

PART E: EVALUATION OF PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

Use the prompts on this worksheet to investigate the steps your campus or district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your campus or 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		
The district/campus provides equal access to all CTE programs for all Perkins subpopulations.		x			CCDHS has consistently adapted facilities to meet the needs of our special populations and we provide paraprofessionals for support. CTE teachers read IEPs carefully to differentiate instruction, and make necessary accommodations and modifications.	PowerSchool Enrollment, Achievement, & Demographic Data
There are no enrollment discrepancies for students from special populations in programs that lead to high-wage, high-skill and in-demand occupations.		x			No discrepancies were found within achievement or enrollment across special populations in any CTE area classes.	PowerSchool Enrollment, Achievement, & Demographic Data
Processes are in place to encourage all students to complete programs.	x				All students regardless of special populations are encouraged in the same way to complete CTE programs in all areas.	PowerSchool Achievement Data
The district/campus actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.		x			Students in special populations are identified upon placement in CTE classes. The staff addresses potentially barriers quickly, adjusts content delivery to meet those needs. A few examples of this include moving classrooms for students with mobility challenges, and an ADA-complied kitchen in the family and consumer sciences area.	Non-Discrimination Statement - CCDHS Student Handbook & Youth Representatives Responses

Accommodations, modifications, and supportive services are provided to CTE students as required.	x			All CTE students receive supportive services based on the district's policy. Teachers read 504 Plans and IEPs carefully, and work closely with each students' case manager to provide appropriate and necessary accommodations and/or modifications.	PowerSchool Student Demographic Data, 504s, and IEPs.
The district/campus actively recruits to encourage special population students to enroll in high quality CTE programs.	x			Our counselors meet with all with all incoming students in their 8th grade Social Studies and Resources classes. We also recruit during our annual Freshman Orientation that all incoming Freshman attend.	Freshman Orientation and registration agenda.

Further questions to consider:

- Which population groups are underrepresented in your CTE programs overall? Which program area? Which are over-represented?
- What is the difference between participant and concentrator data for each special population?
- Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
- Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

Please explain how your district will provide activities to 1) prepare special populations for high-skill, high-wage, in-demand occupations; 2) provide equal

The CCDHS CTE department educators will continue to work with special education case managers, local vocational rehab partners, and other youth representatives in our community to ensure all subpopulations of our student body are prepared for high-skill, high-wage, and in-demand occupations. An area of improvement would be developing a system for each special population to have a career coach to plan individualized, skills-based instruction to prepare students for future jobs. The Miles City School District will continue to provide necessary accommodations and modifications to assure that career and technical education course content, certifications, work-based learning, and student organizations are all accessible to the whole student body.