**QUALITY CAREER & TECHNICAL EDUCATION**

***Teacher Self-Assessments***

**2021-22**

**BPS HIGH SCHOOL RESPONSES**

**~ BY STANDARD ~**



***RACHEL RUTLEDGE***

**BPS SECONDARY LEADING AND LEARNING**

**CTE DIRECTOR**

***SUMMARY OF SELF-ASSESSMENT SURVEYS***

All BPS schools with CTE classes/programs were asked to respond to the Quality CTE Teacher Assessment Survey. Twelve standards of high-quality CTE were used as a benchmark to determine levels of performance and service to our students. The twelve standards were rated by the teachers on a scale of 0-3 that were defined as follows:

*0 = Not at all Achieved*: No evidence of the criterion in the program of study.

*1 = Minimally Achieved*: The criterion is minimally implemented in the program of study. For example:

• implementation is just beginning

• implementation is evident infrequently

• implementation is evident in a small portion of the program of study

• access is limited to a small segment of students

*2 = Moderately Achieved*: The criterion is evident in the program of study, but implementation is uneven or incomplete.

For example:

• only part of the criterion is evident

• implementation is evident part of the time, but not on a sustained/regular basis

• implementation is evident in portions of the program of study

• access is available to most, but not all students

*3 = Substantially Achieved*: The criterion has been fully implemented throughout the entire program of study. For example:

• all parts of the criterion are evident

• implementation is evident on a regular/ sustained basis

• implementation is evident across all portions of the program of study

• access is available to all students

A “points earned” total was derived for each standard and was calculated against the “points possible” to determine the % earned by standard. An overall score was determined by culminating all standards.

Teachers were instructed that the assessment was not evaluative but would be used to assist BPS CTE in focusing and improving specific inefficiencies to ensure that all students are positioned for college and career success.

***HIGH SCHOOL SELF-ASSESSMENT SURVEY RESPONSE RATES***

Input was received from 13 of our 14 high and junior/senior high schools, for a response rate of 93%:

Astronaut, Bayside, Cocoa, Cocoa Beach, Eau Gallie, Edgewood, Heritage, Melbourne, Merritt Island, Palm Bay, Rockledge, Satellite, Space Coast, Viera

All BPS HS CTE teachers were asked to respond to the survey for a total of 105 teachers. The response rate for high school teachers was 75%.

***CATEGORIZATION OF SELF-ASSESSMENT SURVEYS***

High school classes were categorized as follows:

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| **Information Technology** – Applied Cybersecurity, Game Simulation/Animation/ Programming, Web Application Development & Programming, Web Development |
| **Engineering** – Applied Engineering Technology, Applied Robotics, Architectural Drafting, Environmental Water and Reclamation Tech, Technical Design |
| **Public Service** – Criminal Justice Operations, Emergency Medical Responder, Public Safety Telecommunication |
| **Manufacturing** – Advanced Manufacturing Technology, Machining Technology, Welding Technology Fundamentals, Automation & Production  |
| **Health Care** – Dental Aide, Exercise Science, Medical Administrative Specialist, Nursing Assistant, Emergency Medical Responder |
| **Digital Art** – Digital Design, Digital Media/Multimedia, Journalism & Multimedia, Television Production Technology, Digital Video Technology |
| **Family and Consumer Science** – Early Childhood Education, Fashion Technology Design Services, Interior Design Services, Principles of Teaching, Culinary |
| **Business** – Accounting Applications, Administrative Office Specialist, Finance, International Business, Marketing Management and Entrepreneurial, Digital Information Technology, Leadership Skills, Hospitality & Tourism |
| **Skilled Trade** – Automotive Collision Technology, Automotive Maintenance & Light Repair, Aviation Assembly & Fabrication, Maritime, Outboard Marine Service Technology |
| **Construction** – A/C Refrigeration & Heating Tech, Building Construction Technology |

***Standard 1 - Standards-aligned and Integrated Curriculum***

This element addresses the development, implementation, and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.​

* The curriculum is based on industry-validated technical standards and competencies.
* The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/ or local standards, as appropriate.
* The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications, and workplace etiquette.
* The program of study curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.
* The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
* Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.
* The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 81% |
| Engineering | 90% |
| Public Service | 84% |
| Manufacturing | 98% |
| Health Care (1) | 84% |
| Digital Art | 76% |
| Family and Consumer Science (2) (3) (4) | 87% |
| Business  | 83% |
| Skilled Trades | 90% |
| Construction | 90% |

(1)  We do have standards that prepare students for the industry certification exam (CMAA (Certified Medical Administrative Assistant)). I am unaware if the curriculum is developed with employer input or if it ever has. I personally have not worked with employers to develop curriculum. I do not believe the curriculum is reviewed regularly by all stakeholders. I obviously review it, but not all stakeholders. ​

(2)  The fashion teachers in Broward County wrote the state standards. The fashion teachers in Brevard County aligned the standards for our county.

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(3)  Do not have commercial kitchen set-up.

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(4)  Access to the ECE 2/3 curriculum is contingent upon enrollment as an EFSC student.

***Standard 2 - Sequencing and Articulation***

This element addresses the development, implementation, and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

* The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.
* The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students’ depth of knowledge and skills.
* Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
* The program of study sequence leads to one or more recognized postsecondary credentials, including industry certifications, licenses, apprenticeship certificates, postsecondary certificates, and degrees.
* The program of study allows for multiple entry and exit points that incorporate recognized postsecondary credentials.
* Students in the program of study have opportunities to earn credit that articulates to the next level of education, such as through dual or concurrent enrollment programs or stackable credentials.
* Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment, and opportunities for credit transfer agreements.
* The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 82% |
| Engineering | 81% |
| Public Service | 78% |
| Manufacturing | 94% |
| Health Care | 93% |
| Digital Art | 79% |
| Family and Consumer Science (1) (2) | 76% |
| Business (3) | 77% |
| Skilled Trades | 84% |
| Construction (4) | 90% |

(1)  Access to Student assessment is teacher created. We wrote EOC's a few years back and never used them.

(2)  Access to the ECE 2/3 curriculum is contingent upon enrollment as an EFSC student.

(3)  No real program of study for Digital Information Technology at our school - next option is other CTE electives or Design.

(4)  In process/ Still structuring processes.

***Standard 3 - Student Assessment***

This element addresses the types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized postsecondary credentials.  the program and the standards on which they are based.

* Formative and summative assessments are integrated throughout the program of study to validate student learning gains, including both classroom/school-based and standardized, third-party assessments, as appropriate.
* Assessments are aligned to program standards and curriculum and appropriate to students’ current level of knowledge and skill attainment.
* Assessments are valid, reliable, and developed or chosen in accordance with relevant quality standards.
* The program of study incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their knowledge and skills.
* Assessments within the program of study provide objective information on student attainment of industry-validated technical knowledge and skills.
* Assessments within the program of study provide objective information on student attainment of academic knowledge and skills.
* Assessments within the program of study provide objective information on student attainment of employability knowledge and skill.
* The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 90% |
| Engineering | 91% |
| Public Service | 92% |
| Manufacturing | 93% |
| Health Care (1) | 85% |
| Digital Art | 90% |
| Family and Consumer Science | 90% |
| Business | 90% |
| Skilled Trades | 88% |
| Construction (2) | 89% |

(1)  There needs to be more performance-based assessments in my program. Students are prepared for their Industry Cert. Exam based off the CMAA standards.

(2)  In process/still structuring processes.

***Standard 4 - Prepared and Effective Program Staff***

This element addresses the qualifications and professional development of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators, and other personnel.

* CTE staff supporting the program of study meet appropriate state, district and/or institution certification and licensing requirements.
* CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.
* CTE educators maintain relevant evidence-based pedagogical knowledge and skills.
* CTE staff engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a high-quality program of study, as described in ACTE’s Quality CTE Program of Study Framework, which might include pursuit of advanced educator certification.
* CTE staff demonstrate leadership and commitment to the profession.
* CTE administrators ensure that other program staff have the time, resources and support to implement each element of a high-quality program of study, as described in ACTE’s Quality CTE Program of Study Framework.
* CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 82% |
| Engineering | 90% |
| Public Service | 89% |
| Manufacturing (1) | 82% |
| Health Care | 95% |
| Digital Art | 89% |
| Family and Consumer Science | 90% |
| Business | 91% |
| Skilled Trades | 91% |
| Construction  | 100% |

(1) Classroom needs resources such as material and equipment for students to manufacture products.​

***Standard 5 - Engaging Instruction***

This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.​

* Program of study instruction is driven by relevant content area standards and learning objectives.
* Project-based learning and related instructional approaches, such as problem-based, inquiry-based, and challenge-based learning, are fully integrated into the program of study.
* Contextualized instruction results in students applying technical,
* academic and employability knowledge and skills within authentic scenarios.
* Instruction emphasizes the connection between academic and technical knowledge and skills, including through cross-disciplinary collaboration.
* Instruction incorporates relevant equipment, technology, and materials to support learning.
* Instruction is flexible, differentiated and personalized to meet the needs of a diverse student population.
* Management of the educational environment builds a culture of learning and respect.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 84% |
| Engineering | 93% |
| Public Service | 78% |
| Manufacturing (1) | 83% |
| Health Care (2) (3) (4) | 92% |
| Digital Art | 90% |
| Family and Consumer Science (5) | 89% |
| Business (6) | 92% |
| Skilled Trades | 89% |
| Construction  | 93% |

(1) Because we do not have all the equipment for students to apply their knowledge, it makes it difficult.​

(2) We are very limited with regards to the technical side of the curriculum. We do not have some of the necessary equipment/software/computers to teach and learn most of the technical side of the curriculum.​

(3) Some equipment is outdated. In need of upgrade. ​

(4) I could use more hands-on equipment to allow students to apply technical skills. My students and I have developed a great culture of learning. Having students from their 9th grade year until senior year assists with that.

(5) We do not have a commercial kitchen set up. ​

(6) There should be more opportunities for work-based learning or learning opportunities that provide relevant scenarios.

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***Standard 6 - Access and Equity***

This element addresses program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners).

* The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.
* Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race, and ethnicity, and/or special population status.
* Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.
* Facilities, equipment, technology, and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act, and other accessibility requirements.
* Curriculum, instruction, materials, and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.
* Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.
* Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO (Career and Technical Student Organizations) participation and articulated credit, for all students, including special populations.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 93% |
| Engineering (1) | 88% |
| Public Service | 81% |
| Manufacturing | 98% |
| Health Care (2) | 94% |
| Digital Art | 90% |
| Family and Consumer Science (3) | 85% |
| Business (4) | 77% |
| Skilled Trades | 86% |
| Construction  | 86% |

(1) Not all students are given information about Autodesk AutoCAD Certification courses. After hours tutoring not offered. Work based learning is minimal due to lack of transportation for students​.

(2) The recruitment process for my program could be better. May need to do more than one day of recruitment. We are planning an in-school field trip for upcoming first-year students and want to do a few lunch recruitments. Again. I could use more medical equipment that would allow for more hands-on learning. Internships have allowed a couple of students to extend their learning experiences in the medical field.

(3) Students who are on access points have typically not been part of my class. I have had two students who spent part of the day in the self-contained classroom; both were quite successful and brought a great learning experience for the VPK program as well as their peers. With the caveat that they first must be enrolled at EFSC before they can participate in the FCCPC (Florida Child Care Professional Credential) and the CDA (Child Development Associate) credentials

(4) No promotion of programs to students. Educators are not aware of work-based learning opportunities for students.

***Standard 7 - Facilities, Equipment, Technology and Materials***

This element addresses the alignment, appropriateness, and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

* Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.
* Facilities, equipment, technology, and materials support and align to curriculum standards and program objectives.
* Facilities, equipment, technology, and materials meet federal, state, and local standards for occupational safety and health in the related industry, as appropriate.
* Students demonstrate safe and appropriate use and maintenance of facilities, equipment, technology, and materials within the program of study.
* Processes are defined and resources provided to regularly inspect, update, and replace facilities, equipment, technology, and materials.
* The program of study maximizes student access to relevant facilities, equipment, technology and materials through partnerships and flexible delivery models.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 84% |
| Engineering (1) | 91% |
| Public Service | 65% |
| Manufacturing | 76% |
| Health Care (2) | 79% |
| Digital Art | 93% |
| Family and Consumer Science | 84% |
| Business (3) | 90% |
| Skilled Trades | 85% |
| Construction  | 88% |

(1) Dual monitor system is essential for working with AutoCAD and training materials and software. Only one monitor per student is available.​

(2) Technology, supplies, and equipment are limited and often outdated.

(3) Students have access to technology in the classroom but not always at home. Access outside of school hours depends on the individual teacher. Students have trouble using technology appropriately at times (games) but are not disrespectful.

***Standard 8 - Business and Community Partnerships***

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

* Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.
* Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium, and large businesses; industry representatives; community, workforce, and economic development agencies; and other education stakeholders.
* The program of study has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership.
* Partners ensure that the program of study meets current and future workforce demand and skill needs by:
	+ identifying, validating, and reviewing curriculum
	+ identifying appropriate assessments and recognized postsecondary credentials
	+ evaluating facilities, equipment, technology, and materials to ensure consistency with industry standards"
* Partners support students’ and teachers’ extended learning by:
	+ identifying, providing, and evaluating work-based learning experiences for students
	+ participating in CTSO activities, (i.e., serving as mentors/judges)
	+ offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills
* Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet program of study goals.
* Partners support program of study sustainability by advocating for and promoting the program of study.
* Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 50% |
| Engineering (1) | 70% |
| Public Service | 64% |
| Manufacturing | 77% |
| Health Care (2) (3) | 45% |
| Digital Art (4) | 46% |
| Family and Consumer Science (5) | 60% |
| Business | 46% |
| Skilled Trades | 88% |
| Construction  | 66% |

(1) Partners have not been available for employment due to our health crisis. Some employers are not allowing partners to attend student meetings due to virus. ​

(2) I feel like my program had an advisory board and then it went away.

(3) New Teacher – have not done this yet.

(4) No longer have an advisory committee. Previously combined with North and Central Brevard Teachers. Finding a common time outside of school was a challenge.

(5) I sit on the Child Development Advisory Committee for EFSC. The dual-enrolled program does provide in-kind.

***Standard 9 - Student Career Development***

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

* Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.
* Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the student’s interests, preferences, and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.
* Career development activities are aligned with relevant national, state and/or local standards.
* Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation and articulated credit.
* Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, financing, and their projected educational, employment and earnings outcomes.
* Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.
* Students in the program of study have access to job search information and placement services as they near completion of the program of study.
* Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 65% |
| Engineering | 78% |
| Public Service | 67% |
| Manufacturing | 93% |
| Health Care (1) (2) | 75% |
| Digital Art | 55% |
| Family and Consumer Science (3) | 63% |
| Business | 59% |
| Skilled Trades | 80% |
| Construction (4) | 73% |

(1) New teacher – have not done this yet.

(2) Students need more support and assistance in finding job opportunities after high school if they are not going to college. As far as I know, there is nothing in place. ​

(3) Prior to admission to the program, we are mentioned in the career research class, and Open Houses/Curriculum Nights/visits to the feeder schools occur. Parent night is the only “Advertising” currently being used other than the website. I would like to see more being done to sustain enrollment.​

(4) Still building, in process.

***Standard 10 - Career and Technical Student Organizations (CTSOs)***​

This element addresses CTSOs (Career and Technical Student Organizations), which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

* The organization is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study.
* The organization is aligned with relevant national, state and/or local standards.
* Organization activities develop and reinforce relevant technical, academic and employability knowledge and skills.
* The organization provides opportunities for students to interact with business professionals.
* The organization provides opportunities for students to participate in relevant competitive events.
* The organization provides opportunities for students to participate in relevant community and school service activities.
* The organization provides opportunities for students to participate in leadership development activities.
* The organization is supervised by CTE staff with clearly defined roles.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 35% |
| Engineering (1) | 62% |
| Public Service | 64% |
| Manufacturing | 68% |
| Health Care (2) | 56% |
| Digital Art (2) (3) | 31% |
| Family and Consumer Science (4) | 54% |
| Business (2) (4) | 30% |
| Skilled Trades | 57% |
| Construction (5) (6) | 58% |

(1) Not involved in a CTSO. Only one option provided for my course through the state and my students are involved with other competitions and activities that provide greater exposure and scholarship opportunities than the current option. Stop making CTSO's a political choice at the state level and allow any opportunity or organization that meets the requirements to be allowed to qualify as a CTSO.

(2) We do not have any CTSO organization in place.

(3) I no longer sponsor Future Business Leaders of America (FBLA), but it is an amazing organization and provides many benefits to students. I discontinued club because students are so stretched with work, sports, other clubs, etc.​

(4) If we had an active chapter of the CTSO, we could score higher; I am not sure if we are still holding an inter-school Family, Career and Community Leaders of America (FCCLA) across Port St John and Viera​

(5) Still building, in process.

(6) Haven't been able to do Future Builders of America yet due to COVID. However, our partnership with Hedrick Bros. is awesome, only just the beginning. And I am thinking it is just as effective as FBOA.

***Standard 11 - Work-based Learning***

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

* A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.
* Work-based learning experiences are aligned with relevant national, state and/or local standards.
* Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.
* Work-based learning experiences are intentionally aligned with each student’s education and career goals.
* Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals.
* Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students, and parents/guardians (as appropriate).
* Work-based learning experiences comply with relevant federal, state, and local laws and regulations.
* Work-based learning experiences are supervised by CTE staff with clearly defined roles.
* Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 64% |
| Engineering (1) | 59% |
| Public Service | 56% |
| Manufacturing (2) | 73% |
| Health Care | 79% |
| Digital Art (3) (4) | 38% |
| Family and Consumer Science | 64% |
| Business (5) | 52% |
| Skilled Trades | 78% |
| Construction (6) | 28% |

1. Students regularly refuse offers of work/study programs ​
2. Need to develop more relationships with businesses to provide internships.​
3. Work-based learning opportunities are limited for Digital Media Program. I know that CTE is working on providing more opportunities for all programs.​
4. There are not a lot of opportunities locally for students to intern in this field.​
5. Digital Information Technology is being re-vamped at the district but was not available (to my knowledge) before.
6. Still building, in process.

***Standard 12 - Data and Program Improvement***​

This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

* All stakeholders understand why data are collected, how they will be used and their value in supporting student success.
* Processes and supports are in place in the program of study to ensure the timely and accurate collection and submission of valid and reliable data for required reporting.
* In addition to data required for reporting, data aligned with program of study goals and the elements of ACTE’s Quality CTE Program of Study Framework are collected to aid in program improvement.
* Labor market information is used to inform program of study decision-making and support program improvement.
* Privacy and security protections that adhere to all federal, state, and local privacy laws are in place for data collection, storage, analysis, and reporting.
* Educators have access to relevant, valid, and reliable aggregate data on all students participating in the program of study.
* Educators have access to relevant, valid, and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among subpopulations and with the general student population and the identification of equity gaps.
* Data is shared in an easy-to-understand format with students, parents/guardians (as appropriate), partners and the public.
* There is a formal process in place for the systematic and continuous use of data, such as student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.

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| **PROGRAM CATEGORY** | **SCORE** |
| Information Technology | 71% |
| Engineering | 69% |
| Public Service | 81% |
| Manufacturing | 64% |
| Health Care | 57% |
| Digital Art | 77% |
| Family and Consumer Science (1) | 74% |
| Business | 77% |
| Skilled Trades | 78% |
| Construction (2) | 77% |

(1) This is done in conjunction with DCF and EFSC

(2) Still building, in process.