

CTE Trends

COLORADO COMMUNITY
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A NEWSLETTER FOR CTE PROFESSIONALS FROM CCCS AND
THE COLORADO ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION



Volume 9, Issue 16, April 19, 2011

Welcome to the sixteenth issue of CTE Trends for 2010-11!

Bulletins

Loveland High School's Scott Burke Named Career and Technical Educator of the Year for a 16 State Region of the Western United States



ACTE Regional Vice President Doug Meyer presents Scott Burke with the Region V "Educator of the Year" Award

Earlier this month, at the ACTE Region V Conference in **Rapid City, South Dakota**, April 6-9, Colorado teacher **Scott Burke** was chosen as the **Region V Career and Technical Educator of the Year**. Scott will now represent Colorado and the other 15 states of ACTE Region V at the National ACTE Conference in St. Louis, Missouri in November to compete in the national **CTE Educator of the Year** competition.

Scott was chosen for many of his strengths in teaching CTE. Scott "is the perfect example of innovative leadership combining the core curricular areas with CTE" according to his principal at **Loveland High School**. He further explains "strong empirical evidence supports the success of **Geometry in Construction**. Students find their math class to be very relevant and understandable with a link to its application in the real world. That has translated into higher scores on the state's accountability assessment."

Geometry in Construction is contextualized to foster students learning geometry skills as they build a modular home at their school. For the past four years Scott's students have build a two-bedroom home with the support and assistance of licensed trades workers for things like the

electrical and plumbing and hands-on math instruction. Scott's insures that geometry is taught at a high level and that the house meets all the building requirements.

This program has demonstrated **amazing non-traditional enrollment** with almost half of their students being females. In the fourth year of this program 75% of the students at **Loveland High School** took **Geometry in Construction** to meet their geometry graduation requirement. One reason the program has had such an impact on math scores is because math tutors work with students after school to support students. The coordination of this program in addition to a full teaching load has often fallen on Scott's shoulders. He has created an additional leadership team of students to assist and Scott's "can do attitude" makes anything possible.

"Scott Burke has a passion for kids, education, and life and he follows it daily" his math co-teacher, **Anne Larson** stated in her nomination letter.

Scott Burke has been a CTE teacher for nine years. He has spend most of his waking hours for the past five years developing the **Geometry in Construction** program at **Loveland High School** and assisting others in replicating this model across the **United States**.

Scott Burke's leadership skills started when he was a student at **Colorado State University**. He has presented the **Geometry in Construction** program model at least 16 times at state and national conferences. Scott has opened his classroom to a steady stream of visitors in the last few years. He is always honest with people that **you cannot do this program without a math co-teacher** and that building teamwork is **critical** to the process.

CCCS, CACTE and *CTE Trends* wishes Scott the best as he continues to represent Colorado and ACTE Region V in the national competition. We will be there to cheer you on!

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CACTE President's Corner:

ACTE Region V Conference and Meet Jennifer Vander Meer



PRESIDENT'S CORNER

April 19, 2011

Greetings to everyone working in the CTE world:

Time and again these past few weeks I have found myself having conversations with fellow teachers in which we spoke of the fast paced nature of our spring schedules and classes.

It seems that everyone has multiple projects going and everyone and everything is racing towards a finish. Of course with the multitude of choices we all have for our “spare time”; decisions must be made. I personally made the choice to participate once again in the annual **First Robotics Tech Challenge**. This was the fifth year that I joined dozens of my colleagues from around the district, state and nation in participating in a wild and exciting three-day event on the DU campus. In all forty-five teams participated; three of which will move on to the national event held later this month in St. Louis. Even though my team did not make it into the playoffs, we all felt like winners. I extend my heart-felt thanks to my co-coaches: Art, Terry and Susan.

Every choice for one's spare time has a consequence though and this year the trade-off was that I did not get a chance to attend the ACTE Region V conference. Nevertheless, Colorado was well represented as six members did attend. CACTE leaders Darrell, Steve, Scott, Jennifer and Arlie all deserve our thanks for representing our state at the regional conference.

As has become my habit I would like to write a bit about one of the many individuals serving in a leadership role in CACTE. This week I am pleased and proud to pass along some observations noted by a new and welcome addition to the CTE team in Colorado. Her name is **Jennifer Vander Meer**, pictured right, and she is a registered nurse with 15 years of direct patient care experience in a variety of settings. Jennifer is also *President-elect* for the **Health Sciences Division** of CACTE, a HOSA advisor for Summit, and a member of *Sigma Theta Tau International* (Nursing Honor Society).



Currently a Health Sciences Technology Education Instructor at **Summit Academy**, a DPS Multiple Pathways School, Jennifer works in the first of what will soon be four *DPS Multiple Pathway Centers*. Jennifer and her colleagues are dedicated to working with students who have struggled in more traditional settings. A critical part of the DPS's district strategy to reduce the dropout rate is the establishment of Multiple Pathways Centers, tailored to meet the needs of students who have had difficulty connecting successfully to educational pathways in the traditional settings or who have dropped out. For example, half of the students who are enrolled at Summit Academy multiple pathways center in Southwest Denver are from out-of-district or came to Summit after having dropped out of a different high school. The addition of three CTE programs at Summit also empowers students by providing a range of learning opportunities that serve different learning styles. The focus is on providing contextual and situational learning in which scholars can apply academic and technical skills to real-world activities, using computers and other tools, and being able to see just how their learning is related to the workplace. CTE classes at Summit help students develop a career focus that gives them a sense of direction and motivates them to achieve and stay in school.

Jennifer was part of the team that traveled to **Rapid City, South Dakota** last week. Her observations and learning's included the reaffirmation that leadership is a matter of choice. Approximately one hundred and fifty ACTE members from Region V representing 13 states from the region, made the choice to attend. They presented 20 breakout sessions and 17 roundtables. When she returned Jennifer prepared for her staff a power point that highlighted the *opening session speaker*, **Kevin Honeycutt** as he took a fun look at the exciting things that can happen when educators step outside of their boxes and try new tools. Kevin demonstrated the importance of relationships while encouraging the audience to become learners again through positive examples of student success. Jennifer felt that Kevin reaffirmed everyone's passion about meeting the needs of at-risk learners and valued his approaches to re-engage “the lost” learner.

Another of the *keynote speakers*, **Malcom “Chap” Chapman** gave an inspiring, motivating presentation on the qualities of **leadership** and the importance of passionate leadership. Chap believes our peers and our students can learn by our example. Jennifer felt that he was an amazing speaker and motivator.

Jennifer reports **Pat Bortnem** gave a hilarious closing keynote entitled “**Managing Your Morale & Making Positive Changes**” where she identified ways for us to look at our careers from a different perspective and identify ways to turn negatives into positives in the workplace. She also helped everyone in attendance to recognize opportunities to contribute to an emotionally healthy workplace and demonstrate ways to use humor to manage our own attitude and morale.

Jennifer tells me that she left the conference with a new set of tools to hand over to her students when she is unable to be in the classroom. She had some great discussions about everything from **advertising, increasing membership**, and even **changing state board policies and bylaws**. Her notes spoke of a pair of **teacher presenters** that reviewed teaching strategies, classroom management practices, stress-

management techniques and why it is important and possible to embrace leadership opportunities without drowning and feeling overwhelmed. Jennifer also developed some new friendships with **Steve Alkire** , **Director CTE Greeley** and **CACTE Executive Director Darrell Green**, as well as with **Scott Burke** (highlighted in the lead story of this issue of *CTE Trends*) of Loveland High School. Jennifer intends to continue to work on marketing greater CTE educator involvement in CACTE and ACTE as she continues to practice the *art and science of teaching*. I am very grateful to Jennifer for expressing her insight and favorite take-aways from the ACTE Region V conference.

I sincerely believe I am quite fortunate to be able to work on the CACTE Board with teachers and educators like Jennifer that share a certain passion for sharing knowledge. I am very excited about our upcoming **CACTE Summer Conference** and am confident it will be another fine example of this group's efforts. I strongly urge everyone to attend.

Best regards,

Mark

MARK BELL

PRESIDENT

COLORADO ASSOCIATION FOR CARRER AND TECHNICAL EDUCATION

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Spotlight on Best Practices Using Perkins Funding: Arapahoe Community College



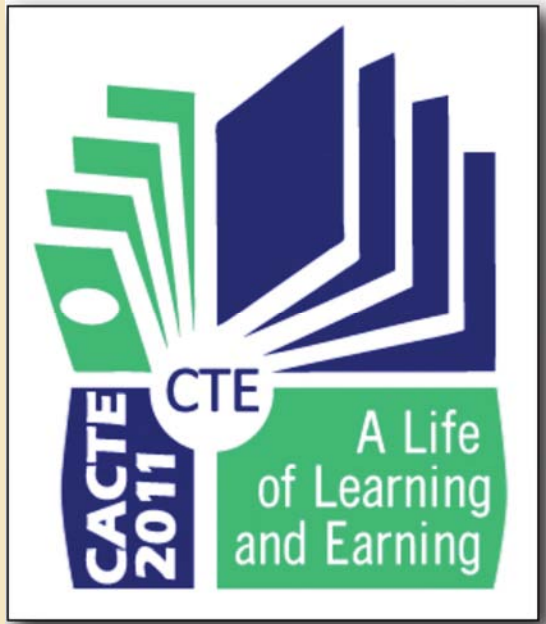
Arapahoe Community College students get hands-on practice with installation/maintenance of building-mounted solar panels via this “mock roof.”

To read about **Arapahoe Community College's** *best practices* in their application of Perkin's funding, click this link:

<http://www.coloradostateplan.com/bestPractices/10-11ACC.pdf>

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Register Now for the 2011 CACTE Summer Conference!



For more information about the 2011 CACTE Summer Conference, click this link:
<http://www.cccs.edu/ctetrends/conference.pdf>

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Get aHead for Business Entrepreneurship Curriculum Training Coming to Young Americans Center for Financial Education



Nathan Wannlund of the Young Americans Center for Financial Education (YACFE) and **Mary Stecklein** have scheduled a *Get aHead for Business Entrepreneurship training* on *Friday, May 6*. The workshop will begin at 8:30 a.m., with a networking opportunity and continental breakfast. The training starts at 9 a.m. and will end no later than 3:00 p.m.

The exciting news, explains Stecklein, is that the training will be held at Young Americans Center for Financial Education – just a few blocks east of Cherry Creek shopping center; 3550 East First Avenue in Denver.

The training will feature separate breakout sessions for new teachers and existing teachers (so they can learn best practices from each other).

Other agenda items include: "Banking on School Business"; revision of your program approval onsite for Advanced Credit Pathway articulation; crosswalks; and, a college level lesson on economics aligned with the GaFB economics supplement.

Special tours of the Young Americans Center will be given by YACFE staff. Plus, your CTE Director is invited to participate all day or come to lunch for the afternoon sessions.

Please respond to Mary Stecklein at msteckle@comcast.net to participate. The ***training and all materials including CD's is free*** and the continental breakfast and lunch will also be complimentary. You will need to provide your own transportation and substitutes or class coverage for the day.

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Community College of Aurora-Colorado Film School Student Film Shot at Colorado State Capitol



On March 28, 2011, The Denver Post's "*The Spot for Politics and Policy*," posted a neat story by reporter **Lynn Bartels** about how students from Community College of Aurora's **Colorado Film School** used the Colorado Senate secretary's office at the state Capitol for a scene they were filming. The scene was for a movie they are producing about a love story set in pre-1989 Berlin.

To read the complete article, visit:
<http://blogs.denverpost.com/thespot/?p=26149>

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Colorado Residents Pursuing “Middle-Skilled” Jobs



On February 14, the Association for Career and Technical Education's *Career Tech Update* recounted an article that had run that day in the Windsor Beacon. According *Career Tech Update*:

Many Northern Colorado residents are dealing with the economic realities of the times by pursuing 'middle-skilled jobs,' jobs that require education and training beyond high school but not a four-year degree." Sharon Robinson, *dean of instruction for career and technical education* at Front Range Community College, said "the security provided by some middle-skilled jobs - and being able to obtain the training needed to get into them in two years or less - has created 'great demand' for the community college's programs." CSU economist Martin Shields added that "the demand for workers in some middle-skilled jobs likely is to be strong in the years to come" as older workers retire.

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CTSO Related

Over 350 Students Attend the 2011 Colorado HOSA State Leadership Conference



DENVER – Over 350 secondary and post-secondary students interested in health care careers attended the **Health Occupations Students of America (HOSA) State Leadership Conference** from March 3-5 at the Embassy Suites Loveland. Students attended *general sessions*, *educational symposiums* and competed in over 40 different *competitive events*.

National motivation speaker **Ryan Moran** gave a high-energy and memorable keynote at the *opening general session*.

Colorado HOSA chapters and students were acknowledged for their membership increases, involvement in the community and their effort to raise over \$1000 for the **National HOSA Service Project with the Juvenile Diabetes Research Foundation** (JDRF).

Competitive Event finalists were recognized for their achievements during the *closing session*. A full listing of students and their successes can be found at <http://www.hosa.cccs.edu/CONFERENCES.htm>.

Over 150 students qualified to participate in national competitive events, to be held at the National Leadership Conference June 22-25 in Anaheim, California.

"These students are truly the face of future health care professionals. They competed in activities that showcased not only their health care knowledge, but their leadership skills," said **Jen Staley**, **Colorado HOSA State Advisor**. "Congratulations to the students and their teachers for their hard work and preparation."



Participants at the 2011 HOSA State Leadership Conference
To view more photos from the conference, click this link:
<https://picasaweb.google.com/117522528106075458825/HOSA?feat=email#>
and click on photos 140-291.

For more information on Colorado HOSA, visit www.hosa.cccs.edu.

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Congratulations to the Golden High School Engineering TEC Team for Competing Well at Competition Based at Colorado School of Mines



File photo of high school students launching a rocket

On April 5, **Golden High School** (GHS) *Engineering and Technology Teacher* **Scott Aurland** e-mailed the following report into **CTE Trends**:

Hello, I would like to let you know about what a great job my students did today!

Today, April 5, twelve GHS students went to Colorado School of Mines for the *MESA Math Engineering Science Achievement Competition* and came away with a trophy and several medals!

GHS was competing against dozens of high schools from across the state!

Competing students from GHS were:

Levi Caruthers, Wesley Gaskill, Aden Jones, Sean Kutter, Kyla Lambert, Eric Nilius, Patrick O'Neill, Aleister Rice, Conlin Ritter, Bonnie Rogers, Robert Tyrrell-Ead, and Zach Vess. Advisor and chaperones: Scott Aurand, Mr. Kevin Lambert and Mrs. Martha Gaskill.

Levi Caruthers, Kyla Lambert and Eric Nilius won three Bronze medals for the *Biology Bowl Competition*!

Wesley Gaskill and Robert Tyrrell-Ead won two Silver Medals for the *Solar Water Still Design, Construction and Operation Competition*!

Kyla Lambert, Patrick O'Neill and Aleister Rice won a First Place trophy for the *Impromptu Challenge to design, build and fly a rocket to the greatest height* competition!

Way to go Golden High School Engineering TEC Team!!

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Nursing Simulator at Delta-Montrose Technical College is Enhancing Learning



Authumn Ransom and Debbie McCoy check their simulated patient's vital signs. As LPNs they will work under the direction of a registered nurse. In this scenario, fellow student Sherri Head (not pictured) filled that role. Through this type of clinical experience the students begin to think, act and speak like nursing professionals.

The **nursing program at Delta-Montrose Technical College** (DMTC) is offering a realistic educational experience for LPN students through a simulation lab.

An office has been converted into a patient room which is equipped just like a real hospital. A training headwall simulates the medical gas services which can be found in a patient's room. In this case, the flow of oxygen is simulated with air. A hospital bed contains one of three mannequins (including a child) available for student use.

Nursing program coordinator **Jody Roeber**, MSN, RN says the lab is becoming more interactive and lifelike over time, helping ease the transition from practice to reality for student nurses.

DMTC's LPN program requires a total of 450 clinical hours because, Roeber explains, the best learning experience is direct hands-on training. Previously the only opportunity for clinical training was in a hospital setting, where the students are closely monitored and quickly corrected before they can make a mistake. The simulator allows them to use their critical thinking skills, and if they make a mistake, it's just an opportunity for them to learn how to better handle a similar situation in the future. The interaction with the "patient" is video-recorded so the entire class can observe and comment during debriefing sessions.

The camera serves another very important purpose — it allows the nursing instructor to monitor the students and to "speak" for the patient. The patient can respond to questions or describe symptoms, which then requires the students to process the information and determine a course of action.

The patient's vital signs — blood pressure, pulse, breath sounds and bowel sounds — can realistically be assessed. Those vital signs are also under the control of the nursing instructor, who can alter the patient's conditions according to a pre-programmed scenario, or in response to the students' actions.

Each mannequin has a trachea and esophagus, along with simulated lungs and stomach, which allows the nursing students to practice several procedures, including NG/OG tube placement, tracheal care and suctioning. The female patients facilitate training in women's health, including obstetrics and post-partum care.

An articulating IV arm allows for practice of IV cannulation, medication administration, and site care and maintenance. Students can practice medication dose calculations and administration through intramuscular injections at the deltoid, gluteal, ventrogluteal, and thigh sites.

Pre-programmed scenarios provide standardized training while customizable scenarios and real time instructor control allows adaptation to meet individual student needs.

Nursing instructor **Birdie Young**, who was responsible for setting up the lab, said the simulator broadens the students' clinical experience while challenging them to use their critical thinking skills. During one scenario, the students were required to contact the patient's doctor to request a change in medication, then call family members to update them on the patient's condition. This practice helps the nursing students gain confidence in their communication skills, as well as their nursing abilities.

Roeber says the simulators are a growing trend in the field of nursing education, but there will always be "tremendous value" in treating real patients.

LPNs have duties which are very similar to registered nurses. They work under the direction of a registered nurse or physician, and have the authority to assign some tasks to CNAs. *The preceding article and photo were created by Delta County Independent Managing Editor Pat Sunderland and appear courtesy of this publication.*

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UPDATES

VE-135/VE-130 Reporting Update



REMINDERS:

The VE-135 Follow-up submission deadline of March 30, 2011 has passed.

Thanks to all of you for providing this critically important data in the VE-135. We are tracking down late or incomplete submissions as time allows, but please keep in mind that we have limited resources to do this.

Missing reporting deadlines delays the annual accountability process for the entire state and can further delay other important CTE projects and processes. It is critical that you report complete and accurate data by the posted deadlines. Timely and accurate reporting will help your institution and also Colorado to meet federal and state accountability requirements and ensure that valid and reliable data is used to establish both federal and state CTE policy. And, you avoid a conditional or closed status applied to your CTE program renewals!

The VE-135 Enrollment submission deadline of July 30, 2011 is coming up.

You may begin entering your enrollment at any time on the VE-135 website at <https://ve135.cccs.edu> (except for postsecondary data from the System colleges, Aims, CMC, and WCCC-Mesa, which is imported internally to the VE-135 at CCCS). Check the Help page of the VE-135 website for the newest file format documentation (do NOT use prior year documentation).

It is critical that your enrollment data is complete and accurate **at the time you submit it**. We cannot change your data down the road when you are doing your follow-up or suffering from bad trend data during program renewals. All VE-135 is subject to state and federal audits and is expected to be complete and accurate when submitted. We are happy to provide as much technical assistance as you need to help you through the enrollment submission process. Please don't wait until close to the deadline to begin assembling your data. An important piece of advice is to have your instructors review the data for accuracy BEFORE they leave for summer break.

Lastly, know what the difference between a Participant, Concentrator, and Completer is and be sure to mark your Concentrators and Completers!

GENERAL INFORMATION:

CCCS is required by law to collect the VE-135 follow-up and enrollment data each year in order to comply with the accountability requirements set forth by both the state funded **Colorado Technical Act** CTA and the federally funded **Carl D. Perkins Act**.

You must report the VE-135 data even if you do NOT receive state or federal funding for your approved CTE programs because the data is used in the program renewal process and civil rights monitoring visits.

Contact **Julie Eddy**, CTE Accountability Director, by email at julie.eddy@cccs.edu or by phone at 303.595.1527 with any CTE data reporting questions or comments. You may also contact **Tim Cousineau**, CTE Programmer Analyst, by email at tim.cousineau@cccs.edu or by phone at 720.858.2843 with CTE data reporting questions or VE-135 website technical assistance.

Now it's time for our second **VE-135 Myth Buster**. . . .

VE-135 Myth Buster #2

Myth: *You don't have to report follow-up data on completers in programs that have been closed or have been given Inactive status.*

Answer: *Wrong! ? Follow-up data is required on ALL previous year program completers by state and federal mandates. We need the follow-up data on all of our program completers to portray accurate placement trends of specific program types regardless if some happen to close or become inactive after your enrollment is submitted.*

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Valuable CTE Websites

CCCS CTE Perkins new State Plan: www.coloradostateplan.com/
 CTE Directors Directory:
http://www.coloradostateplan.com/resources/CTE_Director_Directory.pdf
 ACTE: www.acteonline.org

CACTE: www.cacte.org
Colorado Community College System: <http://www.cccs.edu/>
Colorado DECA: www.deca.cccs.edu/
Colorado Technology Education Association: www.cteaonline.org
Comprehensive Career Guidance: www.coloradostateplan.com/counselors.htm
Credentialing Office: http://www.coloradostateplan.com/default_cred.htm
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CTE Forms and Reports from CCCS:
<http://www.coloradostateplan.com/formsReports.htm>
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FFA: <http://www.ffa.cccs.edu/>
HOSA: <http://www.hosa.cccs.edu/>
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Secondary CTE Job Board: <http://www.cccs.edu/HR/CTE-JobBoard.html>

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