |
| <p>Level 1</p> | <p>ACE CTE Computer Literacy I – Introduction to Computers</p> | <p>As developmentally appropriate, this course (or series of courses) is designed for students to identify the parts and functions of the parts of personal computers. This course will enhance the development of hand-eye coordination by mouse usage and basic keyboarding skills such as text production and use of the function keys. Students will be introduced to such varied topics as use of an internet browser, how to establish and maintain an email account, text messaging, and social media. Students will also learn how to navigate basic word processing programs, use established databases and search engines to find information on the internet as well as copy, save and print documents from various sources. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.</p> | <p>998005</p> |

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| <p>Level 1</p> | <p>ACE CTE Financial Literacy</p> | <p>This course focuses on personal financial literacy. As developmentally appropriate, this course (or series of courses) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will create and modify budgets according to new circumstances. Students will be practicing basic banking activities such as check writing, debit card use, deposits and keeping track of a spending register and explore online banking and banking apps and compare and contrast several types of financial institutions. Students will examine the benefit and detriment of managing credit. Students will apply practical application of fiscal management topics such as renting vs owning, mortgage calculators, new car vs used car purchase, how to get a car loan, financial calculator use, understanding payroll deductions and benefits, income tax and filing taxes, and comparing and contrasting insurance possibilities. Students will demonstrate knowledge of FAFSA, loans, grants scholarships and other Postsecondary financial supports. They will examine the many ways to invest money and participate in simulations involving investing. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum.</p> | <p>998005</p> |
| <p>Level 2</p> | <p>ACE CTE Career Development II - Job Seeking</p> | <p>As developmentally appropriate, this course (or series of courses) is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skills, ability to accurately complete job applications, write a resume, ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will be knowledgeable of the environmental expectations of the workplace. Additionally, students will be introduced to personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes. Students practice appropriate communication, teamwork, problem-solving while working in a group environment. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.</p> | <p>998005</p> |


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| Level 2 | ACE CTE Community Work-based Learning II | (As a prerequisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence) As developmentally appropriate, this course (or series of courses) is 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. | 998005 |
| Level 2 | ACE CTE PWR II -Success Systems | This course focuses on self and social awareness. This course is designed to help students understand the relationship of their individual talents, interests, and dreams with others around them. Teachers will facilitate an understanding of personal learning styles, self - management, how skills and beliefs within multiple environments (peer, school, home) influence Postsecondary options and workforce readiness. Students will monitor and practice skills including personal responsibility, interpersonal skills such as but not limited to: collaboration, cooperation, social responsibility/citizenship, problem solving, work ethic, stress management, and how they are applied in a group/social environment. This course will allow students to identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice, and evaluate how applying critical thinking skills, collaboration, group problem solving, conflict resolution, and personal responsibility can impact any related social setting success. Students may match potential career opportunities in career clusters or plan a career path based on personal interests, goals, talents and preferences. | 998005 |
| Level 2 | ACE CTE Computer Literacy II – Software Applications | As developmentally appropriate, this course (or series of courses) is designed for students to expand their knowledge of Microsoft Windows and Office Suite applications. Students will receive hands-on experience in MS Windows, Word, Excel, PowerPoint and other programs. Topics covered include working with files, creating and formatting documents, form letters and mailing labels, advanced table techniques and managing long documents. This course will also cover computer | 998005 |


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| | | <p>history, hardware, software and operating concepts. Students will analyze and critique web applications associated with securing employment, such as job applications and employment search sites. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.</p> | |
| Level 2 | ACE CTE Business and Entrepreneurship | <p>This course serves as an application of financial literacy, management of business and entrepreneurship. As developmentally appropriate, this course (or series of courses) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will understand and practice basic strategies to develop a business plan and organize and manage a business venture; accounting methodologies, marketing, budgeting and bookkeeping procedures, customer service, team building, and supervisory skills; and business and community networking strategies, and business ethics. They will become familiar with ownership and management structures and leadership styles. Students will develop a business plan and organize and manage a business venture. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum.</p> | 998005 |
| Level 3/4 | ACE CTE Career Development III – Job Keeping | <p>As developmentally appropriate, this course (or series of courses) is designed for students to learn about various employability skills necessary to meet and exceed employer expectations on the job by developing workplace skills such as interpersonal communication, teamwork, leadership, critical thinking and ethical decision making in the workplace. Students will evaluate employee benefit plans (medical, dental, vision, worker's compensation, unemployment, retirement plan, employee discounts, educational incentives, etc.). Additionally, students will recognize opportunities for advancement on the job. Students will become familiar with workplace laws and policies including: Child Labor Laws, Fair Labor Act, Equal Employment Opportunity, Workplace Safety (OSHA), Americans with Disability Act (disability disclosure as appropriate), Sexual Harassment (definition, scenarios, appropriate behavior, policies and procedures). Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.</p> | 998005 |
| Level | ACE CTE Intentional | <i>(As a prerequisite, students should have already taken</i> | 998005 |


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| 3/4 | Work-based Learning III | <i>or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence) As developmentally appropriate, this course (or series of courses) is 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 teachers serve as a coach and mentor checking-in with supervisor/employer regularly.</i> | |
| Level 3/4 | ACE CTE PWR III – Applications | This class is designed to help students acquire the skills necessary for successful transition to their Postsecondary working life. Students will learn to apply critical thinking and academic knowledge in order to create plans and potential solutions for problems in the workplace and community, and assess the pros and cons of personal decisions based on their anticipated impact on self, peers, employers, and community. The course content will allow students to examine the concepts of money management, budgeting, consumer awareness, housing/apartment living, paying for and gaining entry into Postsecondary training, stress management, learning how to successfully move out, living on your own, finances, and acquiring and securing Postsecondary housing options. | 998005 |
| Level 3/4 | ACE CTE Computer Literacy III – Literacy: Operating Systems | As developmentally appropriate, this course (or series of courses) is designed to help students apply their knowledge of personal computer operating systems. MS Windows and other operating systems will be studied. Topics and practice will include installing, configuring, troubleshooting, maintaining and repairing operating systems within the application being taught. This course may also include an introduction to programming, coding and robotics concepts as aligned to the student's Postsecondary pathway. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum. | 998005 |
| Level 3/4 | ACE CTE Pathway LAB | As developmentally appropriate, this course is meant to serve as a support class to ACE CTE students who are co-enrolled in a specific CTE cluster sequence. The ACE Teacher serves as the learning success coordinator - filling in the gaps of | 998005 |


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| | | <p>learning that a student may need to succeed in a CTE Sequence of courses. Ideally, this support would allow the student to complete a specific CTE cluster pathway. The ACE Teacher does not 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.</p> <p>*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.</p> | |
| Level 3/4 | ACE Capstone | <p>Students critique and formulate skills to complete a multifaceted learning portfolio that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections; employability skills such as: oral communication, public speaking, research skills, computer literacy, teamwork; the academic planning skills such as: self-sufficiency and goal setting, and; Postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life. Students will demonstrate levels of knowledge and skill for the environmental expectations of Postsecondary options and intentional academic planning based on self-awareness and career exploration. This course is designed to meet or exceed the current Colorado Graduation Guideline menu option for Capstone. Follow CDE definition and CTE definition of Capstone here: http://www.cde.state.co.us/postsecondary/grad-capstone</p> | 998005 |

Signature Page

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| <p>Does the Career and Technical Education (CTE) Coordinator approve adoption of this program? <i>** Your signature below indicates your approval of the program.</i></p> |
| <p>Signature  _____ <small>Joy Griffin (Jan 21, 2021 14:09 MST)</small></p> |

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| <p>Does the Director of CIPG approve adoption of this program? <i>** Your signature below indicates your approval of the program.</i></p> |
| <p>Signature  _____ <small>Erica Mason (Jan 21, 2021 16:22 MST)</small></p> |

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| <p>Does the Chief Assessment Officer approve adoption of this program? <i>** Your signature below indicates your approval of the program.</i></p> |
| <p>Signature  _____ <small>Matt Reynolds (Jan 21, 2021 16:41 MST)</small></p> |

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| <p>Does the Assistant Superintendent approve adoption of this program? <i>** Your signature below indicates your approval of the program.</i></p> |
| <p>Signature  _____</p> |

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| <p>Does the Board of Education approve adoption of this program?</p> | <p>Yes</p> | <p>No</p> |
| <p>Date of BOE Meeting _____</p> | | |
| <p>Signature _____</p> | | |

Superintendent File: IGA-E-2

Office use: The following information is required to build individual courses into Infinite Campus.

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| Credit Type: (FNA, PRA, MAT, etc) | |
| Department Code: | |
| Course Number: | |
| Course entered in NCAA database if applicable. | |
| Update Graduation Competencies course document if applicable for Math and English courses. | |
| VIP Code: | |
| CIP Code: | |
| Add to HEAR list, if applicable. | |
| Course Mapping SCED code: | |
| Date entered into Infinite Campus | |
| Credit amount: | |