

Issaquah School District

Career and Technical Education

Program Evaluation for the 2015-2016 School year

Program Plan for the 2016-2017 School Year

For School Board Approval on February 10, 2016

Overview

Career and Technical Education (CTE) is an inherent part of K-12 education, and is an integral part of the Issaquah School District's middle and secondary 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, periodic program evaluations are conducted by the Director of Career and Technical Education, CTE Specialists, and community members. This document details the evaluation findings and proposes a direction for continued improvement. The evaluation is based upon "Strengths, Weaknesses, Opportunities, and Threats (SWOT)" principles. This evaluation process considers those things (internal and external) that influence maintenance and improvement of CTE programming.

While current practice was considered, the graduation requirements for the Class of 2019 became a clear focus. This evaluation and plan considers the need to prepare and adjust for the new graduation requirements soon to be implemented. Since Core 24 dictates fewer electives, the committee considered how CTE should be presented within a narrowing elective environment.

The following areas were reviewed:

- Creation and sustenance of new programs,
- CTE equivalency in core academic subjects,
- Enrollment,
- Increased opportunities for leadership, and
- Community and educational partnerships.

Objective: Create and sustain new programs

	Positive	Negative
Internal	<p>Strengths:</p> <ul style="list-style-type: none"> • The District has a strong computer programming offering • The District has a strong Arts-related offering • The District has a strong Sports Medicine offering • Many courses have dual-credit agreements through Tech Prep • Some courses have equivalencies with Math, Science, PE, Social Studies, English, World Languages or Health 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Some buildings have no extra space for program expansion. • Difficulty in finding qualified staff.
External	<p>Opportunities (Action Plan)</p> <ul style="list-style-type: none"> • Consider which programs need to twilight • Increase equivalency crediting • Research and apply for grants that support the development of CTE courses and equivalencies. 	<p>Threats</p> <ul style="list-style-type: none"> • The class of 2019 has increased graduation requirements that limit the number of CTE courses a student might take.

Objective: Increase equivalency in CTE programs

	Positive	Negative
Internal	<p>Strengths:</p> <ul style="list-style-type: none"> • AP Computer Science satisfies a post-algebra 2 math equivalency and science equivalency • Sports Medicine satisfies a Science equivalency. • Material Science satisfies a Science equivalency. • CTE Health satisfies a health graduation equivalency. • Graphic Design 1 & 2 satisfies a fine arts equivalency. • Photography 1 & 2 satisfies a fine arts equivalency. • Technical Theatre satisfies a fine arts equivalency. • Yearbook 1 & 2 satisfies a fine arts equivalency. • American Sign Language is considered a World Language equivalency. • NJROTC provides a PE exemption • Criminal Justice is a Social Studies equivalency. • Journalism 1, 2 (Issaquah) is a senior English equivalency . 	<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.
External	<p>Opportunities (Action Plan)</p> <ul style="list-style-type: none"> • Increase effort toward high school equivalency crediting. • Increase crediting within Tech Prep. • Develop equivalency agreement for Culinary Arts and Science. • Develop CTE frameworks for Applied Algebra 1 and Applied Algebra 2. 	<p>Threats</p> <ul style="list-style-type: none"> • OSPI is requiring a minimum number of cross-credited courses. • The class of 2019 has increased graduation requirements that limit the number of CTE courses a student might take.

Objective: Increase enrollment in CTE programs

	Positive	Negative
Internal	<p>Strengths:</p> <ul style="list-style-type: none"> • High enrollment in computer programming. • High enrollment in health. • High enrollment in arts-related programs. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Some of the most expensive offerings have the fewest sections/enrollment: • Only 1 semester course in Robotics - Issaquah High School. • Only 1 offering in Video - Issaquah High School. • Low enrollment in Liberty High Culinary Arts. • Low enrollment in Liberty High Video • Low enrollment in Liberty High NJROTC • Low enrollment in Issaquah High Woods • Low enrollment in Issaquah Middle School STEM. • No programming at Beaver Lake Middle School. • No programming at Pine Lake Middle School.
External	<p>Opportunities (Action Plan)</p> <ul style="list-style-type: none"> • Develop new program: AP Psychology as a CTE offering. • Develop new program: Business English/Communications. • Increase marketing on Teaching Academy. • Continue to promote CTE courses inside and outside the school. • Continue to work with Middle School Principals to implement STEM-based programs. • Redesign existing Culinary programs into science equivalencies. 	<p>Threats</p> <ul style="list-style-type: none"> • The class of 2019 has increased graduation requirements that limit the number of CTE courses a student might take.

Objective: Provide new and revised leadership opportunities to all students in CTE programs

	Positive	Negative
Internal	<p>Strengths:</p> <ul style="list-style-type: none"> • DECA is an award winning CTSO. • FCCLA is an award winning CTSO. • WCTSMA is an award winning CTSO. • HOSA is an award-winning, Skyline High School CTSO. • FIRST Robotics engages students in all 3 comprehensive high schools. • Some CTE Courses have high quality leadership and are not aligned with a CTSO. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Some courses are not aligned with a CTSO, and no opportunities for leadership exist outside the classroom.
External	<p>Opportunities (Action Plan)</p> <ul style="list-style-type: none"> • Embed Technology Students of America in each high school. • Continue to work with CTE teachers to develop alternative leadership opportunities. 	<p>Threats</p> <ul style="list-style-type: none"> • A new requirement for CTE courses was presented on October 6, 2014. • All program re-approvals must comply with the new requirements by January, 2016. • 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 local, State, and national levels.

Objective: Increase community and educational partnerships

	Positive	Negative
Internal	<p>Strengths:</p> <ul style="list-style-type: none"> • The District has a general advisory that has community and educational representation. • Advisory meetings have sign-in processes and all take minutes. • The District partners with Lake Washington School District in ASL, Information Technology, and Criminal Justice. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Most advisories have more teacher participation than community participation. • Most advisories do not have adequate representation from the program specific businesses and industries.
External	<p>Opportunities (Action Plan)</p> <ul style="list-style-type: none"> • Invite college faculty to advisory meetings. • Invite college administrators to advisory meetings. • Continue to partner with the Issaquah Chamber of Commerce. • Continue to partner with the Issaquah Schools Foundation. 	<p>Threats</p> <ul style="list-style-type: none"> • Advisories may not have adequate business and community representation.

Results of the Program Evaluation

It is no coincidence that meeting the opportunities developed through this evaluation, show that the opportunities are interrelated. For example, increasing enrollment in CTE is related to providing increased equivalencies in core academic subjects; increasing the number of courses that are equivalent to core academic subjects increases enrollment. Therefore, and based upon input from the Advisories, Issaquah School District's CTE programs will begin planning for the following:

Program Maintenance and Development

Determine which programs need to twilight

Working with Advisories and school Principals, a discussion about which programs need upgrading or twilighting will coincide with new course proposals. While the current process for developing new courses is on hold for the 2015-2016 school year, planning for new or revised courses for the 2016-2017 will begin this Spring.

Increase equivalency crediting

To increase the number of CTE courses that qualify for credit equivalency, CTE will begin development of (2) new courses: Applied Algebra 1, and Applied Algebra 2. These courses will meet the same standards as Common Core Algebra 1 and Common Core Algebra 2. In addition, CTE will complete framework approval for Fashion Design 1 and Fashion Design 2, which will be offered as a fine art equivalency. CTE will begin the development of AP Psychology and Business/English Communications frameworks. These courses will provide additional equivalency for **English and/or Social Studies**.

Grant Applications

CTE will research and apply for grants that support equivalency development, leadership development, and/or new and emerging technologies.

Increase Equivalency in CTE programs

Connections for Dual Crediting

The Director of Career and Technical Education will work with teachers and CTE Specialists to design coursework that will increase the number of dual crediting opportunities through our local Tech Prep partners. Cooperation with our Tech Prep partners will continue, and new opportunities will be examined.

Increase enrollment in CTE programs

New program offerings

The following new programs will be developed:

- Applied Algebra 1
- Applied Algebra 2
- Fashion Design 1
- Fashion Design 2
- Business/English Communications
- AP Psychology

New leadership opportunities

CTE will increase the number of Technology Students of America clubs in high schools. The Director of Career and Technical Education will work with Middle School Principals and teachers to develop chapters.

Increase educational/community partnerships

College partnerships

CTE will work to invite local technical and community college faculty to advisory meetings. In addition, local technical and community college administrators will be invited as well.

Summary

Career and Technical Education is an important component of secondary education in the Issaquah School District. Students learn and practice skills necessary to the mission of the District. Recent graduation requirement changes for the class of 2019 will strictly define the number and types of credits needed for graduation. Career and Technical Education has evaluated its programs and provided a plan that will allow continued programs within the structure of these new graduation requirements.

Respectfully submitted,



Dennis Wright

1/20/2016

CTE Director, Issaquah School District.