

CTE Comprehensive School Review

Program Self-Study			
Program Title: Computer Technology			
Reported Enrollment for Most Recent School Year: /			
Self-Study Subcommittee Members (Name, Position)			
Chair of Subcommittee <i>(should follow-up be required)</i> :			
Phone:		Email:	
1		4	
2		5	
3		6	
Explanation of Documentation and Supporting Materials			
Self-studies should be accompanied by evidence that backs up the information being provided below. Use this worksheet as a method for providing responses to each question and direction to supporting evidence. Indicate the form of submission and title of document, for all additional material evidence, for example: doc#123 included in Google Drive, PDF#, please see www..., etc.			
Required Documents			
(Check all included in evidence folder. We will assume items not checked are not available)			
Sample Lesson Plans ☐ Copy of completed CYET ☐ PAC Meeting Notes ☐			

ID	Questions	CTE's Response	MDOE Notes (Internal use only)
Q1	CIP Code:	47.0104	
Q2	What title is reflected in the student handbook for this program?	Computer Technology	
Q3	Program Description:	From SCRTC Website: The first year of this program begins with the preparation of students for a career as a technician in a range of digital electronic fields. Students may specialize in computer programming, robotics, basic analog and digital electronics, microprocessor and sensor technology, basic fiber optics communications, computer construction, computer software and hardware troubleshooting and repair on a modular level, local area network technology, and Internet client and server technology. Working in our modern laboratory with state-of-the art equipment, students gain theoretical and hands-on experience with advanced computer, test equipment, electronic components, and diagnostic tools and procedures. During the course students build robotic machines, write programs, construct electronic circuits, assemble and test a working	

CTE Comprehensive School Review

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		computer, design and construct a working network, maintain an Internet server, and build a functional fiber optics communications system. Second-year students can focus on one or more of the areas covered during the first year. Related career possibilities include computer consultant/repair, programmer, electronics technician, and fiber optics technician.	
Q4	How many sessions of this program are taught per term?		
Q5	What is the schedule for this program per session?		
Q6	Provide the program's enrollment numbers for the last 3 years using the chart provided at the end of this self-study.		
Q7	What is the square footage of the classroom?		
Q8	How many students can the classroom comfortably seat? Describe the current <u>classroom</u> configuration.		
Q9	What is the shop/lab space's square footage?		
Q10	Describe the current shop/lab <u>tool and equipment space</u> .		
Q11	Describe the current shop/lab <u>storage space</u> .		
Q12	How is safety being addressed within the program?		
Q13	What are the program's selected industry standard(s)?		
Q14	Does the program hold an industry accreditation?		
Q15	What industry recognized assessment(s) are being used		
Q16	What industry recognized credentials are available to students?		

CTE Comprehensive School Review

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Q17	Describe the program's post-secondary collaboration.		
Q18	What career pathway have students taken after graduating this program? (i.e., military, college, career, etc.)		
Q19	What is the Program Advisory Committee (PAC) membership structure? Please include a list of members and the membership role each represents. The required PAC membership includes: Teachers, Students, Secondary constituents, Postsecondary constituents, Business/Industry partners other interested or concerned stakeholders.		
Q20	How is the program's Common Yearly Evaluation Tool (CYET) used by the PAC?		
Q21	How many PAC meetings are being held per year? Please describe the meetings format.		
Q22	What behavior management techniques are used to help create an environment that is safe, inclusive, orderly, and conducive to learning.		
Q23	Describe the different types of classroom lab activities that students are engaged in.		
Q24	Provide examples of how you utilize differentiated curriculum practices in the delivery of standards to address the diverse		

CTE Comprehensive School Review

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	abilities and learning styles of students.		
Q25	How is individual student growth monitored?		
Q26	Describe how the delivery of instruction is meeting the Industry-Recognized Standards.		
Q27	What is the instructor's role within the IEP process and how do they provide feedback to the IEP team?		
Q28	Provide examples of accommodations/modifications provided to students with IEP/504 identified needs.		
Q29	What strategies have you used to include Special Populations in the program? (see end note for definition of special populations) ¹		
Q30	What teacher endorsement(s) does the instructor currently hold?		
Q31	What industry credential(s) does the instructor currently hold?		
Q32	Describe the instructor's professional experience.		
Q33	What professional development activities has the instructor completed within the past 2 years?		
Q34	Which Career and Technical Student Organizations (CTSOs) are connected to this program? Please describe	SkillsUSA - All students enrolled at SCRTC are eligible and are encouraged to participate in SkillsUSA. This club develops leadership and professional development competencies. SkillsUSA members may participate in leadership	

¹ Perkins V defines special populations as: Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; Individuals preparing for nontraditional fields; Single parents, including single pregnant women; Out-of-workforce individuals; Homeless individuals.

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	the CTSO activities students are engaged in.	and competitive activities on the local, state, and national skill level. NTHS - NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace. Membership in NTHS is an important career and professional investment recognized by education, business, and industry. SCRTC's NTHS membership requirements are listed on our website.	
Q35	Provide examples of activities the students/instructor of this program has engaged in to attract new students into the program? Be sure to include examples focused on non-traditional student recruitment.		
Q36	Describe the program's community outreach activities?		
Q37	What live work opportunities are available to students?		
Q38	How are live-work opportunities identified. What policy and procedures ensure alignment with required standards?		
Q39	What extended learning opportunities are offered to students. What guidance is utilized to ensure compliance with Maine Department of Labor Requirements.		
Q40	Do you participate in any middle school CTE activities?		
Q41	Describe and summarize the program's most important/positive attributes		

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Q42	Describe areas needed for program improvement. For example: tools, space, equipment, professional development, etc...		

Program Enrollment Chart (Trend data should be calculated as of October 1 st of each school year)			
Criteria for Consideration	Current School Year	Previous School Years	
	SY23-24	SY22-23	SY21-22
Session 1 Enrollment (Fulltime PM)		8	4
Session 2 Enrollment		-	-
Session 3 Enrollment (if applicable)		-	-
Total Enrollment Per Year		8	4
1st Year Students		5	4
2nd Year Students		3	-
3rd Year Students (if applicable)		-	-
Nontraditional Students			
Completed Students		8	4
Completed w/ Credential			