Davis School District

Perkins V 2020 Comprehensive Local Needs Assessment



The Perkins V Comprehensive Local Needs Assessment (CLNA) provides an opportunity to review the entire Davis School District Career and Technical Education (CTE) program with the purpose of identifying areas where improvements should be made. The goals of this assessment include:

- Creation of programs and opportunities to ensure access and success for each student that lead to high wage, high skill, and in-demand occupations.
- Ensure programs of study are aligned to and validated by local workforce needs and economic priorities.
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes.
- Regularly engage in conversation with stakeholders around the quality and impact of local CTE programs and systems.

There is one significant note that is currently unfolding in the United States and globally at this current time. The impact that COVID-19 is having on not only the physical health of people around the world and in the United States, but also by altering the educational systems and structures that we have in place. The significant impact that this viral condition is forcing upon the educational system/structures and the local and national economies should not be underestimated. As of March 17, 2020, all K-12 institutions in Utah have dismissed school. Curriculum and learning is being moved to online learning environments. This model of online learning will be followed for the remainder of the school year. Since the time of these announcements, school districts (and other institutions) are rapidly altering plans of action to protect the health, safety, and wellness of the communities we serve while still providing quality educational opportunities for students. With the uncertainty of how long this will impact Utahns coupled with the uncertainty of the economic ramifications of extreme social distancing measures it is difficult to receive input from stakeholder groups, especially industry partners. It is unclear where gaps may be identified not based on past data, but on present or emerging situations.

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Element 1: Student Performance Data

Davis School District CTE students are graduating at a higher rater than the state average, CTE percentages of concentrator and completer lag behind.

Davis School District

18,811 Students enrolled in CTE courses



Compared to Davis School District's graduation rate of



2018-2019 AT-A-GLANCE

Career and Technical Education provides all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

> Data Represents Secondary Education Source of Data: Utah State Board of Education



A concentrator is a student who has completed 1.5 credits in a single CTE program of study.



of students completed a CTE Career Pathway. A completer is a student who has completed 3.0 credits in a single CTE program of study.

Utah Career and Technical Education

CTE Learning that works for Utah

2018-2019 AT-A-GLANCE Career and Technical Education provides all students

access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

> Data Represents Secondary Education Source of Deta: Utah State Board of Education



163,690 Students enrolled in CTE courses

Compared to Utah's statewide



graduation rate of

Demographic Student Trends

Student Trend Data by Demographic and Year

				Non	-CTE			СТЕ						
		20	17	20 1	18	20	19	20	17	2	018	20	19	
	Group	Cumul GPA	Grad Rate	Cumul GPA	Grad Rate	Cumul GPA	Grad Rate	Cumul GPA	Grad Rate	Cumul GPA	Grad Rate	Cumul GPA	Grad Rate	
Ove r	Overall	3.17	98.2%	3.12	97.0%	3.00	96.8%	3.07	98.2%	3.17	99.9%	3.31	100.0%	
Gen	Female	3.31	98.7%	3.27	98.0%	3.17	97.3%	3.21	97.8%	3.23	99.9%	3.40	100.0%	
der	Male	3.04	97.7%	2.98	96.1%	2.84	96.2%	2.90	98.8%	3.09	100.0%	3.22	100.0%	
	African American/Black	2.64	97.9%	2.57	95.6%	2.52	98.6%	2.37	91.5%	% 3.03 100.0%		3.02	100.0%	
Rac e/E thni	American Native	2.43	97.5%	2.36	87.8%	2.45	98.3%	3.31	100.0%	2.62 100.0%		2.86	100.0%	
	Asian	3.26	98.3%	3.34	97.1%	3.11	100.0%	3.04	98.4%	3.19	100.0%	3.52	100.0%	
	Caucasian	3.25	98.3%	3.22	97.0%	3.11	96.7%	3.17	98.6%	3.22	100.0%	3.36	100.0%	
city	Hispanic	2.64	97.4%	2.53	96.8%	2.43	96.2%	2.66	97.7%	2.90 99.4%		2.87	100.0%	
	Multiple Races	3.02	97.8%	2.92	99.1%	2.74	98.0%	3.11	100.0%	2.81	100.0%	3.17	100.0%	
	Pacific Islander	2.71	96.8%	2.58	97.3%	2.34	93.9%	2.89	100.0%	3.30	100.0%	2.93	100.0%	
De	SpEd	2.60	95.1%	2.59	96.5%	2.54	92.3%	2.74	86.3%	2.86	99.3%	2.74	100.0%	
mo	ELL	2.42	97.5%	2.39	94.3%	2.28	95.9%	2.77	81.4%	2.82	100.0%	2.50	100.0%	
gra phic	Low Income	2.73	95.2%	2.65	93.0%	2.52	93.9%	2.66	95.8%	2.90	99.6%	2.95	100.0%	
	Homeless	2.50	95.6%	2.46	92.6%	2.27	98.1%	2.16	100.0%	2.88	100.0%	2.82	100.0%	
Mil	Parent on Active Duty Military	2.96	95.9%	2.88	100.0 %	2.58	97.2%	3.13	92.0%	3.22	100.0%	2.73	100.0%	

CTE VS. Non-CTE Data

Davis School District Student Trend Data for 2017-2019 show that overall CTE students outperformed non-CTE student in both GPA and graduation rate. Looking more closely at demographic groups, while CTE students outperformed their non-CTE counterparts across demographic groups and graduate at a higher rate, GPA rates are lower for some sub-groups.



Academic Performance Data

Utah Perkins IV Performance: Secondary District Results 2011 - 2019

Indicator: 1S2 - (CRT/SAGE Math Achievement)

Academic Attainment - Mathematics 113(b)(2)(A)(i)

Numerator (Num): Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education (Algebra or Geometry grades 10-12 CRT/Secondary Mathematics I SAGE).

Denominator (Den): Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.

		G	ender					Ethn	icity					S	specia	al Pop	ulation	5	
	Grand Total avis	Male	Female	Unknown / Other	Native American	Asian	Black	Hispanic	Pacific Islander	Caucasian	Multi-Race	Unknown / Other	Disabled	Economic	Single Parent	Displaced Homemaker	LEP	Migrant	Non Trad
Davis																			
2019	Reporting	y Year, (2	019 Data	a Year) Tar	get: 27.5	52%, (90	% of Ta	rget: 24	.77%)									
Num	343	137	194		1	12		20	1	289	8		2	33					78
Den	925	390	495		8	25	8	95	9	724	16		65	162			7		210
%	37.08	35.13	39.19	NaN	12.5	48	0	21.05	11.11	39.92	50	NaN	3.08	20.37	NaN	NaN	0	NaN	37.14
2018	Reporting	y Year, (2	018 Data	a Year) Tar	get: 27.2	25%, (90	% of Ta	rget: 24	.52%)									
Num	799	344	455			13	4	53	6	709	14		4	102			1		176
Den	2,041	905	1,136		10	39	19	196	17	1,730	30		176	354			20		500
%	39.15	38.01	40.05	NaN	0	33.33	21.05	27.04	35.29	40.98	46.67	NaN	2.27	28.81	NaN	NaN	5	NaN	35.2
2017 I	Reporting	y Year, (2	017 Data	a Year) Tar	get: 26.9	98%, (90	% of Ta	rget: 24	.28%)									
Num	567	256	311		2	10	3	34	5	502	11		7	72					114
Den	1,903	836	1,067		9	38	21	197	21	1,574	43		138	334			12		470
%	29.8	30.62	29.15	NaN	22.22	26.32	14.29	17.26	23.81	31.89	25.58	NaN	5.07	21.56	NaN	NaN	0	NaN	24.26
2016	Reporting	y Year, (2	016 Data	a Year) Tar	get: 26.9	98%, (90	% of Ta	rget: 24	.28%)									
Num	294	172	122		1	8		12	2	266	5		16	24			2		85
Den	462	270	192		3	9	1	31	7	405	6		131	77			7		138
%	63.64	63.7	63.54	NaN	33.33	88.89	0	38.71	28.57	65.68	83.33	NaN	12.21	31.17	NaN	NaN	28.57	NaN	61.59

While meeting targets overall for 1S2 Math Achievement, yellow highlighted areas show specific groups that need support. Again, the largest gaps are for Native American, Pacific Islander and our LEP students.

Academic Performance Data

					Inc	dicator:	1S1 -	(CRT/S	AGE La	nguage	Arts A	chieve	ment)						
					Ac	ademic	Attainm	ent - Re	eading /	Langua	ge Arts	113(b)(2)(A)(i)						
N	umerator (Num): Nu	mber of	CTE	concentr	ators wh	no have i	met the	proficien	t or adva	anced le	vel on th	ne State	wide hig	h sch	ool rea	ding/lang	guage a	rts
asses	ssment ad	ministere	d by the	State	under Se	ection 11	111(b)(3) of the I	Elementa	ary and S	Seconda	ry Educ	ation Ac	t (ESEĂ) as a	mende	ed by the	No Chi	d Left
Be	enina Act i	based on	the scor	es tha	t were in s	seconda	n the Sta ry educa	ate s co ition (10	mputatio th grade	n or ade Langua	quate ye qe Arts (early pro CRT/SA	gress (A GE).	(YP) and	i wno,	in the	reportin	g year, i	еπ
Der	nominator	(Den): Nu	imber of	CTE	concentr	ators wh	no took ti	he ESE/	A assess	ment in	, reading/	languag	, e arts w	hose sc	ores v	vere in	cluded ir	n the Sta	ate's
					computa	ation of A	YP and	who, in	the repo	rting yea	ar, left se	econdar	y educat	ion.					
		G	ender					Ethn	icity					S	pecia	al Pop	ulation	5	
				ç						0	З	ç		m		우리			
	G		Ţ	h	A N			His	σp	auc	ulti	nkn	Dis	COL	- 0	me		≤	Nor
	To	Ň	ema	₽¥	lativ	Asi	Bla	par	acif	asi	-Ra	0f N	abl	IOIT	are	lace	5	igra	T
	<u>ਬ</u> ਹ	le	ile	ier 1	/e an	an	с к	lic	ic ler	an	се	1 ler	e.	lic	ent e	êr	Ψ	ā.	ad
Davis																			
2019	Reporting	Year, (2	019 Data	i Year) Tar <u>(</u>	get: 46.3	31%, (90	% of Ta	rget: 41	.67%)									
Num	388	145	227		1	14		28	1	320	8		3	50			1		85
Den	948	414	501		8	26	8	95	8	752	18		63	157			7		225
%	40.93	<mark>35.02</mark>	45.31	NaN	12.5	53.85	0	29.47	12.5	42.55	44.44	NaN	4.76	31.85	NaN	NaN	<mark>14.29</mark>	NaN	37.78
2018	Reporting	Year, (2	018 Data	a Year) Taro	get: 45.8	85%, (90	% of Ta	rget: 41	.26%)									
Num	938	337	601		2	16	5	66	8	823	18		10	119			2		197
Den	2,092	918	1,174		12	41	20	201	18	1,768	32		188	364			17		508
%	44.84	<mark>36.71</mark>	51.19	NaN	16.67	39.02	25	32.84	44.44	46.55	56.25	NaN	5.32	32.69	NaN	NaN	<mark>11.76</mark>	NaN	38.78
2017	Reporting	Year, (2	017 Data	a Year) Targ	get: 45.3	89%, (90	% of Ta	rget: 40	.85%)									
Num	837	321	516		1	17	5	50	7	738	19		6	107					156
Den	2,004	878	1,126		8	42	23	205	23	1,658	45		144	342			14		484
%	41.77	36.56	45.83	NaN	12.5	40.48	21.74	24.39	30.43	44.51	42.22	NaN	4.17	31.29	NaN	NaN	0	NaN	32.23
2016	Reporting	Year, (2	016 Data	a Year) Targ	get: 45.3	39%, (9 0	% of Ta	rget: 40	.85%)									
			600		6	19	2	59	11	1,128	24		3	111					333
Num	1,249	567	002		•														
Num Den	1,249 2,871	567 1,404	1,467		14	53	20	243	28	2,465	48		178	449			21		751

Perkins IV data for the past four reporting years shows Davis District not meeting targets for 1S1 Reading/Language Arts in 2019. For the past four years, the same sub groups are not meeting targets. Pacific Islanders and Native American students along with our LEP students show the greatest gaps. No meaningful improvement for these groups is evident in this data set.

Academic Performance Data

Davis School District did not meet Perkins IV targets for Indicator 6S2 Non-Trad Completion for 2018 and 2019.

Utah Perkins IV Performance: Secondary District Results 2011 - 2019

Indicator: 6S2 - (Non-Trad Completion)																			
						1	Non-trad	litional	Comple	tion 113	(b)(2)(A	.)(vi)							
Num	erator (Nu	um): Num	nber of co	ncent	rators fro	om unde	rreprese	ented ge during	nder gro the repo	ups who orting yea	comple ar.	ted a pr	ogram th	at leads	s to en	nploym	ent in no	on-trad fi	elds
	Denomir	nator (De	n): Numb	er of	concentr	ators wh	no comp	leted a p	rogram	that lead	ls to em	ploymen	t in non-	trad field	ds dur	ing the	reportin	g year.	
		G	ender		Ethnicity								Special Populations						
	Grand Total	Male	Female	Unknown / Other	Native American	Asian	Black	Hispanic	Pacific Islander	Caucasian	Multi-Race	Unknown / Other	Disabled	Economic	Single Parent	Displaced Homemaker	LEP	Migrant	Non Trad
Davis																			
2019 F	Reporting	Year, (2	019 Data	a Year	r) Tarç	jet: 24.7	'%, <mark>(9</mark> 0%	6 of Tar	get: 22.2	23%)									
Num	42	22	20				1	4		33	4		3	9			1		42
Den	288	98	190		2	7	3	24		243	9		24	40			2		42
%	14.58	22.45	10.53	NaN	0	0	33.33	16.67	NaN	13.58	<mark>44.44</mark>	NaN	12.5	22.5	NaN	NaN	50	NaN	100
2018	Reporting	<mark>) Year, (</mark> 2	018 Data	a Year	') Tar <u>(</u>	get: 24.4	<mark>15%, (9</mark> 0	% of Ta	rget: 22	.01%)									
Num	94	47	47			1	1	11		77	4		8	21					94
Den	465	163	302		1	6	8	49	2	395	4		48	84			4		94
%	20.22	28.83	15.56	NaN	0	16.67	12.5	22.45	0	<mark>19.49</mark>	100	NaN	<mark>16.67</mark>	25	NaN	NaN	0	NaN	100
2017	Reporting) Year, (2	017 Data	a Year) Targ	get: 24.2	21%, (90	% of Ta	rget: 21	.79%)									
Num	89	54	35		1	1	3	14		67	3		4	25			2		89
Den	396	138	258		1	6	8	40	3	327	11		39	100			2		89
%	22.47	39.13	13.57	NaN	100	16.67	37.5	35	0	20.49	27.27	NaN	10.26	25	NaN	NaN	100	NaN	100
2016 F	Reporting	Year, (2	2016 Data	a Year) Targ	get: 23.9	7%, (90	% of Ta	rget: 21	.58%)									
Num	265	208	57			7		19	4	230	5		12	43			4		265
Den	955	558	397		3	15	5	66	7	842	17		62	141			9		265
%	27.75	37.28	14.36	NaN	0	46.67	0	28.79	57.14	27.32	29.41	NaN	19.35	30.5	NaN	NaN	44.44	NaN	100



HWAN

Specific CTE Pathways not meeting Perkins IV targets for academic achievement (1S1 and 1S2) include:



Parent & Student Survey

What are the barriers you have in choosing CTE programs?

Student survey data reveals that while most students and parents do not perceive barriers in choosing CTE programs, responses indicate concern in three critical areas: academic ability, credit deficiency, and teacher quality. Scheduling conflicts in master schedule is another conflict that schools should carefully consider when scheduling CTE classes.



ELEMENT 1 WORKSHEET

Evaluation of Student Performance



Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
1. How are students in each CTE program and career cluster performing on the performance indicators in comparison to non-CTE students? In comparison to other career clusters?	In terms of GPA and graduation rate, CTE students out-perform non-CTE students across all sub populations.	1S1 and 1S2, shows four of our ethnic groups and three of our special populations not meeting targets. These groups and our male students need academic support. Did not meet target.	Largest gaps show for Disabled, Pacific Islander and Native American students.
2. How are students from special populations performing in each CTE career cluster?		Special populations and ethnic groups are not enrolling in STEM focused pathways.	Economic, and LEP students show largest gaps overall in meeting targets.
3. How are students from different genders, races, and ethnicities performing in each CTE career cluster?	Hispanic and Asian student outperformed all other ethnic groups in concentration and completion. They enroll in a bigger variety of career clusters.		Native American, Hispanic, and Pacific Islander groups show largest gaps in meeting targets. Of this group, Hispanics have shown greatest progress over the past 4 years.
4. Which groups of students are struggling most?	Native American and Pacific Islander students struggle most.	In lower performing areas,	
5. Where do the biggest gaps in performance exist between subgroups of students?	1S1 Language Arts Achievement	Low enrollments of sub populations may be an indication of academic insecurity and perceived course/cluster academic demands.	

Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
6. Which CTE programs overall have the highest outcomes ad which have the lowest?	Highest outcomes: Nursing Services Computer Programming Lowest outcomes: Pre-K Early Childhood Education Automotive Service Technician	While Nursing Services shows overall highest outcomes, Hispanic and Economically Disadvantaged students still don't meet targets. Auto Service Technician students across the board, including Caucasian students need academic support.	Provide more academic support and interventions for struggling students.
7. Are there certain CTE programs where students from special populations are performing above average? Below average?	Above average: Robotics Programming/Software Development Below average: Pre-K Early Childhood Education From 2018 to 2019, CTE concurrent credit increased for African Americans (4.3%), Hispanic (4.4%) and Native Americans (9.5%).	Getting more students from special population to enroll in more diverse pathways, particularly STEM focused pathways.	
8. Is there a trend across all CTE clusters?	Low enrollment of ethnic diverse and special population students is evident across all CTE clusters.		Pacific Islanders enroll in Pre-K Early Childhood Education at a greater rate than other ethnic groups.
9. What are the potential root causes of any inequities in performance across career clusters?	Students choosing "hands-on" CTE courses to suit their individual learning styles. They enter courses struggling.	CTE teachers coming into the classroom from industry lack skills in helping struggling students. Students also lack confidence.	

Student It i Performance re Circle a Rating Below	peating work later in the process.
Rating: W in Leading tea the	e need to provide academic support to our underserved populations order to meet targets. Identifying specific content training for achers on how to integrate this type of student support throughout eir curriculum, including identifying specific areas where students
Deficient ne ind X str Embedded Emerging	ed support most. CTE teachers, especially those coming from dustry, may need additional help in classroom strategies to help ruggling students.

ELEMENT 2: Size, Scope & Quality

DAVIS SCHOOL DISTRICT CTE PROFILE

The three year trend for CTE courses produces a two percent increase from 2018 to 2020 in students enrolled



Davis School District CTE Career Pathways Preparing Students for College & Career Readiness

Agriculture, Food & Natural Resources ➤ Agricultural Production Systems ➤ Food Science, Dietetics & Nutrition ➤ Plant Science	Health Science → Emergency Medical Services → Nursing Services → Biotechnology
 Architecture & Construction ➢ CAD Architectural Design ➢ Interior Design ➢ Construction & Structural Systems - Carpentry 	 Hospitality & Tourism ➢ Culinary Arts ➢ Hospitality & Tourism
 Arts, Audio/Visual Technology & Communications Fashion, Apparel & Textiles Commercial Art Commercial Photography Digital Media Graphics Printing 	 Information Technology ➢ Cybersecurity ➢ Information Technology Systems ➢ Programming & Software Development ➢ Web Development
 Business, Finance & Marketing ➢ Accounting & Financial Operations ➢ Customer Service & Management ➢ Entrepreneurship ➢ Office / Administrative Support ➢ Marketing & Sales 	 Manufacturing ➢ Welding ➢ Advanced Manufacturing – Cabinetmaking/Woodworking
 Education & Training ➢ Pre-K Early Childhood Education ➢ K-12 Teaching as a Profession 	 Transportation, Distribution & Logistics Aviation Automotive – Service Technician
Engineering & Technology Mechanical Engineering	

Robotics

Davis Technical College CTE Career Pathways Preparing Students for College & Career Readiness

DAVIS TECHNICAL COLLEGE	 Architecture & Construction ➢ Construction and Structural Systems Electrical ➢ Construction and Structural Systems Plumbing 	 Human Services ➢ Cosmetology / Barbering* ➢ Esthetician / Nail Technician
Davis School District Students Attending Davis Technical College (DTC)	 Arts, Audio / Visual Technology & Communications ➢ Audio / Visual Production Professional ➢ Broadcasting Professional 	Manufacturing ≻ Machine Tool**
	 Health Science > Dental Assistant > Medical Assistant* > Pharmacy Technician* 	Transportation, Distribution & Logistics → Diesel
	*DSD student demand exceeds DTC capacity	**Davis Tech instructor placed at Northridge High



Governor's Office of Economic Development Pathways

Davis School District currently participates in five Governor's Office of Economic Development (GOED) Pathways, connecting our students with industry partners while aligning curriculum to industry standards allowing seamless entry into the workforce.

Beginning in 2020, Davis District added the fifth GOED Pathway: Architecture, Engineering, and Construction



DSD Student Interns CTE Pathway Placement

	Total Interns												
		AG	ART Audio/Visual Communication	Auto	Business & Marketing	Construction	Education	Engineering	Health Science	Hospitality & Tourism	Human Services/ Security	IT	Manf.
SY 2019-20	502	6	18	3	37	15	66	19	259	8	53	7	3
SY 2018-19	444	4	26	3	38	9	59	8	229	1	59	6	1
SY 2017-18	519	2	23	2	46	15	91	8	248	1	71	8	2
SY 2016-17	415	2	18	3	29	12	51	9	222	3	59	7	0

All Davis High Schools offer internship opportunities to students. Students spend 12 weeks on the internship site (3 hours per day, twice a week). The Critical Workplace Skills curriculum is taught on Fridays as well as two week at the beginning and end of the semester.

Process for Evaluating CTE Programs

In 2019, each high school completed a CTE Program Review. This was a comprehensive examination of CTE programs within the school, analyzing course/pathway offerings and enrollments, as well as alignment with local workforce needs.

Results from this review include:



CTE Courses: Expensive Labs / Low Enrollment

3 YR Total Enrollment	Course/Program
160	Cabinetmaking
164	Construction Trades
172	Carpentry
273	Furniture Manufacturing
293	ProStart 1 & 2
385	Woodworking
452	Biotechnology
495	CAD Architectural and Mechanical Design (combined
795	Sewing / Apparel / Design Courses (combined)

When looking at low enrollment over an extended period raises questions about program quality, relevance, teacher effectiveness, and if students (and parents) are informed about programs offered. Student Survey Data indicates that students and parents have knowledge about pathways and don't see major barriers to enroll.

CTE Needs Assessment: Parents and students

Survey was active from February 26, 2020 to April 10, 2020

Q4 – How familiar are you with Career and Technical Education (CTE) pathways?



CTE Needs Assessment: Parents and students

Survey was active from February 26, 2020 to April 10, 2020

Q6 – Which CTE pathways are you most interested in at your school? (Select all that apply)



ELEMENT 2 WORKSHEET

Evaluation of Program Quality



Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
1. Are we offering programs in which students are choosing to enroll?	Given our increased enrollment, students are choosing CTE in greater numbers.		Audio Essentials is being added to Layton and Viewmont high schools next year. Unmanned Aerial Systems (Drones) is being added to Syracuse, Layton, and Farmington high schools next year.
2. Are we offering programs with too low an enrollment to justify the costs in offering those programs?	We are continually evaluating programs with low enrollments. See Element 3.		
3. Are we offering a sufficient number of course, and course sections within programs?	Yes, where funding allows. With CTE enrollments going up, class sizes increase resulting in need for additional staff.		
4. Are there students who want to enroll in programs that are offered but are unable to do so?	Yes. Program capacity limits enrollment.	For our first year Cybersecurity we had room for 17 students but had over 50 register.	
5. What populations of students are and are not accepted into specific programs? What are the reasons?			

Questions to Consider

Strengths/Opportunities

Challenges/Needs/Threats

Gaps/Areas of Revision/New Implementation

6. Can a student complete each program of study at our school/institution?	Yes.		
7. Do some of our programs offer more opportunities for skill development than others, both in the classroom and through expanded learning experiences?	Yes. Some programs are more project based than others which allows for more problem solving, creativity, and real world experiences for our students.		
8. Have there been sufficient conversations with secondary, postsecondary, and business/industry representatives so that a robust skill set is developed in each program?	Yes, we have a strong alignment with local industry in all sectors. We regularly consult with industry partners.		
9. How do specific program areas compare in quality?		In many cases, CTE labs (specifically shops and foods labs) are outdated as per USBE CTE program review findings.	
10. How do specific components of programs, such as work-based learning compare in quality?			We are moving to an online, district-based Internship program next year. Students from all high schools will have equal opportunity to participate.

	Leading	Emerging	Deficient
Program Size	School offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector needs.	School offers complete programs that align with student interest ad industry sector needs.	School offers the ability to concentrate in programs.
Program Scope	Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities	Programs result in credentials valued by industry and offer high quality work-based learning experiences.	Programs offer credentials or work-based learning experiences.
Program Quality	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan created and implemented. Progress is evident.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan implemented.	Curriculum aligns with State program and course standards.

ELEMENT 3: Local Workforce Alignment

- Wasatch Front North Region workforce data identifies high-wage/high-demand jobs forecasted to grow over the next 10 years. To prepare Davis School District students to be employable upon high school graduation, students need a clear career path to follow. Department of Workforce Services (DWS) data highlights 10-year forecasts which can be used in analyzing current CTE programs and planning for growth.
- The following charts courtesy of Weber State University Perkins V Report, Strengthening Career & Technical Education (to view the entire report, see Appendix B)

Career Cluster Growth Forecasts

With hundreds of occupations, it can be difficult for educators to pinpoint the most promising high-demand and highwage occupations in their region that provide rewarding careers for their students. Analysis of the sixteen CTE Clusters provides an entryway into career pathways.

Of the sixteen career clusters, all are expected to expand employment in the Weber State University Perkins V Region over the next ten years.



Career Cluster Forecasts Including Retirement Demand

Similar to the analysis of industry employment growth, an accurate assessment of future occupation demand requires that the number of people retiring be taken into account as shown in the table below. In the Weber State University Perkins V Region, "Hospitality and Tourism", "Business, Management and Admin", and "Marketing Sales and Service" clusters are expected to have the highest annual job demand.

"Science, Technology, Engineering and Mathematics" has the highest wages of the CTE Clusters followed by the "Information Technology" and "Health Science" clusters.

Career Cluster	Employment	Avg Ann Wages	Job Ads	Ann Empl Growth	Ann Total Demand
Science, Technology, Engineering and Mathematics	5,154	\$92,100	423	75	456
Information Technology	6,119	\$82,900	808	121	548
Health Science	20,057	\$65,900	1,309	429	2,007
Finance	8,191	\$59,800	459	100	864
Education and Training	18,251	\$53,000	532	157	1,784
Gov. and Public Admin	3,950	\$51,800	107	35	347
Business, Management and Admin	47,266	\$51,100	1,990	485	5,523
Arts, Audio/Video Technology and Communications	3,377	\$49,500	140	32	361
Law, Public Safety, Corrections and Security	6,015	\$48,900	220	75	659
Architecture and Construction	22,780	\$47,600	489	418	2,813
Manufacturing	25,549	\$44,700	961	192	2,963
Agr, Food and Nat. Resource	4,052	\$43,800	157	51	510
Transportation, Distribution, and Logistics	19,781	\$40,300	1,083	264	2,621
Marketing Sales and Service	28,113	\$39,900	2,488	283	4,112
Human Services	10,980	\$34,900	856	251	1,720
Hospitality and Tourism	28,701	\$23,700	2,473	511	5,546
Total - All Occupations	258,335	\$47,500	14,493	3,505	32,859

Preparing Students for the Local Workforce

- The chart below focuses on the CTE Clusters and Pathways that support projected growth and job demand for the next 10 years that prepare students to leave high school prepared to transition directly to the workforce or to additional training opportunities. Careful analysis of current CTE course offerings and enrollment patterns will identify gaps and enable strategic planning for program growth.
- *Refer to Appendix A for a complete list of CTE courses, number of sections offered, and enrollment totals.

CTE Career Cluster	Pathways	Course Name	Course#	2017	2018	2019	2020	Trend
		CAD Architecture I	8626	57	78	98	122	1
Analytic stores and Construction	CAD Architectural Design	CAD Architecture II	8627	33	31	26	19	\downarrow
Architecture and Construction		CAD Architecture III	8628	14	12	0	8	\downarrow
	Construction & Structural Systems	Carpentry 1	8745	31	57	58	57	↑
	Carpentry	Carpentry 2	8746	0	0	0	0	\downarrow
		Digital Media 1 CE	8650	601	672	630	249	\downarrow
Arts, Audio/Visual Technology &	Graphic Design & Communication—	Digital Media 2 CE	8651	520	514	451	509	\downarrow
Communications	Digital Media	3D Animation	8657	135	134	115	146	\uparrow
		3D Graphics	8654	163	198	200	317	\uparrow
	Accounting & Financial Operations	Accounting 1	8500	554	674	628	472	\downarrow
	Business Management	Accounting 2	8503	279	247	199	163	\downarrow
		Advanced Accounting	8511	25	21	10	8	\downarrow
		Business Management CE	8542	199	206	247	316	\uparrow
	Office Administration Support	Business Office Specialist CE	8523	475	350	242	526	↑
Business, Finance & Marketing		Business Communications	8578	50	102	124	134	↑
	Marketing & Sales (Retailing)	Retailing	8233	100	52	90	96	\uparrow
		Customer Service CE	8241	37	36	68	127	↑
	Outloan Oraliza & Managarant	Advanced Marketing	8203	0	0	0	0	\downarrow
	Customer Service & Management	Economics	8587	25	38	38	34	↑
		Entrepreneurship CE	8543	279	363	296	364	1
Education and Training	Pre K Early Childhood Education	Early Childhood Education III	8446	253	413	504	498	1
	K-12 Teaching as a Profession	Teaching as a Profession III CE	8417	0	0	0	0	Ļ

Preparing Students for the Local Workforce

CTE Career Cluster	Pathways	Course Name	Course#	2017	2018	2019	2020	Trend
	CAD Mechanical Design	Intro to Engineering Design PLTW CE	8637	824	608	600	561	\downarrow
	Aerospace Engineering	Civil Engineering PLTW CE	8640	68	37	21	16	\downarrow
Engineering & Technology (STEM)	Mechanical Engineering	Engineering Design and Development PLTW CE	8643	49	46	38	45	Ļ
		Robotics 1	8631	153	176	199	270	↑
	Robotics & Electronics	Robotics 2	8632	53	69	46	29	\downarrow
		Electronics 1 CE	8629	40	72	92	89	↑
		Physics with Technology	3644	0	0	0	0	\downarrow
	Emergency Medical Services	Emergency Medical Responder CE	8310	383	357	438	479	↑
		Medical Anatomy and Physiology CE	8345	466	556	783	230	\downarrow
		Medical Anatomy and Physiology CE	8339	601	765	838	659	↑
Health Caianaa	Nursing Conject	Medical Anatomy and Physiology CE	8346	464	512	661	188	\downarrow
Health Science	Nursing Services	Advanced Health Science CE	8354	24	34	52	14	\downarrow
		Advanced Health Science CE	8353	0	0	0	21	↑
		Nurse Assistant CNA	8343	279	317	378	358	↑
	Biotechnology	Biotechnology CE	8338	112	113	149	190	1

Preparing Students for the Local Workforce

CTE Career Cluster	Pathways	Course Name	Course#	2017	2018	2019	2020	Trend
		ProStart I	8452	56	0	72	53	↑
	Culinary Arts	ProStart II	8453	31	52	38	78	1
Hospitality and Tourism		Culinary Arts CE	8442	0	16	34	70	1
	Heapitality and Tourism	Hospitality and Tourism	8239	309	304	240	249	\downarrow
	Hospitality and Tourism	Lodging and Recreation	8240	0	0	0	0	\downarrow
	Liveran Caniaga Caguity	Law Enforcement CE	8734	13	29	56	0	\downarrow
Human Services - Security	Human Services - Security	Cyber Forensics	8653	0	0	0	0	\downarrow
		Medical Forensics	8341	82	156	231	193	\uparrow
	Culture a court to a	Cybersecurity Ethical Hacking	8695	0	0	0	15	\uparrow
	Cybersecurity	Cloud Computing	8860	738	980	954	942	\uparrow
Information Technology	Programming & Software Development	Computer Programming II	8684	186	215	355	265	\uparrow
		Advanced Computer Programming	8685	56	27	41	28	\downarrow
		Web Development 2	8658	0	0	0	0	\downarrow
				0	0	0	0	\downarrow
		Machinist Technology 1	8845	27	35	12	86	1
		Welding Tech	8851	181	302	477	329	1
Manufacturing	Welding & Machining	Welding Tech Intermediate	8852	72	73	74	121	1
		Welding Tech Advanced	8853	31	36	26	21	\downarrow
		Composites	8888	0	36	59	92	↑
		Intro to Auto Service CE	8802	1108	1365	1425	1406	1
Iransportation, Distribution &	Automotive Service Technician	ASE Steering & Suspension CE	8808	32	24	15	12	\downarrow
Logistics		ASE Engine Performance CE	8811	0	0	0	0	\downarrow

 Davis School District currently participates in four Governor's Office of Economic Development (GOED) Pathways, connecting our students with industry partners while aligning curriculum to industry standards allowing seamless entry into the workforce. Industry Partners associated with the GOED pathways are listed below.

Governor's Office of Economic Develop Pathways

Utah Aerospace	Medical Innovations	Diesel	Information Technology	Architecture, Engineering and Construction (2021)
Boeing Janicki Hexel Albany Orbital ATK Hill Air Force Base Kihomac Utah Manufacturers Assoc	BD Medical Bio Fire Biomerics Edwards Lifesciences Merit Medical Nelson Laboratories Sintx Technologies Sorenson Forensics Stryker TEVA Pharmaceutical CVarex Imaging	Geneva Rock Cummins Komatsu Equipment Wheeler CAT Kenworth Sales WW Clyde Waste Management Staker Parsons Sunroc C.R. England Warner Truck Centers Albertsons	Silicon Slopes DOMO Pluralsight Qualtrics Insructure Vivint	ACEC of Utah DBIA Rocky Mtn. Region AIBI AIA Utah AGC of Utah American Assoc. Builders American Sub Contractors Home Builders Assoc NAWIC Builds

New CTE Technical Building

Davis School District has purchased a building and adjacent 3-acre property located in Barnes Industrial Park in Kaysville. This location will be the home of the future Technical Campus for Advanced CTE Programs. This expansion of CTE opportunities results from the following unmet needs:

Better meeting local workforce needs

- The new Davis District CTE High School will house CTE programs that meet the needs of Industry in the Ogden/Clearfield Employment Region. As a member of the Wasatch Front North CTE Region, Davis District partners with Weber School District; Ogden School District; Morgan School District; Davis Tech; Ogden/Weber Tech; Weber State University; and the Utah Department of Workforce Services (DWS). This region board has helped inform Davis District on emerging careers, high wage/high demand careers, and career training opportunities denied Davis District students due to limited capacity at region post-secondary institutions
- Given the aging population in our nation, we recognize current and future needs in the Health Services industry. For that reason, we are placing Pharmacy Tech and Medical Assisting programs in the new high school.
- All sectors of industry require secure computer systems. Hill Air Force Base is our county's largest employer (Davis School District is the second largest) and currently houses the 309th Software Management Group. This is one of three such facilities in the United States Air Force. Davis School District is partnering with the 309th SMG to prepare students for jobs in the national defense industry. The new Davis District CTE High School will offer a very robust cybersecurity program to meet the growing needs in all sectors.
- Unmanned Aerial Systems (UAS) is an emerging sector in all states. The DSD CTE Director (Jay Welk); Skilled and Technical Sciences Specialist (Dave Milliken); and Tech and Engineering Sciences Specialist (Brett Matsumura) have collaborated with Aaron Bodell (USBE Skilled and Technical Sciences Specialist) and Paul Wheeler (Utah Department of Transportation UAS Coordinators and Lead/Project Development)
- The use of Unmanned Aircraft Systems (UAS) is expanding rapidly into the transportation industry. The Federal Aviation Administration has worked to standardize UAS policies and integrate unmanned aircraft into the National Airspace System (NAS). UAS provides a wide variety of operational, societal, and economic benefits. Within the Department the use of UAS can significantly provide cost efficiency, improve data quality, and improve personnel safety over an existing method or process.
- Examples of permitted uses include, but are not limited to, aerial photography, photogrammetry, bridge inspections, geotechnical field investigations, Light Detection and Ranging (LiDAR) applications, public outreach, mapping construction sites and conditions, asset management, asset inspections, traffic monitoring, incident management, disaster response, and training exercises. Other industry sectors include: Law Enforcement; National Defense, Search and Rescue; Agriculture; Architecture; Engineering; and Construction
- Enrollment demand that exceeds available space at DTC:
 - Medical Assisting
 - Pharmacy Tech
- Training students for emerging careers:
 - Drone Aviation
 - Cybersecurity
- Creating a centrally located magnet program for expensive programs:
 - Audio
 - Broadcasting
 - ProStart

ELEMENT 3 WORKSHEET

Evaluation of Workforce Alignment



Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation	
1. What are the highest projected growth industries in our region? What occupations are part of that industry?	Computer and mathematical occupations; Architecture, drafters, surveyors and mapping occupations; Engineers and engineering technicians occupations; Life and physical scientists and technical occupations; Health Services			
2. How are CTE programs offered aligned to the demand?	Link DSD Jr. High and High School CTE Offerings for 2019-20 school year			
3. How do CE program enrollments match projected job openings? Where are the biggest gaps?				
4. What skill needs have industry partners identified as lacking in the programs offered?				
5. Which programs graduate employees that thrive in the workplace? Why?	Engineering, Certified Nurse Assistant,			

Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
6. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations?	CNC Machining – In cooperation with Davis Tech, DSD students who are blind or visually impaired, are able to take a CNC Machining course at the College. The flyer (in Brail) informs the student of such things as cost of High School Tuition and Fees; Book/Supply costs; Financial Aid; Weekly Course Schedule; Length of Training; Utah Average Annual Job Openings Placement Rate; Average Utah Wages		
7. Are we offering CTE programs that are not aligned to demand?	All our programs are strong. Although, we have courses in some programs which do not align with industry demand and have shown dwindling enrollment over the past three years.	Sewing and Home Construction courses have downward enrollment trends.	Continued strategic planning

	Embedded	Emerging	Deficient	
Och colleffere was wromen for all student a soulations that				
School offers programs for all student populations that	School offers programs for all student	School offers programs for student	School offers	
align to the highest projected employment growth and	populations that align to the highest	populations that align to occupations.	programs.	
emerging occupations in he region. Plan in place to	projected employment growth and			
retool, redirect, and/or sunset outdated programs and	emerging occupations in the region.			
provide targeted opportunities for employment of				
special populations.				
Element 3: Workforce Alignment	Rating Rationale and Potential action Ste	ps		
Circle a rating below				
Rating:	We have required all DSD High Schools t	o perform a Strategic Audit of their CTE	Programs.	
Leading	School CTE Coordinators looked at Course Enrollment Data, Bureau of Labor Statistics Data, and Utah Department of Workforce Services Data. In addition, District Content Area Specialists meet twice a year with their Industry Advisories to collaborate on emerging trends in the various sectors			
Embedded	skill development, Hiring needs, etc.			
Emerging				
Deficient				



Element 4: Progress Towards Implementing CTE Programs of Study

Davis School District CTE Career Pathways

Preparing Students for College and Career Readiness

CTE Pathways are accessible to all students either at their home school or by magneting to a neighboring high school

Agriculture, Food & Natural Resources > Agricultural Production Systems > Food Science, Dietetics & Nutrition > Plant Science Architecture & Construction > Cad Architectural Design > Interior Design > Construction & Structural Systems – Carpentry	Health Science > EmergencyMedical Services > Nursing Services > Biotechnology Hospitality& Tourism > CulinaryArts > Hospitality& Tourism
Arts, Audio/Visual Technology & Communications	Information Technology
 Fashion, Apparel & Textiles Commercial Art Commercial Photography Digital Media Graphics Printing 	 Cybersecurity Information Technology Systems Programming & Software Development Web Development
Business, Finance & Marketing	Manufacturing
 Accounting & Financial Operations Customer Service & Management Entrepreneurship Office/Administrative Support Marketing & Sales 	 Welding Advanced Manufacturing – Cabinetmaking/Millwork
Education & Training	Transportation, Distribution & Logistics
 Pre-K Early Childhood Education K-12 Teaching as a Profession 	 Aviation Automotive – Service Technician
Engineering & Technology	
 Mechanical Engineering Robotics 	

Element 4: Progress Towards Implementing CTE Programs of Study

Davis Tech has created an information page on the articulations we have with them. Find them here: http://www.davistech.edu/transfer-options

Davis Technical College (DTC	;) CTE Career Pathways
DTE CTE Pathways are accessible to all students who	choose to magnet to Davis Technical College
Architecture & Construction	Human Services
 Construction and Structural Systems Electrical Construction and Structural Systems Plumbing 	 Cosmetology/Barbering* Esthetician/Nail Technician
Arts, Audio/Visual technology & Communications	Manufacturing
 Audio/Visual Production Professional Broadcasting Professional 	Machine Tool**
Health Science	Transportation, Distribution & Logistics
 Dental Assistant Medical Assistant* Pharmacy Technician* 	> Diesel
*DSD student demand exceeds DTC capacity **Davis Tech instructor placed at Northridge High School	

Talent Ready Utah GOED Pathways



The Talent Ready Utah Center brings partnerships that help Utah students become career ready, while ensuring businesses in the state have a qualified workforce. Davis School District students participate in the following GOED Pathways: Utah Aerospace Pathway <u>http://uapathways.com/</u> Diesel Tech Pathway <u>https://dieseltechpathways.com/</u> Medical Innovations Pathway <u>https://medicalinnovationspathways.com/</u> Architecture and Engineering Pathway <u>https://www.weber.edu/buildingdesign/pathway/default.html</u> Information Technology Pathway <u>https://business.utah.gov/news/pathwaysprogram-powers/</u>

Concurrent Enrollment



Concurrent Enrollment classes are offered in every CTE cluster and career pathway. Davis School District partners with four higher education institutions: Weber State University, Salt Lake Community College, Utah State University, and Utah Valley University. Students in DSD high schools also have the opportunity to leave high school with a Certificate of completion upon completion of general education requirements at Weber State University. This is fully transferrable to other state universities. Completing CTE pathways with include associated CTE classes, enables students to qualify for the Weber State University EDGE scholarship. Requirements for this scholarship includes earning 12 concurrent enrollment credits posted on a university transcript and maintaining a 3.0 university GPA. For a complete list of concurrent enrollment courses offered in Davis School District, go to https://resources.finalsite.net/images/v1572380795/dav isk12utus/ngglvfsdckpgjw740ded/CECourseOfferings.p df

Industry Recognized Certifications

The following table contains a list of industry recognized certifications available to Davis School District students. CTE courses offering curriculum that prepares students to take tests are all part of CTE pathways and lead to employability. One of the barriers some students face is financial. Schools are encouraged to pay for testing fees for economically disadvantaged students and those in temporary need.

Certiport Test/Credential Name
Adobe Animate
Adobe Illustrator
Adobe InDesign
Adobe Photoshop
Adobe Premier Pro
Certiport Autodesk AutoCAD
Certiport Autodesk Inventor
Certiport Autodesk Maya
Certiport Autodesk Revit
Certiport Cyber Forensics Associate
Certiport Ethical Hacking Associate
Certiport Unity
Entrepreneurship & Small Business Certification
HP ATA Connected Devices
IC3 Internet and Computer Core Certification
IC3 Spark Digital Literacy Certification
MOS Access

	Test #	Certiport Test/Credential Name	Test #
	9951	MOS Excel or Expert	924
	996	MOS OneNote	929
Tes 995: 996 930 997 999 968: 968: 968: 968: 968: 968: 968: 968: 968: 968: 987: 987: 987: 949: 922: 922: 947 922: 922: 922: 922: 922: 922:	930	MOS Outlook	927
	997	MOS PowerPoint	926
	999	MOS SharePoint	928
	9681	MOS Word or Word Expert	923
	9683	MTA Block Coding	9830
	9492	MTA Database Fundamentals	944
	9682	MTA Networking Fundamentals	9921
	9872	MTA Microsoft.NET Fundamentals	949
	9871	MTA Mobile Apps Fundamentals	9493
	9495	MTA Networking Fundamentals	981
	9226	MTA Security Fundamentals	987
	Test #Certiport Test/C9951MOS Excel or Expert996MOS OneNote930MOS Outlook997MOS PowerPoint999MOS SharePoint999MOS Word or Word E9681MOS Word or Word E9683MTA Block Coding9492MTA Database Funda9682MTA Networking Fun9871MTA Mobile Apps Fur9495MTA Networking Fun9226MTA Security Fundan947MTA Software Developmed9220MTA Windows Developmed925MTA Windows OS System	MTA Software Development fundamentals	941
Te 999 996 997 996 997 998 968 968 968 968 968 968 968 968 968 968 968 987 987 987 987 987 987 987 987 987 987 987 987 987 987 987 987 987 987 987 922 921 922 922 922 922 922 922 922 922	922	MTA Web Development Fundamentals	943
	9220	MTA Windows Development Fundamentals	942
	925	MTA Windows OS System Fundamentals	945

Students also earn industry licenses/certifications for the following:

Industry Certifications and Professional Licenses						
Family Consumer Science	Food Handler's Permit	Skill and Technical Sciences	ASE Entry-Level Tests			
	Pro Start Certificate of Achievement	Automotive	Automatic Transmission/Transaxle			
	Child Development Associate		Automotive Service Technology			
	Certified Nurse Assistant		Brakes			
Health Science	CPR professional Rescuer		Electrical/Electronic Systems			
American Red Cross	AED		Engine Performance			
	Pathogens		Engine Repair			
	Oxygen Administration		Heating and Air Conditioning			
	Emergency Medical Responder		Maintenance and Light Repair			
			Manual Drive Train and Axles			
			Suspension and Steering			

Career & Technical Student Organizations

CTSOs offer CTE students leadership and development opportunities across CTE content areas. Each club is registered nationally, has a CTE teacher advisor, student leadership team and club members. All club participate in school and community events, fundraise, attend leadership conferences, regional and state competitive events, and those that qualify for national conferences are supported and encouraged to attend along with their advisor.



CTSO by School	FFA	FBLA	FCCL A	HOSA	DECA	Skills	TSA
Bountiful High			Х	Х	Х		Х
Clearfield High	Х	Х	Х	Х	Х		
Davis High	Х	Х	Х	Х	Х		Х
Farmington High		Х	Х	Х	Х		
Layton High	Х	Х	Х	Х	Х	Х	Х
Mountain High			Х	Х	Х		Х
Northridge High		Х	Х	Х	Х	Х	Х
Syracuse High	Х	Х	Х	Х	Х		Х
Viewmont High		Х	Х	Х	Х		Х
Woods Cross High	Х		Х	Х	Х		
Bountiful Jr. High							Х
Central Davis Jr. High			Х				Х
Fairfield Jr. High							Х
Sunset Jr. High		Х					

Pathway	CTE Coordinator	Advisory Group	Company
Business / Marketing	Annette Godfrey	Business Finance Office Management Entrepreneurship	American Pacific Mortgage
Business / Marketing	Annette Godfrey	Business Finance Office Management Entrepreneurship	Intermountain Staffing
Business / Marketing	Annette Godfrey	Business Finance Office Management Entrepreneurship	American Family Insurance
Business / Marketing	Annette Godfrey	Business Finance Office Management Entrepreneurship	Elwood Staffing
Business / Marketing	Annette Godfrey	Marketing	RizePoint
Business / Marketing	Annette Godfrey	Marketing	Your Employment Solutions
Business / Marketing	Annette Godfrey	Marketing	Davis Chamber of Commerce
Business / Marketing	Annette Godfrey	Business Finance Office Management Entrepreneurship	Financial Office Utah Government
Business / Marketing	Annette Godfrey	Business Finance Office Management Entrepreneurship	DPT, Inc.

Pathway	CTE Coordinator	Advisory Group	Company	
Tech and Engineering	Brett Matsumura	Tech & Engineering	KimberlyClark Ogden Plant	
Tech and Engineering	Brett Matsumura	Tech & Engineering	ES3 Inc.	
Tech and Engineering	Brett Matsumura	Tech & Engineering	Hughes General Contractors	
Tech and Engineering	Brett Matsumura	Tech & Engineering	Prescott Muir Architects	
Tech and Engineering	Brett Matsumura	Tech & Engineering	Layton Construction Company	
Skilled & Tech	Dave Milliken	Automotive	Lynn Wood Tires and Service	
Skilled & Tech	Dave Milliken	Cabinetmaking	Kier Construction	
Skilled & Tech	Dave Milliken	Cabinetmaking	SLCC	
Skilled & Tech	Dave Milliken	Cabinetmaking	Trim Art LLC	
Skilled & Tech	Dave Milliken	Cabinetmaking	Trim Art LLC	
Skilled & Tech	Dave Milliken	Automotive	Toyota Bountiful	
Skilled & Tech	Dave Milliken	Automotive	Griffs Garage	
Skilled & Tech	Dave Milliken	Automotive	Performance Honda	
Skilled & Tech	Dave Milliken	Automotive	Murdock Chevrolet	
Skilled & Tech	Dave Milliken	Automotive	Aaron's Auto Pro Bountiful	
Skilled & Tech	Dave Milliken	Automotive	Weber State	
Skilled & Tech	Dave Milliken	Automotive	DTC	
Skilled & Tech	Dave Milliken	Automotive	Service Manager - Young Chevrolet	
Skilled & Tech	Dave Milliken	Automotive	Young Kia	
Skilled and Tech	Dave Milliken	Automotive	Performance Honda	

Pathway	CTE Coordinator	Advisory Group	Company
Work-Based Learning	Janice Killian	Work-Based Learning	Department of Workforce Services
Work-Based Learning	Janice Killian	Work-Based Learning	Department of Workforce Services
WBL	Janice Killian	Work-based Learning	Department of Workforce Services
Health Science	Kristen Davidson	General/Nurse Assistant	LDS Hospital / Intermountain Healthcare
Health Science	Kristen Davidson	General/Nurse Assistant	Lakev iew Hospital
Health Science	Kristen Davidson	Nurse Assistant	DSD / Fairfield Village Care Center
Health Science	Kristen Davidson Exercise Science / Sports Medicine EMR		Mountainland Physical Therapy
Health Science	Kristen Davidson	Exercise Science / Sports Medicine EMR	Fire Chief - Mountain Green
Health Science	Health Science Kristen Davidson Exercise Science / Sports Medicine		Layton City Fire - EMT
Health Science	Science Kristen Davidson General / Biotech & Medical Forensics		Nelson Labs
Health Science	Kristen Davidson	General / Nursing Assistant	Dav is Hospital
Information Technology	Lindsay Porter	Information Technology	Strong Connexions
Information Technology	Lindsay Porter	Information Technology	Bonnev ille Communications
Information Technology	Lindsay Porter	Information Technology	Weber State University
Information Technology	Lindsay Porter	Information Technology	Red Point Security
Information Technology	Lindsay Porter	Information Technology	MarketStar
Information Technology	Lindsay Porter	Information Technology	Utah Jazz - Director of Technology
FACS Business / Marketing	Stacy Johnson Annette Godfrey	FACS Business / Marketing	Journey 5, Owner

Pathway	CTE Coordinator	Advisory Group	Company
Agriculture	Steve Fenn	Welding	Lincoln Electric Co.
Agriculture	Steve Fenn	Welding	Lincoln Electric Co.
Agriculture	Steve Fenn	Agriculture	
Agriculture	Steve Fenn	Agriculture	USU Agricultural Extension
FCS	Stacy Johnson	Interior Design	Oviatt Design Group
FCS	Stacy Johnson	Food and Nutrition	Thyme & Seasons - Bountiful
FCS	Stacy Johnson	Food and Nutrition	Nutritious Intent
FCS	Stacy Johnson	Culinary Arts	Einsteins Kitchen, LLC - Owner
FCS	Stacy Johnson	Culinary Arts	Cafe Rio - Director of Operations
FCS	Stacy Johnson	Culinary Arts	Catering
FCS	Stacy Johnson	Culinary Arts	DSD Director of Nutrition Services
FCS	Stacy Johnson	Culinary Arts	DSD Coordinator of Nutrition Services
FCS	Stacy Johnson	Culinary Arts	American Culinary Federation
FCS	Stacy Johnson	Culinary Arts	

ELEMENT 4 WORKSHEET

Evaluation of Implementing CTE Programs

Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
1. How fully are our programs aligned and articulated across secondary and postsecondary education?	We have articulation agreements in place with Weber State University and Davis Technical College across all pathways/clusters. Davis District CTE leadership and superintendent		
	meet with Davis Tech leadership team monthly to articulate programs.		
2. Do our programs incorporate relevant academic, technical, and career readiness and employability skills at every learner level?	Yes.		
3. Do we have credit transfer agreements to help students earn and articulate credit?	Yes. Articulation agreements guarantee credit transfer. Concurrent enrollment credits transfer to other in- state higher education institutions.		
4. Are students being retained in the same program of study?		Utah's LDS population serving missions often return and pursue a different career path.	We experience difficulty in tracking student post high school graduation due to the high percent of students serving LDS missions.
5. Do students in the programs of study have multiple entry and exit points?	Yes, in our high school and at Davis Tech.		

	Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
1.	Are students in our programs earning recognized postsecondary credentials? Which credentials?	Yes, students have the opportunity to earn industry recognized credentials. We offer over 48 tests.	We are not using all of our testing site licenses and vouchers so we need to get more students to test.	Financial barriers keep some students from testing. We need to secure funding to cover the costs for economically impacted students.
1.	What is the role of business and industry partners in the current program of study development and delivery?	Business advisory committees inform our curriculum development, equipment, software acquisition, etc. GOED Talent Ready pathway students have an opportunity to complete an externship. Upon graduation, these students are guaranteed a job interview.	Given busy schedules and job demands, our industry partners are hard to get to come to meetings. COVID-19 has added a level of complexity to this problem.	
	Leading	Embedded	Emerging	Deficient
Prog and post tech have path	grams are aligned, growing, expanding, articulated across secondary and secondary with embedded academic, inical, and employability skills. Students e multiple entry and exit points within a way/program of study.	Programs are aligned and articulated across secondary and postsecondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned across secondary and postsecondary, articulation is in development with embedded academic, technical, and employability skills.	Programs are aligned across secondary and postsecondary.
Elen	nent 4: Implementation of CTE Programs	Rating Rationale and Potential Action Steps		
Rati Lea	ie a rating below ng: <mark>ding</mark>	Evidence to support this rating include: Participating in fi articulation and partnership with higher education, and a	ive out of five GOED pathways, strong cours n active CTE advisory committee and local i	se offerings across career clusters, strong industry partnerships.
Emt	edded			
Eme	erging			
Eme Defi	erging cient			

Element 5: Recruiting, Retaining, & Training CTE Teachers



Davis School District

2nd Largest District in

300 Openings on Average Each Year – Get a Jump Start to your Career in Davis!

District?

Innovative Teaching and Learning in a Digita Environment

Free Local Apartment while Student Teaching

Close Proximity to Salt Lake City and Ogden

cholarships recipients are selected Paid internships are available based on

Talk to your university placement coordinator about your student teaching plans.

2018-2021 Davis School District **Recruitment and Retention Plan**

Recruitment:

Davis School District is committed to ensuring we have quality teachers in every classroom and

increasing the numbers of teachers from diverse backgrounds.

- 1. Create a marketing campaign to attract applicants
- 2. Increase the number of student teacher/interns
- 3. Increase the number and quality of university partnerships
- a. University partner day
- b. Teacher in residency programs
- c. Outreach to universities outside of Utah
 - 4. Create a recruitment data tracking system

Retention:

Davis School District is committed to retaining teachers at a level higher than state average by providing them

with a multi-tiered and multi-faceted retention program:

- 1. Focused on new teacher induction and mentoring
- 2. Comprehensive and personalized professional learning
- 3. Ongoing teacher recognition
- 4. Competitive pay and excellent benefits
- 5. Opportunities for advancement and leadership development

Element 5: Recruiting, Retaining, & Training CTE Teachers

Why Teach in Davis School District?



With over 90 schools, you'll have

the opportunity to find the perfect fit!

ecial Education: Torrie 801.402.5216



Davis School District Race/Ethnic Diversity of Staff and Student Comparison



CTE New Teacher Training & Support

CTE sponsors 7 New Teacher Support Group Meetings for new CTE teachers during their first year of teaching. Teachers are required to attend 6 meetings and if they attend all 7 and complete a reflection assignment, they can earn 1.0 USBE credit. Support group meetings are broken down by content area and teaching situation: Classroom teachers including those teaching in computer labs (typically business, computer science and information tech teachers)

CTE lab teachers including skill & tech, FCS, tech & engineering teachers

Meetings are held in classrooms/labs and are an open format where new teachers can network with each other and learn from experienced mentor teachers. These support groups are effective in helping retain new teachers.

Q5 - I feel adequately prepared to teach my assigned CTE courses.







Q16 - I feel supported by my district CTE staff.



Q17 – Our school CTE department has a collaborative culture and works together for student success.



District CTE Professional Learning Communities

Currently in Davis School District, professional learning communities (PLC) have been designated and maintained in all content areas. Teachers are paired by their teaching schedule with other teachers throughout the district to collaborate on skills testing, common formative assessments and curriculum mapping. The PLCs are lead by a teacher facilitator and occur twice per year, with the goal of meeting monthly for the 2020-2021 school year.

During this collaboration time, new teachers in the district have the opportunity to learn from veteran teachers as well as bring a fresh perspective to the curriculum. The second session of collaboration specifically focuses on the skills testing from USBE. Teachers have an opportunity to break down the data from the strands and standards from the first semester, or previous year's testing and collaborate with teachers on which standards allow for greater progress, and those that have mastered the testing on certain standards.

COVID-19 has presented teachers with extra challenges working remotely and creating content to be delivered online. PLC content group meetings were scheduled weekly using Microsoft Teams to allow teachers to meet together to discuss challenges, share ideas and resources, and collectively create meaningful content for their students.

ELEMENT 5 WORKSHEET

Evaluation of Recruiting, Retaining, and Training CTE Teachers



Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
1. How diverse is our staff? Does it reflect the demographic makeup of the student body?	No.	Our applicant pool of diverse educators is limited.	We are working to improve this through administrative assignments, working with equity committee, and focused recruitment.
2. What processes are in place to recruit new CTE educators?	Recruitment comes from the CTE department attending STEM Fairs and Career Fairs at local universities in conjunction with the DSD Professional Learning and Quality Staffing Department.	Technology and Engineering openings in the district have the hardest time finding qualified applicants. Many of these people often are not engineers by trade and are substituted teachers from other content areas in regard to earning endorsements. FCS is an area with high turnover and teachers are hard to find to fill openings.	Need to develop a plan to reach out to retired engineers, teachers who have left the profession for a time and may want to return (FCS teachers in particular).
3. What onboarding processes are in place to bring new professionals into the system?	Recruitment comes from word of mouth and oftentimes from industry members and from advisory committee members.	Many prospective candidates would not apply simply because of the pay disparity being lower in the education sector.	
4. Are these processes efficient and effective, especially for educators coming from industry?	Depending on the educator, it has gone both ways. Some have been effective from the processes, and others have not been retained.	Survey results show the majority of teachers feel adequately prepared, have sufficient curriculum materials and supported.	We have had several new educators leave after teaching for a few years and after we have trained them up. The lure of industry pulls them away especially if they are frustrated at their workload.
5. Are all educators teaching in programs adequately credentialed?	No. Many find issues with the licensing requirements from the state.	Changes in licensing requirements is frustrating for teachers.	

Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
6. Do we offer regular, substantive and effective professional development around CTE academic and technical instruction based on identified needs?	The mentor groups are separated by content areas. Two different groups exist for CTE: lab-based and classroom based. These allows for collaboration with teachers in the same avenue as each other.	With teachers working remotely, virtual LC meetings have helped teachers support each other with developing on- line curriculum sharing best practices.	Specific content support, especially for those teachers who are the only ones teaching a course in their building needs to provided on a consistent basis.
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?	Teachers are connecting with other new teachers in their content as well as having mentor teachers meeting with them regularly.	Lack of experience in managing students in a lab environment is a challenge for teachers coming from industry.	
8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.	Offering online professional development as well as virtual district content meetings have been well received and participation is on the rise. Teachers appreciate the convenience of these opportunities.	Scheduling of virtual meetings is often problematic. Finding the right day and time for teachers across the district is difficult.	Need to be able to access common late start and early out times for our teachers to meet to avoid scheduling conflicts.
9. Is there a process to develop or recruit CTE instructors from existing staff?	Dependent upon the need of the individual school, many teachers from other areas have been endorsed in the CTE area from existing staff.	In some CTE endorsement areas, the requirements are daunting and teachers become discouraged easily. Testing is also a challenge for some teachers.	
10. In what content areas do we need to develop or recruit more educators?	Technology & Engineering, FCS		

Element 5: Recruitment, Retention & Training for CTE Teachers Circle a rating below	Rating Rationale and Potential Action Steps
Rating:	Davis District CTE is growing both in size and scope which brings the
Leading	challenge of attracting qualified teachers both from the university and
	from industry. Specific endorsement issues are troublesome, and
Embedded	teachers are frustrated at changing licensing and endorsement
-	requirements. Survey results do show that teachers feel supported by
Emerging	the district.
Deficient	

Element 6: Evaluation of Equity and Access

CTE courses in Davis School District have more diverse student enrollment than the overall ethnicity breakdown for the district.





Enrollment by Ethnicity in 2020

	African					Native	
Content Area	American				Multi-	American	Pacific
	/Black	Asian	Caucasian	Hispanic	racial	Indian	Islander
Agriculture, Food, and Natural Resources	1.48%	1.14%	78.71%	14.10%	1.41%	0.54%	2.62%
Business/Marketing	1.43%	2.20%	79.73%	11.70%	3.10%	0.36%	1.47%
Family and Consumer Science	1.52%	1.54%	78.85%	13.27%	2.97%	0.36%	1.48%
Health Science	1.23%	2.04%	81.02%	10.79%	3.63%	0.22%	1.08%
Information Technology	1.44%	1.61%	80.67%	11.80%	2.88%	0.33%	1.26%
Off Campus Programs	2.00%	3.00%	83.00%	12.00%	0.00%	0.00%	0.00%
Skilled and Technical Sciences	1.25%	1.16%	81.84%	11.81%	2.68%	0.37%	0.89%
Technology and Engineering	1.19%	1.56%	83.44%	10.17%	2.49%	0.37%	0.78%
Work based Learning/Internships	0.53%	0.71%	87.92%	7.28%	2.66%	0.18%	0.71%
Grand Total	1.39%	1.58%	80.39%	12.12%	2.89%	0.35%	1.28%

Enrollment for Special Education Students

Content Area	2018	2019	2020
Agriculture, Food, and Natural Resources	17%	22%	20%
Business/Marketing	8%	6%	8%
Family and Consumer Science	10%	11%	11%
Health Science	4%	4%	4%
Information Technology	12%	11%	10%
Off Campus Programs	14%	10%	16%
Skilled and Technical Sciences	11%	12%	13%
Technology and Engineering	7%	9%	11%
Work based Learning/Internships	3%	3%	4%
Grand Total	10%	10%	10%

			•			
Content Area	2018		2019		2020	
Content Area	Female	Male	Female	Male	Female	Male
Agriculture, Food, and Natural Resources	49%	51%	52%	48%	56%	44%
Business/Marketing	41%	59%	38%	62%	41%	59%
Family and Consumer Science	65%	35%	64%	36%	65%	35%
Health Science	65%	35%	67%	33%	67%	33%
Information Technology	28%	72%	35%	65%	35%	65%
Off Campus Programs	83%	17%	83%	17%	95%	5%
Skilled and Technical Sciences	22%	78%	24%	76%	23%	77%
Technology and Engineering	14%	86%	14%	86%	18%	82%
Work based Learning/Internships	65%	35%	61%	39%	67%	33%
Grand Total	46%	54%	47%	53%	47%	53%

Enrollment by Gender

Specific data on ethnicity and special population enrollment in Davis District pathways, as well as completer and concentrator data are accessible in Power BI. A list of Pathways with the highest enrollment of sub-groups, including the largest number of concentrators and completers include:

- Pre-K Early Childhood Education
- Culinary Arts and Food Services
- Family and Human Services



CTE Needs Assessment: Special Populations

Anecdotal responses inverys was: active from February 26, 2020 to April 10, 2020

How can we better support improved performance of special population, gender, race and ethnicities?

- 1. Support provided to English Language Learners in their native languages.
- 2. Talk about race issues more. Do or use more things like: http://sparqtools.org/raceworks/
- 3. Have more ESL endorsed teachers. As well as bilingual teachers for better communication with students and parents.
- 4. Maintain communication with parents, develop rapport with students, discuss the importance of understanding micro messaging, bias, and stereotypes to keep students informed and aware of such factors and their influence. Provide support as needed to students who need it.

What barriers exist that prohibit students from entering CTE programs?

Possibly the lack of awareness about the many different programs and a how to begin those programs.

Some students have very limited English. It's not that they can't get into a CTE class, but it's the fact that they decide to drop the class because they don't understand what the teacher is saying or Fail the class because they don't understand. Others can't afford the fee for the class or the equipment needed for the class. For example, having to buy a camera for Digital Photography class.

ELEMENT 6 WORKSHEET

Evaluation of Equity and Access



Questions to Consider	Strengths/Opportunities	Challenges/Needs/Threats	Gaps/Areas of Revision/New Implementation
1. Which population groups are underrepresented in our CTE programs overall? And in each program area?			
2. Which population groups are over-represented in CTE programs?			
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in- demand occupations?		The largest special population enrollments are in Early Childhood Education and Food Service pathways.	Gaps exist with special population students enrolling in programs leading to high-wage in high-demand areas.
4. What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?	Special population students do show as concentrators and completers but not in sufficient numbers compared to their percentage of enrollment.	CTE programs need to become more accessible to special populations.	Special populations underperform in all career pathways.



Leading	Embedded	Emerging	Deficient		
Gaps identified.	Gaps identified. Improvement	Gaps identified.	Gaps identified.		
Improvement plans	plans created and	Improvement plans in			
created ad implemented.	implemented. Specifically,	development			
Progress is evident.	enrollment, barriers,				
	recruitment efforts,				
	accommodations, participants,				
	concentrators, completers.				
Element 6: Equity and	Rating Rationale and Potential Action Steps				
Access					
Circle a rating below:					
Rating:	While we have no barriers in our programs that would keep special				
Leading	populations from enrolling, there may be perceived pre-requisite requirements				
	that make these students fell under-gualified, especially for our STEM focused				
Embedded	pathways. Addressing these concerns moving forward will enable increased				
	enrollment across CTE programs. Closely working with counselors and				
Emerging	teacher inservice need to be ramped up.				
Deficient					