Career & Technical Education (CTE) Reinvention Strategy Review

June, 2011

Contents

1. What is CTE at CPS?
2. CTE Reinvention Strategy Overview
   – Linked to Business Opportunity and Needs
   – Open to all students; programs geographically distributed
   – Raising rigor of curriculum, assessment, teaching
   – Providing work-based learning experiences; developing and assessing work readiness
   – Pathways to success via articulation and certification
3. Progress and Results
4. Approach to School Selections – Past & Current
5. Key Decisions Requiring Senior Leadership Approval
What is CTE at CPS?

- Most programs a 3-year course sequence (10th through 12th grade)
- Serves ~20K CPS high school students in 12 industries with 40 types of programs
- Currently, 200+ programs open across 60+ high schools (300 teachers citywide)

<table>
<thead>
<tr>
<th>Industry Cluster</th>
<th>2009-10 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Programs # Students</td>
</tr>
<tr>
<td>Agriculture</td>
<td>8 1124</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>37 3150</td>
</tr>
<tr>
<td>Broadcast Tech &amp; Digital Media</td>
<td>24 2420</td>
</tr>
<tr>
<td>Business &amp; Finance</td>
<td>33 2330</td>
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<tr>
<td>Culinary &amp; Hospitality</td>
<td>19 2583</td>
</tr>
<tr>
<td>Health Science</td>
<td>12 1059</td>
</tr>
<tr>
<td>Human Services</td>
<td>5 400</td>
</tr>
<tr>
<td>Information Technology</td>
<td>52 6226</td>
</tr>
<tr>
<td>Law and Public Safety</td>
<td>4 256</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>12 1250</td>
</tr>
<tr>
<td>Transportation</td>
<td>17 1336</td>
</tr>
<tr>
<td>Co-op*</td>
<td>17 781</td>
</tr>
<tr>
<td>Totals</td>
<td>223 22915</td>
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</tbody>
</table>

CPS student participation in CTE

<table>
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<th>2009-10 School Year</th>
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CPS CTE Goals =
Increased Graduation & Postsecondary Success

CTE Theory of Action
If we engage students in rigorous and relevant career-focused curriculum and work-based learning, we will prepare students for multiple pathways to postsecondary success and will achieve:

- Higher high school graduation rates
- Higher college enrollment rates (4-year, 2-year, etc.)
- Higher earnings levels for students who choose to work while attending college
- Higher employment rates and earnings levels for students who do not go to college

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CPS CTE Reinvention Strategy – Launched in March 2009

*Strategy: Focus on quality vs. quantity via site consolidation, while maintaining the number of students and teachers.*

<table>
<thead>
<tr>
<th>The Problems</th>
<th>How Reinvention Strategy Will Solve the Problems</th>
</tr>
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</table>
| Diffuse resources, and no portfolio plan | • Target resources to fewer ‘College & Career Academy’ schools  
• Bigger, more sustainable academies at each school site  
• Geographically distribute academies |
| Uneven Principal and school-wide commitment | • School buy-in (RFP selection process, SOPs, shared costs)  
• Integrated instruction / SLCs, core teacher PD, counselor PD |
| ‘Dumping grounds’ | • Citywide programs of choice, students must apply |
| Curriculum not rigorous or relevant enough, and insufficient college and career linkages | • Develop/offer standard technical curriculum and assessments  
• Launch employability skills curriculum and assessment  
• Establish college & career pathways (certs., articulation, etc.)  
• Focus on priority industries (e.g., IT, Healthcare) |
| Not enough highly qualified teachers | • Raise the bar for teacher certification  
• Offer more teacher PD |
| Not enough industry engagement or student work-based experiences | • More focused goals / “asks” for partners  
• Establish Industry Advisory Councils  
• City-level support (Chicago Workforce Investment Council) |
| Sub-par facilities | • State of the art labs ($5-6M/year capital committed to CTE) |

CPS CTE Reinvention Strategy – 7-Year Timeline

*Strategy: Focus on quality vs. quantity via site consolidation, while maintaining # students and teachers*

→ From 250+ programs in 60+ schools to 100 College & Career Academies across 40 schools
- Build 10-15 College & Career Academies across 5 schools per year
- Close 30-40 programs per year
Priority industries have been identified (circled in bold) based on job market opportunities – these are areas where we plan to build the greatest number of academies.

### Average Annual Median Salary for Chicago MSA Region

<table>
<thead>
<tr>
<th>Annual Job Openings for Chicago MSA (2016 projections)</th>
<th>$20,000-$24,900</th>
<th>$25,000-$29,900</th>
<th>$30,000-$34,900</th>
<th>$35,000+</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,000+</td>
<td>Transportation</td>
<td>Information Technology</td>
<td>Human Services (Cosmetology)</td>
<td></td>
</tr>
<tr>
<td>1,000-3,999</td>
<td>Hospitality</td>
<td>Business &amp; Finance</td>
<td>Construction &amp; Architecture</td>
<td></td>
</tr>
<tr>
<td>300-999</td>
<td>Healthcare</td>
<td>Law and Public Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-299</td>
<td>Agriculture &amp; Horticulture</td>
<td>Art, A/V Technology &amp; Communications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Open to students citywide; new academies geographically distributed

- Fall 2009, Fall 2010, and Fall 2011 academy school launches
- Existing all-CTE schools likely slated for future academy investment (e.g., Chicago Vocational, Simeon, Prosser)
- Note: Additional academy school launches to be determined in future years (not shown here)
Raising Rigor of Curriculum

**Goal:** Develop 40 standardized curriculums over 4 years, aligned with industry and postsecondary standards, and integrating core academic and employability skills.

**Approach:**
- **Step 1:** Convene Developing a Curriculum (DACUM) committee, in which industry and postsecondary partners define course standards.
- **Step 2:** Expert teachers & Curriculum Specialists backward map curriculum from standards; complement with purchased/existing curriculum where appropriate.
- **Step 3:** Establish postsecondary articulation agreements with college partners involved.

**2009-10**
- IT – Oracle
- IT – Game Programming
- Culinary Arts
- Hospitality
- Early Childhood Education
- Law & Public Safety
- Auto Body Repair
- Broadcast Technology
- Logistics
- Freshman "College and Career Readiness" foundations course

**2010-11**
- IT – Cisco
- IT – Certified Webmaster
- IT – Network Cabling
- Medical Assistant
- Allied Health
- Medical & Health Careers
- Auto Technology
- Construction
- Carpentry; Electricity; HVAC; Plumbing
- Digital Media
- Business
- Accounting; Entrepreneurship; Finance
- Cosmetology

**2011-12**
- Architectural Drafting and Design
- Horticulture
- Welding
- Pre-Engineering
- Machine Technology
- Equipment and Technical Institute (Cohorts 3&4)
- Teaching
- Licensed Professional Nurse
- Barbering

**2012-13**
- Agricultural Business and Finance
- Food Science
- Landscape Architecture
- Chicago Police and Firefighter Training Academy
- Electronics
- Diesel Technology
- Gallery 37 Advanced Arts Education Programs (AAEP)

Establishing Common Assessments

**Academic**
- Reading
- Writing
- Math
- Science

**Technical**
- Occupation-specific skills

**Employability**
- Fundamentals
- Character/Work Ethic
- Problem Solving
- Interpersonal
- Computer Literacy

**Assessments**
- CPS core grades
- EPAS scores
- WorkKeys scores
- CPS CTE grades / unit assessments
- Industry certifications
- National Occupational Competency Testing Institute (NOCTI) student assessments
- CPS / Chicago Workforce Investment Council (CWIC) Employability Assessment

Note: These skill categories are used by the Association for Career and Technical Education to segment work-readiness skills.
Raising Capacity of Teachers: Comprehensive PD

CTE Teachers
- Focus Areas:
  - Instructional pedagogy
  - Use of assessment data
  - Industry best practices
  - Integrating core and CTE
- PD Delivery Vehicles:
  - 1 on 1 coaching
  - Small group PD sessions
  - Large group PD sessions
    - Annual beginning of year CTE Institute – 300+ school attendees
    - Annual CTE Teacher Symposium (100+ teacher attendees)

Counselors in CTE Schools
- Focus Areas:
  - Student recruitment
  - Individualized planning and Programs of study
  - 3-course sequence
  - Retention and completion
  - Employability skills
  - Industry certification
  - College and career planning
  - Postsecondary articulation

Principals, Core Teachers, CTE Academy Coordinators
- Focus Areas:
  - Integrated instruction
  - Student recruitment
  - Retention & completion
  - Parent engagement
  - CTE key performance indicators, data tools, and intervention strategies

Raising Capacity of Teachers: Credentials

CPS aims to raise the bar of CTE teacher credential requirements beyond ISBE’s requirements

Objective: Enable CPS CTE students to access higher level of industry certification and training by ensuring that CTE teachers hold the same industry certifications students are expected to earn
- Example: Final Cut Pro certification in CTE Broadcast Technology program

Approach:
- CPS enhanced requirements defined by industry partners
- In FY12, CPS will fund and coordinate PD and exams for teachers to obtain enhanced industry certification (teachers will have 13 months to complete requirements)
- Reviewed with CTU, CAOs, Teachers, Principals over past 2 years
- Plan to require all teachers to obtain industry credentials by August 1, 2012 (positions will then be re-defined to reflect new requirements)
- Note: Currently, 85 of 270 CPS CTE teachers require more than 1 day of PD to meet the enhanced requirements; remainder already meet requirements or require no more than 1 day of PD

Next Step: OCCP requests senior leadership approval to raise the teacher credential requirements and communicate changes to teachers, principals, CAOs
More Industry Engagement and Work-Based Learning; Strong City Partnership

How Businesses Engage with CTE

- Paid and unpaid internships (1300+/year)
- Job shadows (1000+/year)
- Class field trips
- Guest speakers
- Career fairs
- Mentoring
- Project-based learning
- Certification prep
- Curriculum development
- Teacher training
- Teacher recruiting
- Industry Advisory Councils

Chicago Workforce Investment Council (CWIC) Role in Supporting CTE

- Forecasted job market opportunities
- Developed employability assessment to assess student work-readiness
- Supporting industry advisory council development
- Launched CWIC Board student internship pilot program
- Developing handbook to support partner work with CPS students

Establishing Pathways to Postsecondary via Certification and Articulation

Industry Certifications

- CPS students access industry-recognized certifications while in high school CTE courses → increases access to postsecondary education and employment after h.s.
- Most CPS CTE programs should offer industry certifications; we are training teachers and standardizing curriculum to ensure this occurs

Example Certs
- Final Cut Pro
- A+
- CCENT
- AutoCAD
- CNA
- LPN
- Cosmetology
- MSSC

Postsecondary Articulation Agreements

- CPS students complete h.s. 3 year CTE course and demonstrate competency via industry certification → Earn City Colleges of Chicago credit at no cost while in h.s.
- 1st program agreements to be completed: Health, Business, Hospitality, Construction
- Additional pathways and colleges to follow
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Where We Are Now

• In Fall 2011, will enter 3rd year of 7-year CTE Reinvention Plan

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<thead>
<tr>
<th></th>
<th>Schools</th>
<th>Academies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009 &amp; 2010</td>
<td>12</td>
<td>33</td>
</tr>
<tr>
<td>Fall 2011 Launch</td>
<td>7*</td>
<td>23*</td>
</tr>
<tr>
<td><strong>Total Open Fall 2011</strong></td>
<td>19</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total 7-Year Goal</strong></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

• Most enrollment still in ‘legacy programs’ but shifting toward new academies

<table>
<thead>
<tr>
<th>Enrollment % of Total</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12 (Anticipated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Academies</td>
<td>9%</td>
<td>18%</td>
<td>30%</td>
</tr>
<tr>
<td>‘Legacy’ Programs</td>
<td>91%</td>
<td>82%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22,426</td>
<td>19,597</td>
<td>20,500</td>
</tr>
</tbody>
</table>

*Note: 9 schools and 26 academies for Fall 2011 launch if South Shore and Austin Business & Entrepreneurship Academy (separate additions) are included.
Extremely positive feedback from CTE students in 2011 student feedback survey

I am satisfied with my CTE class

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>453</td>
<td>312</td>
<td>84</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

88% strongly agree or agree

I receive high quality instruction in my CTE class

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>416</td>
<td>320</td>
<td>107</td>
<td>13</td>
<td>4</td>
</tr>
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</table>

85% strongly agree or agree

Student applications significantly increased this year vs. last year

<table>
<thead>
<tr>
<th></th>
<th>For Fall 2010 Admission</th>
<th>For Fall 2011 Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CTE Academy Seats Available</td>
<td>1,764</td>
<td>2,744</td>
</tr>
<tr>
<td>Total Applications Received</td>
<td>7,031 (4x # of seats)</td>
<td>22,928 (8x # of seats)</td>
</tr>
</tbody>
</table>
CTE increasingly in-demand at Selective Enrollment high schools

- **Jones**: Launching IT and Business academies in Fall 2013
- **Lindblom**: Applied to launch IT and Pre-Engineering academies in Fall 2012
- **King**: Offers Pre-Engineering, Architecture, IT, and Graphic Design; Interested in expanding existing programs
- **Northside**: Offers IT; current pilot site for Oracle Database Programming
- **Whitney Young**: Offers Business and IT; Launching Oracle Database Programming and Enhancing Business in Fall 2011
- **Westinghouse**: Offers Business, IT, Health, and Broadcast Technology
- **Lane Tech**: Offers Architecture, Manufacturing, Auto Tech, Business

CTE students overall have higher graduation and college enrollment rates than non-CTE students

<table>
<thead>
<tr>
<th>Student Category</th>
<th>Definition</th>
<th>2010 Graduates/2009 10th graders</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Completers</td>
<td>Students who completed the CTE course sequence in 2009-10</td>
<td>3,003 / 3,369</td>
<td>89.1%</td>
</tr>
<tr>
<td>CTE Non-Completers</td>
<td>Students who took 1 or 2 CTE courses but did not complete CTE course sequence</td>
<td>3,876 / 6,600</td>
<td>58.7%</td>
</tr>
<tr>
<td>All CTE Students (1 or more courses)</td>
<td>Students who were exposed to CTE at any level (1 or more courses)</td>
<td>6,879 / 9,969</td>
<td>69.0%</td>
</tr>
<tr>
<td>Non-CTE Students</td>
<td>Students who did not take any CTE courses while in high school</td>
<td>10,817 / 22,223</td>
<td>48.7%</td>
</tr>
<tr>
<td>All Students</td>
<td>All students who were 10th graders in 2008 and graduated in 2010</td>
<td>17,696 / 32,192</td>
<td>52.6%</td>
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**College Enrollment Rate of 2009 Graduates**

<table>
<thead>
<tr>
<th>Student Category</th>
<th>College Enrollment Rate</th>
</tr>
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<tbody>
<tr>
<td>CTE Completers</td>
<td>56.6%</td>
</tr>
<tr>
<td>CPS Overall Average</td>
<td>54.5%</td>
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CTE academies thus far showing stronger results than non-academy CTE programs

<table>
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<th>CTE College &amp; Career Academies</th>
<th>CTE Non-Academy Programs</th>
</tr>
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<tr>
<td># Industry Certifications Earned as % of Enrollment (2009-10)</td>
<td>21.9%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Growth in % Students Rated Work-Ready (Q1 vs. Q3 in 2010-11)</td>
<td>8 ppt increase (42% ➔ 50%)</td>
<td>2 ppt increase (49% ➔ 51%)</td>
</tr>
<tr>
<td>Growth in CTE Program Completion Rate (2008-09 vs. 2009-10)</td>
<td>7.2ppt increase (43.9% ➔ 51.1%)</td>
<td>2.9ppt decrease (34.9% ➔ 32.0%)</td>
</tr>
<tr>
<td>HS Grad Rate of CTE Completers (2009-10)</td>
<td>92.9%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Growth in % CTE Completers Enrolled in College (2008-09 grads vs. 2009-10 grads)</td>
<td>4.5 ppt increase (46.2% ➔ 50.7%)</td>
<td>1.3 ppt increase (57.8% ➔ 59.1%)</td>
</tr>
</tbody>
</table>

Making progress on many key indicators; Actively addressing challenges

**Successes to Date**

- Phase-out of many low performing programs
- Established citywide student access
- Revamped curriculum, launched standard assessments, tripled # of industry certifications earned (1 year growth: 900 ➔ 2700)
- More teacher PD, with very positive feedback
- More student work experience: Grew # of student internships in 1 year by 37% (1005 to 1,382)
- Built 12 ‘College and Career Academy’ sites
- More Principal / school-wide engagement in CTE (e.g., 18 school applications for CTE academies)

**Challenges**

- Improve brand and increase enrollment
- Increase student input
- Raise teacher credential requirements
- Principals closing some strong programs
- Increase CTE student completion (e.g., via more credit recovery, data awareness)
- Investigate the potential role of technology / online learning in CTE
Arne Duncan recently cited CPS CTE as model of progress toward CTE reinvention

"...When I became CEO of the Chicago Public Schools in 2001..., Our CTE programs were absolutely stuck in their programmatic silos. Capital programs were not aligned with actual program needs. We had culinary equipment sitting on the roofs of schools for years, useless, because the internal plumbing, electrical, and carpentry work hadn't been aligned with the use of Perkins dollars to acquire the equipment.

So, we launched an overhaul of Chicago's CTE programs. To date, CPS has closed 50 low-performing CTE programs citywide. In their place, CPS built 12 College and Career Academy sites modeled after high-performing career and training academies that have flourished in other cities. CPS put $8 million into funding new labs and lab repairs.

The district didn't stop there. We set out to develop 40 standardized curriculums over four years that integrated core academics and employability skills and were aligned with industry and postsecondary standards. The 10 new curriculums implemented by CPS last year included IT-Game Programming, Early Childhood Education, and Broadcast Technology. And CPS launched a novel Employability Assessment last fall that assesses student skills in areas like problem-solving abilities, work ethic, and computer literacy.

Perhaps most important, we made CTE a program of choice. We established a citywide admittance policy for our CTE programs. Last year, out-of-area students accounted for 75 percent of admission offers accepted by students.

Like every other big-city district, Chicago's CTE system still has a long way to go. But it is making the transition to CTE 2.0. The number of Industry certifications earned by CTE students in Chicago nearly tripled from 2008-09 to 2009-10, going from less than 1,000 students to almost 3,000 students. Internships citywide increased by about a third during the same time, from about 1,000 to almost 1,400. And the percentage of eligible programs offering certification jumped from 40 percent to 60 percent. Most important, the percentage of CTE graduates enrolled in college rose 2.3 percentage points during the most recent school year. In fact, CTE graduates in Chicago today are slightly more likely to have enrolled in college and be employed than other CPS graduates.

At the national level, our vision for transforming CTE contains a number of the elements that Chicago and other districts have begun putting in place.

Selection process for Fall 2009 and Fall 2010 academy launches

The first 2 years of academies were determined by CTE staff, Principals, and CAOs (AIOs).

Step 1: CTE Staff recommendations for program closure or expansion, based on:
- **Evaluation Metrics**
  - Student enrollment
  - Program retention
  - Program completion
  - College enrollment
- **Additional Criteria Considered**
  - Program aligned with job opportunities
  - Facilities quality / capital investment required for maintenance or expansion
  - School-level support of implementation
  - Proper course sequence in place
  - Geographic distribution of programs

Step 2: Principals and CAOs provided recommendations

Step 3: Principal and CTE recommendations refined to ensure sufficient priority industry focus and geographic distribution

Step 4: Narrow and prioritize list to determine first 2 years investment – seek geographic distribution & start with:
- Quick wins – to establish early successes and best practices to build from (e.g., Schurz, Sullivan)
- Turnarounds with strong existing CTE base (e.g., Fenger, Harper, Orr)
- Existing ‘career academies’ – to support strong existing CTE student interest (e.g., Dunbar)
- Program commitments already made or under discussion (e.g., Washington, Harlan)
Enhanced selection process for Fall 2011 and Fall 2012 academy launches

We then moved to an application process, to ensure stronger school commitment/buy-in.

**Step 1: Review school applications**
Interested schools submitted applications to review committee. Review committee consisting of CTE staff, retired CAO & retired principals. Rubric consistent with national research on CTE critical success factors.
- **Program Focus** (5 points)
- **Fit with School** (e.g., community support, historical strong program performance, etc.) (30 points)
- **Evidence of Student Interest** (10 points)
- **Facilities** (5 points)
- **Partnerships** (15 points)
- **Marketing/Student Recruitment** (5 points)
- **Curricular Integration & SLC Structures** (15 points)
- **Academy Coordination** (5 points)
- **College & Career Readiness Supplements** (5 points)
- **Additional Information** (5 points)

**Step 2: Add district portfolio lens**
Additional systems-level factors influence recommendations for each year’s investments:
- **Student Industry Interests**
- **Priority Labor Market Industries**
- **Geographic Distribution**
- **Distribution of CTE opportunities among school performance levels**
- **Ability to Provide Citywide Access**
- **Other District Info:** Assess pending school consolidations, closures, restructuring, building infrastructure issues, SLC progress to date, etc.

**Step 3: Assess capital investment requirements and finalize academy selections:**
Final recommendations should fit within $5-6M CTE annual capital budget

Note: Application form and rubric were vetted with CAOs, principals, and teachers before launch.

Fall 2012 academy recommendations proposed for senior leadership approval / July Board meeting

**Fall 2012 Academy Launch – Final Recommendations**

- **New schools to offer CTE Academies in Fall 2012:**
  - Richards – Culinary, Law & Public Safety, Business & Finance
  - Roosevelt – Education & Training, Information Technology, Culinary
  - Simeon – Business & Finance, Education & Training, Information Technology, Culinary, Construction & Architecture, Cosmetology & Barbering
  - Lindblom – Pre-Engineering, Information Technology

- **Schools with existing CTE Academies adding more options in Fall 2012:**
  - Sullivan – Business & Finance
  - Schurr – Pre-Engineering, Digital Media

**Applicants denied in proposal review process** (note, most currently offer CTE programs that can continue to operate):
- Fenger
- Kelvyn Park
- Solorio
- King
- Clemente
- Julian
- Foreman
- Kennedy
- Marshall
- Chicago Discovery
- Hancock
- Tilden

OCCP requests re-approval for FY12 capital funds to support continued implementation of 7-year CTE Reinvention Strategy ➔ $5.8M Capital for FY12 (equal to FY11 spend)
**Capital Request for FY12 (Map)**

*Proposed schools to receive FY12 capital investment circled in purple*

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**Potential Future Years’ CTE College & Career Academy Investments**

*While future years’ CTE College & Career Academy investment recommendations have not yet been determined, we expect the following schools to apply for investment at some point over the next 3 years, based on their recent CTE enrollment and/or expressed school interest.*

**Potential Fall 2013**
- Bowen
- Clemente
- Tilden
- Hancock
- Hirsch

**Potential Fall 2014**
- CVCA
- Kelvyn Park
- King
- Prosser
- Hubbard

**Potential Fall 2015**
- Foreman
- Hyde Park
- Farragut
- Kelly
- Corliss
Additional Future CTE Strategic Investment Considerations, beyond planned Academies

While not a part of the current CTE College & Career Academies investment plan, there appears to be interest in offering a broader range of career education options across the district — further investigation may be required regarding the needs and opportunities in these areas, such as:

- Career-related 1-year elective courses in all high schools — to serve student career exploration interests
- Career-related opportunities in alternative, turnaround, and neighborhood schools — to serve students not on-track for attending college immediately after high school
- CTE priorities for new school investments (charters, new school construction, etc.)

Contents

1. What is CTE at CPS?
2. CTE Reinvention Strategy Overview
   - Linked to Business Opportunity and Needs
   - Open to all students; programs geographically distributed
   - Raising rigor of curriculum, assessment, teaching
   - Providing work-based learning experiences; developing and assessing work readiness
   - Pathways to success via articulation and certification
3. Progress and Results
4. Approach to School Selections – Past & Current
5. Key Decisions Requiring Senior Leadership Approval
1. Approval of the recommended Fall 2012 CTE academy launches (for July Board meeting)

2. Approval to raise the bar for CPS CTE teacher credentials beyond the ISBE standards (includes CTE teacher position re-definitions to reflect the new requirements on August 1, 2012)

3. Approval to post/recruit for critical CTE positions (Perkins funded)
   a. 8 school-based CTE positions: CTE College & Career Academy Coordinators (split-funded by OCCP and schools; all parties have previously committed to fund these positions)
   b. 3 central office CTE positions:
      ▪ Senior Manager – CTE Planning, Strategy, and Enrollment
      ▪ Manager – CTE Partnership Development
      ▪ Manager – Gallery 37 Arts Program and CTE Marketing