



COLORADO
Department of Education

PWR TOWN HALL

August 11, 2020

EmPWRing educators with options for student success

AGENDA

Updates

School Counseling Considerations in
the Covid-19 Era

Questions/Answers

Office of Postsecondary and Workforce Readiness (PWR)



Misti Ruthven
Executive Director,
Student Pathways



Kelly Mitchell
CDE and CWDC,
Work-based Learning and
Connecting to Business



Andy Tucker
Director, PWR Office



Pam Hitt
Program Support



Michelle Romero
Concurrent Enrollment



Mary Anne Hunter
Ascent, Early College,
PTECH, Innovative
Learning Opportunities



Robin Russel
Graduation Guidelines
and ICAP



Marina Kokotovic
Advanced Placement,
Career Development
Incentive Program

Graduation Guidelines

Graduation Guidelines

- Flexibility for the class of 2021
- For 2020-2021, local education providers (LEPs) may graduate students according to district determined graduation requirements that include the Graduation Guidelines [Menu of Options](#), and/or local options.



[Information: CDE Update](#), 8/8/20

[Frequently Asked Questions](#), 8/8/20

[Availability of Menu Options](#) updated weekly

ICAP and the PWR Playbook

It's ICAP's 10th Anniversary!



- Listen to the stories of ICAP champions on the 10th anniversary [ICAP Podcasts](#), Jan-May 2020
- [Apply for the 10th anniversary ICAP Award](#)
- Join us virtually for [ICAP Showcases](#) of ICAP Promising Practices, Oct-Dec 2020.

“My dream for the future of ICAP would be to see every teacher in each class - from elementary, middle to high school - helping students connect their interests, talents and passions to possible future careers, so students can be dreaming, considering, and believing at a very young age that any career is possible for them!”

- Louise March, School Counselor, St Vrain Valley Schools. [ICAP Storyteller](#), March 2020

<http://www.cde.state.co.us/postsecondary/icap10thanniversary>

ICAP and the PWR Playbook

PWR Playbook



Rural districts in northeastern Colorado have made it a point to get students involved in career training to prepare them for the ever-changing workforce.

[Hear from Superintendent, Mike Bowers, counselors, teachers, and students from NE BOCES](#)

... is A HOW-TO guidebook designed by and for ICAP Practitioners

... contains essential guidance, promising practices, stories, resources, and tools that support the implementation of a high-quality ICAP process

... is coming this fall!

[What do you want to see in the Playbook?
Send us your promising practices](#)



Timeline

- This Friday 8/14 is the deadline to release new unused slots.
- CDE will reallocate released slots early next week and notify all LEPs that requested additional slots.



Concurrent Enrollment

20-21 Concurrent Enrollment Expansion & Innovation Grant Application Available!



The Concurrent Enrollment Expansion & Innovation Grant Program is a funding opportunity available to provide grants to partnering local education providers and institutions of higher education to expand and innovate concurrent enrollment opportunities to qualified students. The grant awards up to \$50,000 per approved applicant to be used through September 30, 2021.

- Application materials are available on the program webpage and are **due Monday, September 14, 2020**.
<http://www.cde.state.co.us/postsecondary/ceexpansiongrant>

Interested in participating in the grant review process?

Please complete this survey and sign up to volunteer!

<https://www.surveymonkey.com/r/cereview2021>

Concurrent Enrollment

New website!



Welcome Students and Parents

This website is designed to provide you with information about Concurrent Enrollment and other programs to earn college credit as a high school student. Use this website to learn about multiple options and prepare yourself to have a conversation with your school.

Earning college credit while in high school helps you:

- Get a head start towards completing a 2-year or a 4-year college degree, saving yourself money and time
- Gain the training and/or industry certificate you need for your future career
- Build confidence and develop essential academic and career skills

<http://www.cde.state.co.us/concurrentenrollment>

Career Development Incentive Program



Information & Deadlines

- \$4.3 Million for the 2019-2020 school year
- Deadline to submit reporting document to Syncplicity via District Accountability Contact is October 1, 2020 by 5:00PM
- Credentials submitted are from July 1, 2019-September 30, 2020.
- Internship requirements are posted on CDIP Website

<https://www.cde.state.co.us/postsecondary/hb18-1266>



Work-Based Learning Incubator

Webinar Series



- September – June
2nd Thursday of the month at 3:00
Registration email early next week
- Topics include:
 - Workforce Center Partnership
 - Engaging business partners
 - Equitable practices/data analysis
 - Learning about work
 - Learning through work
 - Learning at work
 - Business/Education Platforms
 - WBL and students with disabilities
 - Measurement and program assessment

For more information, contact
kelly.mitchell@state.co.us

Enrich Financial Wellness Courses

Powered by Enrich

CWDC Site | How It Works | Log In

Lives Empowered | A PARTNERSHIP OF talent FOUND

Topics Courses Tools Community COVID-19

Search

Sign Up

PERSONAL FINANCE JUST GOT PERSONAL.

Tools to help you make money decisions today while preparing for tomorrow.

Get Started - It's Free!

Already a member? Log In

Watch how it works

cwdc.enrich.org

School Counselor Corps Grant Program

Change in grant management



- Marina Kokotovic
- Michelle Romero
- Andy Tucker

Please email

schoolcounselorcorps@cde.state.co.us

School Counseling Considerations



Panel

Matthew McClain
School Counselor, Ft Morgan
Executive Director
Colorado School Counselor Association

Amanda Fitzgerald
Director of Public Policy
American School Counselor Association

David West
Coordinator of Counseling Services
Aurora Public Schools

Shauna Hobbs
School Counseling Coordinator
Mesa County Valley School District 51





| FMHS 100% IN PERSON OPTION-GREEN | | | | | | |
|----------------------------------|-----------------|--|-----------------|--|----------|-------------|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday | |
| 8:00-9:10 | Period 1 | Period 5 | Period 1 | Period 5 | Period 1 | 8:00-8:35 |
| 9:15-10:25 | Period 2 | Advisory | Period 2 | Advisory | Period 2 | 8:40-9:15 |
| 10:35-11:45 | Period 3 | Period 6 | Period 3 | Period 6 | Period 3 | 9:25-10:00 |
| 11:50-1:00 | Period 4 | Period 7 | Period 4 | Period 7 | Period 4 | 10:05-10:40 |
| | | | | | Period 5 | 10:50-11:25 |
| | | | | | Period 6 | 11:30-12:05 |
| | | | | | Period 7 | 12:15-12:50 |
| 1:45-3:15 | Teachers in PLC | Online/ In-person Office Hours + Home Contact | Teachers in PLC | Online/ In-person Office Hours + Home Contact | | |



| FMHS HYBRID OPTION-YELLOW Students divided into group A and group B All students attend--one group in person, one group online | | | | | | |
|---|--|--|--|---|--|-------------|
| Time | Monday Group A in person; Group B online | Tuesday Group A in person; Group B online | Wednesday Group B in person; Group A online | Thursday Group B in person; Group A online | Friday Week 1--Group A in person; Group B online Week 2--Group B in person; Group A online | |
| 8:00-9:10 | Period 1 | Period 5 | Period 1 | Period 5 | Period 1 | 8:00-8:35 |
| 9:15-10:25 | Period 2 | Advisory/ Content | Period 2 | Advisory/ Content | Period 2 | 8:40-9:15 |
| 10:35-11:45 | Period 3 | Period 6 | Period 3 | Period 6 | Period 3 | 9:25-10:00 |
| 11:50-1:00 | Period 4 | Period 7 | Period 4 | Period 7 | Period 4 | 10:05-10:40 |
| | | | | | Period 5 | 10:50-11:25 |
| | | | | | Period 6 | 11:30-12:05 |
| | | | | | Period 7 | 12:15-12:50 |
| 1:45-3:15 | Teachers in PLC | Online/ In-person Office Hours + Home Contact | Teachers in PLC | Online/ In-person Office Hours + Home Contact | | |





| FMHS 100% REMOTE OPTION-BLUE | | | | | |
|-------------------------------------|---------------|----------------|------------------|-----------------|---------------------------|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:30-9:45 | Period 1 | Period 5 | Period 1 | Period 5 | Office Hours/ Tutorial |
| 10:00-11:15 | Period 2 | Advisory | Period 2 | Advisory | Office Hours/ Tutorial |
| 12:30-1:45 | Period 3 | Period 6 | Period 3 | Period 6 | Office Hours/ Tutorial |
| 2:00-3:15 | Period 4 | Period 7 | Period 4 | Period 7 | |



Transportation

- Please do not send sick children on bus
- Students must wear a face covering
- Same bus stop daily for AM & PM
- Student drop-off/pick up procedures at each building to decrease congestion
- Spot check student temperatures



Cleaning Procedures

- Frequent hand washing and/or use of hand sanitizer
- Frequent cleaning of high contact surfaces during the day
- Use of approved disinfectants
- Use physical barriers as appropriate to decrease risk of viral transmission



Classroom Instruction

- Elementary attends 5 days per week with cohort groups normal class size
- Secondary staggered in-person schedules and hybrid learning
- Desks separated to extent feasible
- 1:1 Devices provided grades 1-12

Morgan County School District Re-3

Re-Opening at a Glance

Please see district website for up to date information @ www.morgan.k12.co.us

GREEN PHASE

low/no spread



Cafeterias/Halls

- All students eat in limited groups in cafeteria or outdoors
- One way hall traffic patterns and staggered schedules
- Decrease areas of congestion
- FMMS and FMHS grab and go lunch options during hybrid learning
- Grab and go option for FM Learning Network families



FM Learning Network

- Families may elect for students to attend distance learning full time rather than attend the traditional school setting.
- Classes will be taught through Edgenuity.
- If interested, contact District Support Center at 867-5633 for appointment



Preventative Strategies

- Staff and students must comply with applicable state and local mask orders
- Self-assessment of symptoms daily at home by students and staff
- Consistent return to school procedures for students & staff
- Coordinate with local public health and provide information of students and staff in close contact with a confirmed COVID-19 case





Transportation

- Please do not send sick children on bus
- Students must wear a face covering
- Same bus stop daily for AM & PM
- Student drop-off/pick up procedures at each building to decrease congestion
- Spot check student temperatures



Cleaning Procedures

- Frequent hand washing and/or use of hand sanitizer
- Frequent cleaning of high contact surfaces during the day
- Use of approved disinfectants
- Use physical barriers as appropriate to decrease risk of viral transmission
- Increased cleaning of all surfaces in buildings



Hybrid Classroom Instruction

- Elementary and Secondary Students attend a minimum two days per week
- Desks separated 6 feet
- Students participate in distance learning on days they don't attend
- Students and staff utilize Canvas learning management platform
- 1:1 Devices provided 1-12

Morgan County School District Re-3

Re-Opening at a Glance

Please see district website for up to date information @ www.morgan.k12.co.us

YELLOW PHASE

minimal/moderate spread



Cafeterias/Halls

- All students eat in limited groups in cafeteria or classroom (during days not in school grab and go option)
- One way hall traffic patterns and staggered schedules
- Decrease areas of congestion
- Grab and go option for FM Learning Network families



FM Learning Network

- Families may elect for students to attend distance learning full time rather than attend the traditional school setting.
- Classes will be taught through Edgenuity.
- If interested, contact District Support Center at 867-5633 for appointment



Preventative Strategies

- Staff and students must comply with applicable state and local mask orders
- Assessment of symptoms daily for students and staff
- Consistent return to school procedures for students & staff
- Coordinate with local public health and provide information of students and staff in close contact with a confirmed COVID-19 case





Transportation

- No services are provided
- Drivers will fill in where needed and perform other functions.



Cleaning Procedures

- Deep cleaning of facilities will occur during closure period
- High touch surfaces will be deep-cleaned
- Carpet and walls will be disinfected and readied for re-opening



Remote Instruction

- All learning is conducted remotely
- Teachers will provide direct instruction virtually
- Students and staff utilize Canvas learning management platform
- Provide family support provisions

Morgan County School District Re-3

Re-Opening at a Glance

Please see district website for up to date information @ www.morgan.k12.co.us

BLUE PHASE
high spread



Food Services

- Grab and go options for all district students available- locations and times to be determined and communicated out to families and community



Devices/Tech Support

- 1:1 Devices provided
- Parents/Guardians reach out for technical support/issue resolution through it@morgan.k12.co.us



Communication

- Staff will be in regular communication with families regarding students progress during remote learning
- District level will post updates on website
- District will return to Green or Yellow Phase as soon as it is safe to do so



APS Recovery Plan Process

APS Planning for Social/Behavioral Supports

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | |
|---|--|---|---|---|---|---|---|--------------------|--------|---------------------|------------|---------------------|---------------------|---------------------|---------------------|--|
| 1 | Project Conception and Initiation | - Meeting Schedule | | | | | | 5/4/20 4:30-6pm | 5/6/20 | 5/11/20 4:30-6pm | 5/13/20 | 5/18/20 4:30-6pm | 5/20/20 4:30-6pm | 5/26/20 4:30-6pm | 5/27/20 4:30-6pm | |
| | | - Understand the Charge and Current State | | | | | | Notes | | | | | | | | |
| | | - Identify challenges and lessons learned thus far | | | | | | Slide Deck | | | | | | | | |
| | | - Identify and assign next steps | | | | | | | | | | | | | | |
| 2 | Project Action Planning | - Connect & Context | | | | | | | Notes | | | | | | | |
| | | - Common Ground for Behavior Action Planning | | | | | | Slide Deck | | | | | | | | |
| | | - Breakout and build based on stakeholder group | | | | | | | | | | | | | | |
| | | - Communication Plan | | | | | | | | | | | | | | |
| 2 | Project Action Planning | - Connect & Context | | | | | | | | Action Plan | | | | | | |
| | | - Review LT Feedback | | | | | | | | | Slide Deck | | | | | |
| | | - Breakout and Develop Action Plan for your stakeholder group | | | | | | | | | | | | | | |
| | | - Next Steps | | | | | | | | | | | | | | |
| 3 | Project Action Planning | - Connect & Context | | | | | | | | | | Action Plan | | | | |
| | | - Breakout and Develop Action Plan for your stakeholder group | | | | | | | | | | Slide Deck | | | | |
| | | - Loop for Feedback | | | | | | | | | | | | | | |
| | | - Next Steps | | | | | | | | | | | | | | |
| 3 | Project Action Planning | - Connect & Context | | | | | | | | | | | Action Plan | | | |
| | | - Review LT Feedback | | | | | | | | | | | Slide Deck | | | |
| | | - Breakout and Develop Action Plan for your stakeholder group | | | | | | | | | | | | | | |
| | | - Next Steps | | | | | | | | | | | | | | |

Essential Expectations addressed in all planning groups

Essential Expectations:

- All APS students and staff have access to social/behavioral supports.
- Every student has a meaningful adult connection in the district.
- Every learning environment (classroom, grade level, school, etc) has an intentional, student-centric culture, such as continuing or developing new traditions, celebrations, and rites of passage.
- APS will support families' understanding of their role in how to be directly involved in their student's education.

Groups

- Social/Behavioral
- Physical & Structural
- Academic
- Business Operations

All groups convened groups to engage in this work which led to our master recovery plan

Weekly updates by every division

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
| Recovery Plan Project Overview. | <p>Description This Google Sheet organizes the action items from across the 4 Recovery Plan Subteams so that you can see the work that your division is leading.</p> | | | | | |
| <p>Progress Monitoring: To update each week by EOD on Thursday *Review your overarching action items (Column F).</p> <p>*In Column H, identify where that action item is in the development for the cohort model. For example: In Development/Revision; Pending Input/Decision; Pending External Guidance (Tri-County, CDE, CDPHE); Finalized; Being Communicated; In Implementation</p> <p>*For each scenario (cohort, remote, hybrid), review whether that is an action item that needs to be carried out for that scenario, indicated by a Y for Yes or N or N/A for no. For each applicable action item (e.g., Y) indicate what the status is of this action item for the relevant scenario. Note if you think what is indicated is wrong, please update it. Cohort: Columns I & J Remote: Column K & L Hybrid: Column M & N</p> <p>*Add the following information: Explanation (Column O): Provide notes/explanation of any status that is not green. This should make clear what the status is and why and what you need to move this work forward, such as guidance, decision, etc. If changes, articulate the changes and rationale. Additional Information (Column P): Please include a quick summary of how this is being answered or link to a document that provides more detail. This will be important as we develop internal and external communications to know how what guidance is provided and how to summarize that information for different audiences.</p> | | | | | | |
| | | | | | | |
| Detailed Internal Plans. | <p>These are the detailed plans that each Recovery Sub-team developed for each scenario (hybrid, remote, in-person). This is what should be used by implementation teams to understand what is the work that needs to occur and be developed.</p> <p>They are organized by Scenario and within each scenario by essential expectation. Each essential expectation includes action items, deliverables, responsible parties, often at the department level or what are school responsibilities, more narrow timelines, and where things might be tight or lose (ie. what is consistent across all schools and what do schools have flexibility around). Implementation teams may want to look at all three scenarios to see how to be efficient or develop in a way that allows movement between scenarios—as is likely. It will also be important that implementation teams think about how the in-person work or hybrid work occurs in the context of cohort models.</p> | | | | | |

APS Mental Health & Counseling Examples

| | A | B | C | D | E | F | G | H | I | L | M | P |
|-----|---------------------------------------|---|---|--|--|-----------------------|--|--|---------------------------|--|-------------------------|---|
| 1 | Recovery Subteam | Essential Expectation | Division Primarily Responsible (1 only) | Department or Individual within Division Primarily | Other Divisions/ Teams to Coordinate With (multiple) | Overarching Topic | Overarching Action Items | Timeline for Development (Update to include) | Overarching Current State | Remote Scenario Does this action item need to be developed for | Remote Status | Explanation |
| 108 | Social and Behavioral | All APS students and staff have access to social/behavioral supports. | DOEL | | OAS | Professional Learning | -Mental Health create professional development for staff about student wellness when starting the year | Before School | In Development/Revision | Y | In Development/Revision | Three one hour sessions on the three areas of focus will be available on demand by the beginning of the year. In addition office hours will be held weekly and a Q&A systems is set to be up by the start of the year. An overview is available now Optional and recommended trainings include SEL 101 YMHFA (will not launch in August) MH&C Provider training Livingworks 1 hour intro will be offered until we can provide ASIST face to face PREPaRE will be available virtually starting in September CPI will not be provided until we can do so in person |
| 109 | Social and Behavioral | Every student has a meaningful adult connection in the district. | DoEL | | HR Technology OAS | Professional Learning | For staff: -Provide relevant training to ensure staff can safely and effectively utilize technology to connect with students. | Before School | | Y | | Tech department and learning resources |
| | Social and Behavioral | Every learning environment | DOEL | | OAS | School Culture | For Students School leaders will create | 1st Semester | | Y | | On track for community events as continued from remote access. |

| Recovery Subteam | Essential Expectation | Division Primarily Responsible (1 only) | Department or Individual within Division Primarily | Other Divisions/ Teams to Coordinate With (multiple) | Overarching Topic | Overarching Action Items | Timeline for Development (Update to include) | Overarching Current State | Remote Scenario Does this action item need to be developed for | Remote Status | Explanation |
|---------------------------------------|--|---|--|--|---------------------------------|--|--|---------------------------|--|---------------|---|
| Social and Behavioral | All APS students and staff have access to social/behavioral supports. | DOEL | | School-based leadership staff | Staff Health and Well-being | For Staff -Begin and/or continue to embed staff wellness/mindfulness activities into PD, school meetings/newsletters, 90 Day Plans/UIP or wherever deemed appropriate." | Before School | In Development/Revision | Y | | The wellness site is up to date and communication is in development for all staff HR Items on Track - Benefits education and emergency Contacts. Line item should be broken up into multiple actions. (WJ) PD for leaders is available virtually at the leadership training and on demand after that The wellness page is up to date and work will continue when the team returns to work on the 6th of August |
| Social and Behavioral | Every learning environment (classroom, grade level, school, etc) has an intentional, student-centric culture, such as continuing or developing new traditions, celebrations, | DOEL | | OAS | Staff tools, resources, support | For STAFF -Schedule culture/climate/teaching & learning observations, and communicate to staff regarding how the same will be implemented in the various scenarios | 1st Semester | | Y | | |

| 1 | Recovery Subteam | Essential Expectation | Division Primarily Responsible (1 only) | Department or Individual within Division Primarily | Other Divisions/Teams to Coordinate With (multiple) | Overarching Topic | Overarching Action Items | Timeline for Development (Update to include) | Overarching Current State | Remote Scenario Does this action item need to be developed for | Remote Status | Explanation |
|-----|---------------------------------------|--|---|--|---|---|--|--|---------------------------|--|---------------|--|
| 187 | Social and Behavioral | Every student has a meaningful adult connection in the district. | DoEL | | HR | Student Learning/Instructional Expectations Teacher Tools, Resources, Supports | For staff: -Align the pacing guide with more time built into the start of the year for SEL, ICAP, and culture building for teachers. | Before School | | Y | | Draft resources |
| 199 | Social and Behavioral | Every learning environment (classroom, grade level, school, etc) has an intentional, student-centric culture, such as continuing or developing new traditions, celebrations, and rites of passage. | DOEL | | OAS | Student Supports | For Students - MH & Counseling team create a mental model for students to understand the transition from "remote access" to "remote learning" | Before School | In Development/Revision | Y | Delayed | Draft started, on track to be completed by the start of school |

Questions?



Office of Postsecondary and Workforce Readiness (PWR)



Misti Ruthven
Executive Director,
Student Pathways
Ruthven_M@cde.state.co.us



Andy Tucker
Director, PWR Office
Tucker_A@cde.state.co.us



Pam Hitt
Program Support
Hitt_p@cde.state.co.us



Mary Anne Hunter
Ascent, Early College,
PTECH, Innovative
Learning Opportunities
Hunter_Mary@cde.state.co.us



Marina Kokotovic
Advanced Placement
Career Development
Incentive Program
Kokotovic_M@cde.state.co.us



Kelly Mitchell
CDE and CWDC,
Work-based Learning and
Connecting to Business
Kelly.Mitchell@state.co.us



Michelle Romero
Concurrent Enrollment
Romero_M@cde.state.co.us



Robin Russel
Graduation Guidelines
and ICAP
Russel_R@cde.state.co.us