



“There are no secrets to success. It is the result of preparation, hard work and learning from failure.” -Colin Powell

Carson City School District Work-based Learning Consolidated Report

School Year 2021-2022

Work-based Learning Coordinator, Marc Rodina

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The Carson City School District follows the Guide to Work-based Learning, Policy and Practice for Secondary Schools published by the Nevada Department of Education, Office of Career Readiness, Adult Learning & Education Options (2020). Marc Rodina, Work-based Learning Coordinator, facilitated all work-based learning opportunities with the support of the Work-Based Learning Committee, which included the following members: Tasha Fuson, Associate Superintendent of Educational Services; Cheryl Macy, Director of Equity in Curriculum & Instruction; Amy Freismidl, CTE Vice Principal; Candi (Ruf) Robles, CTE Coordinator; Susan Roman, Career Center Specialist; and Bridget Gordon-Johnson, Carson High School CTE Lead Counselor. In addition, work-based learning activities and efforts were supported by administration on the various district sites, District Curriculum Coordinators, and support staff.

According to the published guide, “Work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business/industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers. The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry related to the student’s career interest.” The Work-based Learning Coordinator attended monthly Work-based Learning virtual meetings hosted by the Office of Career Readiness, Adult Learning, and Education Opportunities (CRALEO) and collaborated with regional work-based learning coordinators on data collection and best practices. Finally, the Work-based Learning Coordinator attended the Nevada Association of Career and Technical Education (NACTE) Summer Conference in July 2022 to learn more about work-based learning across Nevada and ACTE Region V.

The guide provides the following governance guidance: “The authority governing work-based learning is NRS 389.167 as amended in Senate Bill No. 66, Statutes of Nevada 2017, on page 4334 and NAC 389.825 and NAC 389.562-389.566. The statute covering registered apprenticeships is found in NRS 610 as created in Senate Bill 516 and NAC 610 as well as 29 CRF Parts 29 and 30.”

The guide provides the following information describing the relationship between work-based learning and Career and Technical Education: “Nevada’s plan for the Strengthening CTE for the 21st Century Act (aka Perkins V) outlines the increase in work-based learning opportunities as one of the seven strategic goals for career and technical education (CTE). High-quality CTE work-based learning programs incorporate four critical components: academic alignment, employer engagement, preparation or support of industry-recognized credentials, and connection to employment.” Data gathered throughout SY2021-2022 is shared in the Carson City School District Perkins V Comprehensive Local Needs Assessment (CLNA) by Career Cluster and the CTE Perkins Consolidated Annual Report (CAR).

Nevada’s Work-based Learning Continuum

*Figure 1 Continuum for Work-based Learning

Career Exploration	Career Preparation	Career Training
Suggested for Grades 4-9	Suggested for Grades 9-11	Suggested for Grades 11-12
<ul style="list-style-type: none"> • Career Fairs • Guest Speakers from Industry • Industry Tours 	<ul style="list-style-type: none"> • Job Shadowing • School-based Enterprises • Supervised Agricultural Experiences (SAE): Research 	<ul style="list-style-type: none"> • Apprenticeship Ready Programs • Clinical Experiences • CTE Work Experience • Internships • SAE: Entrepreneurship/Ownership • SAE: Placement/Internship

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The Work-based Learning Report for high school students was submitted in June 2022, following Nevada Department of Education guidelines. Figure 2 is a disaggregation of the data submitted. Data and narrative for each measured component will follow in the Career Exploration, Career Preparation, and Career Training sections.

*Figure 2 Work-based Learning Data Disaggregation

Carson City School District Work-based Learning Participant Count (All High School Opportunities) SY21-22		
	Number	Percentage
*Totals	370	100%
Male	187	50.5%
Female	183	49.5%
Ethnicity		
American Indian/Alaskan Native	4	1%
Black/African American	3	≥1%
Hispanic/Latino	122	33%
Native Hawaiian/Pacific Islander	2	≥1%
White	182	49.2
Two or More	7	1.9%
Populations		
Disabled (IEP)	38	10.1%
Low SES (FRL)	96	25.9%
Nontraditional	202	54.6%
ELL	21	5.7%
Homeless (McKinney-Vento)	2	≥1%
Foster Care		
Military Family		
Concentrator	214	57.8%
**GATE	65	17.6%
**Career Clusters		
Agriculture, Food & Natural Resources	126	34%
Arts, AV Technology, & Communication	22	5.9%
Government & Public Administration	4	1.1%
Health Science	16	4.3%
Hospitality & Tourism	58	15.7%
Information Technology	2	≥1%
Manufacturing	4	1.1%
Marketing	2	≥1%
Science, Technology, Engineering and Mathematics	88	23.8%
NON-CTE (EDU110)	7	1.9%
NON-CTE (Fine Arts)	3	≥1%
NON-CTE (GNCU Banking Internship)	8	2.2%

***Totals in this section are unduplicated and reflect only high school students as reported to Nevada Department of Education, June 2022.**

****Totals in this section may be duplicated, i.e., students may have completed more than one work-based learning experience.**

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Career Exploration

Career Exploration activities may begin as early as elementary school and continue through ninth grade. These activities include career fairs, guest speakers from business/industry, and industry tours in order to explore careers and the workplace environment.

The Work-based Learning Coordinator worked with each elementary, middle school, and high school campus to provide contact information for business and industry representatives from all sectors as requested. The Work-based Learning Coordinator updated the list of industry representatives throughout the year to ensure contact information was up to date for ease in access. In addition, the Work-based Learning Coordinator made connections with local and regional business who contacted him. Notable contacts included CGI in Carson City and The Public Restroom Company in Minden.

In collaboration with the K-12 Science Coordinator, the Work-based Learning Coordinator accompanied 71 middle school girls on a STEM field trip to Tesla. Students toured the facility, participated in hands-on STEM activities, and received a snack. Tesla continues to be a strong partner in providing opportunities for women in STEM.

Nevada Department of Education provides funding for Nepris, now Pathful Connect, which brings virtual work-based learning opportunities into the classroom. The Work-based Learning Coordinator attended Nepris trainings and facilitated trainings with district staff.

Carson High School Career Fair held Tuesday, October 19, 2021 through Friday, October 22, 2021 in Freshman Seminar Classes. Students were choice grouped by presenter for live stream or recorded career presentations and aligned with the Career Exploration Unit. Live Stream participants included representatives from the Nevada Department of Transportation; the Carson City Sheriff's Office; Vineburg Manufacturing; Honey Beekeeping LLC; Lofty Expressions, Interior Design; Theilen Photography; Southwest Gas; The Greenhouse Project; and Carson Tahoe Hospital. Recorded videos available for all Freshman Seminar students and classes interested in the prerecorded presentations included representatives from Carson City Pediatric Dentistry; Kate McCaffrey, Athletic Trainer; Paul Mitchell Cosmetology School; Western Nevada College CTE Credit (Gregory Sly); Bureau of Land Management; Nevada Productions; and Eagle Valley Children's Home.

Carson High School Job Fair was held Wednesday, April 6, 2022 in the Carson High School Big Gym. Pioneer Academy student were invited to attend. Representatives from nine industry business/industry groups staffed 79 booths, shared hiring and on-boarding processes, and took applications from students attending the Job Fair scheduled from 9:00am-11:00am. Business/Industry Groups included: Retail (2); Food/Hospitality (12); Healthcare (7); Military/Public Safety (7); Information Technology (2); Manufacturing/Skilled Labor (26); Education/Human Services (13); and Job Training/Staffing/Post-Secondary (9).

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Career Preparation

Career Preparation activities are for high school students. They provide a more direct experience in a certain field or industry through job shadowing, school based enterprises, simulated workplaces, or similar experiences. Students begin to practice employability skills and technical skills in a limited way through school- or employer-based activities.

Job Shadow		
A job shadow is short term work-based learning experience tailored to the specific employee, industry and student or small group. Job shadow experiences typically include an introduction and welcome, an overview of the industry and organization, a workplace tour, individual or small group shadowing time, and a wrap-up and reflection.		
	Number	Percentage
Totals	14	100%
Male	1	7.1%
Female	13	92.9%
Ethnicity		
American Indian/Alaskan Native		
Asian		
Black/African American		
Hispanic/Latino	6	42.9%
Native Hawaiian/Pacific Islander		
White	7	50%
Two or More	1	7.1%
Populations		
Disabled (IEP)		
Low SES (FRL)	6	42.9%
Nontraditional	2	14.3%
ELL		
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	7	50%
GATE	2	14.3%
Career Clusters		
Arts, A/V Technology & Communication	1	7.1%
Government & Public Safety	1	7.1%
Health Science	1	7.1%
Hospitality & Tourism	1	7.1%
Information Technology	1	7.1%
Science, Technology, Engineering & Mathematics	1	7.1%
Non-CTE (EDU110)	7	50%

Students enrolled in the EDU110 course, a dual credit Educator training course in partnership with Western Nevada College, job shadowed elementary, middle school and high school teachers as a part of their instruction. Students interacted with teachers, provided support to learners, and got first-hand experience working with students in the instructional setting.

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School-based Enterprise		
A school-based enterprise is an ongoing, student-managed, entrepreneurial operation within the school setting. It provides goods or services that meet the needs of the school's target markets (i.e., students, teachers, administrators, parents/guardians, community members, community organizations/businesses) over a period of time, not a short-term fundraiser or concession. School-based enterprises replicate the workplace to provide career insights and relevant experiences for the student.		
	Number	Percentage
Totals	169	100%
Male	89	53%
Female	70	47%
Ethnicity		
American Indian/Alaskan Native	5	3%
Asian	3	1.8%
Black/African American	1	≥1%
Hispanic/Latino	79	46.7%
Native Hawaiian/Pacific Islander	2	1.2%
White	78	46%
Two or More	1	≥1%
Populations		
Disabled (IEP)	10	6%
Low SES (FRL)	44	26%
Nontraditional	54	32%
ELL	7	4%
Homeless (McKinney-Vento)	2	1%
Foster Care		
Military Family		
Concentrator	82	48.5%
GATE	21	12.4%
Career Clusters		
Arts, AV Communication & Technology	21	12.4
Government & Public Administration	1	≥1%
Hospitality & Tourism	55	80%
Information Technology	1	≥1%
Manufacturing	4	2.3%
Science, Technology, Engineering & Mathematics	87	51.5%

Several School-based Enterprises provided career preparation experiences for Career and Technical Education (CTE) students. Students in the Culinary Arts Program of Study hosted a Sandwich Shop throughout the school year. Students provided menu options for staff members; prepared sandwiches, salads, and desserts; assembled, packaged, delivered orders, and collected fees. Proceeds from the Culinary Arts Sandwich Shop were used to support consumable purchases such as food and classroom culinary lab supplies. The Photography Program of Study provided opportunities for students and families to have their professional photographs taken at the following events: Carson High School Craft Fair, Winterfest Dance, Prom, and the Father-Daughter Dance. Proceeds from the various photo booth events were used to purchase consumable supplies such as mat board and portfolios for the classroom, and camera/lens replacements. Students enrolled in PLTW Introduction to Engineering Design, the Level 1 class of the Architecture & Civil Engineering and Mechanical Engineering Programs of Study, took orders for and produced over 50 corn hole sets for sale to staff and the community. Students applied their safety training, design/build skills, and design skills to manufacture and sell these items.

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Simulated Workplace		
Simulated Workplace is a work-based learning opportunity that documents student knowledge within an authentic work setting, while replicating proper business and industry processes and procedures.		
	Number	Percentage
Totals	33	100%
Male	14	42.4%
Female	19	57.6%
Ethnicity		
American Indian/Alaskan Native		
Asian		
Black/African American		
Hispanic/Latino	18	54.5%
Native Hawaiian/Pacific Islander		
White	14	42.4%
Populations		
Two or More	1	3%
Disabled (IEP)	2	6%
Low SES (FRL)	11	15.4%
Nontraditional		
ELL	4	12%
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	33	100%
GATE	3	9%
Career Clusters		
Arts, A/V Technology & Communication	33	100%
Military Science (Dual Enrollment)	1	3%

Students in the Photography Program of Study were asked to take portraits of Nevada Department of Education (NDE) staff and Nevada State Board of Education members for state publication. In both photo sessions, students met with NDE staff to determine needs, set up the portrait studio based on the NDE request, and took the portraits. In the fall, students created a portrait studio at the Nevada Department of Education. In the spring, photographs were taken in the Photography studio at Carson High School.

Students in the Graphic Design programs of study followed the design process, met and collaborated with district, site, and community members to create logos for rebranding and art for the following: Carson High School Library (rebranding logo); The Raven and the Crow Book Cover #2 (Three Ravens Publishing); Carson High School Yearbook Cover Art celebrating Carson High School sesquicentennial; Eagle Valley Middle School partnership for a new logo and branding for the Digital Designers Class; Carson High School GSA Club partnership logo; Carson City Public Works logo for beautification of Highway 50; Bordewich Bray Elementary School logo and rebranding art for campus; Rucking Patches design for the Sierra Nevada Rucking Club; Eagle Valley Middle School and Carson Middle School CTE logos; and new "C" logo for Principal Chambers used for Carson High School staff shirts.

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Career Training

Career Training activities require the advanced high school student to apply technical and employability skills in a work setting through internships, clinical experiences, paid work experience, and similar activities in a career field of interest at an employer’s workplace.

Clinical Experience		
Clinical Experience allows health science students to integrate knowledge acquired in the classroom with clinical practice. Students are placed in a variety of healthcare settings and observe patients at different stages of medical practice so students may better understand the scope of the healthcare profession and meet state occupational licensing board requirements where applicable.		
	Number	Percentage
Totals	10	100%
Male	2	20%
Female	8	80%
Ethnicity		
American Indian/Alaskan Native		
Asian		
Black/African American	1	10%
Hispanic/Latino	5	50%
Native Hawaiian/Pacific Islander		
White	4	40%
Two or More		
Populations		
Disabled (IEP)		
Low SES (FRL)	5	50%
Nontraditional		
ELL		
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	10	100%
GATE	1	10%
Career Clusters		
Health Science	10	100%

Traditionally, students enrolled in the Emergency Medical Technician (EMT) Program of Study participate in a clinical experience at Carson Tahoe Hospital. Because of the increasing number of students from Western Nevada College who are scheduled for clinical rotations at the hospital and COVID protocols, Carson High School EMT students were not able to participate in the clinical experiences in the Carson Tahoe Hospital ER. The Health Sciences CTE instructors worked with the district and Sheila Story, Chief Nurse/School Nurse at Carson High School to provide students with this clinical experience.

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CTE Work Experience		
CTE Work Experience is a work-based learning experience that connects CTE classroom instruction with paid workplace experience directly related to the student's interests, abilities, and goals in cooperation with employers. It combines a rigorous and relevant curriculum with an occupational specialty.		
	Number	Percentage
Totals	3	100%
Male	1	33.3%
Female	2	66.7%
Ethnicity		
American Indian/Alaskan Native		
Black/African American		
Hispanic/Latino	2	66.7%
Native Hawaiian/Pacific Islander		
White		
Two or More	1	33.3%
Populations		
Disabled (IEP)	1	33.3%
Low SES (FRL)		
Nontraditional	1	33.3%
ELL	1	33.3%
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	2	66.7%
GATE		
Career Clusters		
Marketing	2	66.7%
Health Science	1	33.7%

Two students in the Marketing Career Cluster completed CTE Work Experiences. One student worked at JC Penney and earned one credit in SY21-22. The second student in the Marketing Career Cluster earned ½ credit and worked at Walmart.

One student in the Health Science Career Cluster completed CTE Work Experience and earned ½ credit in SY21-22. This student worked at The Carson City Aquatic Facility.

Participation in CTE Work Experience is one of the qualifying criteria for students to earn the Career Ready Diploma Endorsement.

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Internship (Paid)		
Internship is a work-based learning experience that places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific field related to the student's career interests, abilities, and goals. Internships may be paid or unpaid and are 15 hours or more in duration. They connect to classroom learning and include a structured reflection activity.		
	Number	Percentage
Totals	2	100%
Male		
Female	2	100%
Ethnicity		
American Indian/Alaskan Native		
Asian		
Black/African American		
Hispanic/Latino		
Native Hawaiian/Pacific Islander		
White	2	100%
Two or More		
Populations		
Disabled (IEP)		
Low SES (FRL)	1	50%
Nontraditional	2	100%
ELL		
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	2	100%
GATE		
Career Clusters		
Agriculture, Food & Natural Resources	2	100%

Two students participated in paid internships in Agriculture, Food, and Natural Resources. One student worked as a Veterinary Tech at a local Veterinary office. The second worked as a school custodian at a local elementary school. Both students used the skills and knowledge gained from content and OSHA 10 training in these paid positions.

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Internship (Unpaid)		
Internship is a work-based learning experience that places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific field related to the student's career interests, abilities, and goals. Internships may be paid or unpaid and are 15 hours or more in duration. They connect to classroom learning and include a structured reflection activity.		
	Number	Percentage
Totals	36	100%
Male	9	30.6%
Female	25	69.4%
Ethnicity		
American Indian/Alaskan Native		
Asian		
Black/African American		
Hispanic/Latino	20	55.6%
Native Hawaiian/Pacific Islander		
White	15	41.7%
Two or More	1	
Populations		
Disabled (IEP)		
Low SES (FRL)	8	22.2%
Nontraditional	4	11.1%
ELL	2	5.6%
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	18	50%
GATE	11	30.6%
Career Clusters		
Agriculture, Food & Natural Resources		
Arts, A/V Technology & Communication	1	2.8%
Health Science	5	13.9%
Hospitality & Tourism	1	2.8%
Government and Public Administration	3	8.3%
Information Technology	1	2.8%
Marketing	1	2.8%
Science, Technology, Engineering & Mathematics	1	2.8%
Non-CTE (Fine Arts)	3	8.3%
Non-CTE (EDU110)	7	19.4%
Non-CTE (GNCU Banking)	8	22.2%

Students in every Career Cluster participated in Internships across the community. Sports Medicine Advanced Studies worked with the Carson High School Athletic Trainer as Sports Medicine Interns during the football season, completing 55 hours of internship. Greater Nevada Credit Union hosted eight banking interns. Carson City School District elementary, middle and high schools hosted EDU110 (Education) Interns on their campuses for 15-20 hours. The Carson City Symphony hosted three Fine Arts Interns.

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Supervised Agricultural Experience (Entrepreneurship/Ownership)		
A Supervised Agricultural Experience (SAE) is a structured experiential and work-based learning opportunity in school-based agriculture, food, and natural resources program to extend beyond the classroom that takes place in a setting outside of regular school hours in order to develop an individual student's industry knowledge. SAE programs are teacher-supervised, individualized, hands-on, student developed activities that give students real-world experience directly applicable to careers in the broad fields of agriculture. In this SAE category, students own the enterprise, equipment and supplies, make the management decisions and assume the financial risks to produce a product or provide a service.		
	Number	Percentage
Totals	13	100%
Male	6	46.2%
Female	7	53.8%
Ethnicity		
American Indian/Alaskan Native		
Asian		
Black/African American		
Hispanic/Latino	4	30.8%
Native Hawaiian/Pacific Islander		
White	9	69.2%
Two or More		
Populations		
Disabled (IEP)	5	38.5%
Low SES (FRL)	2	15.4%
Nontraditional	7	53.8%
ELL	1	7.7%
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	12	92.3%
GATE	3	2.3%
Career Clusters		
Agriculture, Food & Natural Resources	13	100%

Students enrolled in the Agriculture, Food and Natural Resources programs of study participated in the Immersion SAE Supervised Agricultural Experiences Ownership/Entrepreneurship. Following FFA guidelines, these students documented their experiences in their AET Record book on projects related to small animal care; Dairy Handling, Market Steer and Market Heifer; Market Swine and Swine Breeding. In addition, one student used his Agricultural Mechanics Technology Welding skills in the CHS Agricultural Mechanics Technology Fabrication Shop.

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Supervised Agricultural Experience (Placement/Internship)		
<p>A Supervised Agricultural Experience (SAE) is a structured experiential and work-based learning opportunity in school-based agriculture, food, and natural resources program to extend beyond the classroom that takes place in a setting outside of regular school hours in order to develop an individual student's industry knowledge. SAE programs are teacher-supervised, individualized, hands-on, student developed activities that give students real-world experience directly applicable to careers in the broad fields of agriculture. In a Placement/Internship SAE, the student is in an employment setting (either paid or volunteer). The student performs the tasks determined by the employer, which are necessary for the operation of the business. The employer under the guidance of the agriculture instructor evaluates students.</p>		
	Number	Percentage
Totals	103	100%
Male	51	49.5%
Female	52	50.5%
Ethnicity		
American Indian/Alaskan Native		
Asian	3	3%
Black/African American	1	≥1%
Hispanic/Latino	35	34%
Native Hawaiian/Pacific Islander		
White	60	58.2%
Two or More	3	3%
Populations		
Disabled (IEP)	7	6.8%
Low SES (FRL)	22	21.4%
Nontraditional	52	50.5%
ELL	6	5.8%
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	58	56.3%
GATE	18	17.5%
Career Clusters		
Agriculture, Food & Natural Resources	103	100%

Students enrolled in the Agriculture, Food and Natural Resources programs of study participated the Immersion SAE Supervised Agricultural Experiences. Following FFA guidelines, these students documented their paid and unpaid experiences in their AET Record book on projects related to small animal management; landscape management; fabrication; repair/maintenance at Sierra Peaks Enterprises and High Mountain Ranch; and specialty crops production in partnership with The Greenhouse Project.

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Eagle Valley Middle School

Eagle Valley Middle School (EVMS) offered the first CTE Middle School class in the Carson City School District in SY2021-2022. This middle school course offered an overview of the content and skills in the Agriculture, Food, and Natural Resources high school programs of study. EVMS Ag Ventures students also became affiliate members of Capitol FFA. As FFA members, these students participated in Supervised Agricultural Experiences. Data was not shared at the state level because only high school information is collected by NDE; however, these middle school students received valuable work-based learning experience aligned with their curriculum.

Supervised Agricultural Experience-Middle School		
A Supervised Agricultural Experience (SAE) is a structured experiential and work-based learning opportunity in school-based agriculture, food, and natural resources program to extend beyond the classroom that takes place in a setting outside of regular school hours in order to develop an individual student's industry knowledge. SAE programs are teacher-supervised, individualized, hands-on, student developed activities that give students real-world experience directly applicable to careers in the broad fields of agriculture. In a Foundational Skills SAE, the student completes career exploration and planning, personal financial planning and management. In a Placement/Internship SAE, the student is in an employment setting (either paid or volunteer).		
	Number	Percentage
Totals	13	100%
Male	6	46.2%
Female	7	53.8%
SAE Types Completed		
***Total	18	100%
Foundational Skills	7	38.9%
Placement/Internship	11	61.1%
Ethnicity		
American Indian/Alaskan Native		
Asian		
Black/African American		
Hispanic/Latino	5	38.5%
Native Hawaiian/Pacific Islander		
White	8	61.5%
Two or More		
Populations		
Disabled (IEP)		
Low SES (FRL)	5	38.5%
Nontraditional	7	53.8%
ELL		
Homeless (McKinney-Vento)		
Foster Care		
Military Family		
Concentrator	N/A	
GATE	1	7.7%
Career Clusters		
Agriculture, Food & Natural Resources (Middle School)	13	100%

***Several students completed more than one SAE.

Students completing Foundational Skills SAEs completed general and specific agriculture-related career exploration. Students completing Placement/Internship SAEs focused on Small Animal Management, Landscape Management, and Home Improvement.