CAREER AND TECHNICAL EDUCATION

STANWOOD-CAMANO SCHOOL DISTRICT
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October 15, 2019

To: School Board Members
From: Ross Short, Director, CTE
Re: CTE Program Evaluation & 5 Year Plan

Attached is a copy of the Career and Technical Education Program Evaluation and 5 Year Plan for your approval. Districts are required to evaluate the effectiveness of their CTE programs on an annual basis. Through a planned process, CTE programs must be evaluated and reviewed, these results of said evaluation must be used to inform continuous program improvement.

Our CTE program staff initially conducted the attached evaluation. It was then reviewed with the Stanwood-Camano CTE Advisory Committee. The Advisory Committee approved the program evaluation.

Recommendation:
Approve the 2019 CTE Program Evaluation and 5 Year Plan.

EXPLORE   *PREPARE*   *APPLY*

GOAL AREA: Curriculum

(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Strong curriculum & activities for students Integration of Standards Variety of course offerings OSPI approval for all courses Course Equivalencies	Academic standards alignment Framework alignment Skilled & Technical Science program re-approval in 2019-20 Course offerings Offerings at both Middle schools			

Describe the goal in detail (elements, components)	Research and develop course offerings that match student interest and industry needs.
How can it be measured? How will you know whether you succeeded?	Changes in CTE offerings or program. Increased student enrollment in programs.
Who is accountable for making this happen?	CTE Director and CTE teaching staff
How do we ensure progress? What sort of regular reporting is required?	Regular meetings with CTE staff and advisory committee.
What professional development is required?	Professional development will be needed for staff on framework development, pathways, and technical skills.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: CTE GENERAL PROGRAM

GOAL AREA: Instructional Materials
(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Industry standard software Industry standard equipment Programs equipped to meet needs Updated equipment in shops, cooking labs, and more New instructional materials in Business Ed, Sports Med, and MS FACSE	Port Susan equipment needs Review existing equipment and future needs Supplemental text materials Planning for new transition to new High School building			

Technology & Equipment: 3-- The technology and/or equipment is current and is used frequently and comfortably by instructors and some students

Describe the goal in detail (elements, components)	Purchase and upgrade equipment in various program areas, and review text resources to support programs.
How can it be measured? How will you know whether you succeeded?	A review of facilities and equipment conducted by advisory committee
Who is accountable for making this happen?	CTE Director CTE Teaching Staff
How do we ensure progress? What sort of regular reporting is required?	Updates made at Advisory Committee, Department, and District Admin Meetings.
What professional development is required?	None

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
• Program of Study • Industry Certification • CTE Dual Credit • Community Partnerships • Internships • Student Outcomes	**U** ☐	**B** ☐	**P** ☐	**D** ☐ **X**
Summary of Strengths	**Summary of Gaps**			
CTE Dual Credit available for 12 courses Programs of Study Course Equivalencies Community Support Worksite Learning Program Precision Exams	Career Exploration Internships Program of study updates Need for more Dual Credit Skills Certifications			

Describe the goal in detail (elements, components)	Review Dual Credit Articulations at Everett Community College and establish additional articulations. Work with counseling staff to fully implement personalized pathways and the use of programs of study. Develop internship program for students.
How can it be measured? How will you know whether you succeeded?	Additional articulations developed. A plan for the use of personalized pathways and HS & Beyond plans piloted this year. Internship program in place with local businesses
Who is accountable for making this happen?	CTE Director, CTE Staff, Advisory Committee, Counseling Staff.
How do we ensure progress? What sort of regular reporting is required?	Updates made at Advisory Committee, Department, and District Admin Meetings.
What professional development is required?	PD on programs of study and personalized pathways for all staff.

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Strong Career & Technical Student Organization (CTSO) involvement Integration of 21st Century Skills Enrollment remains strong Jobs for America's Graduates Program	Enrollment maintenance/ recruitment Increase participation in extended student leadership Middle School CTSO development End of State funding for Jobs of America's Graduates Program Full participation in CTSO/ Extended learning			

Outreach
The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.
4- One or more stakeholders participate in at least three different types of additional outreach activities.

Extended Leadership
Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **YES**

Integrated Leadership
Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	Create a program promotion/ recruitment program to increase enrollment in the CTE program. Expand Work Site Learning/ Extended Learning Opportunities. Develop new Middle School Leadership model
How can it be measured? How will you know whether you succeeded?	Growth in the number of CTE students and completers. Growth in the number of students participating in WSL.
Who is accountable for making this happen?	CTE Director, WSL Coordinators, CTE Staff
How do we ensure progress? What sort of regular reporting is required?	Updates made at Advisory Committee, Department, and District Admin Meetings.
What professional development is required?	Training for staff on Extended and Work Site Learning.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: CTE GENERAL PROGRAM

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

Prepare for new facility—design and equipment
Agriculture Education re-approval
CTE Program Promotion program development

Next Year Focus (2019-2020)

Prepare to move into new facility
Expand Middle School CTE Offerings to Port Susan MS
Skilled & Technical Sciences program re-approval
Develop internship program for students

Year After That Focus (2020-2021)

Move into new facility and adjust programs accordingly.
Develop Plan for CTE at LHHS.
Review and study programs at MS level

3 years from now focus (2022-2023)

Expand CTE offerings to LHHS
Fully implement personalized pathway model
Establish internship program.

5 Years from now focus (2023-2024)

Evaluate Middle School equipment for upgrade

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Agriculture Science

GOAL AREA: Curriculum
(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Alignment to NGSS Hands on lab activities Variety of offerings Collaboration with science program CASE Programs	NGSS Cross Cutting Concepts Need to work on development of complete curriculum materials including all lesson plans, assignments, activities, laboratories and alignments. Weekly lab activities Continuity across program			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*

3- The curriculum is current and aligned with industry practice, and shows evidence that some students acquire leadership, academic, and industry-defined skills.

Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*

3- Framework is complete, error-free, thoroughly aligned to content taught, and updated at least annually.

Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*

4- Students and staff actively evaluate safety practices for themselves and others, propose improvements to safety plan and equipment safety. Ongoing work is documented.

Describe the goal in detail (elements, components)	Develop a course manual including: all curriculum materials, lesson plans, learning targets, laboratory activities and instructional support activities.
How can it be measured? How will you know whether you succeeded?	The manual matches the framework and incorporates industry defined skills which are dictated by community partners.
Who is accountable for making this happen?	The teachers will develop the course manual and the community partners will review the materials for industry specific components.
How do we ensure progress? What sort of regular reporting is required?	The manual should be completed by the end of the 2019-2020 school year. The manuals will be presented at the advisory committee meetings throughout the year
What professional development is required?	Time to connect to the industry partners need to be provided so teachers can develop materials with their guidelines in mind.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Agriculture Science

GOAL AREA: Instructional Materials
(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
CASE Equipment grant Updated science & lab equipment Access to chromebooks & online materials	Text book sets			

Technology & Equipment: 3-- The technology and/or equipment is current and is used frequently and comfortably by instructors and some students.

Describe the goal in detail (elements, components)	To complete the collection of materials and reference texts that are required for each of the courses.
How can it be measured? How will you know whether you succeeded?	In the manual we will list required materials and the gaps will be identified and we will know what needs to be purchased. We will have succeeded if we get the materials needed to fulfill course requirements.
Who is accountable for making this happen?	Teachers must create the list. The CTE director helps to procure the materials and the community partners will make sure the materials are appropriate for the industry standard.
How do we ensure progress? What sort of regular reporting is required?	The completion of the materials needs will be evaluated at advisory committee meetings.
What professional development is required?	Time to coordinate between all partners.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Agriculture Science

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Opportunities for all students Science course equivalencies Community involvement	Internships, community partnerships CTE Dual Credit Industry certifications			

Are industry certificates offered as part of this program?   YES
Are the courses in this program articulated for CTE Dual Credit? YES
Credit/Experience/Competency
Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:
2- One additional opportunity exists and/or at least 25% of students participate.
Connections
Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:
3- Two additional opportunities exist and/or at least 50% of students participate.

Describe the goal in detail (elements, components)	Investigate additional CTE dual credit and college in the classroom opportunities.
How can it be measured? How will you know whether you succeeded?	Be determining the opportunities available. We will have succeeded if we have explored the opportunities available between Bellingham Technical College, Skagit Valley College, PIMA and Everett Community College.
Who is accountable for making this happen?	Mr. ROS Short.
How do we ensure progress? What sort of regular reporting is required?	If anything happens. ROS will tell us what needs to be accomplished from our standpoint to reach the goal.
What professional development is required?	Time to connect with the colleges in question.

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
FFA Chapter Strong competition results FFA Leadership program AET use 21st Century Skill integration.	Communication Uniform utilization of the AET system amongst all instructors.			

Outreach
The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.
4- One or more stakeholders participate in at least three different types of additional outreach activities.

Extended Leadership
Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **YES**

Integrated Leadership
Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	Develop a communication backbone to provide all students with information about CTSO opportunities and activities. Incorporating the AET within all agriculture courses at a uniform level of involvement.
How can it be measured? How will you know whether you succeeded?	Measurement will be evident in the involvement of students within our activities. If students have the information available to them and take advantage of the opportunities that are of interest to them. We will also be able to monitor AET for completion of expected components.
Who is accountable for making this happen?	Instructors, students and FFA officers.
How do we ensure progress? What sort of regular reporting is required?	A consistent and uniform presentation of information to all students in all agriculture classes. This will be available every two weeks. Students will be responsible for reporting into AET with activities that are part of the uniform agriculture course requirement.
What professional development is required?	None anticipated at the current time.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Agriculture Science

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

Alignment of curriculum to NGSS standards.

Next Year Focus (2019-2020)

Curriculum manual development.
Investigation of tech prep, dual credit and college in the classroom opportunities.
Development of a communication plan for SAE and CTSO activities and unified AET incorporation.

Year After That Focus (2020-2021)

Move in to new facility

3 years from now focus (2022-2023)

Implementation of cross cutting concepts in a greater percentage of curriculum.

5 Years from now focus (2023-2024)

Review of curriculum materials for industry standards.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Business Education

GOAL AREA: Curriculum

(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
Industry standard software & equipment Relevant to Industry, tied to industry standards. Course competencies are met and frameworks are current.	Keeping up with changing technology Curriculum doesn't offer all the types of classes that students might want to take. Need to increase the implementation of using local "experts" in my business education content area.			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*

3- The curriculum is current and aligned with industry practice, and shows evidence that some students acquire leadership, academic, and industry-defined skills.

Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*

3- Framework is complete, error-free, thoroughly aligned to content taught, and updated at least annually.

Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*

3- Students and staff actively monitor safety of themselves, guests, and equipment, documenting frequently.

Describe the goal in detail (elements, components)	Update curriculum to reflect changes in technology and industry.
How can it be measured? How will you know whether you succeeded?	Students have employable skills and able to obtain industry standard certificates.
Who is accountable for making this happen?	CTE Director CTE Staff
How do we ensure progress? What sort of regular reporting is required?	Updates made at Advisory Committee, Department and District Administrative Meetings.
What professional development is required?	Relevant classes and workshops to keep improve skills..

GOAL AREA: Instructional Materials

(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
Industry standard software New computers in labs Up to date audio/ visual setup New text in Marketing & Street Law	Need to continually update materials, create from scratch Lack of available textbooks Quality printers for creative courses			

Technology & Equipment: 4--The technology and/or equipment is current and is used frequently and comfortably by instructors and most students.

Describe the goal in detail (elements, components)	Determine the equipment needs for the green room of the new school.
How can it be measured? How will you know whether you succeeded?	Completion of green room with needed lighting, sound, and electrical needs to work with curriculum needs. Improved student projects using proper lighting and sound.
Who is accountable for making this happen?	CTE Director CTE Staff
How do we ensure progress? What sort of regular reporting is required?	CTE Director schedules visits to schools, orders needed equipment, and communicates with architect and staff.
What professional development is required?	Visits to schools that have green rooms to get ideas of what works.

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
CTE Dual Credit Precision Exams Certification Community Service opportunities Guest speakers	Need for more speakers on careers Internships, community partnerships Expand CTE Dual Credit			

Are industry certificates offered as part of this program?   YES

Are the courses in this program articulated for CTE Dual Credit? YES

Credit/Experience/Competency

Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:

3- Two additional opportunities exist and/or at least 50% of students participate.

Connections

Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:

3- Two additional opportunities exist and/or at least 50% of students participate.

Describe the goal in detail (elements, components)	Determine current outcomes for students and areas we can grow
How can it be measured? How will you know whether you succeeded?	Record keeping of all students enrolled, cross-checked with outcomes.
Who is accountable for making this happen?	CTE Director CTE Staff CTE Students
How do we ensure progress? What sort of regular reporting is required?	Semester reporting may help accountability and direction
What professional development is required?	Master list of resource contacts for speakers and intern opps.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Business Education

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
FBLA Chapter 21st Century Skill Development Leadership skill integration	Program recruitment Need for all teachers to be involved in extended learning.			

Outreach

The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.

3- One or more stakeholders participate in at least two additional outreach activities.

Extended Leadership

Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **NO**

Integrated Leadership

Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	To connect and discuss all CTSO's and other leadership opps to all classes
How can it be measured? How will you know whether you succeeded?	Record keeping and reporting Visible examples in classrooms
Who is accountable for making this happen?	CTE Director CTE Instructor
How do we ensure progress? What sort of regular reporting is required?	Shared doc with listing of examples and completed events
What professional development is required?	Current listing of FBLA and TSA events to link our classes to

CAREER & TECHNICAL EDUCATION ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Business Education

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

> Establish and maintain a professional approach to implementing the worthwhile goals as outlined in this document. Develop an increased sense of collegiality to stay accountable, and establish a year-end review to evaluate (and adjust) as needed.

Next Year Focus (2019-2020)

> Continue to develop and deepen the commitment to the goals and principles outlined in this document. Establish continuity in our collegiality as we seek accountability.

Year After That Focus (2020-2021)

> Move in to new facility. Vision cast for the new facility; look for opportunities to develop increased collegiality. Assess new/changed focus areas for BSED courses (as needed). Commit to ongoing professional improvement of pedagogy.

3 years from now focus (2022-2023)

> Revisit the vision casting from previous year as we ask ourselves- how effective is the BSED department in meeting the wants and needs of our students at SHS? What new courses and/or programs need to be implemented to better target our student customers?

5 Years from now focus (2023-2024)

> Develop a long-term professional approach to pedagogy, programs, courses and mutual activities that promote collegiality in the instructional staff and opportunities for students to thrive in the professionalism of our BSED department.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Culinary Arts

GOAL AREA: Curriculum

(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
Hands on activities Upgraded skills development	Refine scope and sequence Industry standards delineation			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*
3- The curriculum is current and aligned with industry practice, and shows evidence that some students acquire leadership, academic, and industry-defined skills.

Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*
2- Framework is complete, error-free, thoroughly aligned to content taught, and updated every 4 years for re-approval.

Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*
4- Students and staff actively evaluate safety practices for themselves and others, propose improvements to safety plan and equipment safety. Ongoing work is documented.

Describe the goal in detail (elements, components)	Have all students obtain a food handlers card Develop a refined scope and sequence for the program that can articulate with Skagit Valley College
How can it be measured? How will you know whether you succeeded?	Students passing the food handlers test Completed/ updated course outline/ framework
Who is accountable for making this happen?	Teacher
How do we ensure progress? What sort of regular reporting is required?	Acquire funding for cards, research process Report on progress at advisory committee meetings
What professional development is required?	A more detailed approach to food handling in the curriculum

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Culinary Arts

GOAL AREA: Instructional Materials
(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Upgraded equipment and supplies Chromebook availability	Planning for new lab Consumer grade tools Need for supplemental materials			

Technology & Equipment: 4--The technology and/or equipment is current and is used frequently and comfortably by instructors and most students.

Describe the goal in detail (elements, components)	Continue incorporation of industry grade equipment and supplies
How can it be measured? How will you know whether you succeeded?	Purchasing equipment using my budget and grants Develop plan for equipment needs.
Who is accountable for making this happen?	Teacher, CTE Director, and Advisory Committee
How do we ensure progress? What sort of regular reporting is required?	Maintain budget to include purchases Reporting at advisory committee meetings of progress
What professional development is required?	Continue studying industry standards and trends

CAREER & TECHNICAL EDUCATION ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Culinary Arts

GOAL AREA: Outcomes
(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	U ☐	B ☐ X	P ☐	D ☐
Summary of Strengths	Summary of Gaps			
Community partnerships with a variety of groups for catering	Lack of certifications No CTE Dual Credit			

Are industry certificates offered as part of this program?   YES

Are the courses in this program articulated for CTE Dual Credit? YES

Credit/Experience/Competency

Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:

2- One additional opportunity exists and/or at least 25% of students participate.

Connections

Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:

4- Three or more additional opportunities exist and/or 75% or more students participate.

Describe the goal in detail (elements, components)	Create new partnerships with Community members including internship opportunities. Incorporate skills certificate into the program
How can it be measured? How will you know whether you succeeded?	Booking new catering events with local businesses Students completing internships with local businesses Students earning a skills certificate.
Who is accountable for making this happen?	Teacher and Students
How do we ensure progress? What sort of regular reporting is required?	Reach out to local businesses to offer catering for their events
What professional development is required?	Networking Serve Safe Training

**CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Culinary Arts**

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
In classroom leadership program Strong extended learning program 21st Century Skills integration Strong enrollment	Need for greater extended learning Transition to SkillsUSA			

Outreach

The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.

3- One or more stakeholders participate in at least two additional outreach activities.

Extended Leadership

Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **YES**

Integrated Leadership

Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	Transition to SkillsUSA
How can it be measured? How will you know whether you succeeded?	By phasing out FCCLA and joining SkillsUSA Students competing in the SkillsUSA Culinary Competitions.
Who is accountable for making this happen?	Teacher with the help of CTE Director
How do we ensure progress? What sort of regular reporting is required?	Reach out to SkillsUSA to learn about enrollment
What professional development is required?	Learning about SkillsUSA

CAREER & TECHNICAL EDUCATION ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Culinary Arts

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

Transition between instructors, begin upgrading equipment.

Next Year Focus (2019-2020)

Curriculum alignment and improved outcomes including skills certification and CTE dual credit articulation

Year After That Focus (2020-2021)

Move in to new facility
Curriculum adjustments to match new facility structure and equipment.

3 years from now focus (2022-2023)

Develop internship & extended study opportunities with local businesses.

5 Years from now focus (2023-2024)

Review equipment and curriculum needs to meet industry expectations.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Fire Service Training

GOAL AREA: Curriculum
(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
- Core Competencies - Industry Standards - Frameworks - Course Offerings	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Industry standard curriculum to prepare for FF 1 Same content as Fire Department provides	Course Equivalency EMT Training			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*
3- The curriculum is current and aligned with industry practice, and shows evidence that some students acquire leadership, academic, and industry-defined skills.
Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*
3- Framework is complete, error-free, thoroughly aligned to content taught, and updated at least annually.
Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*
3- Students and staff actively monitor safety of themselves, guests, and equipment, documenting frequently.

Describe the goal in detail (elements, components)	Better define the scope and outcomes of the 2nd year of the program to include more elements of the EMT training and other related occupations.
How can it be measured? How will you know whether you succeeded?	Updated curriculum guide, increased student knowledge.
Who is accountable for making this happen?	B. Guadamuz
How do we ensure progress? What sort of regular reporting is required?	Reporting at advisory committee meetings
What professional development is required?	Summer training

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Fire Service Training

GOAL AREA: Instructional Materials
(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Use actual equipment that is in use in industry Train at active fire stations on active training modules	SCBA needs to be upgraded			

Technology & Equipment: 4--The technology and/or equipment is current and is used frequently and comfortably by instructors and most students.

Describe the goal in detail (elements, components)	Develop a plan to upgrade SCBA and other PPE equipment.
How can it be measured? How will you know whether you succeeded?	Documentation of plan, upgraded equipment.
Who is accountable for making this happen?	B. Guadamuz & Ross Short
How do we ensure progress? What sort of regular reporting is required?	Report to advisory committee
What professional development is required?	None

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Fire Service Training

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	U ☐	B ☐ X	P ☐	D ☐
Summary of Strengths	**Summary of Gaps**			
CTE Dual Credit Partnership with Camano Fire Possible Firefighter 1 Certificate	Expansion of certifications			

Are industry certificates offered as part of this program? YES

Are the courses in this program articulated for CTE Dual Credit? YES

Credit/Experience/Competency

Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:

3- Two additional opportunities exist and/or at least 50% of students participate.

Connections

Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:

4- Three or more additional opportunities exist and/or 75% or more students participate.

Describe the goal in detail (elements, components)	Increase the number of students receiving certification from the program.
How can it be measured? How will you know whether you succeeded?	Increased number of certificates issued. Enhanced curriculum
Who is accountable for making this happen?	B. Guadamuz, M. Norman
How do we ensure progress? What sort of regular reporting is required?	Reporting to Advisory Committee
What professional development is required?	None

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
In classroom leadership program Public education campaign 21st Century Skills integration Started competition	Need for greater extended learning Program recruitment			

Outreach
The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.
3- One or more stakeholders participate in at least two additional outreach activities.

Extended Leadership
Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **YES**

Integrated Leadership
Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	All students in the program taking part in Fire Muster
How can it be measured? How will you know whether you succeeded?	Roster of competitors, all students competing.
Who is accountable for making this happen?	M. Norman, B. Guadamuz
How do we ensure progress? What sort of regular reporting is required?	Check in at the registration deadline.
What professional development is required?	None

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Fire Service Training

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

Increase student leadership program to include competitions

Next Year Focus (2019-2020)

Emphasis on industry skills certifications such as FF1 and Wildland fire.

Year After That Focus (2020-2021)

Implementation of plan to upgrade equipment for cadets

3 years from now focus (2022-2023)

Develop plan to expand program to include EMT and other related careers.

5 Years from now focus (2023-2024)

Begin implementing expansion plan.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Engineering & CAD/CAM

GOAL AREA: Curriculum
(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	**U** ☐	**B** ☐	**P** ☐	**D** ☐ **X**
Summary of Strengths	**Summary of Gaps**			
The curriculum provides students with learning opportunities that are hands-on, engaging, and applicable to real world occupations. The curriculum also meets industry standards while also providing students with college credit.	Field trips, job shadows, work based learning.			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*
4- The curriculum is current and aligned with industry practice, and shows evidence that most students acquire leadership, academic, and industry-defined skills.

Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*
3- Framework is complete, error-free, thoroughly aligned to content taught, and updated at least annually.

Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*
4- Students and staff actively evaluate safety practices for themselves and others, propose improvements to safety plan and equipment safety. Ongoing work is documented.

Describe the goal in detail (elements, components)	Implement new Robotics Curriculum into the program
How can it be measured? How will you know whether you succeeded?	Have all units ready for students Students successfully able to design, build, program, and operate robots
Who is accountable for making this happen?	Tristan Hanson
How do we ensure progress? What sort of regular reporting is required?	Progress checks and reflections on the process, Monthly.
What professional development is required?	VEX Training WITEA Conference

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Engineering & CAD/CAM

GOAL AREA: Instructional Materials
(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	U ☐	B ☐	P ☐	D ☐ X
Summary of Strengths	**Summary of Gaps**			
Always updating to the most recent technology. Maintaining the technology that we have so that it is always functional for student use.	We need to get one of the metal mills fixed.			

Technology & Equipment: 4--The technology and/or equipment is current and is used frequently and comfortably by instructors and most students.

Describe the goal in detail (elements, components)	Upgrade and organize robotics kits for students
How can it be measured? How will you know whether you succeeded?	Every robot kit is ready for students to use with the most up to date control system.
Who is accountable for making this happen?	Tristan Hanson
How do we ensure progress? What sort of regular reporting is required?	Progress checks and reflections on the process, monthly
What professional development is required?	VEX Robotics training WITEA Confernce

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Engineering & CAD/CAM

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Dual Credit Offered for Engineering Design & CAD/CAM Course Equivalencies for Art & 3rd Year Math	Field trips, Guest speakers Internships Work based learning			

Are industry certificates offered as part of this program?   NO
Are the courses in this program articulated for CTE Dual Credit? YES
Credit/Experience/Competency
Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:
4- Three or more additional opportunities exist and/or 75% or more students participate.
Connections
Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:
2- One additional opportunity exists and/or at least 25% of students participate.

Describe the goal in detail (elements, components)	Take 2 field trips and have guest speakers Have students take and pass the SolidWorks Certification Exam
How can it be measured? How will you know whether you succeeded?	Completed field trips List of students receiving certification
Who is accountable for making this happen?	Tristan Hanson
How do we ensure progress? What sort of regular reporting is required?	End of year report
What professional development is required?	None

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Engineering & CAD/CAM

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	U ☐	B ☐	P ☐	D ☐ **X**
Summary of Strengths	**Summary of Gaps**			
A lot of time and effort is put into running a strong TSA chapter. Student have been successful the past few years at the TSA State Conference. Students will be attending the TSA National Conference.	No more than 20 students are active in TSA at any one time			

Outreach

The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.

3- One or more stakeholders participate in at least two additional outreach activities.

Extended Leadership

Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **YES**

Describe the goal in detail (elements, components)	Increase active membership in TSA
How can it be measured? How will you know whether you succeeded?	End of year report
Who is accountable for making this happen?	Tristan Hanson
How do we ensure progress? What sort of regular reporting is required?	None
What professional development is required?	TSA Advisor Training

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Engineering & CAD/CAM

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

> 3D Printing and CNC Router incorporation into the program

Next Year Focus (2019-2020)

> Robotics program establishment
> SolidWorks Certification

Year After That Focus (2020-2021)

> Move in to new facility
> Review equipment for upgrade
> Establish intern program

3 years from now focus (2022-2023)

> Replace computer lab
> Renew CTE Dual Credit agreements

5 Years from now focus (2023-2024)

> Equipment upgrades, Deep dive curriculum review.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: MS Woodworking & Design

GOAL AREA: Curriculum
(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Hands-on projects Integration of Career Connections Curriculum	Skills mapping Project updates			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*
2- The curriculum is current and aligned with industry practice, but does not show evidence that students acquire leadership, academic, and industry-defined skills.
Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*
3- Framework is complete, error-free, thoroughly aligned to content taught, and updated at least annually.
Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*
4- Students and staff actively evaluate safety practices for themselves and others, propose improvements to safety plan and equipment safety. Ongoing work is documented.

Describe the goal in detail (elements, components)	We will continue to update information on industry standards, as well as improving the wording on our course descriptions. Woodworking/Engineering & Design will be combined as a semester class. TinkerCAD will be used (3D printing)
How can it be measured? How will you know whether you succeeded?	We can measure this by the students' understanding of the course offerings, and checking to make sure the wording of the course description is realistic compared to what we are teaching in the classroom.
Who is accountable for making this happen?	The instructor and the CTE staff/Director. Budget needs to reflect the ability to go to more than one conference for improved professional development for better curriculum.
How do we ensure progress? What sort of regular reporting is required?	We can rework the wording on course descriptions when necessary.
What professional development is required?	More than one conference - finding one that will help with new curriculums.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: MS Woodworking & Design

GOAL AREA: Instructional Materials
(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	U ☐	B ☐ **X**	P ☐	D ☐
Summary of Strengths	**Summary of Gaps**			
Good variety & quality of tools New Career Connections texts Recently remodeled facility Materials for student projects New 3D printers & Vinyl cutter	Integration of new equipment into the program Need for additional support materials			

Technology & Equipment: 4--The technology and/or equipment is current and is used frequently and comfortably by instructors and most students.

Describe the goal in detail (elements, components)	We will be combining woodworking and engineering/design.
How can it be measured? How will you know whether you succeeded?	Students will produce both wood & other STEM products to display at Woodfest and at School Board Meetings, and eventually take home.
Who is accountable for making this happen?	Teacher/students/admin
How do we ensure progress? What sort of regular reporting is required?	Regular communication with admin/community.
What professional development is required?	More than one conference per year if possible.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: MS Woodworking & Design

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
Use of guest speakers in the program to talk about careers	Career Connections skills certification			

Are industry certificates offered as part of this program? NO
Are the courses in this program articulated for CTE Dual Credit? NO
Credit/Experience/Competency
Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:
1- No additional opportunities exist and/or no students participate.
Connections
Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:
3- Two additional opportunities exist and/or at least 50% of students participate.

Describe the goal in detail (elements, components)	We will continue to bolster community partnerships for our programs and students. Guest speakers will again be invited in (as a three-year rotation)
How can it be measured? How will you know whether you succeeded?	Student success - both present and future - in the community. Seeing more chances for community involvement available to us in the future.
Who is accountable for making this happen?	CTE Department/District/Building Admin
How do we ensure progress? What sort of regular reporting is required?	District level support. Check-in with us on some sort of regular basis.
What professional development is required?	More than just WITEA/one conference a year. These conferences are powerful - just on the networking level.

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
Active TSA Chapter with community service projects Attended TSA Leadership training & regional contest	May transition to SkillsUSA Integration into the program			

Outreach

The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.

3- One or more stakeholders participate in at least two additional outreach activities.

Extended Leadership

Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **YES**

Integrated Leadership

Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	The number of kids that join/participate in SkillsUSA will be up from this year's numbers. They sign up through office. Office can run reports and we will see more students at regular meetings.
How can it be measured? How will you know whether you succeeded?	Office runs reports/attendance sheets/community service/fundraising
Who is accountable for making this happen?	Teachers/students/admin
How do we ensure progress? What sort of regular reporting is required?	See above/SkillsUSA events attended/regular meetings attended
What professional development is required?	SkillsUSA Leadership Conference in November

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

> Combining woodworking/pre-engineering into Woodworking & Design

Next Year Focus (2019-2020)

> We will continue to change curriculum and make sure the students are proficient in what they need for high school/beyond. Implementation of SkillsUSA

Year After That Focus (2020-2021)

> Continue to talk with local businesses, as well as promote our program to the elementary level students. We would like to offer community events, both for fundraising for SkillsUSA and for advertising for SkillsUSA and our programs.

3 years from now focus (2022-2023)

> Review of program for reapproval

5 Years from now focus (2023-2024)

> Review equipment and facility for possible upgrades

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Woodshop/ Construction

GOAL AREA: Curriculum
(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	U ☐	B ☐ X	P ☐	D ☐
Summary of Strengths	**Summary of Gaps**			
New Career Connections curriculum Hands on projects Standards integration	Needs for more hands on activities Adjustment of pacing of projects & curriculum Construction integration			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*
3- The curriculum is current and aligned with industry practice, and shows evidence that some students acquire leadership, academic, and industry-defined skills.

Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*
2- Framework is complete, error-free, thoroughly aligned to content taught, and updated every 4 years for re-approval.

Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*
3- Students and staff actively monitor safety of themselves, guests, and equipment, documenting frequently.

Describe the goal in detail (elements, components)	Continue the development of skills as we build towards a Construction based program
How can it be measured? How will you know whether you succeeded?	Course outlines, student projects
Who is accountable for making this happen?	Ray Mather
How do we ensure progress? What sort of regular reporting is required?	Reporting at advisory committee meetings
What professional development is required?	Career Connections

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Woodshop/ Construction

GOAL AREA: Instructional Materials
(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Upgraded shop equipment Career Connections text materials New construction materials purchased last year Consumable supplies (lumber readily available)	Equipment maintenance Space Need to upgrade additional equipment Technology integration			

Technology & Equipment: 3-- The technology and/or equipment is current and is used frequently and comfortably by instructors and some students.

Describe the goal in detail (elements, components)	Finish upgrade of equipment and develop strategies for technology integration
How can it be measured? How will you know whether you succeeded?	Equipment reporting, use of technology in the program
Who is accountable for making this happen?	Ray Mather
How do we ensure progress? What sort of regular reporting is required?	Regular reporting at Advisory Committee Meeting
What professional development is required?	Training on the use of Rhino

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Woodshop/ Construction

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	U ☐	B ☐ X	P ☐	D ☐
Summary of Strengths	**Summary of Gaps**			
Career Connections Skills certificates	Internships, community partnerships CTE Dual Credit Industry certifications			

Are industry certificates offered as part of this program?   YES

Are the courses in this program articulated for CTE Dual Credit? NO

Credit/Experience/Competency

Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:

2- One additional opportunity exists and/or at least 25% of students participate.

Connections

Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:

2- One additional opportunity exists and/or at least 25% of students participate.

Describe the goal in detail (elements, components)	Build the next level of certification through Career Connections Curriculum.
How can it be measured? How will you know whether you succeeded?	Number of certificates awarded
Who is accountable for making this happen?	Ray Mather
How do we ensure progress? What sort of regular reporting is required?	Reporting at advisory committee meetings Course outlines
What professional development is required?	None

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	**U** ☐	**B** ☐ **X**	**P** ☐	**D** ☐
Summary of Strengths	**Summary of Gaps**			
Woodfest involvement Leadership in the classroom	Need for SkillsUSA Chapter Recruitment			

Outreach

The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.

2- One or more stakeholders participate in at least one additional outreach activity.

Extended Leadership

Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **NO**

Integrated Leadership

Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	Start SkillsUSA program as part of the overall program
How can it be measured? How will you know whether you succeeded?	Membership in SkillsUSA
Who is accountable for making this happen?	Ray Mather
How do we ensure progress? What sort of regular reporting is required?	Reporting to CTE Directo
What professional development is required?	SkillsUSA Advisor Training

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: Woodshop/ Construction

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

> Implementation of Career Connections Curriculum

Next Year Focus (2019-2020)

> Continued implementation of Career Connections, develop SkillsUSA

Year After That Focus (2020-2021)

> Move in to new facility
> Start Construction Geometry program

3 years from now focus (2022-2023)

> Develop internship program for students. Pre-Apprenticeship opportunities

5 Years from now focus (2023-2024)

> Implement pre-apprenticeship program.

GOAL AREA: Curriculum

(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
Photoshop, photography unit, Common Sense digital citizenship, online Yearbook, Code.org, Google Drive (all parts of it)	Looking to incorporate video production (resources) Consistency between both middle schools.			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*
3- The curriculum is current and aligned with industry practice, and shows evidence that some students acquire leadership, academic, and industry-defined skills.

Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*
3- Framework is complete, error-free, thoroughly aligned to content taught, and updated at least annually.

Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*
3- Students and staff actively monitor safety of themselves, guests, and equipment, documenting frequently.

Describe the goal in detail (elements, components)	To obtain video production software and implement a 3-week unit using video production.
How can it be measured? How will you know whether you succeeded?	Looking at the curriculum (is video production in it). Is it being taught. Success will seen with various videos produced by students.
Who is accountable for making this happen?	The teacher
How do we ensure progress? What sort of regular reporting is required?	Checking at the end of quarter #1 (is video production in line to be taught?)
What professional development is required?	Learning how to implement video production projects.

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: STEM Computer Apps (MS)

GOAL AREA: Instructional Materials
(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
New computers (PCs), fairy new cameras, Photoshop software, portable printer for pictures, green screen	Purchase of green screen lights, a few more cameras / tripods / SD card readers			

Technology & Equipment: 4--The technology and/or equipment is current and is used frequently and comfortably by instructors and most students.

Describe the goal in detail (elements, components)	Have the latest version of Photoshop - software programs / purchase green screen lights / cameras
How can it be measured? How will you know whether you succeeded?	Items purchased are physically in the room
Who is accountable for making this happen?	Teacher - filling out PO CTE program - providing budget $$
How do we ensure progress? What sort of regular reporting is required?	Provide funds for purchasing of items
What professional development is required?	None

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	U ☐	B ☐ X	P ☐	D ☐

Summary of Strengths	Summary of Gaps
At the middle school level we are teaching computer skills that will help students at the high school level and beyond (website design, coding, photography, along with 21st century skills).	I would like to make more of a connection with outside community organizations.

Are industry certificates offered as part of this program?   NO
Are the courses in this program articulated for CTE Dual Credit?   NO
Credit/Experience/Competency
Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:
1- No additional opportunities exist and/or no students participate.---MIDDLE SCHOOL
Connections
Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:
2- One additional opportunity exists and/or at least 25% of students participate.

Describe the goal in detail (elements, components)	Have at least 1 guest speaker come in to talk about photography (future job opportunities) Q & A / Reflection journal
How can it be measured? How will you know whether you succeeded?	The photographer physically comes in
Who is accountable for making this happen?	The teacher
How do we ensure progress? What sort of regular reporting is required?	Provide photos of guest speaker
What professional development is required?	None

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: STEM Computer Apps (MS)

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
Our TSA program works on leadership skills every year, taking a group of students to a leadership workshop. Yearbook students also attend a workshop, promote the classes through posters and lunchtime / assembly presentations.	The need to incorporate more leadership curriculum. Develop local model			

Outreach

The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.

1- There is little or no program outreach aside from the formal presentations by a SHS Administrators or Counselors.

Extended Leadership

Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **YES**

Integrated Leadership

Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	Join "Skills USA" and have our students compete in at least one competition Promote Skills USA program within the school
How can it be measured? How will you know whether you succeeded?	We have bi-monthly Skills USA meetings and show proof of participating in a competition Look at how many students sign up
Who is accountable for making this happen?	Myself and Lara Brown
How do we ensure progress? What sort of regular reporting is required?	Sign up and begin program at beginning of school year Submit on time sheet hours worked with program
What professional development is required?	Skills USA competitive events - what are they? understanding how to compete in them

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: STEM Computer Apps (MS)

ANNUAL FOCUS/ 5 YEAR PLAN:

**Current Year Focus
(2018-19)**

> Start program at PSMS

**Next Year Focus
(2019-2020)**

> Join SKILLS USA
> Implement a video production unit of study

**Year After That Focus
(2020-2021)**

> Publish a school newspaper

**3 years from now focus
(2022-2023)**

> Re-evaluate program curriculum - update software programs - update curriculum (common sense / coding / google drive)

**5 Years from now focus
(2023-2024)**

> Replace computer lab

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: American Sign Language

GOAL AREA: Curriculum

(Core competencies, Industry Standards, Frameworks, Course Offerings)

Quality Indicator	Level of Development			
● Core Competencies ● Industry Standards ● Frameworks ● Course Offerings	U ☐	B ☐	P ☐ X	D ☐
Summary of Strengths	**Summary of Gaps**			
ASL can be applied to real life situations, generating real life conversations and experiences.	More demonstrations of certification level interpreting (legal vs medical vs educational).			

Curriculum: *Employer-based skills, standards, and assessments are integrated in program curriculum.*
3- The curriculum is current and aligned with industry practice, and shows evidence that some students acquire leadership, academic, and industry-defined skills.
Framework: *A framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills all in one document.*
4- Framework is complete, error-free, accurate, and updated after each unit. Framework is a "living document".
Safety: *Due to the nature of the applied Career and Technical Education curriculum, staff and student safety is an increased concern.*
3- Students and staff actively monitor safety of themselves, guests, and equipment, documenting frequently.

Describe the goal in detail (elements, components)	Additional instruction and curriculum for the preparation towards certificated level of interpreting
How can it be measured? How will you know whether you succeeded?	Updated curriculum outline
Who is accountable for making this happen?	Roxi Knowles
How do we ensure progress? What sort of regular reporting is required?	Reporting at advisory committee meetings
What professional development is required?	None

GOAL AREA: Instructional Materials

(Text, Software, Equipment, Facilities, etc.)

Quality Indicator	Level of Development			
● Text ● Software ● Equipment ● Facilities	**U** ☐	**B** ☐	**P** ☐	**D** ☐ **X**
Summary of Strengths	**Summary of Gaps**			
We have Master ASL material that is widely used in Washington state high school level teaching. Signing Naturally material is reserved for college level material. We borrow from this book, but alter activities in some way in an effort to reduce repetitive work in college.	There are more interactive materials available on line currently. One that I am attempting to obtain for students is "ASL Deafined." These videos are presented by entirely deaf instructors that will enable students to obtain ASL presented as a first language deaf along with practice/learning material.			

Technology & Equipment: 1-- The technology and/or equipment is not present, frequently in disrepair, outdated or not aligned with current industry practice.

Describe the goal in detail (elements, components)	Research and purchase additional interactive instructional materials such as ASL Deafined.
How can it be measured? How will you know whether you succeeded?	Implementation of new instructional materials
Who is accountable for making this happen?	Roxi Knowles
How do we ensure progress? What sort of regular reporting is required?	Reporting at advisory committee meetings
What professional development is required?	None

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: American Sign Language

GOAL AREA: Outcomes

(Industry Certification, Tech Prep, Community Partnerships, Internships, Student Outcomes, etc)

Quality Indicator	Level of Development			
● Program of Study ● Industry Certification ● CTE Dual Credit ● Community Partnerships ● Internships ● Student Outcomes	U ☐	B ☐ X	P ☐	D ☐

Summary of Strengths	Summary of Gaps
Students become more aware of Deaf culture and ASL communication. Deaf visitors from out local community visit 1-2 times per year. Students and visitor report back periodically about conversations shared crossing paths in town, at restaurants, etc.	As a foreign language, outcomes are dependent on the ability to use ASL often enough to continually build the skill outside of the classroom. Attending deaf events in a small town are rare. Traveling to deaf events are often too far away (Seattle, Kent, Bellingham) for students to attend.

Are industry certificates offered as part of this program? NO

Are the courses in this program articulated for CTE Dual Credit? NO

Credit/Experience/Competency

Credit equivalency, tech prep articulations, College in the High School, AP offerings, pre-apprenticeships, work-based or work-site learning, job shadows, internships, pre-apprenticeships, industry certifications:

1- No additional opportunities exist and/or no students participate.

Connections

Mentors, guest speakers, field trips, community engagement, extended leadership opportunities, CTSO's:

3- Two additional opportunities exist and/or at least 50% of students participate.

Describe the goal in detail (elements, components)	Develop a CTE Dual Credit Articulation for the ASL Program
How can it be measured? How will you know whether you succeeded?	Articulation in place by the end of the year
Who is accountable for making this happen?	Roxi Knowles/ Ross Short
How do we ensure progress? What sort of regular reporting is required?	Reporting at Advisory Committee Meetings
What professional development is required?	None

CAREER & TECHNICAL EDUCATION
ADVISORY GROUP GOAL SETTING
PROGRAM AREA: American Sign Language

GOAL AREA: Student Leadership/ CTE Advocacy
(In classroom, Extended Leadership, CTSO involvement)

Quality Indicator	Level of Development			
● In Classroom Leadership ● Extended Leadership ● CTSO Involvement ● Program Recruitment	**U** ☐	**B** ☐	**P** ☐ **X**	**D** ☐
Summary of Strengths	**Summary of Gaps**			
Students are not only exposed to but have the opportunity to engage in acquiring skills and advanced skills to increase their future advancements.	More shared experiences among students so they can maximize their variety of skills to obtain. If they hear more positive outcomes for peer experiences, it may spark an interest for them as well.			

Outreach

The program is marketed to students and the community to ensure all stakeholders are familiar with the available opportunities.

2- One or more stakeholders participate in at least one additional outreach activity.

Extended Leadership

Do all teachers in the program participate in Extended Student Leadership opportunities in the form of a CTSO or approved local equivalent? **NO**

Integrated Leadership

Leadership and employability skill development for all students is a required and integral component of all CTE courses. Does this happen in all courses in the program? **YES**

Describe the goal in detail (elements, components)	Build/ grow the student leadership program for ASL to include competition and other quality elements. Recruit additional advisory committee members.
How can it be measured? How will you know whether you succeeded?	Program of work for extended student leadership program. Additional advisory committee members
Who is accountable for making this happen?	Roxi Knowles
How do we ensure progress? What sort of regular reporting is required?	Regular reporting at advisory committee meetings
What professional development is required?	None

ANNUAL FOCUS/ 5 YEAR PLAN:

Current Year Focus (2018-19)

Grow student leadership program.

Next Year Focus (2019-2020)

Development of CTE Dual Credit Articulations
Review and purchase instructional materials

Year After That Focus (2020-2021)

Move in to new facility
Implementation of interactive instructional materials

3 years from now focus (2022-2023)

Develop internship program and other outreach opportunities for students

5 Years from now focus (2023-2024)

Renew articulations and review of instructional materials.

Stanwood-Camano School District
Career & Technical Education Department
Program Evaluation

Districts must evaluate the effectiveness of their Career and Technical Education (CTE) programs on an annual basis. Through a planned process, CTE programs must be evaluated and reviewed and the results of said evaluation must be used to inform continuous program improvement. The program evaluation should align with the District-Wide Plan for CTE, and be conducted in coordination with the General Advisory Council. As part of each such evaluation, each CTE Program shall:

- Ensure program alignment with the District-Wide Plan for CTE strategic plan.
- Assess strengths and weaknesses of CTE programs, including an analysis of any disparities or gaps in the performance of different categories of students.
- Ensure CTE students are being provided with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.
- Measure the success of the programs in meeting identified goals.
- Result in improvements in, revisions to, or discontinuation of the program.
- Please upload your Annual Program Evaluation for CTE.

Based on the CTE Program Evaluation, districts must establish a Program of Work for their CTE Programs that is updated annually and establishes a five-year plan to improve the Career & Technical Programs available to students. Through a planned process, CTE programs must be evaluated and reviewed and the results of said evaluation must be used to inform continuous program improvement.

The attached CTE Program Evaluation and Five Year Plan has been reviewed and approved by the Stanwood-Camano School District Career & Technical Education Advisory Committee and the Stanwood-Camano School District Board of Directors for the 2018-19 School year with action steps to be implemented during the 2019-20 school year.

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Albert Schreiber, Stanwood-Camano School Board President

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Dr. Jean Shumate, Superintendent

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Tim Cuchna, CTE Advisory Committee Chairperson

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Ross Short, CTE Director