

Issaquah School District

Career and Technical Education

Annual Program Evaluation for the 2018-2019 School Year

District Wide Program Plan for the 2019-2024 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 21st 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 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 equivalency in CTE programs
 - Increase enrollment in CTE programs
 - Facilities and Safety
- Leadership Opportunities
- Community and Educational Partnerships

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.

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Current		Future	
Positive	Negative	New in 2019-20	5 Year Planning
Strengths <ul style="list-style-type: none"> 23 CTE instructors hold initial or continuing certifications. Issaquah Schools Foundation provides one teacher scholarship annually. All instructors hold current First Aid/CPR cards or have a plan in place to update it. 	Weaknesses <ul style="list-style-type: none"> 29 instructors hold limited certifications. 9 CTE instructors are likely to never qualify for initial or continuing certifications. 2 CTE instructors are teaching outside of their continuing certification. 	<ul style="list-style-type: none"> Additional funding has been provided for CTE professional development/continuing certification attainment. 	<ul style="list-style-type: none"> Increase number of CTE teachers with work based learning endorsement. Certify additional middle school teachers in STEM/CTE for program expansion.
Opportunities (Action Plan) <ul style="list-style-type: none"> STEM instructors are now eligible for continuing certification through teaching experience and are actively pursuing their coursework. 	Threats <ul style="list-style-type: none"> OSPI requires that no otherwise qualified person is available to teach the course prior to issuing a limited certificate. 		

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 Committee (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.

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- 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, or other agreements or programs.
- Expansion of CTE Worksite Learning to new pathways has included Engineering, Construction, and Business Education.

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 equivalency in CTE programs, to increase enrollment in CTE programs, and safety practices.

Expand and sustain programs

Current		Future	
Positive	Negative	New in 2019-20	5 Year Planning
Strengths <ul style="list-style-type: none"> • Strong computer programming offerings. • Strong Arts-related offerings. • Strong Sports Medicine offering. • Many CTE courses have dual-credit agreements through CTE Dual Credit (college credit). 	Weaknesses <ul style="list-style-type: none"> • Some buildings have no additional space for program expansion. • Difficulty in finding qualified instructors. 	<ul style="list-style-type: none"> • Applied Algebra 2 is the first state approved equivalency course offered by the district. It will expand beyond IHS in the coming year thanks to its ability to provide SBA achievement. • Beaver Lake Middle School will begin strand two of STEM/CTE offerings. • Pacific Cascade Middle School will begin Principles of Flight as a STEM/CTE offering. 	<ul style="list-style-type: none"> • Continue to expand 7-12 pathways through Middle School STEM program expansion. • Consider which programs need to sunset and which to add. Considering new courses such as: <ul style="list-style-type: none"> ○ Accounting ○ Applied Algebra 1 ○ Digital Media Marketing ○ Cisco Networking ○ Cybersecurity ○ Virtual Reality ○ Biotechnology ○ Certified Nursing Assistant ○ Mechatronics • Explore potential industry certifications to add to programs as appropriate.
Opportunities (Action Plan) <ul style="list-style-type: none"> • Future expansion of STEM/CTE course offerings at Pine Lake Middle School. 	Threats <ul style="list-style-type: none"> • State funding models for CTE programs continue to be in flux. 		

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Increase equivalency in CTE programs

Current		Future																	
Positive	Negative	New in 2019-20	5 Year Planning																
<div><p>Number of CTE Equivalency Courses</p><table><thead><tr><th>Subject</th><th>Number of CTE Equivalency Courses</th></tr></thead><tbody><tr><td>English</td><td>3</td></tr><tr><td>Fine Arts</td><td>12</td></tr><tr><td>Mathematics</td><td>7</td></tr><tr><td>Physical Education</td><td>4</td></tr><tr><td>Science</td><td>10</td></tr><tr><td>Social Studies</td><td>4</td></tr><tr><td>World Language</td><td>3</td></tr></tbody></table></div>	Subject	Number of CTE Equivalency Courses	English	3	Fine Arts	12	Mathematics	7	Physical Education	4	Science	10	Social Studies	4	World Language	3	<p>Weaknesses</p> <ul style="list-style-type: none">• Creating new equivalencies often requires re-writing existing courses.• Curriculum re-writes may require time spent on other priorities (writing, math, science).• Many CTE teachers do not have mathematics or science backgrounds.	<ul style="list-style-type: none">• Accelerated Personal Finance, new at Issaquah High School.• Journalism and Yearbook, new at Liberty High School.• American Sign Language, new at Skyline High School.	<ul style="list-style-type: none">• Carry over established equivalencies to additional high schools.
Subject	Number of CTE Equivalency Courses																		
English	3																		
Fine Arts	12																		
Mathematics	7																		
Physical Education	4																		
Science	10																		
Social Studies	4																		
World Language	3																		
<p>Opportunities (Action Plan)</p> <ul style="list-style-type: none">• Determine what other potential high school equivalency crediting options exist such as Environmental Science.• Increase college credits through CTE Dual Credit.	<p>Threats</p> <ul style="list-style-type: none">• OSPI requires a minimum number of cross-credited courses.																		

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Increase enrollment in CTE programs

Current		Future	
Positive	Negative	New for 2019-20	5 Year Planning
Strengths <ul style="list-style-type: none"> • High enrollment in computer programming. • High enrollment in health. • High enrollment in arts-related. • Beaver Lake Middle School will begin strand two of STEM/CTE course offerings in fall of 2019. • Expanded CTE program offerings due to 7 period day at both Issaquah and Skyline High Schools. 	Weaknesses <ul style="list-style-type: none"> • Some of the most expensive offerings have the fewest sections/enrollment. 	<ul style="list-style-type: none"> • With the new 7 period day at Issaquah and Skyline High Schools, students will have additional opportunities to explore CTE courses. Currently we will be adding three CTE teachers at Issaquah and five at Skyline. 	<ul style="list-style-type: none"> • Grow STEM/CTE enrollment to 1000+ full-time enrollment (FTE). <ul style="list-style-type: none"> ○ FTE is up approximately 9.5% from the 2017-18 to the 2018-19 school year despite state FTE cuts to programs.
Opportunities (Action Plan) <ul style="list-style-type: none"> • Continue to work with Middle School principals to implement STEM-based programs. 	Threats		

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Facilities and Safety

Current		Future	
Positive	Negative	New for 2019-20	5 Year Planning
Strengths <ul style="list-style-type: none"> Facilities provided for the program are consistent with program standards and objectives. Labs and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures. There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards. 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. 	Weaknesses <ul style="list-style-type: none"> Some labs house old and/or outdated equipment and need updates. 	<ul style="list-style-type: none"> Capital investments to update Liberty High School wood and metal shop and improve the overall quality and safety of this space per Risk Management Pool recommendations. 	<ul style="list-style-type: none"> Planning for comprehensive high school number four to include CTE spaces for computer programming, business education, applied science, robotics/engineering, health sciences and media production.
Opportunities (Action Plan)	Threats <ul style="list-style-type: none"> Ever changing CTE state funding model. 		

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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.

Current		Future	
Positive	Negative	New for 2019-20	5 Year Planning
Strengths <ul style="list-style-type: none"> • Award winning CTSO's including: DECA, FCCLA, WCTSMA, HOSA and FIRST Robotics in all 3 comprehensive high schools. • Some CTE courses are not aligned with a CTSO, and still provide high quality leadership activities outside of the classroom. 	Weaknesses <ul style="list-style-type: none"> • Some CTE courses are not aligned with a CTSO, and provide limited opportunities for leadership outside the classroom. 	<ul style="list-style-type: none"> • Continue to increase participation in SkillsUSA and Technology Student Association (TSA). 	<ul style="list-style-type: none"> • Seek funding for CTSO scholarships to increase equity and access. Ensure all students can participate in regional, state, and national conferences and competitions.
Opportunities (Action Plan) <ul style="list-style-type: none"> • Focus on development and growth of the Technology Student Association (TSA) and SkillsUSA CTSO in each comprehensive high school. • Continue to work with CTE teachers to develop alternative leadership opportunities. 	Threats <ul style="list-style-type: none"> • OSPI is now requiring all CTE programs to provide leadership opportunities inside and outside the classroom. A CTE teacher must supervise activities, including community service and competitions at regional, state, and national levels. 		

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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 all of 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 will launch. Here our students will be responsible for running and financially benefitting from administering the conferences 5k race.

Current		Future	
Positive	Negative	New for 2019-20	5 Year Planning
Strengths <ul style="list-style-type: none"> • In partnership with the Issaquah Chamber of Commerce we successfully coordinated the 7th annual Great Careers Conference. • In partnership with STEM Advisory we helped support the 2nd annual STEMposium event. 	Weaknesses <ul style="list-style-type: none"> • 2 of the PACs have more teacher participation than community participation (Culinary, ASL). 	<ul style="list-style-type: none"> • Continue to partner with the Issaquah Chamber of Commerce while revising the Great Careers Conference to more heavily focus on Career Pathways through interactive sessions. • Contribute to the first ever Sports Medicine Combine this summer through administering the 5k. 	<ul style="list-style-type: none"> • Formation of a Health Science Education in Schools organization.
Opportunities (Action Plan) <ul style="list-style-type: none"> • Continue to recruit and retain business and industry professionals. 	Threats		

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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

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4/24/2019

Director of CTE and Secondary STEM, Issaquah School District

Annual CTE FTE

2014-2015

Middle School: 53.07

High School: 779.26

Skills Center: 19.50

2015-2016

Middle School: 52.33

High School: 783.91

Skills Center: LWSD Now Fiscal Agent

2016-2017

Middle School: 70.06

High School: 753.42

2017-2018

Middle School: 51.46

High School: 772.34

2018-2019

Middle School: 78.17

High School: 816.83