

# Career and Technical Education Program Analysis Scorecard

Executive Summary, 2018-2019

Marlena Coco, Ph.D.

Publication 18.54  
September 2020

## Background

Career and Technical Education (CTE) provides students with academic knowledge and technical skills needed to gain entry to high-demand, high-skill, and high-wage industries. CTE offers work-based learning experiences that combine hands-on learning with real-world scenarios, so students are prepared to enter the workforce or college after they graduate high school.

The CTE Program Analysis Scorecard Report summarizes results from the 2018–2019 school year to provide information about program effectiveness and help facilitate decisions about program implementation and improvement. Consistent with goals in the CTE Five Year Plan (5YP), CTE Program development and implementation focused on program alignment, quality of instruction, and equity and access; focus areas were evaluated and described for year 1 of the 5YP.

## Findings

Student certification and dual credit earnings helped to measure program alignment. There was an increase in the number of students who earned at least one certification in 2018-2019 (3,203 students), compared to the previous year of baseline data collection in 2017-2018 (2,961 students) (Coco & Bonazzo, 2019).

Teachers' self-assessment of their programs helped to determine the perceived quality of instruction in career clusters. Ratings were positive, as 93% of teachers reported satisfaction with the quality of the CTE Program in 2018–2019. Teacher and student surveys indicated there was inconsistency in conversations with students about 4-year academic plans in high school.

Disaggregating student enrollment demographics in the career clusters helped to gauge equitable access to the CTE programs offered throughout the district. Demographic characteristics of CTE student enrollment varied across clusters. Architecture and construction as well as transportation, distribution, and logistics were consistent in higher enrollments of students with economic disadvantage, EL, and SPED representation; however, the representation of nontraditional students was noticeably absent. Nontraditional students continue to have lower percentage of equitable enrollment than do other students, although some clusters had gains in the percentage of nontraditional students enrolled.

## Endorsements and Clusters

Endorsements represent coherent sequences or series of courses in designated areas. CTE offers endorsements in Business and Industry, Public Service, and STEM. Clusters are groups of careers with similar skills and themes based on industry. There are 16 clusters which correspond to designated endorsements. CTE offers programs of study for all 16 clusters across the district.

### STEM Endorsement

- STEM

### Business and Industry Endorsement

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, AV Technology, and Communications
- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Marketing
- Manufacturing
- Transportation, Distribution, and Logistics

### Arts and Humanities Endorsement

- None

### Public Service Endorsement

- Education and Training
- Government and Public Administration
- Health Science
- Human Services
- Law, Public Safety, Corrections, and Security

### Multidisciplinary Studies Endorsement

- All Career Clusters