Career Development Incentive Program
Introduction and Updates

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Objective

- To learn more about the importance of credential attainment.
- To provide non-participating attendees with CDIP/Credential Overview
- To provide participating attendees with CDIP Program Updates and changes
- To learn more about a pilot opportunity coming in January 2022.
Where are you in the pool?

Never Heard of it.

Early participants in CDIP

Heard of it, but don’t participate.

Experienced CDIP participants.
Talent Pipeline Info

Figure 9
Colorado’s 2019 Postsecondary Credential Attainment

- Race/Ethnicity
- 2019 Overall Attainment (57.6%)
- 66% Attainment Goal by 2025

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2019 Attainment</th>
<th>Goal by 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>64.20%</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>41.30%</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>29.90%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>77.50%</td>
<td></td>
</tr>
<tr>
<td>Hispanic and Latinx</td>
<td>29.90%</td>
<td></td>
</tr>
</tbody>
</table>
K-12 Through College Pipeline in Colorado

100 9th Graders
Out of 100 9th graders, 23 will end up with a postsecondary degree.

13 Did not graduate high school in five years
(8 of the 13 are still in high school)

Of the 5 who were not still in high school:
3 were not in the labor force
2 were employed
<1 was unemployed
<1 was in the military

87 Graduated high school in five years
3 of the 87 Graduated with a postsecondary credential

38 Did not enroll in a postsecondary program
21 were employed
13 were not in the labor force
4 were unemployed
<1 was in the military

49 Enrolled in a postsecondary program
40 of the 49 Enrolled in a second year

26 Have some college, no degree
18 were employed
5 were not in the labor force
2 were in the military
1 was unemployed

23 Graduated college in 150% of time

Source: Colorado Department of Higher Education. Numbers are approximate based on available data.

Discover Ability > Develop Talent > Find Success
Other Credential Facts

➔ **19% of credentials...**
  earned by K-12 students are oversupplied

➔ **Of the top 15 credentials earned...**
  10 are oversupplied

➔ **There are middle skill jobs that require certifications or training beyond high school** but no an associate’s, bachelor’s or graduate degree.

➔ **42 of the 47 Top Jobs** that require at least a HS Diploma or equivalent require additional training.

➔ **Credentials are valuable** but it is critical that they are aligned with industry needs and are shown to demonstrate the competencies identified by industry.
Career Development Incentive Program

- Financial incentives for districts and charter schools that have students who complete approved programs for qualified:
  - Tier 1
    - Approved Certifications -
  - Tier 2
    - Internships, Pre-Apprenticeships, Apprenticeships
  - Tier 3
    - AP Computer Science

- Participating districts and charter schools could receive up to $1000 for each completed credential, distributed in tiered order
Changes to the approved programs

- Top Ten
- Tier 2
Credential Selection Criteria and Process

CDIP Approved Programs: Selection Criteria and Review Process

The Career Development Incentive Program (CDIP) list is updated and published annually by the Colorado Workforce Development Council and its business and industry partners to ensure content is demand driven. During this time, both existing programs and district requested credentials are reviewed for inclusion in the approved programs list for the following school year.

1. District Submission
   
   Submissions due August 30
   
   Credentials must be submitted by a district representative through the CDIP website.
   
   Districts must also submit one letter from their local workforce board that verifies the demand and usage of the certification in the field.

2. Data Review
   
   Occurs annually in September
   
   Criteria:
   - Is the credential attainable for a student in grades 9-12?
   - Does the program meet the rigor requirement?
   - Does the credential align to a Top Job?
   - Is the credential in demand in Colorado?

3. Industry Validation
   
   Occurs annually in Sept/Oct.
   
   Criteria:
   - Is the credential recognized by business and industry in Colorado?
   - Are there valuable credentials missing from the list?
   
   Reviewed with:
   - Statewide industry associations
   - Sector partnerships
   - CTE advisory boards
   - Colorado Rural Workforce Consortium
   - Workforce boards

4. Publish
   
   Occurs annually in December
   
   The approved programs list for the following school year is published in the annual Talent Pipeline Report.

What is a Top Job?

Colorado’s economy features top jobs that cross a variety of industries and geographies across the state. Top jobs in Colorado meet three criteria:
- High annual openings
- Above average growth
- A good wage

View Colorado Top jobs as published in the annual Talent Pipeline Report.

What else is involved in the industry review process?

- Each credential is reviewed by the appropriate industry to ensure it is in demand and aligned with an employment opportunity. To evaluate this criteria, partners consider the credential’s hiring value and utilization in the industry.
- Industry partners also evaluate whether there are valuable credentials missing from the list that should be added.

Discover Ability > Develop Talent > Find Success
Reporting Changes

- Districts must identify:
  - Whether students entered the workforce, enrolled in a postsecondary institution or joined the military.
  - How CDIP funds were used promote and expand the program.
  - Criteria for choosing reported programs and credentials.
Independent Study Pilot
PURPOSE

This pilot project is meant to give students access to high-quality, low-cost industry exam preparation coursework.

- Leverages inexpensive existing *proven* online learning courses though provides like Udemy and Coursera
- Provides high structure, support and accountability

- Expands student options
- Reduces cost
- Reduces barriers
- Sets students up for success
Course Format

Independent Study

- Offered as a class within the existing bell schedule
- Proctored by a teacher or other school staff member
- Each student receives a custom syllabus for their courses and industry exam
- Each day, each student logs into their subscribed online coursework, with oversight
Assigned Courses Syllabus

Six Industry Certificates*

1. CompTIA A+
2. Autodesk Certified Professional
3. Certified Associate in Project Management
4. Salesforce Administrator Certification
5. Microsoft Office Certification
6. Adobe Certified Professional

*Tentative, subject to change
<table>
<thead>
<tr>
<th>COURSE SELECTION</th>
<th>Courses vetted for prerequisites, rigor, student reviews and exam success rates</th>
<th>In low-cost, asynchronous platforms like Udemy, Coursera, LinkedIn Learning, Trailhead, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULE</td>
<td>Modules are mapped out day-by-day, week-by-week, with “catch up” time allocated to keep students on-track. Students know exactly what they are required to complete each day to stay on track.</td>
<td>The syllabus is customizable to account for your specific master calendar, days off, etc.</td>
</tr>
<tr>
<td>COURSE PROGRESSION &amp; ASSIGNMENTS</td>
<td>Expectations for progress are calibrated based on anticipated time to complete, building in time for practice exams, and review.</td>
<td>Students submit weekly screenshots of course progress to class instructor, which can easily be checked against the syllabus. Students also send weekly reflections, providing important insight into student experience</td>
</tr>
</tbody>
</table>
Staffing Structure

A “proctor” assigned to oversee the class, provides the following:

- Customizes the syllabus template to school schedule, distributes to students
- Enrolls students in their online courses
- Actively monitors attendance, engagement, and progression through training course
- Assignment checks (grading) and direct student support
- Exam/practice exam enrollment
Student Support & Accountability

- Daily attendance, check-ins and supervision
- Clearly outlined deliverables and expectations
- Weekly reflection assignment
- Weekly screenshots demonstrating progress
- Practice exams
- Pass/fail elective credit
- Optional: informational interviews with industry professionals
MARKETING TOOLKIT

1. Course description

2. Sample posts for social and website text

3. Student and family fliers and letters
Pilot Structure

- 4 - 2 hour sessions January - April
- 3 - 2 hour sessions August - October

Interest Form
Q&A
We want your input

Let us know how we can improve this program!

Join our Google Group!
career-development-incentive-program@googlegroups.com

Program Contact
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Thank you!