

# Issaquah School District

---

## Career and Technical Education

District Wide Program Plan for the 2020-2025 School Years

## CTE Program Evaluation and Plan

### Overview

---

This document was developed to assist in evaluating Career and Technical Education (CTE) Programs throughout the district. Quality CTE programs meet program criteria based on the quality indicators provided. The criteria are based on RCW 28A.700.010; Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs as CTE is an invaluable part of Issaquah School District's middle and high school programming. Students enrolled in CTE courses learn and practice skills and habits of mind that help them bridge the relationship between school experiences and post-secondary experiences—continuing education or employment. CTE programs clearly align with the District's mission: *"Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment."*

To ensure that CTE offerings are relevant, timely, and appropriate, annual program evaluations and five year plans are conducted by the Pathway Advisory Committees (PAC), Director of CTE and Secondary STEM, STEM & CTE Curriculum Specialists, and the General Advisory Council (GAC). This document outlines areas of focus for program compliance, growth and refinement.

The following areas were reviewed:

- Educator Licensing
  - Curriculum, Instruction and Evaluation
    - Expand and sustain programs
    - Increase enrollment in CTE programs
    - Facilities and safety
  - Leadership Opportunities
  - Community and Educational Partnerships
-

## CTE Program Evaluation and Plan

### EDUCATOR LICENSING

CTE teachers are appropriately certificated through the Office of the Superintendent of Public Instruction (OSPI).

- Instructors who hold limited (conditional or probationary) CTE certificates have developed Written Training Plans (previously referred to as Professional Growth Plans) that are reviewed and approved by the individual and the Director of CTE and Secondary STEM annually.
- Instructors who are on limited certificates have also been reviewed and approved by the CTE General Advisory Council (GAC).
- Instructors are required to maintain current First Aid and CPR certifications.

2020-21		2021-22	2022-23	2023-24	2024-25
<b>Strengths</b> - 31 CTE instructors hold initial or continuing certifications. - Issaquah Schools Foundation provides two teacher certification scholarships annually.	<b>Weaknesses</b> - 43 CTE instructors hold limited certifications. - 9 CTE instructors are likely to never qualify for initial or continuing certifications.	- Certify additional middle school teachers in STEM/CTE for program expansion.	- Expand opportunities for business and industry to “try” teaching through models similar to that of TEALS in different pathways such as Health Sciences.		- Increase number of CTE teachers with work based learning endorsement.
<b>Opportunities (Action Plan)</b> - We will be offering a “CTE Professional Development Day” so CTE teachers can get a jump start on their additional responsibilities before school resumes. - This year we will offer 1 <sup>st</sup> Aid/CPR to ensure our teachers are in compliance and well as guided collaboration time for teachers to buildout courses on Canvas.	<b>Threats</b> -Due to COVID-19 many teachers who were to renew 1 <sup>st</sup> Aid/CPR in the spring had their courses cancelled. - OSPI requires that no otherwise qualified person is available to teach the course prior to issuing a limited certificate. - Certain certification areas are extremely difficult to find qualified CTE instructors for.				

## CURRICULUM, INSTRUCTION AND EVALUATION

---

Curriculum, instruction, and evaluation are based on state-approved standards and frameworks.

- All STEM & CTE courses align with CIP codes, the 16 National Career Clusters, OSPI Pathways, and are approved by the Office of the Superintendent of Public Instruction (OSPI).
- Curriculum is based on occupational need and developed and maintained in consultation with Pathway Advisory Committees (PAC). Labor market data is used to demonstrate occupational need.
- Approved written curriculum frameworks are posted on Staff Hub, securing the curriculum while still providing open access to all Issaquah staff.
- There is consistency in framework conventions such as alignment to state standards including Common Core Math, Common Core ELA, Next Generation Science Standards, other WA State Learning Standards, and Industry Standards specific to course content.
- Curriculum frameworks and Measurements of Student Growth (MOSG) are re-evaluated and updated ensuring Instructional Materials and assessments are up to date. They are reviewed annually and revised as necessary to reflect changes occurring in industry, student need, and instructional technology.
- Courses provide clear objectives and competencies tested through MOSG exams at the end of course terms.
- Programs articulate with related post-secondary training such as two and four-year colleges, technical colleges or apprenticeships.
- Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, IB, or other agreements or programs.

Looking ahead there are four areas of focus for curriculum, instruction and evaluation. These are to expand and sustain high quality CTE programs, to increase enrollment in CTE programs, and safety practices.

## CTE Program Evaluation and Plan

Expand and sustain programs

2020-21		2021-22	2022-23	2023-24	2024-25
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>- Most CTE courses have dual-credit agreements through CTE Dual Credit (college credit) and/or qualify for basic education equivalency credit.</li> <li>- Adding Dual Credit Articulations for Culinary with Renton Technical.</li> <li>- Adding Cybersecurity course (IHS, LHS). GAC recommended this for experience with open source software.</li> <li>- Adding Accounting course (LHS, SHS). GAC recommended this for experience with software like QuickBooks is essential.</li> <li>- Adding Photography course at LHS.</li> <li>- Re-instating Teaching Academy course and adding Intro to Engineering course at SHS.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>-Buildings have no or limited space for program expansion.</li> <li>- Some of our Skilled &amp; Technical programs lack CTE Dual Credit and/or IRC's.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to expand 7-12 pathways through Middle School STEM program expansion in New Middle School #6.</li> <li>- Review and make potential modifications in curriculum for Skilled &amp; Technical pathways.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop centralized hosting and/or server for Visual Communications courses including but not limited to TV/Video Production.</li> <li>- Implement additional Dual Credit articulations and/or IRC's to fill any potential gaps.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to expand 7-12 pathways through High School CTE program expansion in New Comprehensive High School #4.</li> </ul>	<ul style="list-style-type: none"> <li>- Pursue future expansion of STEM/CTE course offerings at Pine Lake Middle School.</li> </ul>

## CTE Program Evaluation and Plan

<b>Opportunities (Action Plan)</b> -Explore potential industry certifications to add to programs as appropriate opening up additional HB 1599 opportunities for our students.	<b>Threats</b> - Potential cuts to state funding in future due to COVID-19. - Difficulty in finding qualified instructors.				
--	--	--	--	--	--

### Increase enrollment in CTE programs

2020-21	2021-22	2022-23	2023-24	2024-25
<b>Strengths</b> - High enrollment in computer programming, health and arts-related. - Beaver Lake Middle School will restart their two year STEM/CTE course offering rotation for the first time. - Continued expansion of CTE program offerings due to 7 period day at both Issaquah and Skyline High Schools. Enrollment was up 27% in CTE programs districtwide within the past year!	<b>Weaknesses</b> - Some of the most expensive offerings have the fewest sections/enrollment.	- With the new 7 period day at Issaquah and Skyline High Schools, students will continue to have additional opportunities to explore CTE courses.	- Grow STEM/CTE enrollment to 1300+ full-time enrollment (FTE).	-Continue to expand 7-12 pathways through High School CTE program expansion in New Comprehensive High School #4.
<b>Opportunities (Action Plan)</b> -Continue to work with principals to implement STEM-based programs.	<b>Threats</b> -LHS will soon decrease their 8 period day to a 7 period day.			

## CTE Program Evaluation and Plan

### Facilities and Safety

2020-21		2021-22	2022-23	2023-24	2024-25
<p><b>Strengths</b>                      -Facilities and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures.                      -All STEM/CTE teachers who instruct lab-based courses are Safety certified and all students in lab-based courses must be Safety certified by their instructor.                      -Where applicable, Safety Data Sheets (SDS) are properly displayed and located for easy access for review.</p>	<p><b>Weaknesses</b>                      -Some labs house old and/or outdated equipment and are currently undergoing updates.</p>	<p>- Planning for New Middle School #6 to include designated CTE/STEM makerspace lab.</p>		<p>-Planning for comprehensive New Comprehensive High School #4 to include CTE spaces for computer programming, business education, applied science, robotics/engineering, health sciences and media production.</p>	
<p><b>Opportunities (Action Plan)</b>                      -Capital investments to update Beaver Lake Middle School and Liberty High School wood and metal shops will improve the overall quality and safety of these spaces per Risk Management Pool recommendations.</p>	<p><b>Threats</b>                      -Ever changing CTE state funding model.</p>				

## CTE Program Evaluation and Plan

### LEADERSHIP

Provide leadership opportunities to all students in STEM and CTE programs.

- All students enrolled in STEM/CTE have opportunities to participate in leadership activities integrated into class daily and beyond.
- Most STEM/CTE programs connect to a Career and Technical Student Organization (CTSO) where members affiliate and participate at regional, state, and national conferences and competitions.

2020-21		2021-22	2022-23	2023-24	2024-25
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>- Award winning CTSSO's including: DECA, FCCLA, WCTSMA, HOSA and FIRST Robotics in all 3 comprehensive high schools.</li> <li>- Some CTE courses are not aligned with a CTSSO, and still provide high quality leadership activities outside of the classroom.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>-Some CTE courses are not aligned with a CTSSO, and provide limited opportunities for leadership outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop districtwide, site led leadership opportunities that are inclusive of various pathways.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports Medicine HOSA and WCTSMA to provide extension opportunities for students at middle level so they can begin to pursue interest in Health Sciences earlier.</li> </ul>	<ul style="list-style-type: none"> <li>- Seek funding for CTSSO scholarships to increase equity and access. Ensure all students can participate in regional, state, and national conferences and competitions.</li> </ul>	
<p><b>Opportunities (Action Plan)</b></p> <ul style="list-style-type: none"> <li>- Carryout newly developed "Forensic Challenge" at JBLM for our Forensic courses thanks to an ongoing partnership.</li> <li>- Carryout expanded opportunities for Culinary students to compete similar to other pathways CTSSO opportunities.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>-OSPI requires all CTE programs to provide leadership opportunities inside and outside the classroom.</li> </ul>				



## CTE Program Evaluation and Plan

### COMMUNITY AND EDUCATIONAL PARTNERSHIPS

Increase partnerships through district departments and community organizations.

- STEM/CTE Advisory Committees: General Advisory Council (GAC) and Pathway Advisory Committee (PAC). STEM/CTE programs utilize advisory committees with appropriate representation such as business, industry, education, community, government agencies, and special population groups. The objective of the advisory committee is to provide continual and regular input and recommendations for program improvements.
- Issaquah Chamber Education Committee: this sub-committee of the Issaquah Chamber of Commerce focuses on the Great Careers Conference. The conference is designed to showcase certificate and associate post-secondary options that provide high demand, high skill, and high wage careers.
- STEM Advisory, Issaquah School District: this committee, formed by various departments within our District focuses on the STEMposium event. This event is designed to share STEM learning and opportunities throughout our k-12 system, as well as provide input to greater STEM curriculum matters.
- Technology Education and Literacy in Schools (TEALS): this grassroots organization provides teacher and teacher assistant support from those with experience in the tech industry in order to run effective computer science courses throughout our high schools.
- Sports Medicine Innovation Partnership Zone (IPZ) has been established in the City of Issaquah bringing together the city itself, in addition to Sports Medicine companies, clinics, and our high school program. In the summer of 2019 the first ever Sports Medicine Combine launched.

2020-21		2021-22	2022-23	2023-24	2024-25
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>-In partnership with the Issaquah Chamber of Commerce we will coordinate the 9<sup>th</sup> annual Great Careers Conference.</li> <li>-In partnership with STEM Advisory we will help support the 3<sup>rd</sup> annual STEMposium event.</li> <li>-Guest speakers from Boeing and FFA in our STEM courses.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>-Recruiting members for PAC is a never ending job and some areas still struggle to sustain business and industry members. Specific needs are currently in Applied Math, Engineering and Law/Safety.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to partner with the Issaquah Chamber of Commerce while revising the Great Careers Conference to more heavily focus on Career Pathways through interactive panel sessions.</li> </ul>		<ul style="list-style-type: none"> <li>-Formation of a Health Science Education in Schools organization.</li> </ul>	

## CTE Program Evaluation and Plan

<b>Opportunities (Action Plan)</b> -Continue to recruit and retain business and industry professionals, need for guest speakers in Applied Math.	<b>Threats</b>	-Development of Soft Skills (21 <sup>st</sup> Century Skills) sessions for Business & Marketing programs including Mock Interview training for Computer Science programs.			
---	----------------	---	--	--	--

## SUMMARY

---

Career and Technical Education is an important component of secondary education in the Issaquah School District. Students learn and practice skills necessary to carry out the mission of the District.

Respectfully submitted,

*Lesha Engels*

Lesha Engels

Director of CTE and Secondary STEM, Issaquah School District

### Annual CTE FTE

*2017-2018*

Middle School: 51.46

High School: 772.34

*2018-2019*

Middle School: 78.17

High School: 816.83

*2019-2020*

Middle School: 81.35

High School: 1009.35