



# MASTER PLAN

Career, Technical, Adult, Community Education

(CTACE)

2022-2023

**Chief:** Nicole Mancini, Office of Academics

**Director:** Karlton Johnson

**Contact(s):** LaGaylia Gray, Christi Dingman

**Course Group Number:** 39000727; 10454613

## **Purpose**

The purpose of the CTACE Master PD Plan is to ensure quality instruction from our educators and student growth as they gain necessary knowledge and apply industry skill sets. Teachers will attend Professional Development to learn to design effective curriculum and deliver effective instruction. Teachers will collaborate across content areas to ensure that students are consistently exposed to, and are able to demonstrate, employability skills. CTACE provides support for implementation of programs for adult students, including Adult Basic Education (ABE), Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), and General Education Development (GED®).

## **Needs Assessment**

CTACE has evaluated participant feedback as well as school and community stakeholder input with emphasis on the district's strategic plan's focus on student achievement, instructional protocol and methodology. The CTACE Advisory Board met quarterly, using virtual platforms (TEAMS, Zoom) to share current workplace trends, initiatives, and updates on employability skills. This information was then shared with district staff to inform teachers and students of any changes in the workplaces and skills needed to meet mastery. CTACE staff used the feedback from these meetings to inform the design of its professional development programs. Broward Business and Industry reports that entry level employees who are lacking soft skills for employment success.

Broward Schools is one of the leaders in the State of Florida in Industry Certification attainment by CTE students. As the district is still in post- pandemic transition, there was a slight increase in IC attainment with respect to 2020-2021 certification attainment. Some contributing factors were continued remote testing restrictions by the State and software compatibility with cyber safety and security of exam fidelity with the district's IT department and certifying agencies. Although there were some restrictions, all CTE students are eligible to sit for an industry certification in their program of focus. For year-on-year comparisons, see Table 1 below.

Table 1. Career and Technical Program Enrollment and Certification, 2020 – 2022

	2019-2020	2020-2021	2021-2022
Students Enrolled	67,414	51,679	48,125
Total ICs Earned	21,188	*7,000	*11,765

*\*Current data as of 6/9/22. Data is incomplete as some data windows close 6/30/22.*

CTACE will use data from industry certification data platforms and BASIS to monitor the type and number of industry certifications attained by each student and, in turn, use this data to enhance district programs and provide professional learning to prepare teachers to complete industry certifications in Career and Technical programs offered at Broward Schools. CTACE will also monitor the fidelity and efficacy of continued utilization of remote testing platforms.

CTACE monitors the number of adult students who earn Literacy Completion Points in all three adult programs and works toward achieving the state’s target LCP rates of 40 percent for ESOL and 42 percent for ABE/GED. For year-on-year comparisons, see Table 2 below.

Table 2. Literacy Completion Points, 2020 – 2022

	2019 – 2020	2020-2021	2021-2022
ABE/GED	793	219	**TBD
ESOL	2,092	607	**TBD

*\*\* National Reporting System (NRS) data is not released from the state until the following year.*

CTACE provides professional learning to support ABE teachers with preparation of their students to earn an LCP through TABE. Due to location closures as a result of the pandemic, opportunities were limited. Efforts were made to remotely test students but on a 1:1 ratio. Many students did not fully commit to in-person opportunities until the 2021-2022 school year.

## Desired Outcomes and Performance Indicators

The tables below and on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

<b>1.0 CTACE Teachers</b>			
<b>1.1 High-Quality, Learner-Centered Instruction.</b> CTACE teachers will develop, and design instructional plans aligned with program goals.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Create and implement instructional plans aligned with program goals unique to student needs so that all students demonstrate understanding and growth.</p> <p>Collaborate with one another to create these plans.</p>	<p>Create and implement instructional plans aligned with program goals unique to student needs so that the majority of students demonstrate understanding and growth.</p>	<p>Create and implement instructional plans to assist students in developmental growth.</p>	<p>Create and implement instructional plans that are not unique to individual student's needs.</p>
<b>1.2 Continuous Improvement.</b> CTACE teachers will continuously track Industry Certifications and Digital Tools through data management systems, use BASIS to inform program development, use data from TABE and CASAS to improve their practice, and engage in teacher externship opportunities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Utilize school-based data to modify curriculum as needed to effectively meet the needs of all individual students.</p> <p>Collaborate with one another to create and implement effective progress monitoring strategies as well as researching and through externship opportunities institute current workplace initiatives in their curriculum.</p>	<p>Utilize school-based data to modify curriculum as needed to effectively meet the needs of the majority of students.</p> <p>Collaborate with one another to create and implement effective progress monitoring strategies as well as researching current workplace initiatives in their curriculum.</p>	<p>Utilize school-based data to modify curriculum as needed to effectively meet the needs of students.</p> <p>Work independently to create and implement effective progress monitoring strategies.</p>	<p>Utilize school-based data to modify curriculum as needed to effectively meet the needs of students.</p>

<b>1.3 Provide Positive Learning Environment that Promotes College and Career Readiness and Lifelong Learning.</b> CTACE teachers will incorporate project-based learning, literacy, numeracy, authentic learning/business industry connections, employability skills, and attainment of Industry Certification and/or CASAS/TABE in their content areas leading to a positive learning environment that promotes college and career readiness.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Utilize ongoing school and district-based data to incorporate project-based learning, literacy and math skills through real world scenarios to effectively make business connections through attainment of soft skills in ways that promote college and career readiness in the classroom unique to the needs of all individual students.	Utilize ongoing school and district-based data to incorporate project-based learning, literacy and math skills through real world scenarios to effectively make business connections through attainment of soft skills in ways that promote college and career readiness in the classroom unique to the needs of the majority of students.	Utilize ongoing school and district-based data to incorporate project-based learning, literacy and math skills through real world scenarios to effectively make business connections through attainment of soft skills in ways that promote college and career readiness in the classroom unique to the needs of students.	Utilize ongoing school and district-based data to incorporate project-based learning, literacy and math skills through real world scenarios to effectively make business connections through attainment of soft skills in ways that promote college and career readiness in the classroom unique to the needs of students.
Collaborate with one another to create and implement innovative ways to execute this competency.	Collaborate with one another to create and implement innovative ways to execute this competency.	Work independently to create and implement innovative ways to execute this competency.	
<b>1.4 Establish and Support Program Goals and Responsibilities.</b> CTACE teachers will collect, analyze, and share data, ideas and policies to improve CTE Secondary and Post-Secondary program quality and accountability.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Using a variety of assessments and data tracking methods, collect and analyze data. Share findings district-wide within their content area and through school-based and district based PLCs to improve program quality through collaboration that leads to	Using a variety of assessments and data tracking methods, collect and analyze data. Share findings within district and school-based PLCs to improve program quality through collaboration that leads to unique opportunities to address a	Using assessments and data tracking method, collect and analyze data. Work independently to improve program quality that leads to unique opportunities to address students' needs.	Using assessments and data tracking method, collect data. Work independently to create program opportunities to address students' needs.

unique opportunities to address all students' needs.	majority of students' needs.		
<b>1.5 Infuse Technology in Curriculum and Instruction.</b> CTACE teachers will stay current on available software and hardware and use these tools to ensure students acquire 21 <sup>st</sup> Century workplace skills.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Use current software and hardware to design effective curriculum and deliver effective instruction.</p> <p>Collaborate across content areas to create cross-curricular projects to ensure all students are consistently exposed to, and are able to demonstrate, 21st workplace century skills (effective communication, digital literacy, and inventive thinking).</p>	<p>Use current software and hardware to design effective curriculum and deliver effective instruction.</p> <p>Collaborate within content areas to create projects that ensure a majority of students are consistently exposed to, and are able to demonstrate, 21st workplace century skills (effective communication, digital literacy, and inventive thinking).</p>	<p>Use current software and hardware to design curriculum and deliver instruction.</p> <p>Collaborate within content areas to create projects that ensure that students are consistently exposed to, and are able to demonstrate, 21st workplace century skills (effective communication, digital literacy, and inventive thinking).</p>	<p>Use current software and hardware to deliver instruction.</p> <p>Work independently to create projects that ensure that students are exposed to 21st workplace century skills (effective communication, digital literacy, and inventive thinking).</p>

Data Collection Plan: CTACE Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance (PD Mgmt. System) Feedback Forms (PD Mgmt. System)	1x/workshop	CTACE Team
2. Participants' Learning	Participants' Industry Certifications or Mastery Certifications based on posttest	1x/year	CTACE Team
3. Organizational Supports	Weekly Facilitator Summary Report of classroom visits, calendar records	Monthly	CTACE Team
4. Participants' Use of New Knowledge and Skills	Lesson Plans, including Implementation Reflections, with checklist and feedback; samples of student work	Monthly	CTACE Team

5. Student Learning Outcomes	Industry Certification results, LCPs, TABE, CASAS, FSA ELA	Annually	CTACE Team
------------------------------	------------------------------------------------------------	----------	------------

## Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Attendance (PD Mgmt. System, TEAMS) Feedback Forms (PD Mgmt. System)	Summary of Attendance, Feedback Forms, Outlook Forms Surveys
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Participants' Industry Certifications or Mastery Certifications based on posttest	Summary of teachers who attained Industry or Mastery Certifications
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Weekly Facilitator Summary Report of classroom visits, calendar records, TEAMS meeting notes	Summary of Weekly Reports
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Lesson Plans, including Implementation Reflections, with checklist and feedback; samples of student work	Summary of Successful Implementation Reflections, Outlook Forms Surveys
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Industry Certification results, LCPs, TABE, CASAS, FSA ELA	Number, percentage of CTACE students who attained Industry Certifications, LCPs; FSA progress aligned with SIP