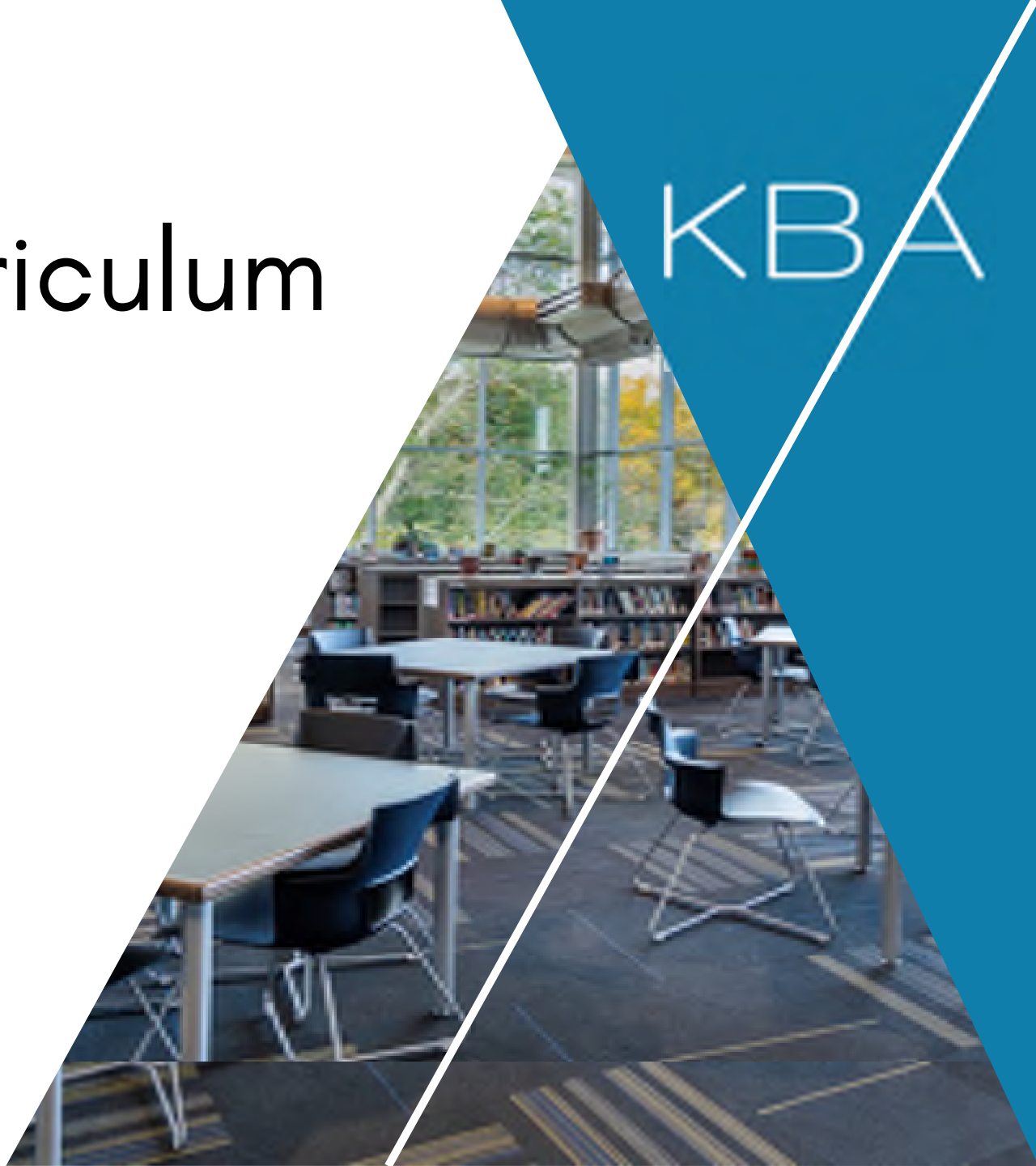


# Elevating CTE Curriculum Through Spaces: How a Guitar Shaped a New CTE High School

KBA



# PRESENTERS INTRODUCTION



Craig Olsen, AIA, ALEP  
*Associate Principal, Architect*



Greg Joynt, AIA  
*Associate Principal, Architect*



Kate Jessup, AIA, ALEP  
*Associate, Architect*



ARCHITECTURE | LANDSCAPE ARCHITECTURE | INTERIOR DESIGN | EDUCATIONAL PLANNING





# SESSION OBJECTIVES

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Programming  
and Analysis

how the overall design of spaces can limit or support curriculum

---

how connection between workforce development and curriculum can be made to support the addition of new programs

---

developing strategic adjacencies to further enhance interdisciplinary opportunities

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Project  
Planning and  
Design

how the overall concept diagramming process can provide a roadmap for overall building design including safety and security implications of spaces open to the public

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**PREPPING NEXT PRESENTER**

**PLEASE STAND BY**



# CAREER & TECHNICAL EDUCATION

## WHY:

**94%**

94% of students concentrating in CTE graduated high school – 9 percentage points higher than the overall U.S. graduation rate.

**\$2.8M**

Individuals with associate degrees in CTE fields can earn up to \$2.8 million in lifetime earnings – the same as bachelor's degree holders.

**77%**

77% of employers from in-demand industries hired an employee because of knowledge and skills gained from their CTE experience.

**6.5M**

The U.S. faces a shortage of 6.5 million skilled workers over the next decade in key industries.



Does Your Facility Support or Limit Your Curriculum?

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**LOBBY**





**LOBBY**



SAFETY GLASSES  
REQUIRED IN  
SHOP AREA  
STAY WITHIN  
YELLOW LINES

**BUILDING CIRCULATION**



# BUILDING CIRCULATION





# MEDIA CENTER





# MEDIA CENTER





**AUDITORIUM**





# AUDITORIUM





# METAL FABRICATION





# METAL FABRICATION





**AUTOMOTIVE TECHNOLOGY**





# AUTOMOTIVE TECHNOLOGY





# CULINARY RESTAURANT





# CULINARY RESTAURANT





# CULINARY KITCHEN





# CULINARY KITCHEN





**EARLY CHILDHOOD**





# EARLY CHILDHOOD







# Workforce Development Adding New CTE Programs



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how connection between workforce development and curriculum can be made to support the addition of new programs



# Local / Regional / State Workforce Development

These boards are typically responsible for overseeing and implementing workforce strategies, aligning educational and training opportunities with labor market needs, and supporting job seekers and employers alike.

## Research

- Is there a plan?
  - If so read and understand it.
- If not, find out why not
  - is it in process or being updated?
  - Are there other recourses?
- Ask what might come in the next one.
- Ask how you can help them achieve their goals.
- Engauge them in discussions with the School / District

**Connecticut** - Connecticut Employment and Training Commission (CETC)

**Delaware** - Delaware Workforce Development Board

**Maine** - Maine Workforce Board

**Maryland** - Maryland Workforce Association

**Massachusetts** - Massachusetts Workforce Development Board

**New Hampshire** - New Hampshire Workforce Innovation Board

**New Jersey** - New Jersey State Employment and Training Commission

**New York** - New York State Workforce Investment Board

**Pennsylvania** - Pennsylvania Workforce Development Association

**Rhode Island** - Governor's Workforce Board Rhode Island

**Vermont** - Vermont Workforce Development Board

# Attleboro High School

Total Design Enrolment: 1725

Current Enrolment: 1875

30% -> 90% CTE Participation

- ✓ LEADERSHIP
- ✓ BUDGET
- ✓ TEACHERS
- ✓ BUILDING
- ✓ SCHEDULE

Pathways/Programs Enrollment by Grade (2023-24)						
Pathways/Programs	Grade 9	Grade 10	Grade 11	Grade 12	SP	Total
<b>Chapter 74 Programs</b>						
Automotive Technology	0	41	28	30	0	99
Carpentry	0	37	21	30	1	89
Cosmetology	0	24	0	0	0	24
Criminal Justice	0	22	20	20	0	62
Culinary Arts	0	42	44	31	0	117
Dental Assisting	0	17	17	0	0	34
Early Education and Care	0	21	25	15	0	61
Electricity	0	21	22	16	0	59
Engineering Technology	0	16	10	7	0	33
Exploratory	444	28	0	1	0	474
Graphic Communications	0	27	36	16	0	79
Heating - Ventilation - Air Conditioning - Refrigeration	0	22	0	0	0	22
Information Support Services & Networking	0	15	19	14	0	48
Marketing	0	25	22	10	0	57
Medical Assisting	0	42	36	36	0	114
Metal Fabrication & Joining Technologies	0	26	18	17	0	61
Plumbing	0	20	20	17	0	57
Radio & Television Broadcasting	0	20	10	10	0	40
Robotics and Automation Technology	0	11	15	0	0	26
<b>Chapter 74 Programs</b>	<b>444</b>	<b>471</b>	<b>269</b>	<b>208</b>	<b>1</b>	<b>1,393</b>
<b>Innovation Pathway</b>						
Manufacturing						2
<b>Innovation Pathway</b>						<b>2</b>
<b>All (Pathways/Programs)</b>						
<b>All (Pathways/Programs)</b>	<b>444</b>	<b>471</b>	<b>269</b>	<b>208</b>	<b>1</b>	<b>1,394</b>



















# WHAT IS YOUR VISION?



- Envision
  - Statewide Workforce Plan
  - Local Workforce and Industry Needs
  - Understand local businesses
  - Student Interest
  - Wages & Growth
  - Future Innovation & Markets
  - Competing Programs



# STAKEHOLDER ENGAGEMENT



## Strategize

- Large group meetings
- Set goals for the project
- Listen to Community Input





# Funding Matters!



- How are programs funded?
- Are you Adding Students?
- Where are they coming from?
- Are you taking students from somewhere else?
- Yes, is the money coming with them?

# DEFINE YOUR NEEDS



## Program

- Ways to deliver education
- Small group meetings
- Space by Space Listing of Needs
- Define the scope of work
- Understand Equipment & Access





# Adjacencies



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developing strategic adjacencies  
to further enhance  
interdisciplinary opportunities

# National Career Cluster Framework

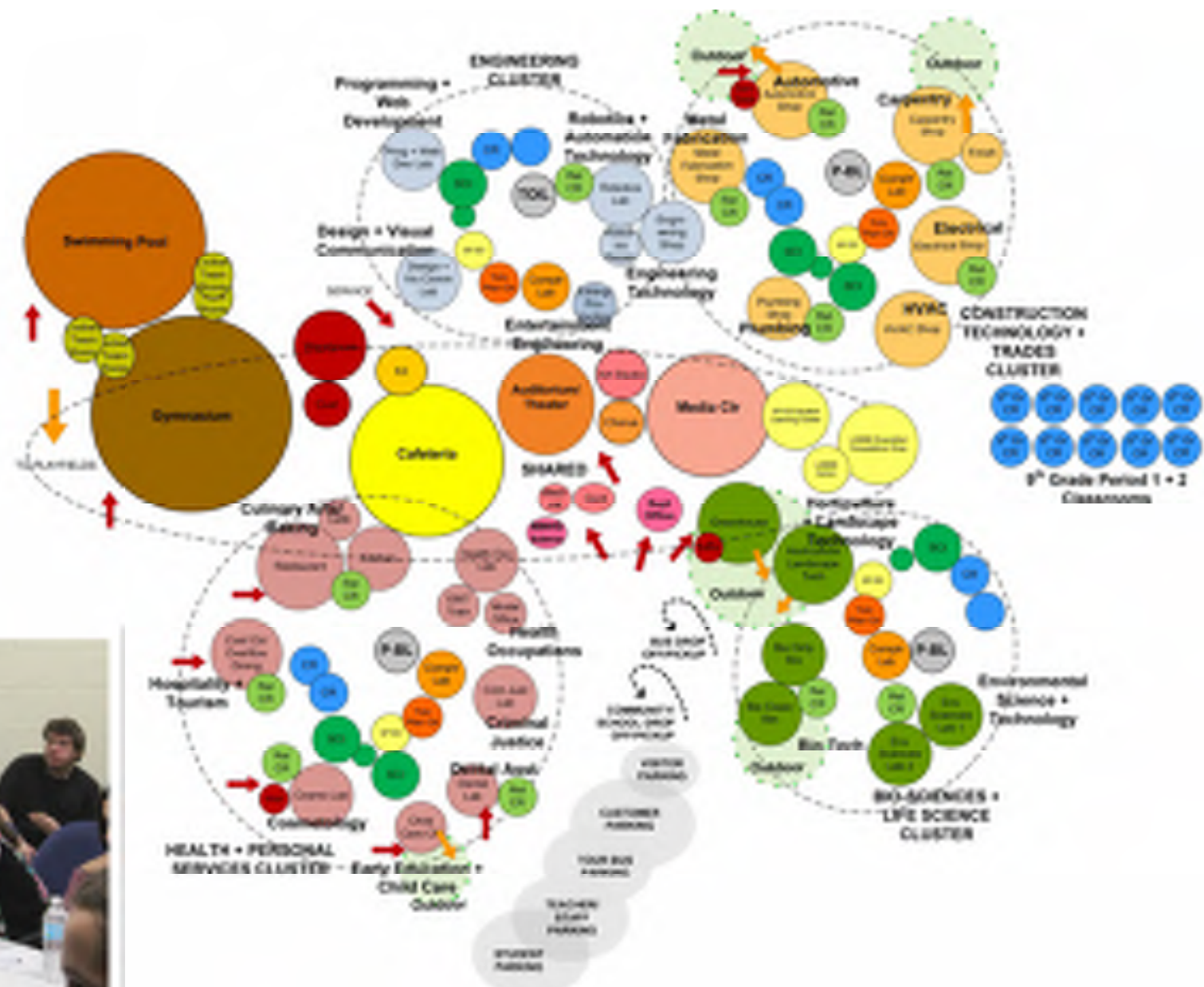


The National Career Clusters Framework serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction. Currently, there are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career.

<https://careertech.org/what-we-do/career-clusters/>

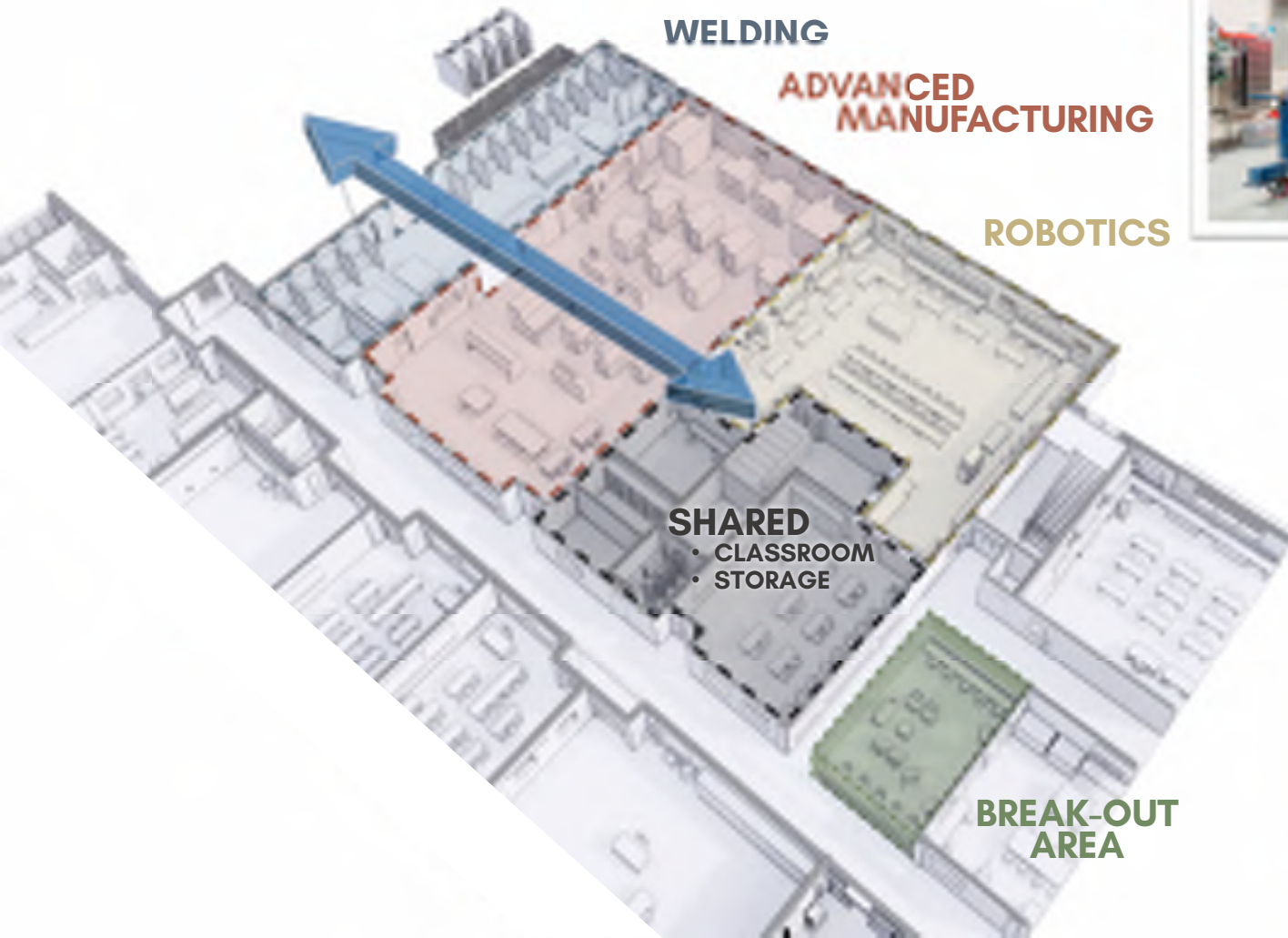


# Adjacencies



# EDUCATIONAL PROGRAMMING & SPACE ADJACENCIES

## INTEGRATION OF SPACES



INSPIRE



# Educational Programming & Space Adjacencies

PERSONALIZATION



COLLABORATION



CREATIVITY

WORKFORCE PARTNERSHIP/IMMERSION

# EDUCATIONAL PROGRAMMING & SPACE ADJACENCIES

## BUILDING PRINCIPLES



# INSPIRE

















# Project Planning and Design

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how the overall concept diagramming process can provide a roadmap for overall building design including safety and security implications of spaces open to the public

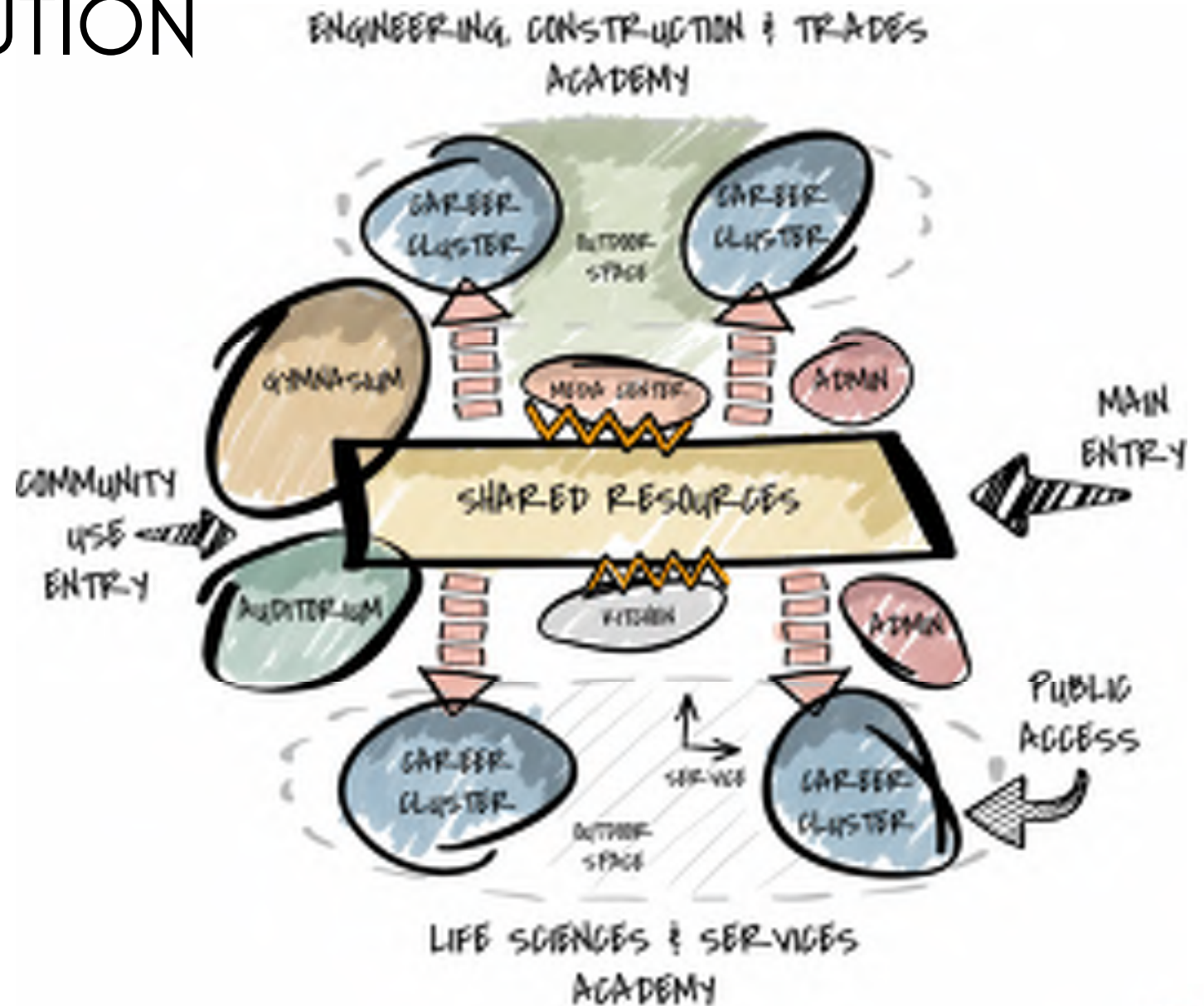


# FINDING YOUR SOLUTION



## Design

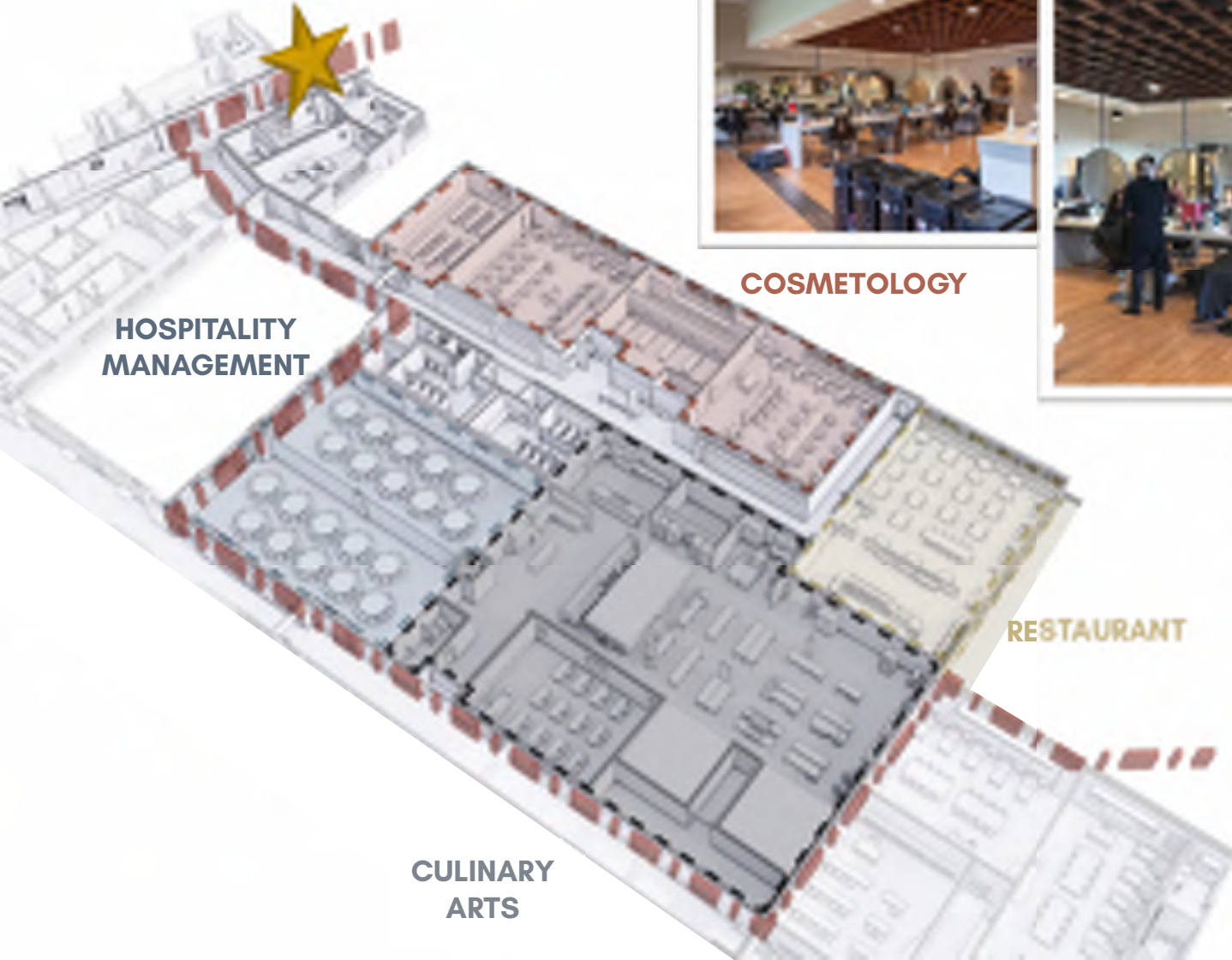
- Relationship Prioritization
- Conceptual Design Studies
- Preferred Solution
- Public Access
- Materials & Service Access
- Community Use





# EDUCATIONAL PROGRAMMING & SPACE ADJACENCIES

## PUBLIC ACCESS



COSMETOLOGY



# THE SALON MINUTEMA







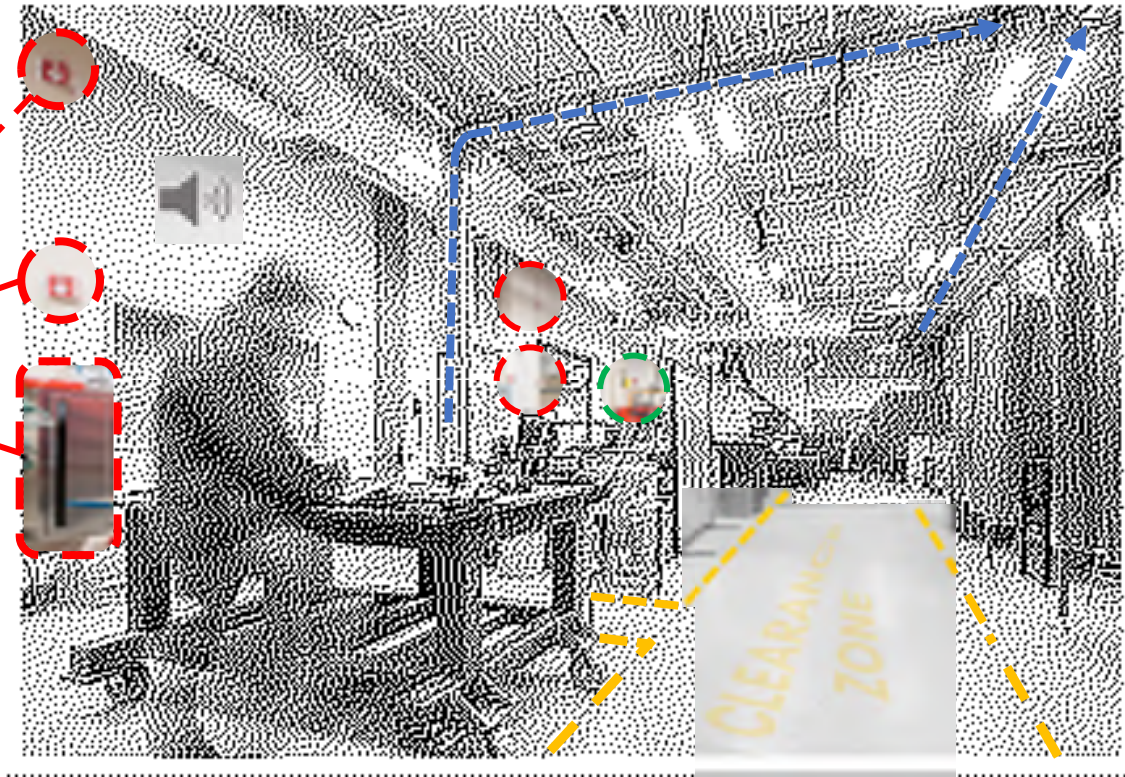


# SAFETY

## LEGEND

-  Exhaust Collection
-  Emergency Power Off
-  Emergency Shower/  
Eyewash
-  Fire Extinguisher/  
Blanket
-  Master Gas Shutoff
-  Acoustical Treatment

Life Safety Signage Located at  
Standard Height and at 15 feet  
per DESE requirements



# INSPIRE



# CONTINUED STUDENT ENGAGEMENT













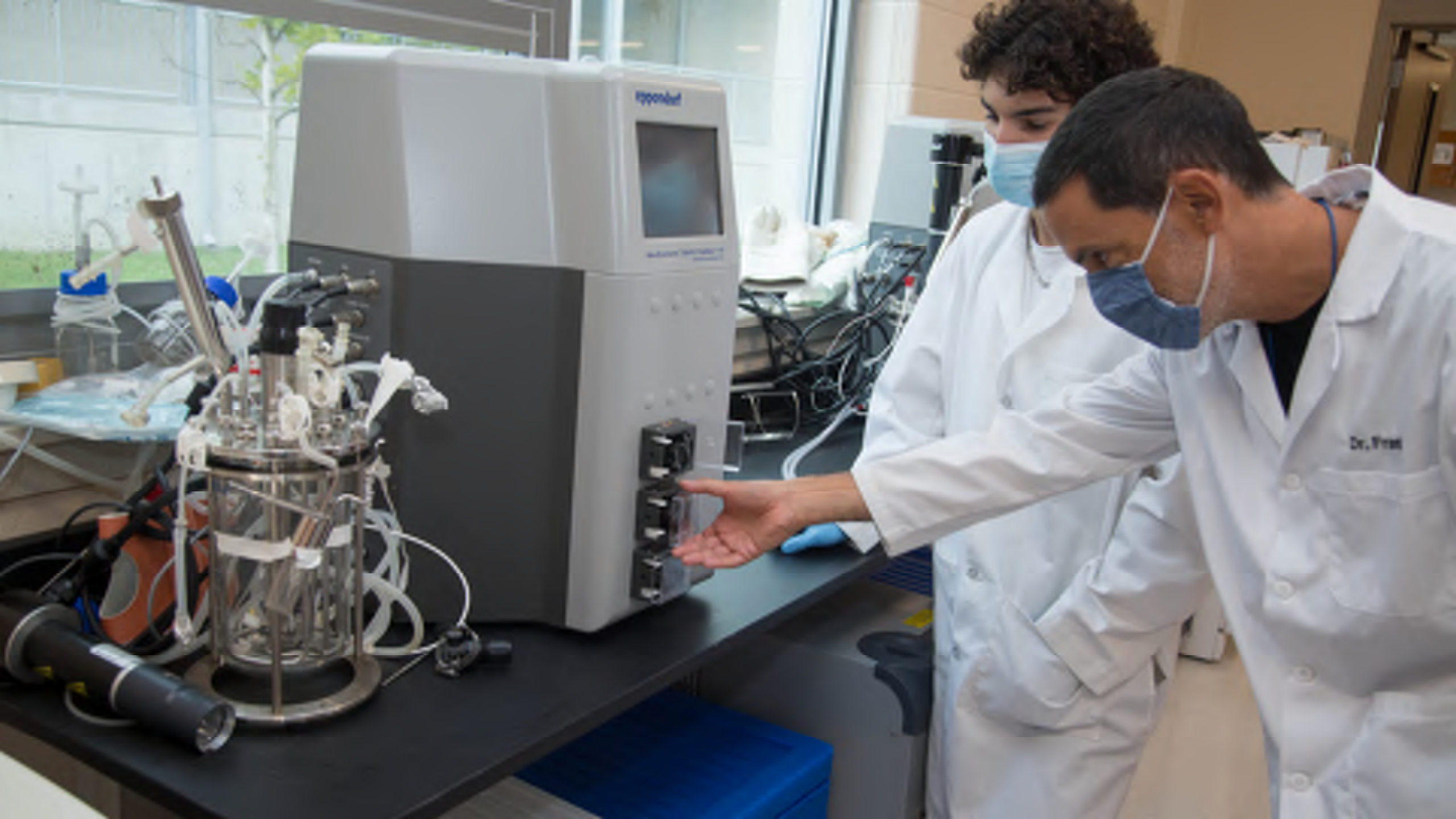




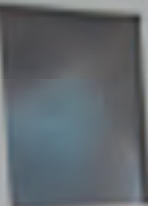






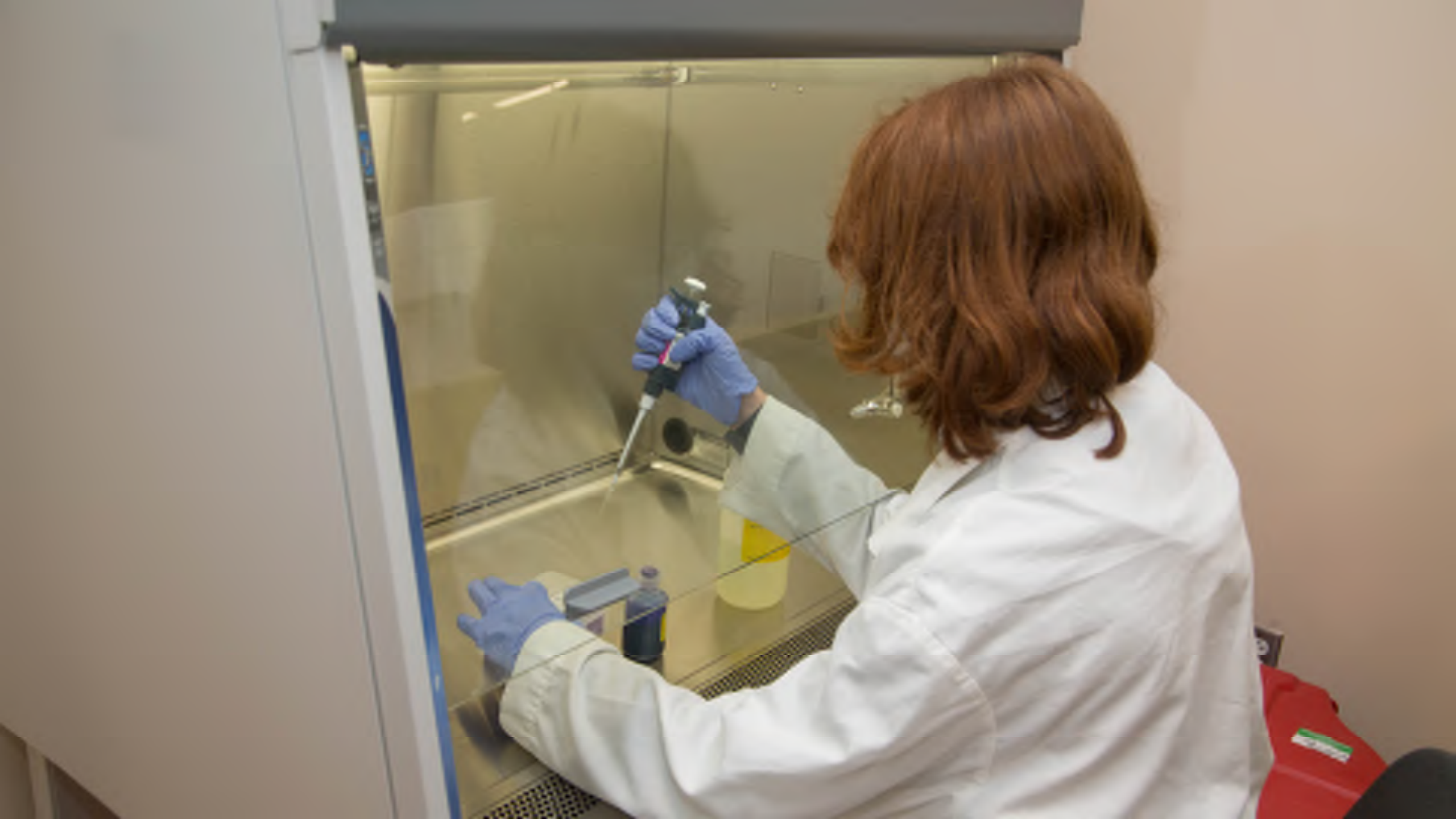


Eppendorf



MULTIPLY 100000000

Dr. Frank





























# QUESTION AND COMMENTS

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