

PART C: EVALUATION OF PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY

Use the prompts on this worksheet to determine how well your campus/district's CTE programs are implemented with fidelity and aligned to secondary/post-secondary or occupational options. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

1 This is a Strength | 2 This is satisfactory | 3 This area needs some improvement | 4 This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Programs are fully aligned and articulated across secondary and post-secondary education.			x		CCDHS and MCC work together to ensure dual credit opportunities are available, and our enrollment numbers demonstrate a strong connection between secondary and post-secondary CTE programs. Although, this alignment could still be improved by sharing more information about post-secondary programs to secondary students, as well as potentially aligning content standards.	2019-2020 CTE Enrollment Numbers by CTE Department, cross-referenced with MCC Enrollment Numbers by CTE Department
Programs incorporate relevant academic, technical and employability skills at every learner level.			x		CTE teachers at CCDHS have used the district's PLC process, and available MT workplace and area standards to ensure that all students are learning rigorous and relevant technical and employability skills at every learner level. An area of improvement would be comparing our standards and content with that of the MCC and surrounding post-secondary institutions to ensure they align.	Parent & Student Partner Responses
Students can earn dual credit through participation in programs.		x			Miles City Community College and Custer County District cooperatively have given students the option of obtaining dual credit with the following class - Miles Community College 1. ACTG101 Accounting Procedures 1 (MCC) - Accounting 1 & 2 (CCDHS). We are currently working on expanding the dual credit opportunities to include MSU- Northern.	Miles Community College Dual Enrollment Agreement for CCDHS courses

Students in programs of study have multiple entry and exit points.		x		CCDHS CTE programs offer a wide variety of options for students to take steps towards a future career while in high school. Students have the opportunity to gain certifications such as OSHA 10, in addition to the dual credit opportunities available through MCC, described in previous sections. The work-based learning pathways program at CCDHS provides high school students with the unique opportunity to experience individual career exploration, as well as complete rigorous academic requirements. The academic requirements include foundational courses necessary for job-specific skills, as well as general career preparation skills like planning for a job interview.	Post-Secondary Professionals Responses & CCDHS Pathways Program Handbook
Secondary: Post-program Placement Indicator meets the state negotiated level.	x			94% of last school year's CTE concentrators are employed, in college, or in the military, exceed the state negotiated level of at least 85% of concentrators to be employed, in college or in the military.	CTE Concentrator Status (2018-2019) Fall of 2019 Collection

Further questions to consider:

- *Are students being retained in the same program of study?*
- *What is the role of secondary and post-secondary partners in current program of study design and delivery?*
- *What is the role of business and industry partners in the current program of study development and delivery?*

Please list the Pathway(s) and course offerings for each Pathway you will be continuing or implementing. Please list Dual Enrollment or Industry-recognized credentials per Pathway if

Custer County District High School has developed a comprehensive pathways program to ensure students are prepared when they leave our school regardless if they are heading to college, trade school, or the workforce. Each pathway that we have developed encompasses several different tracks that students can take. We currently have 15 pathways that have been developed and approved by the board. Each pathway has general requirements that include academic classes, assessments, job shadowing, and other elements that are directly related to the pathway itself. Students who complete the pathway requirements can enter the career capstone project where they can take up to 4 periods a day to enter the workforce through an internship or apprenticeship or through traditional hiring methods. Students can also enter the college/training track program where they can take up to 4 periods a day to take college courses or enter a training program after they have completed their pathway requirements. Students are not “tracked” into one area after choosing a pathway. They are free to move from one area to another if they so choose.