

Six Aspects of a State-of-Art Secondary Cybersecurity Program

| | Developing | Proficient | State-of-Art |
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| 1 Learning | <ul style="list-style-type: none"> • Dedicated cybersecurity course and/or clubs & competitions that meets at least ½ of the CSEC Foundational Guidelines. • AND Instruction is culturally-relevant and inclusive. | <ul style="list-style-type: none"> • Dedicated cybersecurity courses and/or clubs & competitions that meets at least ¾ of the CSEC Foundational Guidelines. • AND Instruction is culturally-relevant and inclusive. | <ul style="list-style-type: none"> • Dedicated cybersecurity courses and/or clubs & competitions that meets all of the CSEC Foundational Guidelines. • AND Instruction is culturally-relevant and inclusive. |
| 2 Recruitment | <ul style="list-style-type: none"> • Active recruitment of students into the cybersecurity course through at least 2 strategies (e.g., exploratory units/courses, clubs, competitions, guest lectures, enrichment, parent education, guidance counselor involvement, and/or outreach to middle schools). • AND Evidence of strategies to recruit a population representative of the school and/or to recruit students underrepresented in cybersecurity (i.e., female and students of color). | <ul style="list-style-type: none"> • Active recruitment of students into the cybersecurity course through at least 2 strategies (e.g., exploratory units/courses, clubs, competitions, guest lectures, enrichment, parent education, guidance counselor involvement, and/or outreach to middle schools). • AND Evidence of strategies to recruit a population representative of the school and/or to recruit students underrepresented in cybersecurity (i.e., female and students of color). • AND Enrollment growth in course. | <ul style="list-style-type: none"> • Active recruitment of students into the cybersecurity course through at least 2 strategies (e.g., exploratory units/courses, clubs, competitions, guest lectures, enrichment, parent education, guidance counselor involvement, and/or outreach to middle schools). • AND Evidence of strategies to recruit a population representative of the school and/or to recruit students underrepresented in cybersecurity (i.e., female and students of color). • AND Enrollment growth in a cybersecurity pathway. |
| 3 Student Success | <ul style="list-style-type: none"> • Students have completed a dedicated cybersecurity course. | <ul style="list-style-type: none"> • Students have completed 2 courses in a cybersecurity pathway. • AND The school can provide completion data on at least two metrics from these options: <ol style="list-style-type: none"> 1) Cybersecurity certification exams taken and passed 2) Number and % planning to continue their cybersecurity education (additional high school courses or in college) | <ul style="list-style-type: none"> • Students have completed 2 courses in a cybersecurity pathway. • AND The school can provide completion data on at least two metrics from these options: <ol style="list-style-type: none"> 1) Cybersecurity certification exams taken and passed 2) Number and % planning to continue their cybersecurity education (additional high school courses or in college) 3) Number and % planning to enter cyber workforce or enlist |

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| | | <p>3) Number and % planning to enter cyber workforce or enlist</p> <p>4) Number and % involved in additional cybersecurity education (extra-curricular activities, internships, job shadowing etc.)</p> | <p>4) Number and % involved in additional cybersecurity education (extra-curricular activities, internships, job shadowing etc.)</p> |
| <p>4 Sustainability</p> | <ul style="list-style-type: none"> • Cybersecurity plans are monitored, updated, and executed. • AND All cybersecurity course content and tools run reliably. • AND Educators have been provided appropriate professional development opportunities to be prepared to teach. | <ul style="list-style-type: none"> • Students and educators have access to state-of-the-art educational tools to teach and learn cybersecurity. • AND Educators have participated in at least two professional development experiences and can demonstrate competence in teaching cybersecurity (certifications, PDU hours, etc.). | <ul style="list-style-type: none"> • Students and educators have access to state-of-the-art educational tools to teach and learn cybersecurity at school and home. • AND School has demonstrated commitment to continue offering and grow cybersecurity education. • AND Evidence may include hiring a cybersecurity teacher, increasing the budget for the cybersecurity program, prioritizing dual-credit courses, etc. |
| <p>5 Articulation</p> | <ul style="list-style-type: none"> • The course is articulated to a minimum of one appropriate standard for preparing students for postsecondary cybersecurity enrollment and/or employment. | <ul style="list-style-type: none"> • The course is articulated to more than one appropriate standard for preparing students for postsecondary cybersecurity enrollment and/or employment. | <ul style="list-style-type: none"> • The pathway is articulated to appropriate standards for preparing students for postsecondary cybersecurity enrollment and/or employment. • AND Steps are underway to establish dual/concurrent enrollment and/or placement credit with higher ed. |
| <p>6 Community Connection</p> | <ul style="list-style-type: none"> • Evidence of community support from at least two organizations representing business/industry, higher education, nonprofit, military, etc. Evidence can include letters of support such as a commitment to internship, job shadowing, endorsements or partnerships. | <ul style="list-style-type: none"> • Evidence of community support from at least three organizations representing business and industry, higher education, nonprofit, military, etc. Evidence can include letters of support such as a commitment to internship, job shadowing, endorsements or partnerships. | <ul style="list-style-type: none"> • Evidence of sustainable (more than 2 years) of community support from at least three organizations representing business and industry, higher education, nonprofit, military, etc. Evidence can include letters of support such as a commitment to internship, job shadowing, endorsements or partnerships. |