

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

DISTRICT - WIDE PLAN 2014-2016

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AUBURN SCHOOL DISTRICT

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CAREER AND TECHNICAL EDUCATION DISTRICT-WIDE PLAN 2014-2016

School District Name: **Auburn School District #408**

County Name: **King**

The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

This district hereby assures compliance with the following requirements:

1. All Career and Technical Education classes/programs receiving state and/or federal Career and Technical Education funding are currently approved by the Office of the Superintendent of Public Instruction (OSPI) and are taught by an instructor who has a current Career and Technical Education certification and whose certification matches the instructional area.
2. The district must have program(s) of study documentation on file.
3. All Career and Technical Education instructors of approved applied academic courses have completed approved preparation and yearly in-service for the course(s) they teach.
4. All Career and Technical Education teachers in approved Career and Technical Education programs hold a current first aid and CPR certificate.
5. The local Career and Technical Education program has identified goals and objectives that have been developed in relation to the career and technical standards and indicators and are the basis for federal, state, and special grant funding requirements.
6. The local Career and Technical Education plan was developed in consultation with the local general advisory council (GAC).
7. The local Career and Technical Education plan was developed in consultation with representatives of the educational and training resources available in the area to be served by the applicant, such as private business schools, skills centers, and other public or private agencies.
8. All Career and Technical Education programs and activities are conducted in compliance with Title I of the Perkins Act of 2006 and the provisions of the state plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of the federal or state programs.
9. The district has conducted an evaluation of Career and Technical Education programs using the current standards and indicators, contracted evaluation services, or other local indicators.
10. Each recipient of financial assistance shall annually evaluate the effectiveness of the

program. As part of each such evaluation, each recipient shall (1) review programs with the full and informed participation of representatives of individuals who are members of special populations, and (2) evaluate the progress of Career and Technical Education programs assisted under this Act in providing Career and Technical Education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

11. Students who participate in Career and Technical Education programs are taught to the same challenging academic proficiencies as are taught to all other students.
12. Federal Career and Technical Education funds made available will be used to supplement, and in no case to supplant (replace), such state or local funds.
13. None of the funds expended under Title I of the Perkins Act of 2006 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, or any affiliate of such an organization.
14. Consortium dollars are not distributed to receiving districts based upon the amount of funds generated by the Carl D. Perkins formula.
15. Career and technical services, programs, and activities relate to state or regional occupational opportunities and prepare students for post secondary opportunities or entry into high skill, high wage jobs in current and emerging occupations.
16. The district will ensure their Career and Technical Education programs are in compliance with Perkins IV Sec. 134 & 135.
17. The district has developed an affirmative action plan which is on file in the school district administration office and at OSPI. The affirmative action plan ensures that there will be no discrimination of staff or students in any school district education program, including Career and Technical Education.
18. Equal access to Career and Technical Education programs will be provided to meet the needs of all students in nontraditional and technological occupations regardless of gender.
19. The district assures that all CTE programs facilitate access for all students and complies with all federal and state rules and regulations. The district assures that it does not discriminate on the basis of race, color, national origin, gender, or disability in education programs, services and activities.
20. The district has developed a transition plan (which is on file in the school district administration office) for the removal of any building barriers which may exist which would limit access by students with disabilities to any school district education program, including Career and Technical Education.
21. Career and Technical Education planning for individuals with disabilities will be coordinated between appropriate representatives of Career and Technical Education and special education.

22. Each student who is disadvantaged and/or each student with a disability who enrolls in Career and Technical Education programs shall receive:
 - a. Assessment of the interests, abilities, and special needs of such students with respect to completing successfully the Career and Technical Education program.
 - b. Supplementary services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs of special populations.
 - c. Guidance, counseling, and career development activities conducted by professionally/technically trained counselors who are associated with the provision of such special services.
 - d. Counseling services designated to facilitate the transition from school to post-school employment, career opportunities, and postsecondary education.
23. The districts will adequately address the needs of students in alternative education programs, if such programs are offered in the district.
24. Data reported to OSPI under Perkins IV is complete, accurate, and reliable.
25. Reports and other information will be submitted within the dates established, and documentation will be maintained for five years.
26. The accounting system and management process used by the institution must be consistent with generally accepted accounting and management practices and meet the specific requirements of the Single Audit Act.
27. An inventory record will be maintained for all equipment purchased whole or in part with federal funds. All such equipment will be available for use by students in the approved Career and Technical Education program for which purchased.
28. The district will supply information to the Office of Superintendent of Public Instruction (OSPI) to meet reporting requirements regarding staff, finances, enrollment, completion, and follow up as mandated in the Carl D. Perkins Career and Technical Education Act of 2006.
29. The district has a policy developed and on file in the school district administration office which ensures that there will be no discrimination based upon race, color, national origin, sex, or disabling condition in any school district education program, including Career and Technical Education. Districts are required to identify a coordinator of federal Title IX regulations.
30. The district board of directors has adopted a course equivalency procedure for career and technical high school courses offered to secondary students enrolled in high schools and skills centers in accordance with WAC 180-51-066 and RCW 28A.230.097. A career and technical course equivalency may be for whole or partial credit.

Identify the following:

Tom Erdmann, Chairperson
General Advisory Council

Rhonda Larson, Section 504 Coordinator

Tim Cummings, Title IX Officer

Cynthia Blansfield, Director/Administrator
Career and Technical Education

Date

Dr. Kip Herren, Superintendent

Date

Ray Vefik, School Board President

Date

Allocation Amount: \$110,577

REQUIRED USES OF THE FUNDS (Section 134 and Section 135)

Districts must provide a brief description of how Perkins IV funds will be used to support the following “required” uses of the funds for the following questions. If you do not plan to use Perkins IV funds for a particular category, please briefly describe how the district is meeting all required activities. All narrative sections must be completed in order to be considered for funding.

IMPROVE ACADEMIC AND TECHNICAL SKILLS OF STUDENTS ENROLLED IN CAREER AND TECHNICAL EDUCATION PROGRAMS (Sec. 134(b)(4)(B) Sec. 135)

4.1 Provide a description of how the district will improve programs through the integration of CTE and core academic programs. (e.g., course equivalency, framework alignment to standards, programs of study)

The Auburn School District believes in a comprehensive high school program which includes rigorous core academics combined with rigorous CTE programs. The district has worked to solidify what we expect students to know and be able to do in core academic areas such as reading, writing, math, and science while Career and Technical Education programs have always had national and state technical/industry standards as the program's starting point. We believe and research supports that it is through rigor in BOTH core and Career and Technical Education that students will be successful.

Every Career and Technical Education course in the Auburn School District is approved by OSPI and identifies not only the technical skills students will know and be able to but the reading, writing, math, science and other core academic standards students will meet through the CTE course. The District has identified a process by which students can earn core equivalency credit for completion of certain CTE courses that teach and assess core standards. This equivalency credit provides opportunities for students to demonstrate their attainment of core standards in an applied, technical manner. In addition, each CTE course in the Auburn School District identifies, teaches, and assesses proficiency in leadership and employability skills.

4.2 Provide a description of how the district will encourage CTE students at the secondary level to enroll in challenging core academic subjects. (e.g., Navigation 101, student led conferences, programs of study)

The Auburn School District’s Pathways Program has evolved to personalize college and career planning for students and their families. Programs of Study have been developed to provide students with an understanding of graduation requirements, opportunities for connecting advanced learning opportunities, career and technical education coursework and post-secondary articulations in a career cluster area. The Programs of Study documents also include occupational information, leadership opportunities and scholarship opportunities for students to think about and become engaged in. This detailed information will be shared beginning at the middle level to provide context to students as they are learning reading, writing, mathematics and science. It gives them information to not only think about their future but actively and intentionally begin planning for it. This information empowers students helping them to be more motivated in middle and high school. Additionally, the high schools offer a freshman course which transitions students from the middle to the high school, connecting them to adult advocates in the building, providing them information

about opportunities inside and outside of class and promotes a culture of academic success for every student. From that foundational course, students branch out into course sequence that includes a strong academic focus with rigorous standards and develops into opportunities through CTE which offer relevant learning activities in various occupational areas.

In some buildings, a student-led conference is offered at least once, sometimes two times, each year for students to articulate to their parent/guardian their accomplishments and their plans for the future. In the Auburn School District there is an emphasis on accelerating students' learning through advanced coursework such as Advanced Placement challenging all students towards higher levels of academic achievement.

4.3 Describe how the district will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. (e.g., state approved frameworks, articulation agreements, professional development)

Every CTE course in the District has foundational academic standards that are necessary for students to meet in order to build upon and apply to CTE areas. Every Career and Technical Education course in the Auburn School District identifies the challenging, academic standards taught and assessed within each course through the state-approved curriculum frameworks. These frameworks identify the state core standards (including Common Core State Standards for English Language Arts and Math) that are taught and assessed in CTE courses. We believe a student will be successful in high school with BOTH a rigorous core academic AND a rigorous CTE program of study. The core standards in the CTE courses are the same academic core standards taught and assessed in general courses of Language Arts, Math and Science. These standards would also be present in CTE and general education articulation agreements with post-secondary partners.

4.4 Describe how the district will provide students with strong experience in, and understanding of, all aspects of an industry (e.g., industry skill standards, CTSO experiences, certifications, advisory committees, field trips, career progression, and management).

Every Career and Technical Education course in the Auburn School District not only aligns to the teaching and assessing of core academic standards, but aligns with the standards students need to be successful in industry. The technical standards found in curriculum frameworks are based upon national and/or state industry standards identifying what students must know and be able to do to be successful in the world of work. Students who demonstrate meeting these standards in high school have the opportunity to earn college credit as well as industry certification. CTE courses infuse a variety of teaching and learning methodologies such as field trips, internships, job shadows and work-based learning opportunities. Leadership standards/skills are an integral component of every CTE course identifying basic core leadership skills, individual leadership skills, group leadership skills and community and career skills which will empower students to assume responsible roles in the family, community, business and industry environments. Employability skills integrated in every CTE course outline the human relations, personal management, and personality skills needed to be a good employee. Packaged together, all of these aspects contribute to a strong experience in and understanding of industry for every student.

4.5 How will the district identify, assess, and certify skills for successful careers to:

- a. Increase workplace and life skills development for students.**
- b. Increase the use of industry-based skill standards, assessments, and credentials.**

To identify skills for successful careers, staff in the Auburn School District will continue to work with community and industry partners in the various career areas. This on-going collaboration with business and industry keeps teachers updated on the skills necessary for students of tomorrow's workforce to be successful. Additionally, teachers will stay up-to-date professionally through journals and professional associations.

Teachers in the Auburn School District teach and assess employability and 21st Century Skills in their courses to increase workplace and life skills development for students. Additionally, the District offers Instructional and Cooperative Work-Based Learning opportunities for students. These WBL opportunities really are the capstone for students to learn and apply their workplace and life skills.

With the identification of industry standards, teachers then collaborate during dedicated Professional Learning Community time to create and align assessments to the skills identified by industry. They administer these common assessments, share and respond to the data to increase student achievement in their program area.

Sometimes there are tools already established that makes identifying and assessing skills for successful careers easier. These are through industry-recognized certifications. These provide real-world tools for students and teachers to analyze and respond to how students are progressing towards meeting industry standards necessary for successful careers. The Auburn School District has emphasized the importance of industry certification over the past two years.

COMMUNITY AND EDUCATIONAL PARTNERSHIPS (Sec. 134(b)(5) Sec. 135)

4.6 Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals (i.e., parents, community members, IEP and advisory committee meetings) are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act.

Students play an important role in providing feedback about Career and Technical Education courses in the district. At the end of each semester, students in CTE courses complete a survey offering their input on program components such as the curriculum, the facilities, the instructor, what they liked best about the course and what they would change. This feedback is shared with each program areas' advisory committee which prompts a discussion with business and industry and other interested individuals.

The District's Curriculum, Instruction, and Assessment Committee includes representatives of special populations which are frequently updated and presented with information about CTE programs in the district.

Advisory committees along with community ad hoc groups provide insight and information to the district in various areas including Career and Technical Education. Their input provides another lens throughout which the District is able to made improvements in programs for the betterment of our students' education.

These individuals and entities are informed about these opportunities through the Auburn School District website, through newsletters, through Career and Technical Education teachers reaching out to current and prospective advisory committee members.

4.7 Describe how the district will increase work-integrated learning by:

- a. Increasing the number and types of workplace experiences available to students and out-of-school youth.**
- b. Bringing more work experiences into the classroom by engaging employers and workers.**

For years, the Auburn School District has always worked to provide Instructional and Cooperative Work-Based Learning opportunities for students in all program areas. For the 2013-2014 school year, as part of the Road Map Consortium, we are working to create a field guide for businesses regarding opening their doors to work experience for students. The focus for the 2014-2015 school year is to identify a tool by which students in the region could be connected with a business in an area in which the student is interested. Ultimately, the goal over the next two years is to provide a work experience for every student. This provides the opportunity for EVERY student to experience what it is like to be in the workplace and the necessary skills to be successful in the workplace and to better connect their learning to their future.

Additionally, the Career Center Specialists at each comprehensive high school work to expand the classroom experiences related to career interests of students. They bring in presenters from businesses who make presentations and sometimes hands-on demonstrations of aspects of the industries they are in. These presentations are targeted to those students interested in that particular industry to deepen the students' knowledge and understanding of the industry.

SPECIAL POPULATIONS (Sec. 134(b)(8 & 9)(A-B))

NOTE: Special populations means individuals with disabilities, individuals from economically disadvantaged families (including foster children), individual preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals who are limited English Proficient.

4.8 Describe how individuals who are members of the special populations are given full access to CTE programs without discrimination.

The Auburn School District has open enrollment for all CTE courses in the district. All four high schools have a number of special needs students who access Career and Technical Education programs. When necessary, these students are supported in the programs with a para-educator. The para-educator works CTE instructors to help students who need additional assistance in academic and technical areas. Students, parents, and instructors of disabled students develop individual student plans to meet both academic and vocational needs. Through active advisory committees, CTE programs modify and update curriculum taking into consideration the impact on special populations. With input from a variety of community agencies and district departments, staff and administrators continue to work towards appropriate placement and support for disadvantaged and special education.

PREPARATION FOR NONTRADITIONAL TRAINING AND EMPLOYMENT (Sec. 134(b)(10))

4.9 Describe how funds will be used to promote preparation for nontraditional fields. Include recruitment methods and strategies.

Each high school has a Career Center where students and parents can access information on potential opportunities beyond high school. A post-secondary night exposes students to additional opportunities, including non-traditional occupations, apprenticeships, technical, and community colleges as well as the traditional four-year university. The Auburn School District provides students from all four high schools the opportunities to explore non-traditional career through events such as: Women in the Trades Fair; Expanding Your Horizons; Pathways Partnerships; job shadow opportunities and other career exploration activities. Staffs continually educate students about career opportunities for students based upon their aptitudes and interests rather than “traditional” occupation selection. Students also have the opportunity to explore post-secondary options through site visits, guest speakers, and other activities arranged through the Career Centers. Through active advisory committees, CTE programs continue to be modified and updated by examining the impact on special populations and identifying non-traditional opportunities for students.

PROFESSIONAL DEVELOPMENT/CTE PERSONNEL

4.10 Describe how comprehensive professional development promotes the integration of coherent and rigorous content aligned with challenging academic standards relevant to CTE programs will be provided to teaching, guidance and administrative personnel.

CTE staff participate in all professional development opportunities offered in the Auburn School District. On a district level, CTE teachers have received training on ELA Common Core State Standards, strategies for teaching Common Core Math standards, the CEL instructional

framework, tools for standards-based teaching and learning, and creating aligned assessments. Specific CTE topics include training on labor market needs, industry standards, Programs of Study, career guidance systems, and industry certifications.

CTE teachers are encouraged to participate in their professional organizations, with industry partners, advisory committee meetings and articulation meetings with colleagues from other districts and college professors. STEM professional development has been an area of focus as well.

This year, teachers in the district will be encouraged to attend the WA-ACTE summer conference to gain insight and information as it pertains to Career and Technical Education as a whole.

4.11 Describe the professional development offered to guidance and counseling personnel regarding CTE opportunities for students and the linkages to future education and training opportunities.

With the development of additional Programs of Study, the District has offered workshops on the Programs of Study—what they are, what they do, why they are important and how they can be implemented. These workshops were offered for all guidance and counseling staff and administrators. On ongoing basis, CTE topics, specifically the implementation of a system for college and career readiness for all students has been a topic for middle and high school counselors including both guidance and career counselors. Counseling staff participate in workshops provided by the counseling professional organization (regional and state), OSPI, and through the regional counseling consortium connected through RTT. Counselors also receive training on the implementation of tools for career guidance such as the career awareness tool preparing students for their futures and which house the high school and beyond plan.

4.12 Describe how the district will improve availability and quality of career and education guidance in the middle school, high school and postsecondary institutions to:

- a. Enhance career guidance for students and,**
- b. Partner with employers to help students explore careers and workplaces.**

The Auburn School District will enhance career guidance for students by moving the initial guidance down into the middle levels. The Programs of Study documents identify the courses to be taken at the middle level that align within a career cluster area. Background knowledge and understanding of Programs of Study are foundational to the launch of and use of Programs of Study at the middle level. Additionally, this year we will be implementing a career awareness tool at the middle level to connect students learning to their future.

As explained above, Auburn's involvement with the regional Road Map project is planning to expand the opportunities for students to connect with employers to explore careers and workplaces. The goal is that over a 3 year period that every student would have some experience related to the workplace.

4.13 Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and counseling personnel, including underrepresented groups; and the transition to teaching from business and industry.

The Auburn School District has a history of strong CTE programs that we are very proud of. Over the past six years, the Auburn School District has had very few CTE hires. CTE teachers in the Auburn School District stay due to a generous contract, time for collaboration, supportive advisory committee members and they are provided resources needed to teach students. We have been able to recruit students who have graduated from the Auburn School District who have completed the program they have come back to teach. Our Advisory Committee members communicate the great programs and support of CTE in the Auburn area. We all continue to identify ways in which we can include underrepresented groups. In fact, one of our District's strategic improvement goals is to improve the recruitment and retention of staff including underrepresented groups. CTE works closely with the Human Resources Department to make that happen.

ALLOWABLE ACTIVITIES

Priorities of the Carl D. Perkins Career and Technical Education Act of 2006

Under the statute, the LEA must provide for enhanced instructional opportunities that may include the following activities **(for each priority box checked, a description of use of funds is required and must identify total Perkins Funds Utilized)**. If no Perkins Funds will be used in this activity, please note in the description.

- ✓ **Preparing students for postsecondary education and careers through strong high school programs, career, and technical education.**

To prepare students for postsecondary careers, we would use Perkins funding to pay for industry certifications for students including any materials and electronic tools to prepare students to be successful with industry certification assessments.

Promoting identification and dissemination of effective practice in raising student achievement in high schools, community colleges, and adult education programs, and lead targeted research investments.

No Perkins funds are used for this activity.

Promoting improved coordination and communication among programs and activities that prepare youth and adults for postsecondary education and/or careers.

No Perkins funds are used for this activity.

Ensuring the equal access of minorities, women, individuals with disabilities and disadvantaged persons to career, technical, and adult education.

No Perkins funds are used for this activity.

Providing a unified Federal approach to high school, career and technical and adult education as well as community colleges with a focus in particular on low achieving areas.

No Perkins funds are used for this activity.

Promoting the implementation of education technology, as it applies to access and service delivery, as well as instructional methodology.

No Perkins funds are used for this activity.

To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for

✓ **postsecondary students and adults.**

Perkins funds would be used to purchase a career awareness tool that will support students in the planning for college and careers. This tool would be implemented at all four middle schools and all four high schools. It would also house the student's High School and Beyond Plan, a graduation requirement and an integral component of career planning.

To support local business and education partnerships and provide work related experiences, entrepreneurship, internships, cooperative education, and job shadowing that are related to career and technical education programs for local education and business (including small business).

No Perkins funds are used for this activity.

✓ **For work-based learning opportunity development for students.**

Funds are used to support a teacher to coordinate work-based learning for students at West Auburn High School.

✓ **To improve curriculum development or upgrades.**

Funds will be used to support the curriculum review and development of frameworks. These funds would also be used to address upgrades based upon the curriculum review.

✓ **To support staff development and related expenses to counselors and instructors – stipends, registration, materials, etc.**

Perkins funds would be used to support teacher and administrator attendance to the WA-ACTE summer conference.

To provide support for training programs in automotive technologies.

No Perkins funds are used for this activity.

✓ **Articulation agreement development – Funds may be used to purchase textbooks for newly articulated courses, but cannot be used to replace textbooks currently being used by a secondary school. The Carl D. Perkins grant is supplemental funding, therefore districts cannot supplant**

Funds would be used to support high school teachers to meet and collaborate with community college teachers to identify and finalize articulation agreements. Additionally, funds would be used to pay for consortium dues to articulate in the area of American Sign Language.

Provision of mentoring, leadership activities, CTSO activities, and

- ✓ **academic or career counseling for secondary youth in CTE programs.**

Perkins funds are used to support West Auburn High School CTE programs. The CTE program at this alternative school focuses on providing leadership activities extending beyond the classroom. An example of these activities includes the vocational student leadership organization's annual leadership retreat. This leadership event develops leadership skills that students apply not only in their CTE course, but to the entire school. Additionally teachers who mentor students in preparation for the Greater Auburn Area Career Conference will receive a stipend using Perkins funds.

- ✓ **Transportation to Tech Camps or Technical College visits.**

Funds would be used to provide bus transportation for students to visit college campuses. This activity is coordinated through the Puget Sound Dual Credit Careers Consortium to promote dual credit to students and get them connected to colleges.

Support for family and consumer sciences programs.

No Perkins funding is used for this activity.

Support assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

No Perkins funding is used for this activity.

- ✓ **Activities for mentoring and support services.**

The Auburn School District uses Perkins funding to provide a Career Center attendant in each of the comprehensive high schools. The role of the attendant is to provide support services to the Career Counselor and to provide information and mentoring to students preparing for college and careers.

Coordination efforts with parents, businesses and labor organizations in the design, implementation, and evaluating the CTE program to promote parents, community and businesses to become active participants in their local education agency.

No Perkins funds are used for this activity.

- ✓ **Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with, to assist parents of CTE students by offering comprehensive community services.**

Funds would be used to support students to visit college campuses and learn more about programs aligned to their Program of Study. This activity would also reinforce the focus on dual credit options for students.

Services that are directly attributable to the presence in the secondary schools of CTE students, including the payment of costs of providing additional classroom supplies to support extended instruction, culturally relevant materials, or such other costs that are directly related to the goals and objectives of the grant.

No Perkins funds are used for this activity.

To support other career and technical education activities that are consistent with the purpose of this Act.

No Perkins funds are used for this activity.

STATE LEVELS OF PERFORMANCE (Section 134(b)(2))

Perkins IV requires new performance measures. Districts are required to meet district level performance measurements for each indicator. Districts may either accept the state negotiated level of performance, or have the option of negotiating each of the state's targets. Districts opting to negotiate must set a minimum proposed level that is 3% above the district's performance level from the previous year.

Indicator	State Target	Negotiated District Target Proposed Level
Indicator 1S1 Academic Attainment (Language Arts/Reading)	85.00%	
Indicator 1S2 Academic Attainment (Mathematics)	67.00%	65.00%
Indicator 2S1 Technical Skill Attainment	92.00%	
Indicator 3S1 Secondary School Completion	91.79%	85.00%
Indicator 4S1 Student Graduation Rates	87.50%	
Indicator 5S1 Placement in Postsecondary Education or Employment	72.50%	
Indicator 6S1 Nontraditional Participation	53.56%	
Indicator 6S2 Nontraditional Completion	55.17%	

Describe how the district will use Perkins funds and local program activities to meet the state-defined Adjusted Performance Level assigned to each of the following indicators:

6.1 Indicator I/II: Describe how the district will increase student attainment of challenging academic content standards and student academic achievement standards in Language Arts/Reading and Mathematics.

Every Career and Technical Education course teaches and assesses various core academic standards. These core academic standards are the Common Core State Standards for reading, writing, communication, and mathematics. These standards are identified in every CTE curriculum framework approved by the state. The District Strategic Improvement Plan has a goal to increase student achievement specifically in reading and mathematics. Strategies to meet this goal includes providing time for professional learning communities focusing on achievement, alignment of curriculum to Common Core State Standards, implementing interventions for struggling students, aligning school improvement plans with the district strategic plan, using the instructional framework identifying best practices in teaching and learning, focusing students and teachers on standards-based teaching and learning supported with grading and reporting. Because increasing student achievement in reading and mathematics is a district goal, Career and Technical Education staff contribute to increased student attainment of challenging academic content standards by integrating the teaching and assessing of core standards in their technical courses. Teachers throughout the district are provided support for teaching and assessing academic standards through workshops and professional development in these areas. This professional development will include teaching and assessing the appropriate Common Core State Standards in reading, writing,

communications, and mathematics. Administrators are trained to support staff and students in meeting the objectives. Included in each strategy are evidences of implementation that would measure the implementation and possibly the outcome of each strategy.

6.2 Indicator III: Describe how the district will increase student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry recognized standards.

Career and Technical Education must continue to be solid on what skill proficiencies (technical standards) students must know and be able to do in each program. CTE staff district-wide continue to collaborate on identifying the most essential standards for each course. These standards include core academic standards and technical standards identified as being essential by industry. The standards also include the competencies required for courses articulated to the community colleges. Teachers are working together to create common assessments that can be used formatively in the classroom to identify whether or not students are meeting standards. The formative assessments are used to monitor student progress towards achieving success on the technical assessments and provides data to students and to teachers to respond if a student does not meet the standard (intervention) or if they do meet the standard (enrichment). Ultimately, the goal is that when the student takes the summative assessment, it would reflect student achievement on technical assessments aligned with industry standards. Additionally student attainment of industry certifications identifies a measure of student attainment of technical skills. A goal of the Auburn School District is to increase the opportunities for industry certifications in program areas as well as student participation and success in earning industry certifications.

6.2a Indicator III: The State's goal is to provide all CTE Students with the skills and opportunity to take and pass an industry-recognized assessment for certification. All districts are required to develop and implement a plan in helping the State reach target for technical skill attainment (2S1). The State's plan measures the number of students who actually take and pass the industry-recognized technical skill assessment. Please describe your district's plan in supporting the State's target.

The Auburn School District's goal for CTE is to identify an industry-recognized assessment for every CTE program in the District. By expanding our work through our advisory committees along with the support of partnerships formed on the state level, Auburn is working to identify possible certifications that could be implemented in the high school classroom. Currently, our Business Education, Electronics, Metals/Machining and Automotive programs have certifications that students can earn and attain each year. (Auburn's Business Education program is a leader in the state for MOS certification.) Last year we implemented Precision Exams in some programs and hope to increase that in the future. When more certifications become available by the state or are identified through industry partners, we will implement accordingly.

6.3 Indicator IV/V: Describe how the district will increase student rates of attainment of each of the following:

- A secondary school diploma (student graduation rates)
- A GED credential

All students in the Auburn School District are expected to meet the requirements for graduation and receive a diploma. Student attainment of this expectation is facilitated through the school district Pathways Program—now Programs of Study, connections to post-secondary programs through articulated CTE courses, apprenticeships, Tech Prep direct-transcription

crediting, job shadowing, mentorship, internship and career development activities. Rigorous Career and Technical Education programs not only prepare students for post-secondary careers and college, but keep them connected and engaged in school. We continue to provide information to students and parents about the importance of success in a core academic foundation and how it connects to opportunities in high school and beyond which provides relevance to the student.

6.4 Indicator VI: Describe how the district will identify with student placement in postsecondary education, military service or in employment.

Each high school in the Auburn School District has a program where students connect with an adult advocate in the building. This might be a counselor, career counselor or a teacher. Connections with the adult advocate coincide with a freshman course focused on supporting 9th graders in the transition from middle to high school. Throughout a student's high school career they participate in activities and learn more information about the importance of success in core academics and the opportunities available for career and college readiness. Work-based learning activities, on-the-job-training, job shadows, mentorship and internship programs all are direct links to the business community which allow students to "try out" various occupational areas. Students participate in surveys that help them to identify areas of strength and weaknesses related to occupational areas. The data from these surveys along with core academic assessment data (district or state) provides information to the student and parent about possible placement in post-secondary, military service or employment. Over the four years of high school, students continue to learn more about their interests and aptitudes and solidify their career and college planning prior to graduation. We will be using a variety of follow-up strategies to identify the student placement after they leave high schools. For CTE concentrators that have not identified their social security number, we will contact them individually to gather the necessary follow-up information. The District will implement a career tool which will house information about college and career plans for every student from middle to high school which will help to identify student placement.

6.5 Indicator VII/VIII: Describe how the district will increase enrollment in the districts nontraditional training and employment programs.

The Auburn School District continues to focus on providing information about careers and college to every student beginning in middle school. Through the career centers, post-secondary night, input from local advisory committees, and a variety of community agencies, students have access to information on potential opportunities beyond high school. Programs such as the Women and the Trades Fair, Women Fly; Expanding your Horizons and other opportunities provide direct exploration opportunities in non-traditional careers. Through these connections an increase to non-traditional training and employment is developed. The District CTE staff are aware of and working towards implementing strategies to increase enrollment in nontraditional training and employment programs.

EVALUATION

6.6 Describe how the district will review CTE programs, identify and adopt strategies to overcome barriers that result in lower access or success for special populations. This should include programs that are designed to enable the special populations to meet the State adjusted levels of performance and activities to prepare special populations for high-skill, high wage, or high demand occupations that will lead to self-sufficiency.

The Auburn School District provides access for all students to CTE programs. We continually review our programs to make sure they are filling the needs of all students and not creating barriers for students to access CTE programs. We have identified staff to support students with disabilities and special needs in CTE Programs enabling students to meet academic and technical standards. The ultimate goal is for every student to be as successful as they can be with skills and knowledge that enables them to earn high wages and be successful contributors to society. We will continue to support professional development activities for teachers with Perkins funds to help them improve their classroom instruction and meet the needs of all students--especially those with special needs.

6.7 Describe how the district will use Perkins funds to independently evaluate and continuously improve the performance of the district's career and technical education program. Please list strategies for improving your performance measures. (Examples include: evaluation procedures demonstrating the occupational skills gained by students, teachers evaluations of staff development activities, and procedures used to demonstrate outcomes realized by students through improved technology).

Our advisory committees are very involved in evaluating the effectiveness of each of CTE programs. Annually, the advisory committees review and revise the program plans and descriptions for each area. Professional development activities for the CTE teachers are identified based upon the needs of the teachers and the district's goals. In addition, students are asked to reflect upon and evaluate each CTE course providing feedback to the teacher. And CTE teachers evaluate the effectiveness of programs as they work to increase student achievement. Through increased opportunities for industry certifications, monitoring articulated college credit students receive, evaluations of professional development for CTE staff and feedback from students, we continue to monitor our progress in offering effective, successful Career and Technical Education Programs.

TEACHER DATA

NOTE: This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual teachers. This will assist OSPI with professional planning and trainings.

7.1 How many teachers in your district are teaching CTE Courses?

50

First Name	Last Name
Cindy	Anderson
Email:	canderson@auburn.wednet.edu
Certification #:	379885G
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education <input checked="" type="checkbox"/> Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Doug	Aubert
Email:	daubert@auburn.wednet.edu
Certification #:	248626
Check program areas that the instructor is teaching under. Agricultural Education <input checked="" type="checkbox"/> Skilled & Technical Sciences <input checked="" type="checkbox"/> Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Vivian	Baglien
Email:	vbaglien@auburn.wednet.edu
Certification #:	195455A
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences <input checked="" type="checkbox"/> Business & Marketing Education <input checked="" type="checkbox"/> Family & Consumer Sciences STEM <input checked="" type="checkbox"/> Health Sciences	

First Name	Last Name
Steve	Calhoun
Email:	scalhoun@auburn.wednet.edu
Certification #:	292231H
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM X Health Sciences	

First Name	Last Name
Lonnie	Chavez
Email:	ljchavez@auburn.wednet.edu
Certification #:	
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Ronald	Cughan
Email:	rcughan@auburn.wednet.edu
Certification #:	241105F
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Cary	Davidson
Email:	cdavidson@auburn.wednet.edu
Certification #:	395341A
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Scott	Davidson
Email:	sdavidson@auburn.wednet.edu
Certification #:	241107B
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences X STEM X Health Sciences	

First Name	Last Name
Marc	Deaver
Email:	mdeaver@auburn.wednet.edu
Certification #:	335943G
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences X STEM X Health Sciences	

First Name	Last Name
Fred	Donaldson
Email:	fdonaldson@auburn.wednet.edu
Certification #:	258637H
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Patricia	Eckelman
Email:	peckelman@auburn.wednet.edu
Certification #:	309918A
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Derek	Enz
Email:	denz@auburn.wednet.edu
Certification #:	348583F
Check program areas that the instructor is teaching under. Agricultural Education <input checked="" type="checkbox"/> Skilled & Technical Sciences <input checked="" type="checkbox"/> Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Regina	Grubb
Email:	rgubb@auburn.wednet.edu
Certification #:	3244304
Check program areas that the instructor is teaching under. <input checked="" type="checkbox"/> Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Lori	Jacobs
Email:	ljacobs@auburn.wednet.edu
Certification #:	349858A
Check program areas that the instructor is teaching under. Agricultural Education <input checked="" type="checkbox"/> Skilled & Technical Sciences <input checked="" type="checkbox"/> Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Kelly	Jensen
Email:	kjensen@auburn.wednet.edu
Certification #:	366652F
Check program areas that the instructor is teaching under. Agricultural Education <input checked="" type="checkbox"/> Skilled & Technical Sciences <input checked="" type="checkbox"/> Business & Marketing Education <input checked="" type="checkbox"/> Family & Consumer Sciences STEM <input checked="" type="checkbox"/> Health Sciences	

First Name	Last Name
Noreen	Kebba
Email:	nkebba@auburn.wednet.edu
Certification #:	273060D
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM X Health Sciences	

First Name	Last Name
Rebecca	Keefe
Email:	rkeefe@auburn.wednet.edu
Certification #:	251456J
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Lewis	Keliher
Email:	lkeliher@auburn.wednet.edu
Certification #:	233875D
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Marci	Killian
Email:	mkillian@auburn.wednet.edu
Certification #:	456774R
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education X Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
AmyAnn	Sullivan
Email:	asullivan@auburn.wednet.edu
Certification #:	461043B
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM X Health Sciences	

First Name	Last Name
Roberta	Locke
Email:	rlocke@auburn.wednet.edu
Certification #:	448867B
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education X Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Frank	Medina
Email:	fmedina@auburn.wednet.edu
Certification #:	357140C
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Dorin	Meinhart
Email:	dmeinhart@auburn.wednet.edu
Certification #:	278626G
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Robert	Moritz
Email:	rmoritz@auburn.wednet.edu
Certification #:	445275A
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences X STEM Health Sciences	

First Name	Last Name
Linda	Morris
Email:	lkmorris@auburn.wednet.edu
Certification #:	188036H
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences X Business & Marketing Education X Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Krista	Parsons
Email:	kparsons@auburn.wednet.edu
Certification #:	427315G
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM X Health Sciences	

First Name	Last Name
Cindy	Pratt
Email:	cpratt@auburn.wednet.edu
Certification #:	293852J
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM X Health Sciences	

First Name	Last Name
Gina	Sandland
Email:	gsandland@auburn.wednet.edu
Certification #:	356885D
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Diane	Sarr
Email:	djsarr@auburn.wednet.edu
Certification #:	406588D
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Timothy	Scott
Email:	tscott@auburn.wednet.edu
Certification #:	259916E
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Wayne	Shelton
Email:	wshelton@auburn.wednet.edu
Certification #:	424138F
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education X Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
William	Sumner
Email:	wsumner@auburn.wednet.edu
Certification #:	
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Chris	Telford
Email:	ctelford@auburn.wednet.edu
Certification #:	428825D
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Jana	Thomas
Email:	jthomas@auburn.wednet.edu
Certification #:	260750E
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Christopher	Tucker
Email:	ctucker@auburn.wednet.edu
Certification #:	420495D
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM X Health Sciences	

First Name	Last Name
James	Wickens
Email:	jwickens@auburn.wednet.edu
Certification #:	258600F
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education X Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Wendy	Woldenberg
Email:	wwoldenberg@auburn.wednet.edu
Certification #:	347097H
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Christopher	Zawislak
Email:	czawislak@auburn.wednet.edu
Certification #:	438054R
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name	Last Name
Anita	West
Email:	awest@auburn.wednet.edu
Certification #:	499583C
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences	

First Name		Last Name	
Brian		Connolly	
Email:	bconnolly@auburn.wednet.edu		
Certification #:	T108594		
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences X STEM Health Sciences			

First Name		Last Name	
Kim		Strobel	
Email:	kstrobel@auburn.wednet.edu		
Certification #:	337719R		
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences X STEM Health Sciences			

First Name		Last Name	
Mark		Bowman	
Email:	mbowman@auburn.wednet.edu		
Certification #:	415842D		
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences			

First Name		Last Name	
Thomas		Kaup	
Email:	tkaup@auburn.wednet.edu		
Certification #:	445618B		
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences			

First Name		Last Name	
Barbara		Knuth	
Email:	bknuth@auburn.wednet.edu		
Certification #:	509473E		
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences			

First Name		Last Name	
Ronda		Kurka	
Email:	rkurka@auburn.wednet.edu		
Certification #:	325288R		
Check program areas that the instructor is teaching under. X Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences			

First Name		Last Name	
Steven		Payne	
Email:	spayne@auburn.wednet.edu		
Certification #:	429718J		
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences			

First Name		Last Name	
Kyle		Rees	
Email:	krees@auburn.wednet.edu		
Certification #:	509448g		
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences			

First Name		Last Name	
Aaron		Cowan	
Email:	acowan@auburn.wednet.edu		
Certification #:	433647E		
Check program areas that the instructor is teaching under. Agricultural Education X Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences			

First Name		Last Name	
James		Kemp	
Email:	jkemp@auburn.wednet.edu		
Certification #:	360208C		
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences X STEM Health Sciences			

First Name		Last Name	
Angela		McCausland	
Email:	amccausland@auburn.wednet.edu		
Certification #:	294120A		
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences X Business & Marketing Education Family & Consumer Sciences STEM Health Sciences			

PROGRAMS OF STUDY

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements;
- The secondary program of study includes leadership standards where appropriate;
- The secondary program of study courses includes employability standards where appropriate;
- The program of study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary;
- Completion of the secondary program of study prepares students for entry into the postsecondary program or apprenticeship;
- Program of Study courses include appropriate state standards and industry skills standards, where applicable; and,
- Program of study at the post secondary leads to an industry recognized credential; certificate or degree; or apprenticeship

8.1 Describe how the district will offer a career and technical education programs of study to students (and inform parents as appropriate) when planning for and completing future coursework, for career and technical content areas Section 122 (c)(1)(A)(i-iv)

The Auburn School District created four additional Programs of Study during the 2012-2013 school year. These Programs of Study provide tremendous information to students and parents in planning for the future. The planning and information must start in middle school with a strong core academic focus and providing exploratory opportunities. The progression continues into high school with BOTH a rigorous academic focus AND a rigorous Career and Technical area of concentration. The Programs of Study were published and made available to all staff, counselors, parents and teachers through workshops offered in the spring and summer. Auburn will continue to develop Programs of Study and administrators along with teachers will work to implement them to the fullest extent.

8.2 How will the district expand programs of study that bring together a sequence of career courses that start in high school and extend through college? Districts must describe how it will expand the use of POS and improve the transfer of credits earned in a student's POS.

The Auburn School District is planning on creating additional Programs of Study during the 2014-2015 school year as needed. The District philosophy regarding Programs of Study is to start with graduation requirements so that students have the opportunity to enter into a Baccalaureate program. However, the Programs of Study include targeted post-secondary training and education that may be better aligned with the students career plan. The Programs of Study identify courses (both CTE and general education) that offer college credits for completion at the high school. Students and parents will have information available to them about leadership, employability, labor market outcomes and additional resources to help them in planning for their futures.

Career Cluster: Transportation, Distribution and Logistics
Link to Pathway: Automotive Technology

Does this program of study lead to any state or nationally recognized certification? Yes
If yes, please identify the certification name: Automotive

Link to Pathway: [Education and Training](#)

- 4-year Institution

- Technical School

- Apprenticeship

Green River Community College, Highline Community College

Renton Technical College

Apprenticeship.Lni.wa.gov

No

If yes, please identify the certification name:

2795, 5037, 4474, 2702

Link to Pathway: [STEM Pathway](#)

- 4-year Institution

- Technical School

- Apprenticeship

Green River Community College, Highline Community College

Renton Technical College

Apprenticeship.Lni.wa.gov

No

If yes, please identify the certification name:

2795, 5037, 4474, 2702

Link to Pathway: **Health and Medical Services**

- 4-year Institution

- Technical School

- Apprenticeship

Green River Community College, Highline Community College

Renton Technical College

Apprenticeship.Lni.wa.gov

Yes

First Aid and CPR; Certification

2795, 5037, 4474, 2702

Link to Pathway: Information Support

- 4-year Institution

Univ. of Washington, Washington State Univ.,
Central Washington Univ., Western Washington Univ.

- Community College
 - Technical School
 - Apprenticeship
- Green River Community College, Highline Community College
Renton Technical College
Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify the certification name: Microsoft Office Specialist

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Link to Pathway: [Marketing](#)

- 4-year Institution

Univ. of Washington, Washington State Univ.,
Central Washington Univ., Western Washington Univ.

- Community College Green River Community College, Highline Community College
- Technical School Renton Technical College

Does this program of study lead to any state or nationally recognized certification? No

If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Link to Pathway: [Administrative Support](#)

- 4-year Institution

Univ. of Washington, Washington State Univ.,
Central Washington Univ., Western Washington Univ.

- Community College
 - Technical School
 - Apprenticeship
- Green River Community College, Highline Community College
Renton Technical College
Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify the certification name: Microsoft Office Specialist

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Career Cluster: Science Technology, Engineering and Mathematics
Link to Pathway: Manufacturing

Applicable Institutions:

- 4-year Institution Central Washington University
- Community College Green River Community College, Highline Community College
- Technical School Renton Technical College
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No
If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Career Cluster: Education and Training
Link to Pathway: Finance

Applicable Institutions:

- 4-year Institution Univ. of Washington, Washington State Univ.,
Central Washington Univ., Western Washington Univ.
- Community College Green River Community College, Highline Community College
- Technical School Renton Technical College
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No
If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Career Cluster: Science Technology, Engineering and Mathematics
Link to Pathway: Horticulture Science

Applicable Institutions:

- 4-year Institution Univ. of Washington, Washington State Univ.,
Western Washington Univ., Evergreen State College.
- Community College Green River Community College, Highline Community College,
Lake Washington Technical College, South Puget Sound Community College,
South Seattle Community College, Edmonds Community College
- Technical School Renton Technical College, Lake Washington Technical College
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No
If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Career Cluster: **Education and Training**
Link to Pathway: Jewelry Manufacturing

Applicable Institutions:

- 4-year Institution Central Washington University
- Community College Green River Community College, Highline Community College,
North Seattle Community College
- Technical School Renton Technical College, Gemological Institute of America
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No
If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Career Cluster: **Education and Training**
Link to Pathway: Military

Applicable Institutions:

- 4-year Institution Univ. of Washington, Washington State Univ.,
Central Washington Univ.
- Community College
- Technical School
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No
If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Career Cluster: **Science Technology, Engineering and Mathematics**
Link to Pathway: Natural Resource Systems

Applicable Institutions:

- 4-year Institution Univ. of Washington, Washington State Univ.,
Eastern Washington Univ. Western Washington Univ.
- Community College Green River Community College, Highline Community College
- Technical School Renton Technical College
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No
If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Link to Pathway: [Network Systems](#)

Applicable Institutions:

- | | |
|----------------------|--|
| • 4-year Institution | Univ. of Washington, Washington State Univ.,
Central Washington Univ., Western Washington Univ. |
| • Community College | Green River Community College, Highline Community College |
| • Technical School | Renton Technical College |
| • Apprenticeship | Apprenticeship.Lni.wa.gov |

Does this program of study lead to any state or nationally recognized certification? No

If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:

2795, 5037, 4474, 2702

Career Cluster: Education and Training

Link to Pathway: [Performing Arts](#)

Applicable Institutions:

- | | |
|----------------------|--|
| • 4-year Institution | Univ. of Washington, Washington State Univ.,
Cornish College of the Arts |
| • Community College | Green River Community College, Highline Community College,
Art Institute of Seattle |
| • Technical School | Renton Technical College |
| • Apprenticeship | Apprenticeship.Lni.wa.gov |

Does this program of study lead to any state or nationally recognized certification? No

If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:

2795, 5037, 4474, 2702

Career Cluster: Education and Training

Link to Pathway: [Sign Language Interpreting](#)

Applicable Institutions:

- 4-year Institution Western Oregon Univ. Univ. of Washington, Washington State Univ., Central Washington Univ., Western Washington Univ.
- Community College Seattle Central Community College, Green River Community College, Highline Community College, Portland Community College, Spokane Falls Community College
- Technical School Renton Technical College
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No

If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:

4474

Career Cluster: Education and Training

Link to Pathway: Visual Arts

Applicable Institutions:

- 4-year Institution Univ. of Washington, Washington State Univ.,
Central Washington Univ., Western Washington Univ., Eastern Washington Univ.,
Cornish College of Arts, Art Institute of Seattle Community College
- Technical School
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No
If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

Career Cluster: Education and Training

Link to Pathway: Web and Digital Communication

Applicable Institutions:

- 4-year Institution Univ. of Washington., Washington State Univ.,
Central Washington Univ., Western Washington Univ.
- Community College Green River Community College, Highline Community College
- Technical School Renton Technical College
- Apprenticeship Apprenticeship.Lni.wa.gov

Does this program of study lead to any state or nationally recognized certification? No
If yes, please identify the certification name:

Please identify the current high school building code where this program of study is being offered:
2795, 5037, 4474, 2702

CAREER AND TECHNICAL EDUCATION GENERAL ADVISORY COUNCIL

Number of meetings during 2013-2014	2	Minutes are on file?	
Dates of meetings during 2013-2014	October 22, 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	May 22, 2014	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

School district representatives are non-voting members and cannot sign endorsement of programs. Specific council evaluations and recommendations concerning job needs and program relevance are described in council minutes which are on file in the school district administrative office.

Vocational Director/Administrator: **Mrs. Cynthia Blansfield**

Percent of time contracted solely for vocational administration: **80%**

Valid vocational director's certificate: ☒ Yes ☐ No

The council endorses continuation of the total district vocational-technical education program for the 2014-2016 school year.

☒ Yes ☐ No

If no, provide qualifying information:

List general advisory council members:

Lorilee Thompson	American Sign Language
Gordy Nishimoto	Auto Tech & Small Gas Engines
Sandee Almaas	Business Education
Gail Spurrell	Career Center
Caleb Friend	Career Choices
Kenlynn Amburgey	Culinary Arts
John Rottle	DECA/Marketing Education
Cynthia Blansfield	District Career and Technical Education Administrator
Brian Ludwig	Drafting/Engineering Related
Dave Rannow	Electronics
Becky Kinney	Family & Consumer Science
Tom Erdmann	General Advisory Council Chairperson
Tom Erdmann	Graphic Design & Applied Arts
Melanie Hunt	Horticulture/Natural Resources
Bill Meinhart	Jewelry & Small Metal Sculpture
Joel Johnson	Sports Medicine
Scott Davidson	Visual Communications
Jack Milford	Welding & Machining
Mike Lindstrom	Woodworking & Design

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Agriculture Education Horticulture & Natural Resources

CAREER & TECHNICAL EDUCATION

PROGRAM DESCRIPTION OVERVIEW & PLAN

*Complete one per program year



Program Name:

Program provided at:

(check all that apply)

Program Year:

Auburn High School

Auburn Mountainview High School

Chairperson:

Auburn Riverside High School

West Auburn High School

Number of Meetings:

Meeting Dates:

Minutes on File:

1.

2.

3.

Advisory Committee: An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Advisory Committee Members

Name	Representing	*Must have minimum of three (3) voting members			
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting
			Voting		Non-Voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

Facilities meet trade standards

Yes

No

Equipment meets trade standards

Yes

No

Curriculum standards meet trade standards

Yes

No

*Any "No" responses must be reflected in detail in meeting minutes and should be referenced on the District Program Plan for this program.

Instructors: CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

Instructor Name: _____	Certificate Area: _____	Renewal Date: _____
School: <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> AHS</div> <div><input type="checkbox"/> AMHS</div> <div><input type="checkbox"/> ARHS</div> <div><input type="checkbox"/> WAHS</div> </div>	CPR Expiration: _____ AED Expiration: _____ First Aid Expiration: _____	CTE Certification Type <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Continuing</div> <div><input type="checkbox"/> Initial</div> <div><input type="checkbox"/> Probationary</div> </div>
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location

Instructor Name: _____	Certificate Area: _____	Renewal Date: _____
School: <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> AHS</div> <div><input type="checkbox"/> AMHS</div> <div><input type="checkbox"/> ARHS</div> <div><input type="checkbox"/> WAHS</div> </div>	CPR Expiration: _____ AED Expiration: _____ First Aid Expiration: _____	CTE Certification Type <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Continuing</div> <div><input type="checkbox"/> Initial</div> <div><input type="checkbox"/> Probationary</div> </div>
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location

Instructors: CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

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School: <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> AHS</div> <div><input type="checkbox"/> AMHS</div> <div><input type="checkbox"/> ARHS</div> <div><input type="checkbox"/> WAHS</div> </div>	CPR Expiration: _____ AED Expiration: _____ First Aid Expiration: _____	CTE Certification Type <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Continuing</div> <div><input type="checkbox"/> Initial</div> <div><input type="checkbox"/> Probationary</div> </div>
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Description	Date	Location

Instructor Name: _____	Certificate Area: _____	Renewal Date: _____
School: <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> AHS</div> <div><input type="checkbox"/> AMHS</div> <div><input type="checkbox"/> ARHS</div> <div><input type="checkbox"/> WAHS</div> </div>	CPR Expiration: _____ AED Expiration: _____ First Aid Expiration: _____	CTE Certification Type <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Continuing</div> <div><input type="checkbox"/> Initial</div> <div><input type="checkbox"/> Probationary</div> </div>
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location

Instructors: CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

Instructor Name: _____	Certificate Area: _____	Renewal Date: _____
School: <div style="display: flex; flex-direction: column; gap: 5px;"> <div>AHS</div> <div>AMHS</div> <div>ARHS</div> <div>WAHS</div> </div>	CPR Expiration: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> AED Expiration: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> First Aid Expiration: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div>	CTE Certification Type <div style="display: flex; flex-direction: column; gap: 5px;"> <div>Conditional</div> <div>Continuing</div> <div>Initial</div> <div>Probationary</div> </div>
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location

Instructor Name: _____	Certificate Area: _____	Renewal Date: _____
School: <div style="display: flex; flex-direction: column; gap: 5px;"> <div>AHS</div> <div>AMHS</div> <div>ARHS</div> <div>WAHS</div> </div>	CPR Expiration: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> AED Expiration: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> First Aid Expiration: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div>	CTE Certification Type <div style="display: flex; flex-direction: column; gap: 5px;"> <div>Conditional</div> <div>Continuing</div> <div>Initial</div> <div>Probationary</div> </div>
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location

Instructors: CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

Instructor Name: _____	Certificate Area: _____	Renewal Date: _____
School: AHS AMHS ARHS WAHS	CPR Expiration: _____ AED Expiration: _____ First Aid Expiration: _____	CTE Certification Type Conditional Continuing Initial Probationary
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location

Instructor Name: _____	Certificate Area: _____	Renewal Date: _____
School: AHS AMHS ARHS WAHS	CPR Expiration: _____ AED Expiration: _____ First Aid Expiration: _____	CTE Certification Type Conditional Continuing Initial Probationary
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location

Program Evaluation and Improvement

Survey Type	# Distributed		# Completed & Returned		Date Reviewed	
Semester Class Exit Survey Reviewed (2 nd semester -- last school year)	AHS		AHS		AHS	
	AMHS		AMHS		AMHS	
	ARHS		ARHS		ARHS	
	WAHS		WAHS		WAHS	
Semester Class Exit Survey Reviewed (1 st semester – current school year)	AHS		AHS		AHS	
	AMHS		AMHS		AMHS	
	ARHS		ARHS		ARHS	
	WAHS		WAHS		WAHS	
1-year Graduate Survey (Optional) Class of:	AHS		AHS		AHS	
	AMHS		AMHS		AMHS	
	ARHS		ARHS		ARHS	
	WAHS		WAHS		WAHS	

List recommendations from surveys for program improvement.

AHS	1.	
	2.	
	3.	
AMHS	1.	
	2.	
	3.	
ARHS	1.	
	2.	
	3.	
WAHS	1.	
	2.	
	3.	

List strengths from sureveys for program growth and stability.

AHS	1.	
	2.	
	3.	
AMHS	1.	
	2.	
	3.	
ARHS	1.	
	2.	
	3.	
WAHS	1.	
	2.	
	3.	

- Instructor certification and renewal dates have been reviewed?
- A para-educator provided for this program?
- Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)
Leadership is provided by the following CTE Student Organization (E43.1c) _____
- If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

Yes	No

- Employability (SCANS) are taught and assessed in this program?
- Information regarding career opportunities in this field including non-traditional opportunities is included in this program?
- Needs of special education and diverse populations are met by this program?
- Safety skills and/or a safety plan are implemented in every classroom of this program?
- Promotion plan for this program has been reviewed by the advisory committee?

Yes	No
48	

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Business Education



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name <u>Patty Eckelman</u>	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
		<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) <u>Business Education and WBL</u>			
Certificate renewal date <u>2015/2018</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Ad Hoc Technology Committee Fall 2013	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pilot Office 2013, Run Microsoft Office Specialist exams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pilot 2 Surface RTs in the classroom and wireless access in #114.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curriculum Renewal Workshop via OSPI in Federal Way, WA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Coordinate four fieldtrips to Microsoft with Microsoft Employees	TBD	Redmond Campus	
Ran two the Microsoft Office Specialist Exams in 2013, student, Naveen Gill passed Word and Excel certifications.	10/18/13	AMHS	
Coordinated three fieldtrips to Microsoft	5/22/14	Microsoft Campus and Store	
First Aid Card Expiration: <u>3/25/13, Good for 2 years</u>	CPR Card Expiration: <u>3/25/13, Good for 2 years</u>		

Instructor Name <u>Vicki Munoz</u>	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS
		<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) <u>Business Education</u>			
Certificate renewal date <u>2018</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
PLC Business Department collaboration, SIP participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
UW Dream Project	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPR/AED, First Aid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
PLC committees	2013-14	By Go-to Meeting	
Business Leaders Symposium	August, 2013	Admin. Bldg.	
First Aid Card Expiration: <u>1/31/15</u>	CPR Card Expiration: <u>1/31/15</u>		



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name <u>Rebecca Keefe</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>Business Education</u>			
Certificate renewal date <u>2019</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
SIP participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PLC Business Department collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CPR/AED/First Aid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Board Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Programs of Study	March 24, 2014	Admin. Bldg.	
Common Core Standards for CTE	May 15, 2014	Admin. Bldg.	
Microsoft IT Academy	Nov. 14, 2013	Microsoft Campus	
First Aid Card Expiration: <u>2/2015</u>	CPR Card Expiration: <u>2/2015</u>		

Instructor Name <u>Steven Payne</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input checked="" type="checkbox"/> WAHS
Certification Area(s) <u>Business Education</u>			
Certificate renewal date <u>2016</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Certiport training for MOS certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wharton Personal Finance conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Microsoft IT Academy	Nov. 14 2013	Microsoft Campus	
Cell 5D pilot	2014-15	Admin	
First Aid Card Expiration: <u>6/2015</u>	CPR Card Expiration: <u>6/2015</u>		



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2nd semester from last school year)	AHS: 10/22/13	AHS: 95	AHS: 115
	AMHS: 10/22/13	AMHS: 100	AMHS: 120
	ARHS:	ARHS:	ARHS:
	WAHS: 10/22/13	WAHS: 42	WAHS: 43
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/22/14	AHS: 125	AHS: 148
	AMHS: 5/22/14	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS: 5/22/14	WAHS: 33	WAHS: 39

List recommendations from surveys for program improvement.			
AHS	AMHS	ARHS	WAHS
1. This business math class is better than algebra. I learn things I can really use. 2. We need more computer classes. 3. I wish I took typing before I took Adv. Computer Apps. I type too slow to get the work done.	1. Yes, it was way better than any other Math class I have done. (Mathematics for Business and Personal Finance) 2. I learned a lot about money that I never knew and I thought this class actually taught me things I can actually use in the real world. (Mathematics for Business and Personal Finance) 3. This class was a lot of fun and I learned more functions that the Microsoft programs have than I did a year ago. (MOS)	1. 2. 3.	1. Include games to help review for Accounting tests 2. More direct instruction would help 3. Do more research projects

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1. Excellent class; I learned a lot about computers, got my senior project done. Dream Project was awesome. 2. I now know how to interview for a job. I liked my interviewer. I never thought about what I would do as a career before.	1. It made me realize that I have an interest in working with Microsoft Programs. (MOS) 2. I loved my teacher, she was a big part of my success. (MOS) 3. I certified in programs that I really wanted to obtain industry certification. (MOS)	1. 2. 3.	1. Good teacher that takes time to explain concepts 2. The math that we used is very helpful and it is stuff that I will use the rest of my life 3. I actually had fun coming to this class. I mean, we did work...but it's fun!



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<div style="display: flex; justify-content: space-between; width: 100%;"> Skills integrated into the classroom Name of CTE Student Organization </div>	
♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.		
	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CTE Program Planning Document
2013-2014

Accomplishments Current School Year: 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives Current School Year: 2013-2014	Recommended Objectives for Following School Year: 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Approximately 110 students received tech prep college credit. 269 Freshmen participated in interviews with community business professionals. Four sections of Adv. Computer Apps included completion of senior projects within curriculum, and participation in UW Dream project. Typing unit was incorporated into Orientation per English Dept request. Two full-time business ed teachers, and one additional to accommodate Orientation.</p> <p>AMHS: Microsoft IT Academy. Two year contract with OSPI and Microsoft— 500 free certification exams for students and staff. AMHS had 172 Microsoft Office Specialist Industry Certifications and 23 Master Microsoft students to date. Promote IT Academy at AMHS! Research free curriculars for MOS certifications. Four staff members have certified! Piloted and approved Mathematics for Business and Personal Finance, yearlong class. Meets the 3rd year Alegbra Math state requirement.</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> •What modifications should be made to the curriculum? •What is outdated? •What is new and emerging? 	<p>Curriculum Review Year-update State Frameworks and curriculum recommendations via Advisory Committee.</p> <p>AHS: 371 freshmen had opportunity to be interviewed by business professionals. Note from John Stanphill, Boeing: "I wanted to take a moment and say how impressed I was by many of the students I interviewed. You all are preparing them well. Many had very thoughtful answers and a plan for their future. Pretty impressive for 9th grade. Better prepared than most of the people we are interviewing for our factory jobs as far as interview skills. Kudos to you and your team....." Business dept regained work-based learning; one section of the new math class. 3 sections of Adv. Computer Apps.</p> <p>AMHS: Microsoft IT Academy. Two year continued contract with OSPI and Microsoft— 500 free certification</p>	<p>AHS: Re-hire retiring business ed teacher so students can build necessary life and computer skills. Two weeks of typing taught in Orientation, many times by non-business teachers is not enough to teach the skill.</p> <p>AMHS: Continue IT Academy training and study curriculum options. Continue to promote IT Academy and opportunities for students and staff. Purchase more MOS books for inventory, classes need to share resources. Purchase 2013 Cashman series if approved by Advisory Committee for upgrade to Office 2013 in lab #114 at AMHS.</p> <p>WAHS: Start up IT academy at West Auburn to offer MOS certification. This will be the major change for the school year. Accounting and Math for Business and Personal Finance will continue to be offered for 3rd year math credit.</p>	<p>AHS: Rehire retiring business ed teacher to fill the needs of our students, especially in the computer/keyboarding area.</p> <p>Administration/District should realize the need for more computer training to build skills currently lacking in our students, and that we are doing an injustice by not providing it, (should be a required course) and that business certified teachers who have the background, training, and skills should be the ones teaching these classes if they are to be taught correctly.</p> <p>Make course selection the same at all high schools.</p> <p>AMHS: MOS: Report-out via parent newsletter, District newsletter to update IT Academy accomplishments. Continue goal of staff certification. Create RFPs for curriculum software (SAM) and Cashman series for Office 2013.</p> <p>WAHS: Work in coordination with Patty at AMHS to implement MOS program.</p>	<p>AHS: More options offered in the Business Dept. for students to satisfy a math requirement. Require a computer class for all students that includes a Keyboarding component.</p> <p>AMHS: Update curriculum as required by district and state guidelines. Continue to research new and emerging technologies. Continue to network with OSPI and the agreement with Microsoft to maintain IT Academy benefits.</p> <p>WAHS Have WAHS students receiving MOS certification for employment skills. Stay abreast with changing software updates and upgrades.</p>

CTE Program Planning Document
2013-2014

Accomplishments Current School Year: 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives Current School Year: 2013-2014	Recommended Objectives for Following School Year: 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
		<p>exams for students and staff. Promote IT Academy at AMHS! Renew SAM 2010/2013 curriculum as it expires January 2015. Research and Pilot 2 Surface Rts with Office 2013 and having wireless access installed in #114. Pilot and test students in Office 2013 MOS. Research free curriculums for MOS certifications. Twelve staff certifications. First Master Microsoft Office Specialist 2013 at AMHS, Jackie Bobadilla. First student in WA State to pass Excel Expert and Christina Polyanko was first student to pass Word Expert 2013. There are 29 Master Microsoft Office Specialists at AMHS.</p> <p>WAHS: The biggest curriculum adjustment this school year is the new Math for Business and Personal Finance class. There is a lot of tweaking to old curriculum and supplemental material for this class.</p> <p>Also, get MOS program up and running.</p>			

CTE Program Planning Document
2013-2014

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Room 110 printer was replaced. 2 copy machines purchased to aid senior projects. Several current DVDs were purchased for department use.</p> <p>AMHS: Maintain lab and purchased new chairs for #114. Publications: maintained computer lab 105; maintain camera equipment and purchased new equipment when necessary.</p> <p>AMHS: Printer had fuser issues and needed replacing in #114. Begin to look at replacement printer and have the printer serviced.</p> <p>WAHS: Some of the computers in the business lab are ran on XP, while others are using Windows 7. This has created a challenge with some programs (Microtype). Also, looking to get Office 2010 for MOS Continued to use equipment for curricular uses..</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AHS: Scheduled computer replacement will wait for move to new school next year.</p> <p>AMHS: Printer had fuser issues and needed replacing in #114. Begin to look at replacement printer and had the printer serviced. Purchased two Surface RTs to research and pilot in running Office 2013 and request a pilot proposal in #114 for connectivity.</p> <p>WAHS: Some of the computers in the business lab are ran on XP, while others are using Windows 7. This has created a challenge with some programs (Microtype). Also, looking to get Office 2010 for MOS.</p>	<p>AHS: Update computers in two business classrooms in new high school. Purchase replacement software.</p> <p>AMHS: Pending outcome of Pilot, purchase additional Surface RTs in lab #114 to provide portability, access and adjustable room layout when needing to run MOS industry exams. Purchase color printer for #114 to print color MOS certificates Update lab for 2014-2015 to run Office 2013 and Windows 7. Running dual monitor lab for next year. This is the new business standard to use dual screen monitors.</p> <p>WAHS: Use new computer lab in room 111 for Office 2013 certification. May need a new camera lense for Yearbook needs.</p>	<p>AHS: Create RFPs to order items needed for the department.</p> <p>AMHS: Create RFP's to order items needed for the department. Color printer, estimated cost, \$3,000. Order 3 more Surface RTs, \$400 per device.</p> <p>WAHS: Create RFP for camera lens e.</p>	<p>AHS: Update software and equipment as needed to meet industry standards.</p> <p>AMHS: Update software and equipment as needed to meet industry standards. Update computer lab #114, Fall 2014-2015 year.</p> <p>WAHS: Continue to have updated software so students are receiving most up to date and relevant certifications.</p>

CTE Program Planning Document
2013-2014

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Ergonomics and workplace safety are taught. Classroom safety is emphasized in lessons and activities. DVD is shown on office safety in business classes.</p> <p>AMHS: Ergonomics and workplace safety discussed in every class. Continue to educate students on the importance of ergonomics. Continue to educate/promote ergonomics in the workplace and discuss safety issues/concerns.</p> <p>WAHS: Continued to teach and model safe behavior. Continued to integrate safety and ergonomics in daily lessons and activities.</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>AHS: Maintain classroom safety as we move toward new school.</p> <p>AMHS: Continue to educate and promote ergonomics into curriculum. New chairs in #114 help support safety and ergonomic concerns.</p> <p>WAHS: Continue to maintain lab to safety and industry standards.AHS: Maintain new business classrooms to industry safety standards, and promote safety as it impacts the workforce.</p>	<p>AHS: Maintain new business classrooms to industry safety standards, and promote safety as it impacts the workforce.</p> <p>AMHS: Continue to study current trends and research regarding safety in the workplace and computer usage.</p> <p>WAHS: Continue to maintain safe work environment and stress importance of ergonomic practices at the computer.</p>	<p>AHS: Continue to network with advisory to research current trends in industry and safety standards. Maintain new business classrooms to industry safety standards.</p> <p>AMHS: Continue to network with advisory to research current trends in industry and safety standards.</p> <p>WAHS: Same as above.</p>	<p>AHS: Continue to maintain classrooms to industry safety standards, promote safety as it impacts the workforce, and implement changes as necessary.</p> <p>AMHS: Continue to research and promote safety as it impacts the workforce and implement changes in curriculum.</p> <p>WAHS: Continue to stay updated and informed about industry practices and standards for safety.</p>

CTE Program Planning Document
2013-2014

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Room 103 was again used for business classes with the expansion of Adv. Computer Apps to 4 sections. Continue to maintain computer room 110 to provide safe, relevant working area.</p> <p>AMHS: Occupational Therapist measured ergonomics for students via parent request and passed. Continue to maintain computer lab in #114. Begin looking at a new printer for lab #114 as it is long on life and wearing out.</p> <p>WAHS: Maintained lab.</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AHS: Maintain facilities for this year as we move to new high school.</p> <p>AMHS: Continue to maintain lab to provide safe, up-to-date working environment. Sent maintenance order to fix printer issues, but printer is at life capacity.</p> <p>WAHS: Replace some of the chairs in lab, as some have become very worn and nearly non-functioning.</p>	<p>AHS: New school and business education classrooms should provide up-to-date working environment.</p> <p>AMHS: Update computer lab in #114 with new computers, running Windows 7 and Office 2013 (pending curriculum approval). Replace printer in #114 and look into ordering a color printer to print industry certificates.</p> <p>WAHS: Maintain the new computer lab that I have in room 111.</p>	<p>AHS: Continue to maintain business education rooms to provide safe, relevant working area.</p> <p>AMHS: Work with IT to help coordinate the new computer lab for #114. Create RFPs for ordering items such as a new printer.</p> <p>WAHS: Stay knowledgeable about computer issues. Stay in contact with building tech and IT department when problems/challenges arise.</p>	<p>AHS: Maintain facilities, with upgrades and updating as they become available. Stay current with industry standards.</p> <p>Use business ed equipment and classrooms for what they are intended--to train students in computer skills.</p> <p>AMHS: Study current trends in industry to meet standards and update facility as necessary.</p> <p>WAHS: Continue to stay current on industry standards for facilities. Advisory helps with knowing that info.</p>

CTE Program Planning Document
2013-2014

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Credit and leadership opportunities offered through business classes. Ninth graders had opportunity of interacting with business professionals during interview day. UW Dream Project in Adv. Computer Applications provided assistance to college bound students. Work-based learning was not offered through the business department this year.</p> <p>AMHS: Work Based Learning is offered at AMHS and leadership opportunities throughout the curriculum. Attended the JA and Microsoft fieldtrip in Spring of 2013 at the Microsoft Store in Seattle. Took two fieldtrips to Microsoft on the Redmond Campus. In June, students visited the Envisioning Center which is not open to the public and exhibits the future of technology.</p> <p>WAHS: Leadership activities were offered in class and outside (ASB, Yearbook promotion)</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>AHS: Work-based learning is again being offered through the business department. All ninth graders will again participate in a professional interview. UW Dream project continues.</p> <p>AMHS: Plan four fieldtrips to Microsoft as there are 4 sections of MOS. Invite guest speakers, organize field trips to Microsoft Corporate Headquarters and JA/Microsoft Job Shadow opportunities. Continue to look for student opportunities that promote real-world connections and technology education for students.</p> <p>WAHS: Continue to incorporate leadership activities into class and through ASB. Work Based Learning is now offered through AHS.</p>	<p>AHS: Continue to provide work-based learning opportunities for students. Continue current programs, such as 9th grade job interviews.</p> <p>AMHS: Continue to provide work-based learning opportunities for students and invite expert speakers in the business arena. Continue to network with community and business contacts for opportunities for students. Arranged three fieldtrips to the Microsoft Campus and the Microsoft Store in Seattle, WA. Invited guest speakers from KeyBank, Microsoft, Valley Buick, SouthSound Insurance, Renton Tech College, and Credit University.</p> <p>WAHS: I am excited to join in the field trips next year to Microsoft campus. Students are also eligible for Work Based Learning.</p>	<p>AHS: Continue to work with local community members and businesses to make learning connections for students.</p> <p>AMHS: Invite guest speakers in the business arena to enhance learning opportunities.</p> <p>WAHS: Work with colleagues for field trips and guest speakers.</p>	<p>AHS: Continue offering extended learning opportunities.</p> <p>AMHS: Stay current with WBL standards and continue to work with local community members and businesses to make learning connections for students.</p> <p>WAHS: Continue to have students see connections between work they do in class and outside industry.</p>

CTE Program Planning Document
2013-2014

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Business Math and Accounting are cross credit math classes, and along with Digttools and Adv. Computer Applications are articulated through Tech Prep, and also earn occupational credit.</p> <p>AMHS: Proposed and Piloted program for Mathematics for Business and Personal Finance (yearlong) that will be a Math cross credit along with accounting.</p> <p>WAHS: Business Math & Accounting both used for 3rd year math credits. Yearbook cross credited as Senior English.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> • How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? • How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>AHS: Mathematics for Business and Personal Finance and Accountng are math cross credits. Tech Prep college credit is available for other business classes per the South King County Consortium.</p> <p>AMHS: In Curriculum Review Year, connect Common Core Standards in updated Frameworks for Business Education classes. Continue Tech Prep agreements with South King County Tech Prep Consortium. Begin to create Professional Learning Communities to create/provide cross credit opportunities for students.</p> <p>WAHS: Math for Business and Personal Finance & Accounting both can go for 3rd year math credits. Yearbook cross credits as Senior English.</p>	<p>AHS: Continue Tech Prep agreements and cross-credit opportunities.</p> <p>AMHS: Publications: advertise cross credit opportunities as a recruitment strategy. Continue cross credit opportunities and promote CTE benefits. Propose the newly created Curriculumum for approval via Advisory execute for the following year the updated curriculum. College credit available with each industry certification.</p> <p>WAHS: Continue to offer 3rd year math credit for Math for Business & Personal Finance and Accounting. 4th year English for Yearbook.</p>	<p>AHS: Continue Tech Prep agreements and cross-credit opportunities.</p> <p>AMHS: Publications: Work with counselors to make cross credit opportunities clear to students and families. Work with counselors to raise awareness of CTE opportunities for students.</p> <p>WAHS: Work with fellow advisors and students to inform them of cross credit opportunities in Business Ed.</p>	<p>AHS: Continue relationship with Tech Prep and PLC groups for cross credit opportunities. Continue current programs and revise as becomes necessary.</p> <p>AMHS: Continue the relationship with South King County Tech Prep Consortium. Create Professional Learning Communities to work with other departments on cross credit opportunities for students.</p> <p>WAHS: Continue to work with students and advisors at West Auburn to offer cross credit options.</p>

CTE Program Planning Document
2013-2014

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Tech Prep articulation, Dream Project, Ninth grade interviews.</p> <p>AMHS: Tech Prep & MOS certifications.</p> <p>WAHS: Tech Prep for Business Math, Accounting</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Three sections of Adv. Computer Apps provide student assistance in completing senior projects with focus on fifth year plan. Students have the opportunity of meeting weekly with UW students for post-secondary mentoring. Students take advantage of Tech Prep college credit in business classes.</p> <p>AMHS: Tech Prep and MOS 2010 certifications for staff and students. College credit is available per certification obtained through ACE. IT Academy Program started at AMHS which is providing free industry exams for all students for two years!</p> <p>WAHS: Tech Prep this year for Math for Business and Personal Finance, Accounting, and Digttools. Also hoping to have MOS certification this year.</p>	<p>AHS: Continue to offer Tech Prep.</p> <p>AMHS: Continue to support IT Academy at AMHS and report benefits for students and staff. Two year agreement with Microsoft/OSPI ends. Hoping for renewal of agreement and the continued support of industry certification for staff and students. College credit available for each certification obtained.</p> <p>WAHS: Work to get students industry certification in MOS. Also, continue to offer Tech Prep opportunities.</p>	<p>AHS: Stay up to date on articulations.</p> <p>AMHS: Continue work on promotion of IT Academy and benefits for post-secondary learning opportunities with certification.</p> <p>WAHS: Start up IT Academy at West Auburn and work to make sure Tech Prep is still being offered.</p>	<p>AHS: Continue to offer Tech Prep. Continue current programs. Add more as they become available.</p> <p>AMHS: Continue to stay current in industry standards on certification and research other certification programs for students.</p> <p>WAHS: Have West Auburn be a prominent school in MOS certification.</p>

CTE Program Planning Document
2013-2014

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Promotion through curriculum fair, future freshman night, open house, parent conferences, brochures, bulletin boards, and in Orientation sections. Seniors satisfied at completing their senior projects in Adv. C. Apps have promoted the class to under classmen. Dream Project also makes Adv. C. Apps. a desirable choice.</p> <p>AMHS: Department brochures, option to add information in parent newsletters, Open House, Parent Conferences, Freshmen Night, bulletin boards, and course catalog. Attended Rainier Middle School opportunity to promote program. Featured in the FOCUS Newsletter for Spring in Microsoft/JA Job Shadow opportunity for students. AMHS was the first high school to participate in this new agreement.</p> <p>WAHS: Worked with students and teachers to schedule students into Business classes. Promoted at both Open House and Reaching Out Fair.</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>AHS: Continue to promote through department efforts. Numbers are up in Adv. C. Apps.</p> <p>AMHS: Department brochures, option to add information in parent newsletters, Open House, Parent Conferences, Freshmen Night, bulletin boards, and course catalog. Publications: maintained all plans for promotion.</p> <p>WAHS: Continue to promote program through work with other advisors. Newspaper. Open House.</p>	<p>AHS: Continue to promote through department efforts. Adv. C. Apps is promoting itself through word of mouth.</p> <p>AMHS: Continue to promote CTE program benefits for students. Attend Open House, Future Freshman Night and fieldtrips opportunities for Rainier Middle School students and AMHS students. Letters are sent home to parents when students certify to recognize job well done.</p> <p>WAHS: Work with students, advisors, and parents to promote employment and post secondary options for students through Business Ed at West Auburn.</p>	<p>AHS: Promotion through curriculum fair, future freshman night, open house, parent conferences, brochures, bulletin boards, and in Orientation.</p> <p>AMHS: Parent newsletters, school website announcements and published articles regarding IT Academy at AMHS.</p> <p>WAHS: Work with incoming Freshmen at Future Freshmen Night. Work with advisors to schedule students into Business Ed classes.</p>	<p>AHS: Continue to meet the needs of our students by making our classes visible and desirable through collaboration in PLCs, in our classes, one-on-one contacts with students and parents; and through department promotion.</p> <p>AMHS: Create Professional Learning Community relationships that help promote business education opportunities for students. Publications: continue to promote program through active recruitment. Maintain networking to gather new ideas for program promotion, including reaching out to middle schools.</p> <p>WAHS: Continue to have viable and strong Business Ed program at West Auburn.</p>



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Business Education, I
Sandee Almaas represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
PI2)

Sandee Almaas
Typed Name of Chairperson(s)


Signature of Chairperson(s)

5/22/2014
Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Marketing Education



CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM:

MARKETING

PROGRAM DESCRIPTION OVERVIEW

(complete one per program per year)

**Program
provided at**
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meeting(s) **2**

Date(s) of meeting(s)

**Minutes
on File ✓**

Chairperson **John Rottle**

1. 10/22/2013

☒

2. 5/22/2014

☒

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Deanna Keiser	Dream Events	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
John Rottle	Rottle's	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Margaret Hansen	Love Travel	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Mark Peterson	Farmers Insurance	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Ron Claudon	Valley Buick GMC RV	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
John Partridge	Auburn City Council-Retired	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Scott Vreeken	Harlan-Fairbanks	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Khara Nixon	Best Western-Peppertree	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Doug Aubert	Auburn Riverside Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Lori Jacobs	Auburn High Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Derek Enz	Auburn Mountainview Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Shawna Leonard	Auburn Riverside Admin.	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee/Tom McDermott	Auburn High Admin.	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve DuBay	Auburn Mountainview Admin	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

Yes No*



- ♦Facilities meet trade standards
- ♦Equipment meets trade standards
- ♦Curriculum standards meet trade standards

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Any “No” responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name <u>Lori Jacobs</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>Marketing and WBL</u>			
Certificate renewal date <u>June 30, 2029</u>	CTE Certificate Type <input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
WA-ACTE Summer Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WAME Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State DECA Fall Leadership Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACTE National Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
WA-ACTE Summer Conference	August 2014	Yakima, WA	
National Marketing Conclave	October 2014	Cleveland, Ohio	
WAME Fall Conference	October 2014	Snoqualmie, WA	
DECA Fall Leadership Conference	November 2014	Seattle, WA	
First Aid Card Expiration: 2/2015	CPR Card Expiration: 2/2015		

Instructor Name <u>Doug Aubert</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>Marketing and WBL</u>			
Certificate renewal date <u>June 30, 2019</u>	CTE Certificate Type <input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			



	Completed	In Progress	For Next Year
WA-ACTE Summer Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
WAME Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State DECA Fall Leadership Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
WA-ACTE Summer Conference	August 2014	Yakima, WA	
National Marketing Conclave	October 2014	Cleveland, Ohio	
WAME Fall Conference	October 2014	Snoqualmie, WA	
DECA Fall Leadership Conference	November 2014	Seattle, WA	
First Aid Card Expiration: 9/2015	CPR Card Expiration: 9/2015		



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name <u>DerekENZ</u>	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>K-8, 4-12 Marketing, WBL</u>			
Certificate renewal date <u>June 30, 2017</u>	CTE Certificate Type <input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
DECA Conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
DECA Conferences	2014-15	Various	
First Aid Card Expiration: 1/2016		CPR Card Expiration: 1/2016	



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 10/22/2013	AHS: 100	AHS: 78
	AMHS: 10/22/2013	AMHS: 115	AMHS: 103
	ARHS: 10/22/2013	ARHS: 75	ARHS: 71
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____ 20 _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Elective class-too hard 2. 3.	1. Long projects 2. More trips 3.	1. More trips 2. Quizzes to hard 3. Teacher misses class	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. DECA Activities 2. Trade Show 3. DECA Competition 4.	1. DECA Competition 2. Marketing Field Trips 3. 4.	1. Trips are fun 2. Teacher is funny 3. DECA Store 4.	1. 2. 3. 4.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>DECA</u>		
	Name of CTE Student Organization	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
11/2-4/2014	Seattle, WA	DECA Fall Leadership Conference	25 per school	\$7500 per school
11/2014	Auburn	Mock competition conference	25 per school	\$400 per school
1/2015	Auburn	Area DECA Conference	50 per school	\$1500 per school
3/5-7/2015	Bellevue, WA	State DECA conference	25 per school	\$7500 per school
4/24-29, 2015	Orlando, FL	International DECA conference	10 per school	\$10,000 per school
5/2015	Seattle, WA	DECA Sports Marketing Career Day	30 per school	\$7500 per school

CTE Program Planning Document
2014-2015

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Curriculum Review Finished	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	Implement new curriculum and online resources	Curriculum Review Finished- Presentation to School Board pending	Implement new curriculum and online resources	Implement Updated Business Administration Curriculum Online Marketing/Business Class

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
All schools: New video security system in stores.	Instructional Tools and Equipment <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	AHS, AMHS: Laptop carts ARHS: Rework wiring to accommodate teacher computer and projector. ARHS & AMHS: New color laser printer. AMHS: 4 laptop computers with WiFi for classroom and DECA use.	RFPs and requests submitted to district CTE.	Upon district approval implement new equipment	Replace Laptops and update and replace equipment as needed. Every student with a computer.

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Online Food Handler's Permit Testing Store Safety Checks Health Department Checks Completed	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	Online Food Handler's Permit Testing Store Safety Checks Health Department Checks	Completed	Food handler permit testing now online; www.foodworkercard.wa.gov Continue	Continue

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS, ARHS: Upgrade to commercial quality refrigeration in stores. Upgrade electrical in Student Stores. Not completed</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AHS, ARHS: Upgrade to commercial quality refrigeration in stores. Upgrade electrical in Student Stores. Manage move-in to AHS Marketing Facilities</p>	<p>RFPs submitted for AHS</p>		<p>General maintenance and upkeep</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>DECA participation and membership and all activities that this entails.</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>AHS, AMHS, ARHS: Continue DECA Trips and internship style activities Enlist more guest Speakers Use Advisory committee case studies</p>	<p>Continuing</p>	<p>AHS, AMHS, ARHS: Ask for district support of DECA Trips.</p> <p>Network for guest speakers</p>	<p>AHS, AMHS, ARHS: Continue DECA Trips, competitions and expand internship style activities</p> <p>Enlist more guest Speaker</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Continue Alignment with GLE's and Standards	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies? <ul style="list-style-type: none"> • How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? • How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	Continue Alignment with GLE's and Standards as well as common core standards	Continue Alignment with GLE's and Standards	Create Written documentation of each unit and show alignments to GLE's. Complete during PLC time	Continue Alignment with GLE's and Standards as well as common core standards

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Continued Articulation with GRCC for college credit.	Post-Secondary Connections <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	Continue Articulation with GRCC for college credit. Explore closer connections with GRCC and Bachelor of Applied Science degree AP Economics Tests -Credit	Continue Articulation with GRCC for college credit. AP Economics Tests -Credit	Attend Meetings and promote to student body Continue dialog with GRCC Instructors	Continue Articulation with GRCC for college credit. Additional sections of AP Economics

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>Student Speakers in middle schools and Freshman classes</p> <p>CAPS Promotion</p> <p>DECA Week</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>Continue Use of DECA CAP Program. Target high achieving, college bound students here and at middle schools and Future Freshman Night</p>	<p>Continuing</p>	<p>Enlist Students to complete CAP project and monitor results.</p>	<p>Continue Use of DECA CAP Program. Target high achieving, college bound students here and at middle schools and Future Freshman Night</p>

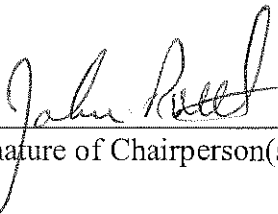
☐ The program would like technical assistance with objectives and action steps above.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Marketing Education, I
John Rottle represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
P12)

John Rottle
Typed Name of Chairperson(s)


Signature of Chairperson(s)

5/27/14
Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Trades and Industry Education

Automotive Technology

Graphic Design & Production

Culinary Arts

Electronics Related & World Wide Web Publishing

Jewelry Manufacturing

Machinist Training & Welding Tech

CAREER & TECHNICAL
EDUCATION (CTE)

PROGRAM

Auto Technology
Power Equipment TechnologyPROGRAM DESCRIPTION
OVERVIEW

(complete one per program per year)

Program
provided at
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☒ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2013-14

2

Dates of meetings

Minutes
on File ☒*Chairperson Gordy Nishimoto

October 22, 2013

May 22, 2014

☒☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members	
Brandon	Valley Buick GMC, Auburn	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
LeRoy Kawaguchi	Valley Buick GMC, Auburn	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Gordy Nishimoto*	Scarff Ford, Auburn	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Jason Kline	Independent Auto Repair	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Mark Vukich	Vukich Trucking, Auburn	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Bill Winters	Aukeen Drivelines Advisor	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Dick Zaviski	Sterling Automotive Advisor	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Lee Homa	Gosney's NAPA Auto Parts	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Brock Roland	Gosney's NAPA Auto Parts	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Duane Veil	Doxon Motors, Auburn	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Rick Nelson	Valley Buick GMC, Auburn	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Fred Donaldson	AHS, Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Roger Lee	AHS, Assistant Principal	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Cindi Blansfield	ASD CTE Coordinator	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Shawna Lenard	ARHS, Assistant Principal	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Len Holloman	WAHS, Principal	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Steve Dubay	AMHS, Assistant Principal	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Ray Hill	SGE Industry Consultant	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Frank Nelson	ASD Maintenance Department	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

- ♦Facilities meet trade standards
- ♦Equipment meets trade standards
- ♦Curriculum standards meet trade standards

Yes

No*

☒☐☒☐☒☐

*Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Fred Donaldson	School	<input checked="" type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input checked="" type="checkbox"/> WAHS
Certification Area(s)	1. Automotive Technology 2. Diversified Occupations 3. Work-based Learning Coordinator			
Certificate renewal date	6/30/2025	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WA State ACTE Conference	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ASA Automotive In service and Training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Summer Manufacture Training at Shoreline Training Center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Manufactures Satellite Courses for Upgrade Training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Industry work each summer at Fred Donaldson Motors	Continuing			
Summer and Part Time Automotive Instruction	Continuing	GRCC/ WA State DOE Contract		
First Aid Card Expiration:	4/4/2015	CPR Card Expiration:	4/4/2015	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 45	AHS: 45	AHS: 10/22/2013
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 56	AHS: 56	AHS: pending
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey Class of <u>2012</u>	AHS: 18	AHS: 4	AHS: 5/22/2014
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Increase access to course materials on-line (in progress). 2. Reviewing CDX On-Line 2. More classroom presentations Add classroom power points to the web (completed & expanded) Also, more PP's on line for make up and review by students. 3. Increase equipment availability (alignment upgrade #2 pending) 3. Continue to Increase availability of SGE training, possible 2 nd yr. (Stations increase, and Training Aids x3)....further expansion pending. 4. Expanding tool boxes for efficiency completed 2014.	1. 2. 3.	1. 2. 3.	1. 2. 3.

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1. Continue to block schedule classes, add for SGE Continuing	1.	1.	1.
2. Continue to expand and offer more periods of SGE, under consideration. Some depending on new instructor.	2.	2.	2.
3. Added SGE to Shared school schedules. Consideration Pending	3.	3.	3.
4. More flexible work time with addition of “on web” assignments, Reviewing new version CDX on line.			

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed? 2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>SkillsUSA & additionally local developed</u>		
Name of CTE Student Organization		
♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.		
	Yes	No
♦Employability (SCANS/ AYES) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

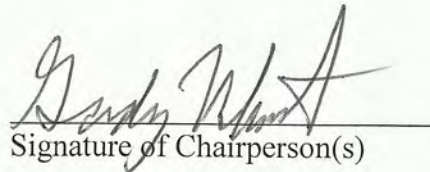
Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2014-2015	Recommended Objectives for 2013-2016	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>New NATEF MLR Curriculum in place for all first yr Auto Tech classes for next year</p> <p>STIHL curriculum into second semester of SGE program firm for all students.</p> <p>Briggs Factory Training in place for SGE Classes</p> <p>Received EETC Curriculum/Standards, and implemented into all aspects of SGE.</p>	<p>Curriculum</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>NATEF MLR Curriculum in place for all first yr Auto Tech classes, starting Fall 2014.</p> <p>All SGE Classes progressing on the “on-line” STIHL Training. Added SP2 for SGE classes as required. (continuing)</p> <p>NATEF Renewal completed Feb. 2012, Currently completing the NATEF Compliance Review at the May 2014 meeting.</p>	<p>Continue to monitor new NATEF Standards (MLR) with all Auto Tech classes. Complete updates to ASE Tasks (MLR) changes for Auto Tech.</p> <p>Continue “On-Line” STIHL training for SGE.</p> <p>Continue to full Implementation of EETC goals and tasks, test for possible Certification.</p> <p>Continue Student Response surveys</p>	<p>New NATEF Task work will be in line with AYES Agreement with no direct charge to school.</p> <p>STIHL On-Line Training is provided at no charge thru agreement.</p> <p>NATEF Recertification Complete thru 2/2017</p> <p>EETC Certification in progress.</p> <p>Running pilot EETC starting fall of 2014.....reality will be for new instructor to complete the actual on-site certification process.</p> <p>.</p>	<p>Annual update of curriculum as recommended by Advisory and Industry surveys.</p> <p>Complete review of needed equipment for NATEF standard 5 yr re- evaluation/certification.</p> <p>Evaluate ASE Tracking materials, update annually .</p> <p>NATEF requirements for certification continues.</p> <p>Evaluate with Advisory the advantage and continuing of EETC Certification.</p>
<p>Purchased update for on line All Data (on-going)</p> <p>Added Snap On Solus.</p> <p>Reviewing updates for Hunter and the alignment unit. More to follow.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? <ul style="list-style-type: none"> Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>The donation of all texts, workbooks and curriculum by Briggs and Stratton.</p> <p>All Data updated.</p> <p>Scanners updated with Pemco Grant funding Snap On Solus 2013</p> <p>Electrical Test units purchased with Pemco Grant funding. 2013</p> <p>Pending grant application to update the Hunter aligners to get both units up to date.</p>	<p>Fully implement SGE required text and tools to evaluate EETC Certification of SGE Program.</p> <p>Implement EETC Tasks to SGE</p> <p>Update ALL Data (annual y)</p> <p>Update curriculum for new Electrical Trainers for all AT</p>	<p>Review supporting online information into the curriculum framework. Ongoing</p> <p>Update power points and on-line assignments presently available on Auto Tech SWIFT page (updating to new on line.)</p>	<p>Update All Data annually</p> <p>Update ASE Tasks annually</p> <p>Update SGE aides/equip.</p> <p>Update reference /classroom Texts each 5 years to comply with NATEF & EETC Program Certifications.</p>
<p>Update NATEF industry standard equipment and safety procedures.</p> <p>Update safety testing to break into smaller chunks of evaluation to result in better student success. (ongoing)</p> <p>Adding EETC for Small Gas</p>	<p>Safety*</p> <ul style="list-style-type: none"> How is safety addressed in the program? <ul style="list-style-type: none"> Are there established safety procedures? How is safety instruction provided to students? 	<p>Continue on-line Safety Program for the 2014-2015 school year (and beyond) to match industry standard very well received by students and Industry partners</p>	<p>Update NATEF & EETC industry standard equipment and safety procedures.</p> <p>Update safety testing and review evaluation to result in better student success. (ongoing)</p>	<p>Complete all safety units and install them on the Auto Shop WEB page. Ongoing</p> <p>Include EETC consideration Cost \$850.00 (estimate at this time)</p>	<p>Maintaining all units in conjunction with the current and updated NATEF & EETC standards.</p> <p>Encourage advanced students to include 2nd year of instruction in both auto and SGE.</p>



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Automotive Education, I
Gordy Nishimoto represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
PI2)

Gordy Nishimoto
Typed Name of Chairperson(s)


Signature of Chairperson(s)

5-22-2014
Date



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	<u>Anita West</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Visual Art and CTE (Graphic Design)</u>			
Certificate renewal date	<u>June 2014 (CTE)</u>	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input checked="" type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
2013-AP Studio Art workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2013/14 Photoshop skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
2014 Creative Secondary School art department visit	June-August 2014	Hong Kong		
2014 AP Studio art workshop	Autumn 2014	Bellevue, Washington		
2015 AP Studio art Summer Institute	Summer 2015	Undetermined		
2015 NAEA Convention (New Orleans)	Spring 2015	New Orleans, Louisiana		
First Aid Card Expiration:	2016	CPR Card Expiration:	2016	

Instructor Name	<u>Diane Sarr</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Commercial Art, Applied Arts</u>			
Certificate renewal date	<u>2022</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
2014 NAEA Convention (San Diego) Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2013 AP Summer Institute (AP Studio Art)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2013 Fall AP Studio Art Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2014 August Art Show (solo show)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
2015 NAEA Convention (New Orleans)-Art of Design	03/26-28/2015	New Orleans, Louisiana		
2016 NAEA Convention (Chicago)	03/17-19/2016	Chicago, Illinois		
2014 AP Studio Art Workshop	10/11/ 2014	Bellevue, WA		
First Aid Card Expiration:	2016	CPR Card Expiration:	2016	



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name _____	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
_____ Lonnie Chavez _____		<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) _____			
Certificate renewal date _____	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Gage Academy - Pastel Still Life	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gage Academy – Impressionism Still Life	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ann Kuhlberg-Color Pencil Portraits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degas Dancers Pastels, Figure Drawing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
First Aid Card Expiration: 2015		CPR Card Expiration: 2015	

Instructor Name _____	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
_____ _____		<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) _____			
Certificate renewal date _____	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
First Aid Card Expiration:		CPR Card Expiration:	



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 23	AHS: 23	AHS: 25
	AMHS: 80	AMHS: 80	AMHS: 80
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 42	AHS: 42	AHS: 43
	AMHS: 80	AMHS: 80	AMHS: 80
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____ 20 _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Drawing templates 2. Updated computers and software 3. More time, more counter space	1. More time on projects 2. Animation Class 3.	1. More advanced classes 2. Offer painting class 3.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Like Culminating Projects 2. Like Skate Deck Project 3. Learned more than anticipated 4. Like advance classes	1. Variety 2. Experience 3. Projects 4.	1. Like variety of projects 2. Learned more than expected 3. 4.	1. 2. 3. 4.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<hr/> Name of CTE Student Organization	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
May 2015	IADT (Sanford Brown College) Tukwila	Portfolio Interviews: all schools, Graphic Design Leadership	45 AHS, ARHS, AMHS	\$300.00
April 2015	Seattle Art Museum, Pike Place Market	Course Connections (Professional Works), CPBA, Community Connection for Farmer Market	25-40 AHS	\$320
Fall 2014	Tacoma Art Museums	Professional Art works, Course Connections	25-40 AHS	\$320
Fall 2014	Tacoma Art Museum	View Art, Course Connection	30	\$320 (need sub)
Winter 2014	Seattle Art Museum	View Art, Course Connection	30	Student pay (need sub)
Spring 2014	Bellevue Art Museum	View Art, Course Connection	30	Student pay (need sub)
Spring	Print and Advertising Agencies	View	30	\$320 (need sub)

CTE Program Planning Document
2014-2015

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: AP Studio Art Implemented. Collaboration with Cross District PLC. Implement standards in grading procedures. Expand curriculum lessons and projects to accommodate continued student advancement.</p> <p>ARHS: Recreated interior space to make classroom more efficient and maximize the small space.</p> <p>AMHS: Added student storage. Project providing posters for clients within the school, printmaking addition</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	<p>AHS: Move into new building, unpack, and set up. Implement new strategies for classroom management. Continue to work with standards and find improved methods of implementation. AP Course improvements.</p> <p>ARHS: Review and modify current lessons as needed and add new lessons to the curriculum.</p> <p>AMHS: Advance instruction of Adobe CS software and application.</p>	<p>AHS: Sorting and packing classroom for move has begun. Using categories for power standards. Attending PLC's.</p> <p>ARHS: Some lessons are already modified and several new lessons have been added.</p> <p>AMHS: Continued to Implement Power Standards, Client experiences, and objectives into curriculum. Attracting students with variety of abilities and establish a love of artmaking.</p>	<p>AHS: Continue working on lessons and adding to curriculum.</p> <p>ARHS: Continue working on lessons and adding to curriculum.</p> <p>AMHS: Continue working on lessons and adding to curriculum.</p>	<p>AHS: New classroom fully functional for courses. Sequence of courses that prepare for the advance course levels. Curriculum current with industry standards.</p> <p>ARHS: Develop concise, standards-based rubrics for all lessons.</p> <p>AMHS: Explore real applications with clients. Also continue striving to advance students and preparation for further training.</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Club purchased copy machine. Rotation of new Macs ordered and should be in place when in fall when new building opens. Explored use of IPADS in Art courses. Looking into the use of table top printing press.</p> <p>ARHS: New Apple computers purchased to be installed in December.</p> <p>AMHS:</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AHS: Macs installed, updated COS6 installed on the macs: Lab ready at the beginning of school year. Purchase of table top printing press (would be used in AP Studio Art and Graphic Design).</p> <p>ARHS: Use online resources to supplement software learning.</p> <p>AMHS: Purchase copy machine with club funds. Advance knowledge of Adobe products. Additional Apple computers with large class size. Student/computer ratio is challenging.</p>	<p>AHS: Ongoing conversations with Administration for new MACS, with updated software. These have been ordered. Exploring table top presses available in moderate price range. Attended multiple workshops at Convention regarding IPAD use in Art courses. (in the research phase).</p> <p>ARHS: Edulaunch being used to teach basic Photoshop skills.</p> <p>AMHS: Continuing to explore supplemental educational programs to assist in software training. Challenge with current class with 9 contract students, 13 graphic students with 12 computers.</p>	<p>AHS: Install Macs and software. Continue research on presses (\$500 to \$800) and IPADS (TBD: approx. \$500ea).</p> <p>ARHS: Renew Edulaunch subscription next year (\$250.00 for art, design, and visual communications classes).</p> <p>AMHS: Copy Machine-\$500 Educational Programs – being researched Additional Apple computer for lab to bring total computer consistent with district programs. 2 additional computers - \$1100 each. Recommend limited class size to correspond with computer ratio.</p>	

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Use best practices regarding safety in the classroom, use of materials and equipment. Adjust safety presentations to align with any new projects with different materials and supplies.</p> <p>ARHS: Provide safety instruction for each medium and tool used in the classroom.</p> <p>AMHS: Use best practices regarding safety in the classroom, use of materials and equipment.</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>AHS: Successfully run a safe and secure classroom with lessons taught regarding safety of sprays, solvents, and toxic materials, matting equipment, and cutting tools</p> <p>ARHS: Provide a variety of art and design experiences in which students learn, understand, and employ safety procedures.</p> <p>AMHS: Successfully run a safe and secure classroom with lessons taught regarding safety of sprays, solvents, and toxic materials, matting equipment, and cutting tools.</p>	<p>AHS: Stay current on Safety</p> <p>ARHS: Ongoing safety education related to each project in class.</p> <p>AMHS: Stay current on Safety.</p>	<p>AHS: NA</p> <p>ARHS: N/A</p>	<p>AHS: Spray booth or better ventilation. Continue to provide students with current information concerning safety in Art Studio environment.</p> <p>ARHS: Exhaust fans installed to allow for reasonable ventilation during winter months.</p> <p>AMHS: Spray booth</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Converting to new Building. Removing items no longer in use or needed. Condensing to small space.</p> <p>ARHS: Cleaning and organizing storage in art room and store- room. Making most efficient use of storage space available.</p> <p>AMHS: Cleaning and organizing storage in art room and store- room. Making most efficient use of storage space available.</p>	<p style="text-align: center;">Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AHS: Unpack and Organize classroom to accommodate multiple courses.</p> <p>ARHS: Maintain clean and organized storage for the thousands of art supplies.</p> <p>AMHS: Maintain clean and organized storage for the thousands of art supplies.</p>	<p>AHS: Scheduled move in date for August. Packing up to be completed by June 25, 2014.</p> <p>ARHS: Most storage areas have been cleaned and organized.</p> <p>AMHS: Ongoing challenge of keeping materials organized and replenished.</p>	<p>AHS: Venting system for Fixatives and Adhesives.</p> <p>ARHS: Remove free-standing shelving from storage area to allow safe and fee access to built-in storage and flammables storage cages.</p>	<p>AHS: Industry standard facility.</p> <p>ARHS: Separate work space for studio work and computer work.</p> <p>AMHS: Storage cages.</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Partnership with the City of Auburn for promoting Farmers Market event. City of Auburn Art Show. Field trips to Museums and special exhibitions. National Portfolio Event Regional Art Show (PSESD) Annual AHS Art Show Portfolio Event.</p> <p>ARHS: City of Auburn Student Art Show. ARHS Student Art Show Congressional Art Competition Portfolio Event</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>AHS: Partnership with the City of Auburn for promoting Farmers Market event. City of Auburn Art Show. Field trips to Museums and special exhibitions. National Portfolio Event Regional Art Show (PSESD) Annual AHS Art Show Portfolio Event.</p> <p>ARHS: City of Auburn Student Art Show. ARHS Student Art Show Portfolio Event Plan field trips to one or more of the following: Seattle Art Museum, Tacoma Art Museum, print studio, design firm, art school.</p>	<p>AHS: Continue providing students with the opportunity to work with clients in the community Continue organizing leadership opportunities for students to submit art work</p> <p>ARHS: Researching possible field trips for next school year.</p>	<p>AHS: Fill out necessary paper work and forms in a timely manner to meet deadlines for shows, contests, and field trips. Have student work ready in digital form to participate as opportunities arise. Field Trips to industry, post secondary schools and exhibits.</p> <p>ARHS: Continue research and visit field trip sites to determine viability.</p>	<p>AHS: Continue to be receptive to connections outside the school environment for visual arts opportunities. Seek Leadership Opportunities.</p> <p>ARHS: Research new and relevant extended learning opportunities. Work with other teachers to develop additional opportunities for students outside the classroom.</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Developed and implemented various Differentiated Instruction methods. Further develop scope and sequence for predatory curriculum.</p> <p>ARHS: Included art projects which directly connect to Language Arts, Mathematics, Science, Social Studies, History.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>AHS: Developing lessons that align with reading, writing, and math expectations. Implementing addition lessons that meet Leadership and Communication EALRS</p> <p>ARHS: Work with teachers of other subjects to deepen student understanding by developing connected lessons. For example Illuminated Letters to go with a unit on Medieval history.</p>	<p>AHS: Provides opportunities for written reflection, individual and group critique on visual art assignments. Critical Thinking skills, Habits of mind common to other content areas. Developing and implementing lessons/assignments that connects with global cultural arts.</p> <p>ARHS: Getting to know teachers of other subject and finding connections for future art projects.</p>	<p>AHS: Implement additional lessons that align with reading, writing and math expectations. Science and social studies.</p> <p>Implement additional lessons that meet Leadership and Communication EALRS</p> <p>ARHS: Design cross-curricular lessons and implement them in the classroom.</p>	<p>AHS: Course programs that utilize previous knowledge of math, science, social students to support the creative process and visual arts standards. Implement advanced level of visual arts courses</p> <p>ARHS: Add supplemental substance to cross-curricular lessons (visiting artists, speakers, field trips, films, presentations)</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Visitation to University of Washington School of Art with English and Drama. National Portfolio Event. AP Studio Art offering. Portfolio Review Day at International Academy of Art and Design.</p> <p>ARHS: Cornish College of the Arts portfolio day. AP Studio art in 2D Design and Drawing offered Keeping a bulletin board updated with information about Universities, art and design schools, and other educational and training opportunities available.</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Prepare for Portfolio Review for 2015, field trips to UW, National Portfolio.</p> <p>ARHS: Prepare students to present portfolios and talk about their work.</p>	<p>AHS: Bring in guest speakers. Continue with Portfolio Interview Event.</p> <p>ARHS: Continue to develop lesson components where students learn how to present and talk about their work.</p>	<p>AHS: Make contacts and invites to people in industry. Continue community connections, client connections. Complete paper work requests for visitations to industry and post secondary schools.</p> <p>ARHS: Invite more visiting artists, industry speakers (such as the Wizards of the Coast art director who spoke this year), University representatives.</p>	<p>AHS: Internships or job shadowing for students. Field trips for real world art connections and opportunities (post secondary schools, businesses, museum exhibitions etc.).</p> <p>ARHS: Add field trips to Universities, art schools, art-related businesses.</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: School and City Art Shows, Frames purchased for Art Show participation, Future Freshman Night, School Displays, Posters and promotional materials. Board room display of current student art work.</p> <p>ARHS: Art displays around the school and in the community Future Freshman night Orientation students' visit to art classes. Art competitions and exhibits (Auburn City Hall, Congressional Art Competition, Google Doodles contest, ARHS Art Show). Smudges (school art and literary publication)</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>AHS: Student participation in City and Regional Shows. School Art Show. Future Freshman Night. Posters and promotional materials. Rotation of current student works in hall displays.</p> <p>ARHS: Develop more opportunities for students to exhibit their work. Cross-curricular work with other teachers.</p>	<p>AHS: Continue to develop methods for promotion of program</p> <p>ARHS: Ongoing.</p>	<p>AHS: Continue to develop methods for promotion of program</p> <p>ARHS: Research addition exhibition opportunities for students. Create cross-cultural lessons which can be done with other student groups (who may not yet be in the art program).</p>	<p>AHS: Timeline of student work for school visual arts collection. Publication of student work. Permanent art Display. Displays in Business</p> <p>ARHS: Better display options within the school (something more than a bulletin board so student work is protected from damage).</p>

☐ The program would like technical assistance with objectives and action steps above.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Graphic Design, I
Colleen Maloney represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
PI2)

Colleen Maloney
Typed Name of Chairperson(s)

Colleen Maloney May 22, 2014
Signature of Chairperson(s) Date



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name <u>Marci Killian</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>Beginning and Advanced Culinary Arts</u>			
Certificate renewal date <u>6/15</u>	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Professional Learning Communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Right Response	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FCCLA Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid/CPR renewal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
First Aid Card Expiration: <u>3/5/2016</u>		CPR Card Expiration: <u>3/5/2016</u>	

Instructor Name <u>Roberta Locke</u>	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>Culinary Arts</u>			
Certificate renewal date <u>06/30/2015</u>	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Professional Learning communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics in the Classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Ethics in the Classroom	July 2013	WSU Online Course	
First Aid Card Expiration: <u>3/25/2015</u>		CPR Card Expiration: <u>3/25/2015</u>	



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	<u>Wayne Shelton</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Culinary Arts, Worksite Learning Coordinator</u>			
Certificate renewal date	<u>06/30/2015</u>	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Professional Learning communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
First Aid/CPR renewal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ACF Culinary Arts Competition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
FSA food show	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Chef Consultant	Summer 2014	Dub Pub, Kirkland		
First Aid Card Expiration:		CPR Card Expiration:		

Instructor Name	<u> </u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u> </u>			
Certificate renewal date	<u> </u>	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
First Aid Card Expiration:		CPR Card Expiration:		



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: N/A- not here out for cancer	AHS:	AHS:
	AMHS: 10/22/13	AMHS: 50	AMHS: 50
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 6/16-17/2014	AHS: 85	AHS: 85
	AMHS: 6/22/14	AMHS: 50	AMHS: 50
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____20_____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Field trips 2. different cuisines 3. guest experiences	1. More guest Chef Demo 2. More Field trips 3.	1. 2. 3.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Toured fine dine restaurant and experienced service 2. brought 1 college rep in to discuss possibilities 3. former students in restaurant field shared job secrets 4.	1. Brought in 2 college chef demo 2. Toured Renton Tech College 3. Toured and had 3 business info forums 4.	1. 2. 3. 4.	1. 2. 3. 4.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<u>AMHS Culinary Arts Club / AHS CULINARY ARTS CLUB -ADVANCED</u> <small>Name of CTE Student Organization</small>	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
April 2015	Renton Tech College	College Program Open House	20 AHS -20	\$1000.00
May 2015	Pike Place Market	Tours and Projects	15 AHS -20	\$1000.00
Sept 2015	Grazie Rest./Coffee Roasting Co.	Barista Training/Coffee Roasting Class	20-30	\$1000.00
GUEST SPEAKERS	PETERSONS CHEESE	TEACH USAGE OF VARIETY OF CHEESES	AHS	

CTE Program Planning Document
2014-2015

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Healthy Menu recipe changes.	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	Continue to work on clarification of nutrition changes per gov. regulations and apply them to daily ala carte menu.	Gathering information like recipes, magazines and nutrition literature.	Subscribe to newsletters and current publications to aide in changes. Seek outside Industry knowledge and advice for changes.	Updated nutrition curriculum.

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	Instructional Tools and Equipment <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	Nutrition conversion computer application. New Textbooks on Nutrition. DVD's for teaching. Current facilities are at industry standards for beginning culinary arts curriculum. No desk and computer access for daily textbook work at AMHS or ARHS.	Future classroom needs as soon as one becomes available for AMHS beginning and advanced programs.	Investigate DVD's for classroom. Cindi to purchase computer conversion program. Need classroom space for AMHS and ARHS?	Classroom space. Para support for AMHS.

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>All students acquire food workers permits. All students are trained on safety, sanitation and the proper use of all equipment in kitchen. All students are trained in safe knife handling and skills.</p>	<p>Emphasize safety and sanitation instruction ie. food workers card, knife skills, equipment training, safe food prep for all culinary arts students.</p>	<p>Continue to emphasize safety and sanitation. Perform quarterly safety drills. Review building safety plan. Watch more training videos for all the above.</p>	

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	<p style="text-align: center;">Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	Ok at this time but would like to upgrade equipment as funds are raised.	Continue to acquire necessary equipment to facilitate operations of the restaurant/classroom.		

CTE Program Planning Document
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	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>Extensive work-based learning opportunities. Student field trips to Industry. Guest speakers. Industry mentors. Community catering involvement.</p>	<p>Field trips to local establishments and food production facilities. Cost: TBA</p>		

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> • How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? • How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 				

CTE Program Planning Document
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	Post-Secondary Connections <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 				

CTE Program Planning Document
2014-2015

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	Program Promotion* How do we market our program to students, parents, and the community? <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 				

☐ The program would like technical assistance with objectives and action steps above.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Culinary Arts, I
Kenlynn Amburgey represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
P12)

Kenlynn Amburgey
Typed Name of Chairperson(s)

Kenlynn Amburgey 5/27/14
Signature of Chairperson(s) Date



CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Electronics Related

PROGRAM DESCRIPTION OVERVIEW

(complete one per program per year)

Program provided at
(check all that apply)

☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meeting(s) **2**

Date(s) of meeting(s)

Minutes on File ✓

Chairperson Dave Rannow

1. 11/22/2013

☒

2. 5/21/2014

☒

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Alan Carter	GRCC Comp Science	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Dave Rannow	Platt Electric	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jacob Bucy	Microsoft Contractor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Steven Chatman	Boeing	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Wayne Otto	Davita	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Alan Aho	Boeing	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Todd Fondy	Comcast	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Mike Fawcett	AMHS, Electronics/Computer Teacher	<input type="checkbox"/> voting <input type="checkbox"/> non-voting
Frank Medina	ARHS, Electronics/Computer Teacher	<input type="checkbox"/> voting <input type="checkbox"/> non-voting
Chris Zawislak	AHS, Electronics /Computer Teacher	<input type="checkbox"/> voting <input type="checkbox"/> non-voting
Robert Moritz	Olympic & AMHS	<input type="checkbox"/> voting <input type="checkbox"/> non-voting
Marc Deaver	Cascade Middle School	<input type="checkbox"/> voting <input type="checkbox"/> non-voting
Brian Connolly	Rainier Middle School	<input type="checkbox"/> voting <input type="checkbox"/> non-voting
Aaron Cowan	Mt Baker Middle School	<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
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*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

♦Facilities meet trade standards

Yes **No***

☒ ☐

♦Equipment meets trade standards

☒ ☐

♦Curriculum standards meet trade standards

☒ ☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Chris Zawislak</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Electronics, Electrical Repair, Computer Maintenance</u>			
Certificate renewal date	<u>6/30/2016</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Washington Applied Math Council Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
College & Career Symposium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
CS4HS Workshop	July 2014	UW Seattle		
First Aid Card Expiration:		2015	CPR Card Expiration:	

Instructor Name	<u>Frank Medina</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Computer Maintenance, Electronics</u>			
Certificate renewal date	<u>6-30-2024</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
SkillsUSA Regional Leadership, State, and National Conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Auburn School District in-service and workshops	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Worked with District Maintenance and Operations Department in manufacturing Phase Loss Device Back Plates	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Continued work with ITT Tech and DeVry University	Ongoing	Seattle, Fed Way, & Tacoma		
Establish contacts with Bates Tech, CloverPark and GRCC	Ongoing	Tacoma, Lakewood, & Auburn		
First Aid Card Expiration:		9/17/2015	CPR Card Expiration:	



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	<u>Mike Fawcett</u>	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Electronics</u>			
Certificate renewal date	<u>Retired</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
First Aid Card Expiration:		CPR Card Expiration:		

Instructor Name	<u>Brian Connolly</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Technology, CTE</u>			
Certificate renewal date		CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
First Aid Card Expiration:		CPR Card Expiration:		



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 11/22/2013	AHS: 72	AHS: 96
	AMHS: 11/22/2013	AMHS: 92	AMHS: 98
	ARHS: 11/22/2013	ARHS: 92	ARHS: 92
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/22/2014	AHS: 62	AHS: 108
	AMHS: 5/22/2014	AMHS: 90	AMHS: 91
	ARHS: 5/22/2014	ARHS: 109	ARHS: 109
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____ 20 _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. better hand tools 2. More projects 3. less math	1. More experiments 2. More projects 3. Upgrade tool quality	1. Less lecture more practice work 2. Better videos 3. Upgrade tool quality	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Projects 2. Labs 3. Building Robots 4.	1. Projects 2. Labs 3. Class environment 4.	1. Projects 2. Labs 3. Working at own pace 4.	1. 2. 3. 4.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"> SKILLS USA, FIRST Robotics </div>	
	Name of CTE Student Organization	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
Feb 2015	ARHS: Submarine Tour	Experience application of technology	25	\$800

CTE Program Planning Document
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Continued with Testout for CSE1&2 and added Labview programming to Robotics for advanced students.</p> <p>AMHS: Continued with Testout for computer classes and began modifying content of Robotics to better serve advanced students coming up from middle schools.</p> <p>ARHS: Updated MyClassroomHelper assignments to include ISCET modules, added new quizzes and activities to Electronics & Computer Systems Engineer courses. Started teaching Testout Labsim courses for the first time. This new course allows students take a certification exam for free.</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	<p>AHS: Evaluate and Review curriculum for industry relevance. Promote all programs to increase enrollment.</p> <p>AMHS: Evaluate and Review curriculum for industry relevance. Promote Robotics. Promote opportunities for students to gain industry experience.</p> <p>ARHS: Evaluate and Review curriculum for industry relevance. Create curriculum maps for courses currently teaching.</p>	<p>AHS: Robotics course using state approved Robotics has led to an increased demand for programming courses at AHS. Using Testout.com curriculum for Computer System Engineering classes & Providing certification opportunities for all students enrolled. Using ISCET materials for Electronics curriculum.</p> <p>AMHS: Teaching Robotics course using state approved Robotics Frameworks. Helped establish Middle School STEM Robotics program. Using Testout.com curriculum for Computer System Engineering classes. Using ISCET materials for Electronics curriculum.</p> <p>ARHS: Currently working on TestOut Labsim PC Pro curriculum map. Using Testout.com curriculum for Computer System Engineering classes. Using ISCET materials for Electronics curriculum.</p>	<p>AHS: Attend District meetings and follow guidelines for curriculum review. Work with PLC teachers in each building to assess and evaluate the curriculum.</p> <p>AMHS: Attend District meetings and follow guidelines for curriculum review. Work with PLC teachers in each building to assess and evaluate the curriculum.</p> <p>ARHS: Attend District meetings and follow guidelines for curriculum review. Work with PLC teachers in each building to assess and evaluate the curriculum. Stay up to date with latest curriculum changes.</p>	<p>AHS: Continue to upgrade software and skills with current market trends and requirements. Stay current with industry needs and continue modernizing support hardware and software.</p> <p>AMHS: Continue to upgrade software and skills with current market trends and requirements. Stay current with industry needs and continue modernizing support hardware and software.</p> <p>ARHS: Continue to upgrade software and skills with current market trends and requirements. Stay current with industry needs and continue modernizing support hardware and software.</p>

CTE Program Planning Document
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Replaced hand tools, soldering tools, and broken test equipment.</p> <p>AMHS: Replaced hand tools, soldering tools, and broken test equipment.</p> <p>ARHS: Replaced worn out tools and equipment as needed. Continued to maintain Laptops in a ready condition to deliver online curricula and materials.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AHS: Prep for Curriculum Review. Replace aging and/or damaged test equipment and tools. Convert Robotics course to EV3 modules and add some Tetrix kits for advanced students. Purchase more components for CSE lab activities. Provide large monitors for CSE and Robotics curriculum on student work computers.</p> <p>AMHS: Prep for Curriculum Review. Replace aging and/or damaged test equipment. Add Robotics lab equipment – need a small CNC to fabricate parts.</p> <p>ARHS: Prep for Curriculum Review. Replace aging and/or damaged test equipment. Coordinate with IT Department to ensure all software loaded in Laptops is current and updated.</p> <p>MS: Computers with district and internet access for Robotics classes.</p>	<p>AHS: Replaced worn and broken tools and test equipment. Looking at using CTE Pooling funds for monitor upgrades.</p> <p>AMHS: Replaced hand tools and some broken test equipment.</p> <p>ARHS: Continue to replace equipment as they fail and keep Laptops updated.</p>	<p>AHS: Replace aging and/or damaged test equipment.</p> <p>AMHS: Replace aging and/or damaged test equipment.</p> <p>ARHS: Use supply budget to replace equipment as needed.</p>	<p>AHS: Check into other methods of enhancing labs in Electronics courses. Update Robotics lab equipment with commercial grade 3d printer.</p> <p>AMHS: Update Electronics trainers or check into other methods of enhancing labs. Update Robotics lab equipment, need a small CNC to fabricate parts. Add Robotics lab equipment – Work with Renton Tech College to install machine shop and convert the Wood shop to a tech lab.</p> <p>ARHS: Will continue to use District standard Laptops and replace with the next generation at the proper rotation schedule.</p>

CTE Program Planning Document
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Instructed students on health issues related to technology related careers. Safety training conducted and safety test completed by all students.</p> <p>AMHS: Instructed students on health issues related to IT careers. Safety training conducted and safety contracts signed by all students.</p> <p>ARHS: Same as AMHS.</p>	<p style="text-align: center;">Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>AHS: Continue to monitor and promote industry standard safety practices. Update promo videos</p> <p>AMHS: Continue to monitor and promote best practices in the computer lab. Promote best practices in the classroom and in lab situations. Update promo videos</p> <p>ARHS: Same as AMHS.</p>	<p>AHS: following ISCET safety standards and starting to implement UL practices.</p> <p>AMHS: Progressing IAW directives</p> <p>ARHS: Same as AMHS.</p>	<p>AHS: Be observant. Continue to promote best practices.</p> <p>AMHS: Be observant. Continue to promote best practices.</p> <p>ARHS: Same as AMHS.</p>	<p>AHS: Continued promotion of proper computer use. Continue to investigate and modernize equipment to promote safe labs. Update safety videos.</p> <p>AMHS: Continued promotion of proper computer use. Continue to investigate and modernize equipment to promote safe labs. Update safety videos.</p> <p>ARHS: Same as AMHS.</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: New school being built</p> <p>AMHS: Arranged furniture to accommodate change in classes.</p> <p>ARHS: Removed doors from the lab stations to improve leg room. Students often complained of lack of leg room when working on projects and assignments.</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum 	<p>AHS: Provide new desks, chairs, and other furniture and fixtures to meet industry standards.</p> <p>AMHS: Remove wire rack from ceiling.</p> <p>ARHS: Finally getting a storage room!</p>	<p>AHS: New school will have new facilities. We will see if they met the specifications requested in the Ed. Spec. meetings</p> <p>AMHS: Added more power outlets at workbenches. Remove old network wiring rack from ceiling..</p> <p>ARHS: Storage room will be added summer of 2014.</p>	<p>AHS: Work with the facilities crew and administration to make the new classroom functional and effective.</p> <p>AMHS: Request help from District.</p> <p>ARHS: Tech levy dollars will pay for adding a storage room.</p>	<p>AHS: Minimum modifications required. We may need to look into adding storage for the Robotics program.</p> <p>AMHS: Minor modifications to existing infrastructure.</p> <p>ARHS: Remodel lab stations to better accommodate the test equipment.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Used FIRST Robotics as a foundation for extended learning. Students participated in multiple events and the FRC Team won the Chairman's Award and an Imagery Award. Promoted internships and special programs that relate to our field of study. Some students participated in a Trades Day field trip. Advanced students mixed with the beginning classes provided opportunities for peer teaching and tutoring. After school lab time for students to work on projects.</p> <p>AMHS: Continued using advanced students to help maintain school equipment and support requirements of teachers, clubs, and activities. One student certified PC Professional. One student certified Network Professional.</p> <p>ARHS: SkillsUSA Leadership club participated in community service, regional and state conferences, and fund raisers. 18 students took Electronic ISCET Exams and 15 achieved certification. Two students competed at</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>AMHS: Continue with the FIRST Robotics Club/Team. Add FTC team to create opportunities through the entire year for students to practice their skills. Continue to seek permission to use district surplus to refurbish class lab computers. Continue certifying students in PC PRO and ISCET.</p> <p>AMHS: Continue building on strong Robotic interest. Utilize advanced students to help support building technology needs, Continue to seek permission to use district surplus to refurbish as class labs and then place with low income families. Continue certifying students in PC PRO and PC Network Pro.</p> <p>ARHS: Find fundraising opportunities to aid funding for ISCET certification exams and SkillsUSA Conference registration and contest costs. Improve creating contacts with local industries and service organizations.</p>	<p>AHS: Two students selected for IT internship. FIRST Robotics Team competed at three events and won awards for our accomplishments. Robotics Club also participated in many community outreach events, making the front page of several local newspapers.</p> <p>AMHS: Two students selected for IT internship. One student working as school intern. CSE 1-2 class prepared donated PCs for fundraiser. FIRST Robotics club competed and won the AMHS District, the PNW Regional and went to World Championships, finishing with the Highest seed of any NW team and creating a NW alliance that won through Quarterfinals before being eliminated...</p> <p>ARHS: Students can become members of SkillsUSA, an OSPI approved student leadership program. Four students achieved ESA-1 ISCET certification. 3 more certifications anticipated by end of school year.</p> <p>Three students selected as IT interns.</p>	<p>AHS: Research availability and state and local laws regarding district surplus. Create a more manageable schedule for extended learning opportunity goals.</p> <p>AMHS: Research availability and state and local laws regarding district surplus</p> <p>ARHS: Search the net and seek assistance from advisory members, and career center. Create contacts with local industries and service organizations. Continue Submarine tour field trip. Approximate cost: \$800.00</p>	<p>AHS: Establish a student enterprise of computer and electronics repair and custom computer building for clients. Student interns used in CSE class to aid building tech with building technology issues.</p> <p>AMHS: Stream audio and video of sporting events and other school related highlights. Establish a student enterprise of computer repair and custom computer building for clients. Student interns used in each class period to support daily teacher technology needs.</p> <p>ARHS: Create partnerships with local industries to help students obtain internships, grants, assistance.</p>

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SkillsUSA Nationals in Electronics Technology finishing in the top 20 and Computer Maintenance Technology and placed 6 th in the nation. Took 20 Students to Submarine Base Bangor field trip to experience application of technology and a military workplace.					
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Electronics is Math and Non-Lab Science</p> <p>AMHS: WWW is a Fine Arts Electronics is Math and Non-Lab Science</p> <p>ARHS: Electronics is Math and Non-Lab Science.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>AHS: Continue providing cross credit and add math and Non-lab Science and Math for the Robotics Technology class.</p> <p>AMHS: Continue providing cross credit and add math and Non-lab Science and Math for the Robotics Technology class.</p> <p>ARHS: Electronics is Math and Non-Lab Science.</p>	<p>AHS: Math and Non-lab science</p> <p>AMHS: Fine Arts, Math and Non-lab science</p> <p>ARHS: Electronics is Math and Non-Lab Science.</p>	<p>AHS: Continue providing cross credit</p> <p>AMHS: Continue providing cross credit</p> <p>ARHS: Continue providing cross credit for Electronics and research the feasibility of making the Computer Maintenance Course a Non-Lab Science course.</p>	<p>AHS: Stay current with State requirements for cross credit opportunities Make sure that cross crediting continues with change in teaching requirements</p> <p>AMHS: Stay current with State requirements for cross credit opportunities Make sure that cross crediting continues with change in teaching requirements</p> <p>ARHS: Same as AMHS</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Promoted Electricians Apprenticeship. Promoted GRCC Computer Program Several students have applied for FIRST Scholarship opportunities.</p> <p>AMHS: Promoted Electricians Apprenticeship. Several students have applied for FIRST Scholarship opportunities.</p> <p>ARHS: Promoted Electricians Apprenticeship. Established a working relationship with GRCC, DeVry University, and ITT Technical. Students are working toward the International Society of Certified Electronics Technology (ISCET) certification and TestOut PC Pro and Net Pro industry certifications.</p>	<p style="text-align: center;">Post-Secondary Connections</p> <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Continue with college and apprenticeship opportunities. Look into finding additional local companies to support our students.</p> <p>AMHS: Continue with college and apprenticeship opportunities</p> <p>ARHS: Continue with college and apprenticeship opportunities. Establish relationships with Clover Park and Bates Technical colleges. Continue preparing students for ISCET and TestOut industry certifications. Working with the OSPI and the District and Precision Exams in creating a State recognized Certificate for electronics.</p>	<p>AHS: Continuing with opportunities</p> <p>AMHS: Continuing with opportunities</p> <p>ARHS: Working with the district in creating Precision Exam State recognized certificates and continuing with ISCET and TestOut certifications.</p>	<p>AHS: Work with counselors and Tech Prep Consortiums. Look at connecting with Bates Technical College in Pierce County to align our Robotics program.</p> <p>AMHS: Work with counselors and Tech Prep Consortiums</p> <p>ARHS: continue working with the District, OSPI, and the Industry Certification organizations to meet objectives. Current cost for ISCET exams is \$35.00 per test. One TestOut exam is free for the students.</p>	<p>AHS: Continue to look for opportunities. Form a close relationship with Green River, Bates, and Tacoma Community College and get students excited to enroll in post high school education.</p> <p>AMHS: Continue to look for opportunities. Form a close relationship with Green River and Tacoma Community College and get students excited to enroll in post high school education.</p> <p>ARHS: Continue to look for opportunities. Form a close relationship with local community and technical colleges. Continue to offer students certification opportunities.</p>

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<p>AHS: Attended and provided handouts at Open House and Future Freshmen Night. Attended and promoted programs at other after school events sponsored by the Auburn Public Schools Foundation and others. Displays in the PAC promoting Robotics Club and my courses. Counselor recommendations. Student word of mouth. Displayed Robot at Kent Events Center. Took robot to Middle school assemblies and promoted our programs at the middle school career conference. Robotics Club participated in several school pep assemblies. Robotics was featured in school and local newspapers and on the evening news.</p> <p>AMHS: Opened program to ninth grade students. Created brochures for Open House and 8th Grade night Used school web page to advertise the program. Counselor recommendations. Student word of mouth. Handed out dozens of flyers during Open House and during 8th Grade night. Displayed Robot at SeaFair, Kent Events Center and Middle school assemblies. Robotics was</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>AHS: Continue with present activities. Broaden the use of the school and club web page to advertise these programs. Look into promotional opportunities in math classes during registration time to promote the 3rd year math credit option.</p> <p>AMHS: Continue with present activities. Broaden the use of the school web page to advertise this class and other elective classes. Continue with present activities. Use the school web site as a promotion tool.</p> <p>ARHS: Same as AMHS</p>	<p>AHS: Attended many events to promote programs. Increased counselors' knowledge of program opportunities.</p> <p>AMHS: Updated brochures, recruited Graphic art students to construct posters and completed a promo video for Robotics. Increased counselors knowledge of program opportunities.</p> <p>ARHS: Brochures given to all teachers that are handling registration. Convince Counselors that it is an important class and to promote classes to students interested in technology related careers.</p>	<p>AHS: Update brochures Create materials for bulletin board. Create a display/promotional board to use at events. Communicate with counselors. Improve school website and include promotional content</p> <p>AMHS: Update brochures Create materials for bulletin board. Communicate with counselors. Improve school website and include promotional content</p> <p>ARHS: Same as AMHS</p>	<p>AHS: Display case or video kiosk with updated movies and pictures of student activities and samples of student work. Advertisements on a school run Radio and/or TV station.</p> <p>AMHS: Expand the curriculum to include advanced web design using Flash. Use advanced students to create staff web pages for individual subjects and assist staff in maintaining the page for class use as a training resource. Advertisements on a school run Radio and/or TV station.</p> <p>ARHS: Continue to update brochure, website, bulletins and district newsletters.</p>

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<p>featured in school and local newspaper</p> <p>ARHS: Created brochures for Open House and Future Freshman night. Counselor recommendations.</p> <p>Student word of mouth.</p> <p>Handed out flyers during Open House and during Future Freshman night.</p> <p>Worked with counselors to promote classes to students interested in technology related careers.</p>					
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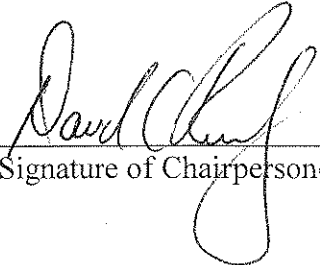
☐ The program would like technical assistance with objectives and action steps above.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Electronics Related, I
Dave Rannow represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
PI2)

Dave Rannow
Typed Name of Chairperson(s)


Signature of Chairperson(s)

5/22/14
Date



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name <u>Dorin Meinhart</u>	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>CTE, Jewelry Manufacturing, Art K-12, Spanish and French 7-12</u>			
Certificate renewal date <u>June 30, 2014</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Seattle Metals Guild 2013 Fall Symposium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Free lance jewelry work	Summer 2014	Business based at home	
Assist Nanz Aalund in writing of HS jewelry teaching book	Summer 2014	Seattle Danaca Design	
First Aid Card Expiration: <u>1-28-2016</u>	CPR Card Expiration: <u>1-28-2016</u>		

Instructor Name <u>Chris Telford</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>CTE, Jewelry Manufacturing</u>			
Certificate renewal date <u>June 30, 2017</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Non-acid etching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Commissioned jewelry, build up of inventory for on line business	204-present	CT jewelers	
First Aid Card Expiration: <u>2/5/2015</u>	CPR Card Expiration: <u>2/5/2015</u>		



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name <u>Wendy Woldenberg</u>	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) <u>CTE, Jewelry Manufacturing, Art K-12, Political Science 4-12, Elementary Education</u>					
Certificate renewal date <u>June 30, 2020</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
Seattle Metals Guild Symposium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Santa Fe Metals Symposium	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
Work on private line of wedding and engagement rings	1998-2014	W2 Jewelry Design			
Work with Seattle Metals Guild to create Passing the Torch	2002-2014				
First Aid Card Expiration: <u>4/8/2016</u>	CPR Card Expiration: <u>4/8/2016</u>				

Instructor Name _____	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) _____					
Certificate renewal date _____	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
First Aid Card Expiration:	CPR Card Expiration:				



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 10/22/2013	AHS: 125	AHS: 128
	AMHS: 10/22/2013	AMHS: 102	AMHS: 110
	ARHS: 10/22/2013	ARHS: 110	ARHS: online
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS: 129	AHS: 131
	AMHS:	AMHS: 115	AMHS: 115
	ARHS:	ARHS: 108	ARHS: online
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____20_____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.			
AHS	AMHS	ARHS	WAHS
1. There needs to be additional help in the classroom. Sometimes there is a long wait because you have to help so many kids 2. Implementation of high tech (cad cam etc) 3. more work in silver	1. More time spent making rings 2. More help and more time needed on projects. 3. Mixed level classes are not good. 4. Smaller class sizes are needed. 5. Stricter deadlines. .	1. Sometimes the projects have too many elements you have to incorporate that it makes the final product not as wearable. 2. Working with a wider selection of tools. 3. I think that there should be more vocabulary review.	1. 2. 3.

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1. Classroom is better organized (contract study level student) 2. Freedom in design 3. Hands on active classroom 4. It's okay to make mistakes	1. Fun projects, lots of hands-on time in the lab, variety of projects. 2. Liked casting A LOT. 3. Teacher is helpful and approachable. 4. Liked opportunity to express your creativity. 5. Open Lab time is good	1. Having a sense of accomplishment by finishing a project and being proud of your work. 2. Being able to express your creative side. 3. It's a very hands on approach with plenty of learning-by-doing. 4. It helps students find their inner artist.	1. 2. 3. 4.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	X	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	X	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	X	<input type="checkbox"/>
Leadership is provided by (E4.1c)		
_____ Name of CTE Student Organization		

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	X	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	X	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	X	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	X	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	X	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
11/1/14	Downtown Tacoma	Visit the Art Museums and Galleries which host the Metal Urge Shows.	40	\$200
3/10/15	Downtown Seattle	Visit the International Gem and Jewelry Show.	35	0
4/2015	Downtown Seattle	Visit Passing the Torch show	40	~\$200.00

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Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Student lead projects in advanced jewelry in which they are given three projects to choose from. Adopted C.S. peer tutor model. Worked with counterparts to create power standards AMHS: Updated Jewelry Power Standards for Jewelry/Small Metal Sculpture 1 and 2.</p> <p>ARHS: Updated Jewelry Power Standards for Jewelry/Small Metal Sculpture 1 and 2. Using Learning Targets on the board each day for each class. Uploaded all documents to Teacher page.</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	<p>AHS: Create more complete handouts for projects. Add non-acid etching, and hydraulic press to advanced curriculum. AMHS: To increase cohesion and clarity of instruction, abolish wide mix of class levels in the same class. Utilize industry (as well as student) models for projects. ARHS: Assign Standards to each project. Update vocabulary and create common assessments in the area of industry-relevant vocabulary. Finish Power Standards for J 3 and 4.</p>	<p>AHS: Working towards streamlining assignments into a packet. Currently collecting present handout for refinements. AMHS: 12 different classes in 5 periods! Regular PLC meetings to refine Power Standards. ARHS: Just finished refining Power Standards so next is aligning them. Compile, define, and reflect on vocabulary and its uses.</p>	<p>AHS: As I pack up my classroom I as setting aside only the truly useful and needful things in an effort to “de-clutter” the class and my curriculum. AMHS: Be more proactive communicating clearly and often to counselors and REGULARLY check class lists for mixed level classes. Refine booklets to reflect Power Standards. ARHS: Create time and space to assign Standards to each assignment. Refine lists and create definitions. Meet with fellow teachers to decide on standards.</p>	<p>AHS: I need to transfer over many of these documents to my google docs account and also to my teacher site so that students and parents can have more ready access AMHS: Incorporate Precision Testing into program as assessment. ARHS: Compile vocabulary from our refined Power Standards, agree on definitions and create assessments. Align projects with Common Core Standards as well as district, state, and national standards.</p>

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<p>AHS: Complete tool boxes with 3-4 back up tools. Purchased a disc cutter. Casting machine was replaced after the previous one fell apart AMHS: Purchased new disc cutter and ultrasonic cleaner ARHS: New steam cleaner, though it doesn't work right. New disc cutter, which works well and allowed for new projects. New classroom set of sawframes to avoid safety risks.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AHS: Pursuing hydraulic press to align with other two schools. Will be receiving new benches with the opening of the new school.</p> <p>AMHS: New bench tops and repair of tool drawers ARHS: Square and oval cutters and new magnetic tumbler. New steam cleaner if they take the old one back.</p>	<p>AHS: Current objective is to maintain what we have and if given the ok on the hydraulic press prepare a new space for it at the new building. AMHS: New bench tops are needed and tool drawers need reinforcement. ARHS: Current objective is to work on tool maintenance so we don't need to purchase too many new hand tools.</p>	<p>AHS: Hydraulic press would be from capital outlay monies. Approx. 2,000 AMHS: Investigate costs and supplier of new bench tops. Upgrade saws. Recycle broken tools. ARHS: Research pricing of new tools. Work with students on maintaining current tools.</p>	<p>AHS: Dies for press. New tumbler, hammers. AMHS: Steam cleaner ARHS: Large anvil, forging/forming stakes, engraving blocks, Computer aided carving equipment.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Rotating cleaning schedule and tool box inventory. Minor cuts were the only incidents.</p> <p>AMHS: Condensing and improving of safety paperwork check off tests. Repair of broken torch part. Moving of drop shear to accommodate ceramics traffic to kilns.</p> <p>ARHS:</p> <p>New shop vac for cleanliness. Para for most periods helped tremendously.</p>	<p style="text-align: center;">Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>AHS: Remake safety signs. Place safety in new class.</p> <p>AMHS: Need all day para help to reinforce safety and cut down on tool mis use.</p> <p>ARHS: Eyewash station needs to be repaired. New safety tape on the ground. Chair bottoms need to be secured.</p>	<p>AHS: Currently perform one-on-one safety checks after administering a safety test. Having both a written and visual reinforcement helps cut down on safety violations</p> <p>AMHS: Floor can be slippery. Soldering areas are “split up” Only having a para two periods a day increases students’ forgetfulness of safety rules and increases their abuse of equipment.</p> <p>ARHS: Safety tests are administered and recorded. Having a para-educator drastically cuts down safety violations.</p>	<p>AHS: Type up safety sheets.</p> <p>AMHS: Stress to administration the importance of all day para help.</p> <p>Install tennis balls on chair bases to reduce noise and save floors.</p> <p>Install projector onto ceiling to increase floor space.</p> <p>Investigate slipperiness of floor.</p> <p>ARHS: Work order into district for eyewash station, chair bottoms, and safety tape.</p>	<p>AHS: ...Safety video, some day</p> <p>AMHS: Study traffic flow of room to eliminate bottlenecked areas.</p> <p>Reinforce and improve clean-up schedules and upkeep of equipment.</p> <p>ARHS: Reinforce safety lectures, update safety signage, make sure tape is visible, and continue to enforce safety rules.</p>

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<p>AHS: Worked towards better organization. Tool boxes, surplus tools, cabinets etc.</p> <p>AMHS: Moved investment cart to less congested part of lab.</p> <p>Repair tool drawers and catch drawers on student benches</p> <p>ARHS: Painted jeweler's benches, replaced damaged hooks, installed shelving in kilnroom.</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AHS: Build a new class room.</p> <p>AMHS: Get more items off the floor to ease traffic flow. Get torch holders</p> <p>ARHS: Organize the supply room to make it more accessible and usable. Maintenance on jeweler's benches, including painting and sanding.</p>	<p>AHS: Packing up and disposing of unnecessary items</p> <p>AMHS: Packing up and recycling of scrap metal is needed. Students waste solder.</p> <p>Organization and cleaning is a constant struggle.</p> <p>ARHS: Partway there – purchased storage bins and have begun the task of organizing. Must buy paint and varnish to be prepared for painting.</p>	<p>AHS: Purchase label maker to start out the year with everything clearly marked \$80</p> <p>AMHS: Improve efficiency of instructor demo station: cords, flex cam, speakers, etc.</p> <p>Study and install torch holder</p> <p>Organize back room, file cabinets, closets</p> <p>ARHS: Find space and time to work on organization of supplies. Go to hardware store and purchase supplies (\$100)</p>	<p>AHS: Strict observation to make sure that the new desk aren't treated as poorly as the current ones were.</p> <p>AMHS: Replace hoses in soldering area. Install an ON / OFF ventilation switch in soldering area.</p> <p>ARHS: Less messy polishing wheels. New jeweler's benches.</p>

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<p>AHS: Offered open labs at least weekly. Participated in passing the torch again.</p> <p>AMHS: Weekly Open Labs Bi-weekly Jewelry Club meetings. Field trips to Tacoma Third Thursday, SAM Peru exhibit and Passing the Torch show at BAM. City of Auburn Student Art show. Passing the Torch 2014. End of the Year Art show</p> <p>ARHS: Got students out of the classroom with fieldtrips to SAM, Pike Place, Jewelry stores, Gem Show. ARHS Art Show, Future Freshman Night, Emerging Artist with Rio Grande, and Passing the Torch. Open Labs every week.</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>AHS: I want to get the students out of the classroom. I think a joint field trip with two or all three schools would be good for a number of reasons.</p> <p>AMHS: Take a field trip to Tacoma to participate in Metal-Urge. Field trip to Seattle to PTT. Visiting artist / guest speaker.</p> <p>ARHS: Take a field trip to Tacoma to participate in Metal-urge. Field trip to Seattle for Passing the Torch preview at the Convention Center. Emerging Artist with Rio Grande. ARHS Art Show. At least one guest speaker to address classes.</p>	<p>AHS: I have been in contact with a former student who is willing to show some fold forming techniques to my advanced classes.</p> <p>AMHS: Organize and make trips happen. Contact guest speaker.</p> <p>ARHS: Need to secure permission to participate in fieldtrips. Will need a bus for Tacoma trip. Locate a willing speaker for my classes.</p>	<p>AHS: Discuss logistics with counterparts.</p> <p>AMHS: Complete paperwork for field trip. Secure CTE funding for buses. Contact visiting artists.</p> <p>ARHS: Need to secure permission to participate in fieldtrips. Will need a bus for Tacoma trip. Locate a willing speaker for my classes.</p>	<p>AHS: Website linked to my teacher page to showcase student work</p> <p>AMHS: Promote student work online. Showcase student work at local venues (Booster Club Craft Sale, Auburn Farmers' Mkt)</p> <p>ARHS: Display student work in local jewelry businesses. Opportunities for students to sell work and apprentice. Certifications for students.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Continue to develop network of contacts to create post high school opportunities</p> <p>AMHS: Continue developing connections with Seattle Metals Guild. Invited Nancy Worden to speak to students about her work and getting started in the field.</p> <p>ARHS: Strengthen the Certificate of Mastery and Completion of the Jewelry programs. Show powerpoint of Post-Secondary options and another about career choices which relate to the skills learned in our classes.</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Create one day worksheet, or exercise, that demonstrates jewelry connections to other fields</p> <p>AMHS: Contact colleges (NCC and CWU) about promoting their programs to students</p> <p>ARHS: Improve on powerpoint which links jewelry skills to skills in other career areas.</p> <p>Have students research different careers which relate to our skills.</p>	<p>AHS: Guest speakers that can speak not only to the hard skills needed in industry but also the interpersonal and other workplace skills.</p> <p>AMHS: Bring in more guest artists and employers to visit classes and speak to students.</p> <p>ARHS: Bring in more guest speakers who are either in the field of Jewelry design, or in related fields.</p>	<p>AHS: Research and compile a list of related careers</p> <p>AMHS: Work on portfolio piece for students. Help students connect jewelry to employability skills</p> <p>ARHS: Continue to discuss post-secondary options with students. Help students make a strong portfolio of their accomplishments in jewelry classes.</p>	<p>AHS: Industry connections that can lead to job opportunities for my students.</p> <p>AMHS: Encourage students to apply for Boeing internships as well as other manufacturing opportunities</p> <p>ARHS: Arrange for internships, apprenticeships, and/or starter jobs for high school graduates who wish to pursue a career in Jewelry and Metalsmithing.</p>

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<p>AHS: Participated in Future freshman night. Staff appreciation piece. Word of mouth continues to be my greatest advertiser</p> <p>AMHS: Participated in Future Freshman Night. Started a Jewelry Club.</p> <p>ARHS: Orientation classes tour and make a quick project in metals. Certificate of Mastery and Completion, Passing the Torch, Student Art Show, Staff Commission project, field trips.</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>AHS: Add to announcements in the bulletin to try and recruit more students for my jewelry 5/6 classes</p> <p>AMHS: Invite Orientation classes to lab, sponsor Jewelry Club activities, participate in local and state wide shows, field trips to museums, Passing the Torch and Certificate of Mastery</p> <p>ARHS: Continue inviting Orientation classes to help generate word-of-mouth interest. Enter competitions designed to make students perform their best, Staff Commission project. Certificate of Mastery and Completion, field trips.</p>	<p>AHS: I have seen a large increase to the number of 9th graders this year which should lead to more students in my advanced classes</p> <p>AMHS: Large increase in guys taking Jewelry class. Increase of student enrollment in upper levels.</p> <p>ARHS: Fill classes with a mix of 9th, 10th, 11th, and 12th grade students. This would allow for students to complete the program if they are interested.</p>	<p>AHS: Promote the program with more displays in the hallways (easier at ne building)</p> <p>AMHS: Promote program through school wires page and news articles</p> <p>ARHS: Speak to principals and counselors about this concern.</p>	<p>AHS: Rotating the projects while teaching the same fundamental skills. New projects will keep me interested which will add to their buy in.</p> <p>AMHS: Connect program to other related areas: product design, fashion, science, engineering.</p> <p>ARHS: Continue to have demand of the class outpace supply of seats. Keep the program interesting, relevant, and fun. Stay healthy and focused.</p>

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<p>AHS: Continue a focus on the aspects of Jewelry that are a commonality with traditional art classes</p> <p>AMHS: Reinforce Elements of Art and Principles of Design.</p> <p>ARHS: Continue teaching and re-teaching the Elements of Art and Principles of Design to keep a strong cross-credit with Art.</p> <p>ALL: Name change from Jewelry to Jewelry/Small Metal Sculpture so we align properly with college admissions and credit.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>AHS: Use specific language in assignments noting not only power standards for both Art and Jewelry but that call out alignment with common core</p> <p>AMHS: Align Common Core Standards from math (esp. measuring and angles), language arts (technical reading, following and writing instructions) and science (material composition, metallurgy)</p> <p>ARHS: Align Common Core Standards from English, Language Arts, and Math with curriculum taught and assessed in Jewelry/Small Metal Sculpture.</p>	<p>AHS: Attending a meeting on May 15th that specifically addresses common core in CTE classrooms</p> <p>AMHS: Reinforce arts vocabulary.</p> <p>ARHS: Teach arts concepts, industry-relevant concepts, and encourage students to take advantage of work-based-learning.</p>	<p>AHS: Procure sub for meeting (done)</p> <p>AMHS: Align Common Core State Standards with program</p> <p>ARHS: Familiarize with Common Core in order to better align. Continue giving and assessing the CBAs, which test art-related concepts.</p>	<p>AHS: Maintain high rigorous standards as both a CTE and ART class that also touches on state Core standards of English and math</p> <p>AMHS: Continue aligning course to Arts and CTE standards</p> <p>ARHS: Research and confirm that colleges will accept Jewelry courses as Art credits. Educate the counselors of this information.</p>

☐ The program would like technical assistance with objectives and action steps above.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Jewelry, I
Bill Meinhart represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
P12)

Bill Meinhart
Typed Name of Chairperson(s)

Bill Meinhart
Signature of Chairperson(s)

5-22-2014
Date



**CAREER & TECHNICAL
EDUCATION (CTE)**

PROGRAM: Aerospace Assembly & Machining

PROGRAM DESCRIPTION OVERVIEW

(complete one per program per year)

Program provided at
(check all that apply)

☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meeting(s) **2**

Date(s) of meeting(s)

**Minutes
on File ✓**

Chairperson **Jack Milford**

1. Oct. 22, 2013
2. May 22, 2014

☒
☒

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Jack Milford	Primus International-Manager	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
George Anex	Phoenix Consulting-Owner	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Terry Branson	Cascade Design-Engineer	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Scott Schreiber	GRCC Welding Instructor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Casper Fox	GRCC Welding Instructor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jeff Olberg	Boeing Engineer	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Roger Lee	AHS Vice principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Cindi Blansfield	CTE Director	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Ron Cughan	Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

- ♦Facilities meet trade standards
- ♦Equipment meets trade standards
- ♦Curriculum standards meet trade standards

Yes	No*
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Ron Cughan</u>	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	<u>Technology Education, Precision Metal Worker, Work Based Learning Coordinator, (Conditional Career Choices, Drafting)</u>					
Certificate renewal date	<u>June 30, 2021</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input checked="" type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
Aerospace Assembler and Composite Workshop OSPI 5/15/14		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Aerospace Assembler Workshop Skills INC 11/23/13		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
MasterCam Workshop 7/8/2013		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Career Readiness Symposium ASD 8/26/13		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description		Date	Location			
Summer Training-Autodesk software		Summer	Home			
MasterCam workshop		August 4-8				
First Aid Card Expiration:		<u>1/22/2015</u>	CPR Card Expiration:		<u>1/22/15</u>	



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 10/22/2013	AHS: 25	AHS: 121
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS: 107
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/22/2014	AHS: 46	AHS: 120
	AMHS:	AMHS:	AMHS:
	ARHS: 5/22/2014	ARHS: 108	ARHS: 111
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____ 20 _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Additional Equipment CNC lathe, welding machines. 2. Cross credit welding w/math 4. Review two hour machining period time frame for alternative solutions 5. Print Reading-Weld Symbols 6. CAD skills			

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Good team work ethics 2. Good teacher instruction 3. Updated Technology-CNC Mill Equip. 4. Safety instruction is good		1. 2. 3. 4.	



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<u>SkillsUSA, FIRST Robotics</u> <small>Name of CTE Student Organization</small>	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
Oct 2014	Seattle, WA	Attend AGC Construction Career Day	45	School Bus, Substitutes
May 2015	Seattle, WA	Attend Women in Trades Conf.	40	Thru Career Center
Nov 2014	Algona, WA	Primus International Aerospace	15	School Bus

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Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

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<p>AHS: -Robotics team Tread 3219 competed at regionals and state finals</p> <p>Machinist training course taught full year 2 period block with two periods of welding. Taught Drafting Engineering one period.</p> <p>Field trips: Construction Career Day. Primus International</p> <p>Machinist Training name changed to include Aerospace Assemble & Machining.</p> <p>Teacher workshop training on composites sponsored by OSPI @ Pierce County Skills Center</p> <p>ToolingU curriculum used in Machining and advanced welding.</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	<p>AHS: Maintain aerospace two period block</p> <p>Provide ToolingU curriculum subscription for Aerospace and Welding students</p> <p>Set up new shop area. Provide additional paid time for teacher to set up shop at new school.</p> <p>Maintain 8 computer stations plans for Metal shop.</p> <p>Purchase software site license for drafting lab & metal shop for Updated Mastercam software</p>	<p>AHS: Class period block of time for Aerospace class is reduced from two to one periods by administration</p> <p>ToolingU-maintain subscription for curriculum use Aerospace machining and Welding.</p> <p>Provide extended time for teacher to learn updated software. Add CAD/CAM computer programs.</p> <p>Maintain computer upgrade plans for drafting and Metal shop.</p> <p>Purchase software site license for drafting lab & metal shop for Mastercam.</p>	<p>AHS: Maintain two period block of time for Aerospace Machining class.</p> <p>Purchase ToolingU Subscription for Aerospace Machining class and advanced level welding students, @ \$75.00/student</p> <p>Purchase software site license for drafting lab & metal shop: MasterCam software Update 8 seats to current: \$2,000 Buy 17 additional copies: \$750/ea = \$12,750 Nethasp: \$300 Site License for all 5 Northwest Tech books: \$1,200 Total: \$16,250</p> <p>Maintain Autocad Site of software including Inventor. See drafting Annual plan</p>	<p>AHS: -Continue to make industry connections in related manufacturing industries.</p> <p>-Review needs for curriculum modifications Aerospace addition</p> <p>-Review new ideas for cross curricular events between disciplines.</p> <p>-Robotic club continuation</p> <p>-access drafting lab for CAM instruction.</p> <p>-Use ToolingU, Skywire teacher web pages and other computer applications to for instruction and record keeping.</p>

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<p>AHS: Add copies of Mastercam Art,(not accomplished)</p> <p>-maintain standard supply budget to at least \$7000.00 for full metals program offerings Welding and Aerospace -(currently set at \$4000.00)</p> <p>-Maintain equipment \$1000 reserve fund for repairs.- 2013-14 (HAAS and Kioke Cutting Machine was repaired)</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AHS: Add copies of Mastercam Art,</p> <p>-maintain standard supply budget to at least \$7000.00 for full metals program offerings-Welding and Aerospace</p> <p>-Maintain equipment \$1000 reserve fund for repairs.</p> <p>-replace 1 Lincoln .024 GMAW wire welder \$700.00.</p> <p>Add inverter/new welder technology to New school shop plan. 2014-15 8 machines @ 4200.00 each.</p> <p>Build Carts for new welders.</p>	<p>AHS:</p> <p>-Add portable hand tubing bender</p> <p>-Provide extended time for teacher training, shop maintenance, robotics club and student leadership</p> <p>-Provide supply budget \$7000</p> <p>-Reserved additional \$1000 emergency equipment repair budget</p> <p>Miller 350 XMT CC/CV being processed as part of new school plans.</p> <p>Carts currently being built in welding class.</p>	<p>AHS:</p> <p>-Research CNC turning machines determine power requirements. \$30,000</p> <p>-Equipment review</p> <p>Add inverter/new welder technology to New school shop plan. 2014-15 8 machines @ 4200.00 each.</p> <p>-replace 1 Lincoln .024 GMAW welder \$700.00</p>	<p>-Replace aging miller weld GTAW machine</p> <p>-Research CNC turning machines determine power requirements. \$30,000</p> <p>Research addition of metal shear 16 ga.- 3/8 plate</p>

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<p>-Student safety checks on equipment. <i>Documentation procedures in place</i></p> <p>Security Cameras installed</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	<p>AHS: -Prepare new shop with 6S protocol-Sorting, Sweeping, Standardizing, Simplifying, Self-discipline and Safety</p> <p>- Retain Para educator (Sunshine Merritt)</p> <p>-Update first aid kits</p> <p>-transfer/install current camera system for security and student safety as needed.</p>	<p>AHS: -Check air flow/quality on weld ventilation, <i>not done</i></p> <p>-Add two additional Cameras & replace security surveillance <i>not done</i></p> <p>- qualified Para educator employed</p> <p>-Review safety shop procedures <i>ongoing</i></p> <p>-Update first aid kits for completeness</p>	<p>AHS:-Request district to continue para-educator support</p> <p>-Purchase first aid kits \$100</p>	<p>-Continue to refine shop safety standards and procedures.</p>

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2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: -Maintain floors and high dusting in metal shop <i>done by teacher.</i>	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	AHS: -Establish an annual maintenance plan for new shop. Extended days 6 days with 4 days by application for maintenance and facility modifications to support curriculum Set up: Machine layout Tool storage Work stations Equipment set up Metal storage racks Welding stations Recycle metal from container storage.	AHS: Extended days 6 days with 4 days by application Move according to building schedule. (currently 24 hours of paid time currently allotted)	AHS: - Cost as per district maintenance	AHS: New Facilities being planned by district in AHS renewal project. Maintain current facilities to support curriculum in Machining, Aerospace, Welding, Sheet Metal.

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: -Field trips, school sponsored Women in trades, career day <i>-done</i> -Boeing job shadow day, <i>not done</i>. -On the job training, <i>made available to qualified students</i> -Guest Speakers, <i>Yes promoted by Career center</i> -Visits to post secondary Programs, <i>Yes SkillsUSA Students</i> -SkillsUSA competitions</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>AHS: -Field trips arrange for individual student visits to area industries. -Boeing job shadow day -Construction Career day-field trips to aerospace mfg. -Guest Speakers -Visits to post secondary programs GRCC, RTC -SkillsUSA competitions -Provide extended time for teacher to support extended learning opportunities. -Pursue mentor opportunities for students -Provide field trip opportunity for female students</p>	<p>AHS: -Field trips none -Boeing job shadow day <i>not done</i> -Guest Speakers <i>not done</i> -Visits to post secondary Programs <i>not done</i> -SkillsUSA competitions <i>done</i> -Attend robotic competition regional & State. -Attended Construction Career Day -Boeing Interview day May 21 for interested select juniors meeting criteria. -Primus Internationals field trip. -Girls non-traditional field trip</p>	<p>AHS: -Provide extended time for teacher to support extended learning opportunities.</p>	<p>AHS: -Provide extended time for teacher to support extended learning opportunities. Field trips: Provide field trips to cross section of industries: Aerospace. Welding, Machining</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: -Machinist Training Cross credited with math. -Welding currently no cross credit.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> • How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? • How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>AHS: Obtaining cross credit in math for welding and machining programs</p> <p>-Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee.</p> <p>-Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee.</p>	<p>AHS: -Continue implementation of applied math as it's related to the trades, HISPE testing, SIP School Improvement. . <i>Progressing in PLC's</i></p> <p>AHS: -Continue implementation of applied math as it's related to the trades,(SIP) School Improvement. . <i>Progressing in PLC's</i></p> <p>-Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee.</p> <p>-Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee.</p>	<p>AHS: Follow up on district procedures for obtaining cross credit in math for metals programs</p>	<p>AHS: District helps to enrich opportunities for students by reviewing state credit requirement issues and cross credit issues to benefit students and promote CTE programs.</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Tech Prep Credit available in machining and welding.	Post-Secondary Connections <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	AHS: –Continue supporting students in applying and achieving tech prep credit <i>done</i>	AHS: –Continue supporting students in applying and achieving tech prep credit Research Welding, sheet metal and Machining Curriculum certifications.	AHS: –Attend tech prep meetings –continue coordinating curriculum for Tech Prep credit W/GRCC & RTC	AHS: Develop supporting strategies that motivate and encourage students in pursuing additional job training and post secondary connections for further education.

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: -Target audience is incoming freshmen and parents.</p> <p>-Provide connection with other High schools, <i>done</i></p> <p>-Ninth grade visits to program.</p> <p>-8th grade parent back to school night-<i>Done</i></p> <p>-Visual displays in PAC-<i>Done</i></p> <p>-District/school Web site</p> <p>-brochures -<i>not done</i></p> <p>-Set up a booth during lunch before sign ups. <i>Not done</i></p> <p>-ninth grade orientation class visits.-<i>Done</i></p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>AHS: -freshmen and parents orientation.</p> <p>-Course catalogue descriptions in other ASD High schools</p> <p>-Ninth grade orientation class visits to program.</p> <p>-8th grade parent back to school night.</p> <p>-Displays in PAC display case</p> <p>-District/school Web site</p> <p>-Program information guide brochures</p> <p>-Set up a booth during lunch before sign ups.</p>	<p>AHS: -Target audience is incoming freshmen and parents.</p> <p>-Provide connection with other High schools <i>done</i></p> <p>-Ninth grade orientation visits to program (career choices). <i>done</i></p> <p>-8th grade parent back to school night <i>done</i></p> <p>-Visual displays in PAC <i>done</i></p> <p>-District/school Web site <i>progressing</i></p> <p>-brochures <i>update</i></p> <p>-Visit Middle Schools <i>done</i></p> <p>Attend Construction Career Day</p>	<p>AHS: -Target audience is incoming freshmen and parents.</p> <p>-Provide connection with other High schools</p> <p>-Ninth grade visits to program.</p> <p>-8th grade parent back to school night</p> <p>-Visual displays in PAC</p> <p>-District/school Web site</p> <p>-brochures</p> <p>-Set up a booth during lunch before sign ups.</p>	<p>AHS: -Continue program promotion.</p> <p>- Schedule times for orientation class to visit programs.</p> <p>-Schedule time to visit other Auburn High Schools</p>

☐ The program would like technical assistance with objectives and action steps above.

CTE Program Planning Document
2014-2015

☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for **Welding Technology & Machinist Training**, I represent the members as having read, approved and will support this program plan for the 13-14 school year. (E2.6, P1.2). (CTE Program Name)

Jack Milford

Typed Name of Chairperson

Signature of Chairperson

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Family and Consumer Science Education



CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM:

FACSE

PROGRAM DESCRIPTION OVERVIEW

(complete one per program per year)

**Program
provided at**
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☒ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meeting(s) **2**

Date(s) of meeting(s)

**Minutes
on File ✓**

Chairperson **Becky Kinney**

1. October 22, 2013

2. May 22, 2014

☒

☐

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Cindy Pratt	AHS FACSE Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Kelly Jensen	ARHS FACSE Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Robyn Stowe	ARHS FACSE Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Vivian Baglien	AMHS FACSE Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Lyn Morris	AHS FACSE Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Noreen Kebba	WAHS FACSE Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Valerie Bryant	Cascade Instructor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Diana Holz	Early Childhood Educator GRCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Becky Kinney	Junior Junction Preschool-Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Heather Hutchins	Dept of Public Health, Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Tina Layos-Knapp	Early Childhood Educator GRCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Stephanie Swift	Counselor-AMHS	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Sonia Kessler	Owner of Zolas	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Delci McLaren	Teacher at WA Elem	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Kari Leggett	Former Student AHS	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Cathy Aby	Auburn Public Health Educator Consultant	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Carissa Dwyer	Professional Assistant / Project manager to church	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

♦Facilities meet trade standards

Yes

No*

☐

☐

♦Equipment meets trade standards

☐

☐

♦Curriculum standards meet trade standards

☐

☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Dr. Vivian G. Baglien</u>	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>FACSE CTE, K-12 and Work Based Learning</u>			
Certificate renewal date	<u>June 2016</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
FACSE October Conference 2013- Presenter FACSE Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Red Cross CPR/first Aid Instructor Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Blended Instruction Symposium- PLU- Auburn Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STARS Merit Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presenter Summer WACTE Conference 2014 FACSE Standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRECISION TESTING	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
First Aid Card Expiration:	<u>January 2015</u>	CPR Card Expiration:	<u>January 2015</u>	

Instructor Name	<u>Kelly Jensen</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>FCS Secondary & Health</u>			
Certificate renewal date	<u>2017</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Key Club DCON	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PLC Clock Hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Waiver Day Clock Hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Key Club Advisor	2007-present	ARHS		
First Aid Card Expiration:		CPR Card Expiration:		



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Noreen Kebba</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input checked="" type="checkbox"/> WAHS
Certification Area(s)	<u>FACSE CTE, K-12 Health</u>			
Certificate renewal date	<u>June 2019</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
PLC CLOCK HOURS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ZUMBA CERTIFICATION	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PRECISION TESTING	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
YOGA CERITIFICATION	AUGUST 2015	SEATTLE		
First Aid Card Expiration:	<u>FEB. 2015</u>	CPR Card Expiration:	<u>FEB 2015</u>	

Instructor Name	<u>Linda Morris</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Home Economics, Special Education , K-12, WBL, Vocational</u>			
Certificate renewal date	<u>June 2016</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
STARS Merit Training	STARS Merit Training	STARS Merit Training	STARS Merit Training	
PLC Clock Hours -	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Precisions Testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
CPR/First Aid Train the Trainer	Unknown	Unknown		
First Aid Card Expiration:	<u>2/26/15</u>	CPR Card Expiration:	<u>2/26/15</u>	



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Cindy Pratt</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Health, Family and Consumer Science Education, Work-based Learning, Vocational Director, Principal</u>			
Certificate renewal date	_____	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Professional Learning Communities Clock Hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
CPR/ First Aid Train the Trainer	Unknown	Unknown		
First Aid Card Expiration:	<u>2/26/15</u>	CPR Card Expiration:	<u>2/26/15</u>	

Instructor Name	<u>Robyn Stowe</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>FACSE (Continuing) and CTE (Initial)</u>			
Certificate renewal date	<ul style="list-style-type: none"> FACSE: unsure (recently renewed) CTE: 6/30/2014 	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Masters in Education in CTE in Curriculum & Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CEL-D5+ workshops (TPEP training)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PLC Clock Hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Waiver Day Clock Hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
FCCLA	2010-present	KMHS & ARHS		
First Aid Card Expiration:	<u>5/13/15</u>	CPR Card Expiration:	<u>5/13/15</u>	



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 5/22/14	AHS: 226	AHS: 226
	AMHS: Online survey malfunctioned	AMHS:	AMHS:
	ARHS: N/A	ARHS: 0	ARHS: 0
	WAHS: 5/22/14	WAHS: 63	WAHS: 63
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/22/14	AHS: 180	AHS: 180
	AMHS: Online survey malfunctioned	AMHS:	AMHS:
	ARHS: N/A	ARHS: 0	ARHS: 0
	WAHS: 5/22/14	WAHS: 55	WAHS: 55
1-year Graduate Survey (optional) Class of _____20_____	AHS: N/A	AHS: N/A	AHS: N/A
	AMHS: N/A	AMHS: N/A	AMHS: N/A
	ARHS: N/A	ARHS: N/A	ARHS: N/A
	WAHS: N/A	WAHS: N/A	WAHS: N/A

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. New Facilities 2. Cooking in Health Nutrition Unit 3. More Labs	1. MORE TIME AT FIELD SITES WORKING WITH CHILDREN. 2. MORE ACCESS TO COMPUTERS AND THE INTERNET. 3.	1. 2. 3.	1. MORE COOKING LABS 2. FIELD TRIPS 3. GUEST COOKING DEMOS

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Like Teachers 2. Independent Living Prepares for life 3. Health teaches important life skills 4. Hands on projects	1. THE FINAL P.P.T. HELPED ME THE MOST BECAUSE I GOT TO EXPLAIN AND SHOW WHAT I LEARNED OVER THE WHOLE SEM. AND APPLIED IT TO 1 TOPIC 2. POWER OF ONE, LEARSHIP PROGRAM AND THE BEST 3. BEING ABLE TO WORK HANDS ON WITH KIDS OVER AT A.J. REALLY HELPED. WE FOUND OUT HOW TO REALLY WORK WITH THEM AND HOW TO HANDLE SITUATIONS. 4. THE MOST EDUCATIONAL ASSIGNMENT WAS THE ONE WHERE WE RESEARCHED PROBLEMS WITH HEALTH WITH IN THE U.S. LIKE WHAT DIETS YOU SHOULD DO.	1. 2. 3. 4.	1. LOVE THE BABY UNIT 2. COMPUTER PROJECTS 3. GREAT GUEST SPEAKERS 4. GOOD FOOD IN COOKING



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<u>Family, Career, and Community Leaders of America (FCCLA)</u> <small>Name of CTE Student Organization</small>	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program? (Current equivalents, yes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities-

Students are encouraged to apply learning concepts learned in class to their everyday lives.
Guideline is 2 suggested per class.

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
October 2015	Tacoma	FCCLA Fall Meeting	6	50.00
November 2015	Bonney Lake	FCCLA STAR Events	2	50.00
March 2015	Wenatchee	FCCLA State Meeting	2	350.00
2014-2015	Auburn Area	Transportation for students internships in Careers with Children and Teaching Academy	20-35	Unknown
March 2015	Puyallup	Sewing Expo	25	Unknown

CTE Program Planning Document
2014-2015

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS Continued to support Careers with Children program through community placement. Interior Design and Fashion Courses count towards Art Credit. Continued School Wires Internet Support for FACSE courses.	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	AMHS Meet with Master Schedule planning administrator to review course offerings. Continue to educate counselors to support FACSE enrollment and courses that cross credit. Continue to support online posting of course materials on School Wires and investigate use of Edmondo as a bridge to School Wires. Continue to merchandize FACSE to increase enrollment.	AMHS In process. Administration is supportive of FACSE courses and appropriate placement for students as well as course placements on the master schedule. Ongoing processes as new counseling positions evolve. Technology advancement is constantly evolving. AMHS staff encouraged to use resources- School Wires, Edmondo. Edmondo will be implemented for FACSE/AMHS courses next fall. Future Freshman night is attended by FACSE staff and currently enrolled students to merchandize program to freshman	AMHS Preview placement of students so that they are placed in programs that they can be successful. Work with administration and counselors to accomplish success for those enrolled. Learn Edmondo and apply to teaching. Continue to prep and present for this freshman activity.	AMHS Continue to merchandize FACSE program to maintain quality program and opportunities for students. Continue to support curriculum changes and advancements. Explore new web based learning opportunities. Establish a solid link to middle school programs to increase FACSE enrollment at secondary level.

Continued on next page

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<p>Auburn High School</p> <p>Increased enrollment in Fashion Design, Interior Design, Careers with Children, and Teaching Academy.</p> <p>Health is aligned and assessing according to Power Standards and Standards Based Grading.</p> <p>Nutrition and Wellness has enhanced options for earning required Health credit. Class is favorable amongst students and administration.</p> <p>Independent Living and Health utilized new Reality Works simulators/babies (fetal alcohol, drug baby, shaken baby, and standard baby) and supporting curriculum.</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? <p>What is new and emerging?</p>	<p>Communicate cross credit options of Nutrition and Wellness as a Health credit, Fashion and Interior as a fine arts credit to counselors, administration and students.</p> <p>Explore supplemental curriculum when needed.</p> <p>Include Fashion Design and Interior Design in all course registration materials as a cross credit.</p>	<p>In process.</p>	<p>Meet with administration and counselors to clarify cross credit opportunities.</p> <p>Meet deadlines for course catalog.</p>	<p>Fashion and Interior Design will be a well communicated and established cross credit for Fine arts.</p> <p>Nutrition and Wellness will be a communicated and established cross credit for Health.</p>
<p>Auburn Riverside High School</p> <p>Utilized new frameworks</p> <p>Completed Curriculum Maps for Food Science and Health; Independent Living is in progress</p>		<p>Complete Curriculum Maps for remaining courses</p>	<p>On-going</p>		
<p>West Auburn High School</p> <p>Continued School Wires Internet Support for FACSE courses.</p> <p>Increased enrollment in Nutrition and Wellness; also in Health.</p>		<p>Support online posting of course materials on School Wires.</p> <p>Maintain quality programs with fixed yearly budget.</p> <p>Gain proficiency with the electronic real care baby program.</p>	<p>Continuing to update curriculum to meet or exceed Health and Family and Consumer Science classes and maintain a quality program.</p>	<p>Work with School Counselor to preview placement of students so that they are placed in correct curriculum programs so that they can graduate on time.</p> <p>Look into Running Start so West Auburn Students can earn high school and college credit as a way to keep them interested in school and maintain goals.</p>	<p>Add laptops for Family and Consumer Science students. This learning tool will help to integrate more technology in the classroom environment.</p> <p>Replace ovens, microwaves, and refrigerator and freezer in classroom.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS Continued to support Careers with Children program through community placement.</p> <p>Interior Design and Fashion Courses count towards Art Credit.</p> <p>Continued School Wires Internet Support for FACSE</p> <p>Ordered 2 Singer regular machines and 2 sergers.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AMHS Meet with Master Schedule planning administrator to review course offerings.</p> <p>Continue to educate counselors to support FACSE enrollment and courses that cross credit.</p> <p>Continue to support online posting of course materials on School Wires and investigate use of Edmondo as a bridge to School Wires.</p> <p>Continue to merchandize FACSE to increase enrollment.</p> <p>Continue to replace older sewing machines at least at rate of 2- 4 a year.</p> <p>Review equipment needs for lab in room 236.</p> <p>Work to support computer cart for FACSE/CTE use.</p> <p>Purchase color printer for 232</p>	<p>AMHS In process. Administration is supportive of FACSE courses and appropriate placement for students as well as course placements on the master schedule.</p> <p>Ongoing processes as new counseling positions evolve.</p> <p>Technology advancement is constantly evolving. AMHS staff encouraged to use resources- School Wires, Edmondo. Edmondo will be implemented for FACSE/AMHS courses next fall.</p> <p>Future Freshman night is attended by FACSE staff and currently enrolled students to merchandize program to freshman. District administration is supportive of our needs.</p> <p>Will continue to replace machines as funds are available.</p> <p>Request for computer cart made through department chair. Review funds available for purchase.</p>	<p>AMHS Preview placement of students so that they are placed in programs that they can be successful. Work with administration and counselors to accomplish success for those enrolled.</p> <p>Learn Edmondo and apply to teaching.</p> <p>Continue to prep and present for this freshman activity.</p> <p>Purchase machines. Costs \$500- 800 per set if same price grouping available in fall of 2014</p> <p>Make needs known for computer use to technology team and building administration. <u>Estimate- \$</u></p>	<p>AMHS All sewing machines have been updated and replaced. With maintenance provided in annual budget.</p> <p>Each student enrolled in FACSE program has access to a computer.</p> <p>Replace stoves in 236 and set up on a rotation basis.</p>

Continued on next page

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<p>Auburn High School</p> <p>Independent Living and Health utilized new Reality Works simulators/babies (fetal alcohol, drug baby, shaken baby, and standard baby) and supporting curriculum.</p> <p>Replaced aging and defective kitchen equipment. Ordered new small appliances and utensils.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>Continue to replace and acquire quality kitchen supplies as needed.</p> <p>Maintain current sewing machines.</p> <p>Purchase serger.</p> <p>Replace printers in room 162 and 164.</p>	<p>80% of kitchen items are ordered or purchased.</p> <p>Maintenance is pending CTE department approval.</p> <p>Pricing and purchase is pending CTE department approval.</p> <p>Printers will be ordered on the 14-15 school year.</p>	<p>Complete purchase orders as budget allows.</p>	<p>In 2-4 years have a fully equipped FACSE department.</p>
<p>Auburn Riverside High School</p> <p>Independent Living and Health utilized new Reality Works simulators/babies and supporting curriculum.</p> <p>Utilized Schoolwires teacher pages to support program and students' needs</p> <p>Executed new partnership between FCCLA and Auburn Valley Humane Society (AVHS)</p>		<p>Continue use of Schoolwires and Google Drives</p> <p>Continue: students in Food Science, Nutrition & Wellness, and Careers with Children are referred to King County's Food Worker Card website</p> <p>Become certified to train our Health students in CPR as mandated by new state law</p>	<p>Need further implementation of the action plan for recruiting for FCCLA leadership team and members</p>	<p>Complete needed purchases as budget allows</p>	<p>New FCS department copy machine</p>
<p>West Auburn High School</p>					<p>Add SMART board as a teaching aid.</p> <p>Continue to have facilities meet industry standards. Preview placement of students so that they are placed in programs that they can be successful.</p> <p>Work with administration and counselors to accomplish success for</p>

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					those enrolled.
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS Maintaining safety practices within the classroom	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	AMHS Students are orientated to appropriate safety instruction. Currently rooms are up to par and functional. Students are instructed on safety Maintain equipment to meet industry safety levels Update CPR and First Aid Certification	AMHS Students are orientated to the foods lab and other classroom with appropriate safety instruction to the foods lab and other classroom with appropriate safety instruction in place.	AMHS Foods and Nutrition and Wellness curriculum. Budget to purchase safety curriculum. Continued safety education in all FACSE course disciplines	AMHS Review FACSE courses to determine safety needs.
Auburn High School Moving into new school.		Continue to teach safety and responsibility for learning environment.	In progress	Follow procedure for moving to new building.	Continue to emphasize safety in the lab and classroom.
Auburn Riverside High School Maintaining safety practices within the classroom		Continue to teach safety and responsibility for the learning environment. Maintain safe and functional classrooms Maintain equipment to meet industry safety levels Maintain updated CPR and First Aid Certification	On-going		
West Auburn High					

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS Maintain labs with district work orders	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	AMHS Continue to assess facilities for general maintenance and upgrade of facility as needed. Kitchens need maintenance- Stoves not performing well on convection cycle.	AMHS Working with administration and maintenance to correct needs as they arise.	AMHS Work with administration and maintenance to correct needs as they arise. Consider replacing current stoves as they are in their 9 th year of service and not functioning correctly. \$600 x 7= 4200.00 estimated costs.	AMHS Continue to survey facility for improvements and upgrades.
Auburn High School NEW BUILDING!!!!!!		Follow procedures for moving into new building. Make sure new rooms meet standards established for FASCE rooms. Develop use of room protocol for outside use.	On-going	In process. Use Waiver day to develop use of room protocol.	Work to continue pride in facilities.

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Auburn Riverside High School	<p style="text-align: center;">Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>Install surveillance cameras, as our equipment is regularly “borrowed”/stolen/missing with zero accountability; these items always have to be replaced using our limited FACSE budget.</p> <p>Replace all of the ovens in room 510 (7) and 521 (1), as they are old (exact age unknown) and do not work properly or consistently!</p> <p>Replace broken/nonworking microwaves (at least 3); all are varying ages and brands.</p> <p>Replace dishwashers (3); they are also old (exact age unknown) and are not usable.</p> <p>Install ceiling-mounts for projectors, especially in room 510; as its only possible stationary location blocks the use of the burners on the demonstration counter, and blocks many students’ line of sight to the whiteboard and projector screen.</p>		<p>Needed maintenance and replacements come from varying funds and will require approval from all appropriate parties.</p>	<p>Effective surveillance system</p> <p>New ovens</p> <p>New microwaves</p> <p>New dishwashers</p> <p>New refrigerators (4)</p> <p>Ceiling-mounted projectors</p> <p>Address HVAC and air quality issues in rooms 510 and 521, to create a healthy classroom environment that supports teaching and learning.</p>
West Auburn High School		<p>Assess facilities for general maintenance and upgrade of facility as needed.</p> <p>Need new appliances- refrigerator, freezer,</p>	<p>Future budget needs to address the capital expenditures needed to modernize West Auburn facilities.</p>	<p>Discuss with Principal to create an action plan. Include CTE Directors support and input.</p> <p>Collaborate with Administrators and site</p>	<p>Appliances in place to improve program.</p> <p>Install air conditioning and regulate heating so it is environmentally supportive of a teaching</p>

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		stoves, and microwaves. Flooring is also old and requires replacement.		maintenance to correct facility needs as they arise.	environment.
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS FACSE program encourages students to do two projects at home that are supported by course objectives and curriculum FCCLA leadership club established at AMHS. FCCLA students competed at Regional and State Competitions Placement of 30 plus students out working in the community through Work Base Learning. Placement of 28 students in Careers with Children program in the community	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	AMHS Continue to support students in FCCLA, Work Base Learning, Careers with Children, and extended Learnings.	AMHS Active membership in FCCLA and will continue in 2014-15 school year. Continued to support growth of Work Base Learning Program and Careers with Children	AMHS Continue to support leadership opportunities for students. Costs of fieldtrips \$ 4.00 per mile. CWC site experience estimated at \$1,500.00. Lobby for district support for student CTSO's	AMHS Expanded program agreements with ECE in the community. Consider block scheduling for more practicum time. Return of district funding for transportation to Careers with Children sites to maintain good community involvement and professional learning opportunities for students.
Auburn High School Teaching Academy and Careers with Children implemented Power of One Service projects. They turned out really awesome.		Extend Power of One Service projects to all FACSE classes.	In process – utilize Waiver Days and/or PLC's.	Keep student samples to establish rubric.	All classes will offer Power of One opportunities.
Auburn Riverside High School		Continued to support growth of Careers with Children, Independent Living, Nutrition & Wellness, and FCCLA	Continued to support growth of FCCLA		All classes will offer Power of One opportunities.
West Auburn High					

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p style="text-align: center;">AMHS</p> <p>Continued to merchandize to students the Interior Design and Fashion program are cross credited to Art.</p> <p>Trained for MERIT training credits for Careers with Children</p> <p>Trained for Precision testing for certification in FACSE course work</p>	<p>Cross Credit Options</p> <ul style="list-style-type: none"> How does this program align with general academic areas such as reading, writing, math, science, arts, and social studies? How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p style="text-align: center;">AMHS</p> <p>Continue to support cross-crediting options.</p> <p>Look into the possibility of cross crediting Independent Living to Applied Math.</p> <p>Review Merit funding and availability of funds to support cross crediting with Merit certification.</p> <p>Review Precision application to all course that apply throughout FACSE program</p>	<p style="text-align: center;">AMHS</p> <p>In basic review. On hold until beginning of Fall 2014 school year.</p> <p>Program is cumbersome to enroll students and funding is limited. Doesn't necessarily mean it will be maintained over time.</p> <p>Will test Interior Design and Careers with Children students this spring.</p>	<p style="text-align: center;">AMHS</p> <p>Review training and certification needed and if FACSE staff view this as a feasible option given our training backgrounds and expertise</p>	<p style="text-align: center;">AMHS</p> <p>Continue to explore and expand, and review cross crediting options.</p> <p>Re-establish face to face confirmation of Career with Children cross crediting agencies through South King County Tech Prep Consortium or similar established group.</p>
Auburn High School					
Auburn Riverside High School		<p>Continue to support cross-crediting options.</p> <p>Review Precision application to all course that apply throughout FACSE program</p>	On-going		
Auburn High School					

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS Training for Precision Testing- available for most FACSE courses. Trained for MERIT certification- Careers with Children. Allows students to be certified to work in child care beyond high school. SKCTPC membership continued support for Careers with Children and Careers with Education	Post-Secondary Connections <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	AMHS Continued membership in South King County Tech Prep Consortium. Work to re-establish more direct communication with cooperating colleges. Students continue to articulate credits to area colleges. Review Merit and Precision testing availability and application for students.	AMHS SKCTPC doesn't have the physical clerical support as in the past. Collecting credits for students is now student responsibility to pay enrollment fee at area colleges to receive credit. Testing has not yet piloted with enrolled students. Most buildings will do some testing this spring 2014. CWC students that qualify can enroll in Merit and obtain certification.	AMHS Continue with support of post-secondary programs that provide learning and certification during high school.	AMHS SKCTPC model is revamped or returned to its original model to better serve post- secondary needs of students. Continue to review industry standard certification that promotes student awareness of job availability and necessary training.
Auburn High School Careers with Children and Teaching Academy students continue to earn Tech Prep credits.		Continue to offer Tech Prep opportunities.	On going	Educate students the process of earning college credit through college transcript office.	Continue to offer credit.
Auburn Riverside High School Careers with Children students continue to earn Tech Prep credits.		Continue to offer Tech Prep opportunities.	On-going	Educate students the process of earning college credit through college transcript office.	Continue to offer credit.
Auburn High School					

☐ The program would like technical assistance with objectives and action steps above.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Family & Consumer Science, I
Becky McKinney represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
PI2)

Becky McKinney
Typed Name of Chairperson(s)

Becky McKinney
Signature of Chairperson(s)

5/22/14
Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Technology Education

Engineering Design & Architecture

Visual Communications

Woodworking & Design



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	<u>Timothy Scott</u>	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	<u>Industrial Technology, Drafting, Construction, Engineering, Technology</u>					
Certificate renewal date	<u>06-30-2020</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
District Workshops (August 2013 to May 2014) CTE-Math-Career Options		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
FIRST Robotics Workshop (November 2013)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description	Date	Location				
FIRST Mentoring-Coaching FRC and FTC Teams (Aug 2013 to Present)	08/13 to Present	Auburn Mountainview H.S.				
District sponsored Workshops aimed at Professional Growth and Student improvement	Current	In District and Out of District				
Fence Building	Summer 2014	Auburn WA				
First Aid Card Expiration:	<u>01-28-2016</u>	CPR Card Expiration:	<u>1-28-2015</u>			

Instructor Name	<u>Bill Sumner</u>	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	<u>Industrial Engineering Technology K-12 Education</u>					
Certificate renewal date	<u>June 2020</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
School Improvement workshops		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
TSA State Conference/ Vex Robotics State Competition		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
District sponsored Workshops aimed at Professional Growth and Student improvement		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Western Washington Native American Education Consortium STEM		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Project Lead the Way Workshop		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description	Date	Location				
TSA National Conference and Competition	June 26, 2014	Washington DC				
AISES STEM Affiliation	August 2014	Auburn, WA				
Robotics Training and Curriculum	July 2014	University of Washington, Seattle				



Project Lead the Way Workshop	July 2014	Seattle University, Seattle WA
First Aid Card Expiration: May 13, 2015	CPR Card Expiration: May 13, 2015	

Instructor Name	<u>Ron Cughan</u>	School	AHS AMHS	ARHS WAHS
Certification Area(s)	Technology Education, Precision Metal Worker, Work Based Learning Coordinator, (Conditional Career Choices, Drafting)			
Certificate renewal date	<u>June 30, 2021</u>	CTE Certificate Type	Continuing Initial Probationary Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Aerospace Assembler and Composite Workshop OSPI 5/15/14				
Aerospace Assembler Workshop Skills INC 11/23/13				
MasterCam Workshop 7/8/2013				
Career Readiness Symposium ASD 8/26/13				
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Summer Training-Autodesk software	Summer	Home		
MasterCam workshop	August 4-8			
First Aid Card Expiration: 1/22/2015	CPR Card Expiration: 1/22/15			



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 10-23-2013	AHS:	AHS:
	AMHS: 10-23-2013	AMHS: 43	AMHS: 50
	ARHS: 10-23-2013	ARHS: 68	ARHS: 72
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5-21-2014	AHS:	AHS:
	AMHS: 5-21-2014	AMHS: 54	AMHS: 56
	ARHS: 5-21-2014	ARHS: 82	ARHS: 89
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____ 20 _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.			
AHS	AMHS	ARHS	WAHS
1.	1. Continue to use current technology and improve the computers.	1. More individualized teaching	1.
2.	2. Continue to review projects/drawings and look for new options.	2. Keep software current and continue to introduce new and emerging ideas and topics. Purchase needed equipment for teaching CNC and Laser applications.	2.
3.	3. Allow more time for individual projects/drawings.	3. Allow for more individualized use of assignments.	3.
		4. Continue to recruit enrollment in program	

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1.	1. Variety and optional projects/drawings	1. Revit and Inventor Software easy and exciting	1.
2.	2. Enjoy working with 3 dimensional drawings.	2. Enjoy CNC activities but need more	2.
3.	3. Enjoy alternate curriculum when available.	3. TSA and Vex involvement very positive	3.
4.	4.	4. TechPrep credits with Community colleges	4.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	TSA and FIRST Robotics (FTC & FRC) as well as in class leadership options available.	
Name of CTE Student Organization		
Washington State Technology Student Association		

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
2014-15	TBD (Seattle-Tacoma)	Career exploration	40	1000
2014-15	FIRST Robotics Competitions-Workshops	Leadership Development	50	5500
2014-15	TSA Competition and Workshops	Leadership Development	31	5500

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Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Continue to review and modify curriculum to meet school to work, real life applications, such as Green Construction for Architecture. Review of current software. Implement and make necessary corrections to lesson plans and projects.</p> <p>AMHS: Continue to review and modify curriculum to meet school to work and real life applications, such as real time parts for robotics, concepts related to architecture,. Review of current software and looking to update to new Autodesk software package offered to schools for free. Implement and make necessary corrections to lesson</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	<p>AHS: Continue to revise and update instructional materials for coordination with district curriculum.</p> <p>AMHS: Continue reviewing and implementing new ideas into the classes. Modify curriculum to meet school to work, real life applications. Review of current software (Autodesk and PTC Creo). Implement and make necessary corrections to lesson plans and projects. Develop units that incorporate STEM concepts with current curriculum and goals. Develop</p>	<p>AHS: Continue to revise and update instructional materials for coordination with district curriculum.</p> <p>AMHS: Autodesk 2015 products being tested on two lab machines. PTC Creo is currently running on four lab machines. Review of projects has been on going. Publication of student work in Robotics has been published via PTC Site and displayed at St. Louis MO FIRST Competition by Vendor.</p> <p>ARHS: Update curriculum in alignment with current 3D Industrial trends. Continue development of Engineering and Architecture competencies.</p>	<p>AHS: Incorporate more parametric software curriculum to articulate with Community colleges. Add in CAM or 3D printing curriculum Attend summer STEM workshop (CAD Updates)(\$1500)</p> <p>AMHS: Update software as necessary to keep current Autodesk, PTC Creo, Mastercam. (3600) District Create appropriate Purchase orders (District). Workshops on STEM and Robotics Look for a way to purchase a Laser for use with Drafting, Engineering, Woodworking, and</p>	<p>AHS: Update software and PC as needed. Mount LCD projector. Add 3D output device for design to part concept into curriculum.</p> <p>AMHS: Update as needed to keep current. Update software District. Workshops and training on STEM. Integration of laser into instructional programs for Drafting, Engineering, Woodworking and Robotics.</p> <p>ARHS: Update curriculum in alignment with current Industrial trends. Continue</p>

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<p>plans and projects. Developing STEM connections through robotic, drafting problems, and engineering problems. Instruction of CAD for Woodworking Students. Work with other CTE programs on collaboration of projects (extend learning beyond the classroom). Engineering Students developing grippers for robotic applications. Development of idea to part (Full Circle projects) implementation of design cycle. STEM</p> <p>ARHS: Implement curriculum revisions. Coordinate a good mix of traditional drafting, CAD drafting and CNC operations to meet competencies. Develop presentation skills and the use of computer presentation software. Develop Technical reading and writing curriculum support. Continue to develop STEM connections through</p>		<p>applications for Woodworking Students to learn CAD Continue to collaborate on joint projects. ARHS: Update curriculum in alignment with current 3D Industrial trends. Continue development of Drafting competencies. Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS. Rotate students into CNC operations and processes. Develop and implement Course based assessments.</p>	<p>Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS.</p>	<p>Robotics program (research Grant opportunities Estimated cost \$14000) Attend summer STEM workshop (CAD Updates)(\$1500)</p> <p>ARHS: Update curriculum in alignment with current 3D Industrial trends. Continue development of Drafting competencies. Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS. Rotate students into CNC operations and processes. Attend summer STEM workshop (CAD Updates)(\$1500)</p>	<p>development of Drafting competencies. Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS.</p>
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robotics, engineering problems and architecture problems. Develop Group oriented assignments to increase group dynamics qualities.					
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Move to new Facility in 2014.</p> <p>AMHS: Maintenance on tools and equipment in Woodworking Lab.</p> <p>ARHS: Obtained appropriate software/hardware for 3D industrial trends. Evaluate current CAD software for updates or changes. Evaluated the need for Additional Text and support materials. Implemented the use of Inventor 3D program.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AHS: PC maintenance and cleanup. Installed dual monitors on several machines from surplus equipment.</p> <p>AMHS: Software is updated annually in the lab. Installed and using CREO by PTC, also updated MasterCAM. Students have access on home machines for SOLIDWORKS. Work with IT and CTE Department to keep a few computers up to high standards to allow for multipart modeling done in Robotics (100 parts plus). Scheduled to update CPU's and software in the lab this semester with AutoCAD Suite Continuing to research Laser for program to be shared with Woodworking and Robotics.</p>	<p>AHS Upgrade Autodesk software to Design academy 2012. Add 3D printing or CAM equipment to Lab</p> <p>AMHS: Integrate new software into curriculum with re-invented projects. Evaluate traffic flow, utilization, and completeness of applied physics equipment. Continue to work on integration of equipment into program. Laser integration into Engineering and Woodworking program. Look for away to purchase a Laser for use with Drafting, Engineering, Woodworking, and Robotics program (research Grant opportunities Estimated cost \$14000)</p> <p>ARHS: Continue to obtain appropriate software/hardware for</p>	<p>AHS: Incorporate more parametric software curriculum to articulate with Community colleges. Add in CAM or 3D printing curriculum</p> <p>AMHS: Update software as necessary to keep current (3600) District Create appropriate Purchase orders (District). Workshops on STEM and Robotics Look for away to purchase a Laser for use with Drafting, Engineering, Woodworking, and Robotics program (research Grant opportunities Estimated cost \$14000)</p> <p>ARHS: Update curriculum in alignment with current 3D Industrial</p>	<p>AHS: Update software and PC as needed. Mount LCD projector. Add 3D output device for design to part concept into curriculum.</p> <p>AMHS: Update as needed to keep current. Update software District. Workshops and training on STEM. Integration of laser into instructional programs for Drafting, Engineering, Woodworking and Robotics.</p> <p>ARHS: Update curriculum in alignment with current Industrial trends. Continue development of Drafting competencies.</p>

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		<p>ARHS: Continue to obtain appropriate software/hardware for 3D industrial trends. Evaluate current CAD software for updates or changes. Evaluate the need for Additional Text and support materials. Update and Purchase appropriate CNC, 3D printer and laser cutting machines to stay up with current trends</p>	<p>3D industrial trends. Evaluate current CAD software for updates or changes. Evaluate the need for Additional Text and support materials. Develop more support for the Robotics curriculum. Update and Purchase appropriate CNC, 3D printer and laser cutting machines to stay up with current trends</p>	<p>trends. Continue development of Drafting competencies. Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS. Rotate students into CNC operations and processes.</p>	<p>Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS.</p>
<p>AHS: Safety is always a top priority and reviewed for both the drafting and woodworking (engineering) labs.</p> <p>AMHS: Safety is always a top priority and reviewed for both the drafting and woodworking (engineering) labs.</p> <p>ARHS: Safety is always a top priority and reviewed for both the drafting</p>	<p style="text-align: center;">Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? <ul style="list-style-type: none"> • How is safety instruction provided to students? 	<p>AHS: Safety inspection completed by ASD Risk Management.</p> <p>AMHS: Layout of room is being evaluated for current teaching practices. Also the room is being used for Robotics and hands on engineering Developing Engineering Safety protocol developed and implemented.</p>	<p>AHS: Repair and replace chairs and tables as needed. Continue to organize room and remove clutter.</p> <p>AMHS: Evaluate and make any needed changes. Develop specific Safety Lessons aimed at engineering students. Attend safety workshop as they become available. Evaluate and modify Engineering Safety Protocol to be used with Drafting Engineering</p>	<p>AHS: Repair and replace chairs and tables as needed. Continue to organize room and remove clutter.</p> <p>AMHS: Evaluate and make any needed changes. Develop specific Safety Lessons aimed at engineering students. Attend safety workshop as they become available. Evaluate and modify Engineering Safety Protocol to be used</p>	<p>AHS: Replace worn out and hazardous equipment and tools. Review safety instruction materials. Complete ASD Safety walk-thru.</p> <p>AMHS: Replace worn out and hazardous equipment and tools. Review safety instruction materials. Complete ASD Safety walk-thru.</p>

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and woodworking (engineering) labs.		ARHS: Safety inspection completed by ASD Risk Management. Reviewing student safety tests and procedures.	and Robotics programs. Purchase necessary safety equipment. ARHS: Use digital technology to up-date machinery and lab pictures for student safety tests. Search for industry safety training videos. Repair and replace tables as needed.	with Drafting Engineering and Robotics programs. Purchase necessary safety equipment. ARHS: Use digital technology to up-date machinery and lab pictures for student safety tests. Search for industry safety training videos. Repair and replace tables as needed.	ARHS: Replace worn out and hazardous equipment and tools. Review safety instruction materials. Complete ASD Safety walk-thru.
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<p>AHS: Move to new Facility in 2014.</p> <p>AMHS: Lab setup has been altered by moving benches, tables, etc. to review traffic flow and usability for multiple activities.</p> <p>ARHS: There were no facility changes to the current lab. Evaluated and appropriate materials and hardware.</p>	<p style="text-align: center;">Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AHS: Review traffic flow and instructional station and make changes needed to facilitate instruction.</p> <p>AMHS: Evaluation being done on current practice and changes to working robotics and STEM instruction in room 622 and 621</p> <p>Modifying and developing storage for different programs that use the lab space in room 622.</p> <p>ARHS: Review traffic flow and instructional station and make changes needed to facilitate instruction.</p>	<p>AHS: Replace ageing and sagging tables. Ceiling mount LCD projector</p> <p>AMHS: Evaluate traffic flow and increase efficiency for instruction. Continue to work on storage for different programs that use the lab space in room 622.</p> <p>ARHS: Create appropriate work requests and purchases. Look into possibly hanging LCD projector from ceiling or better option of viewing of computer and other peripherals.</p>	<p>AHS: Replace tables similar to AMHS and ARHS. Make accommodation for 3D printer or CAM station</p> <p>AMHS: Evaluate and monitor. Work with M Fawcett on Robotics Class.</p> <p>ARHS: Create appropriate work requests and purchases.</p>	<p>AHS: and AMHS: Evaluate teaching station and make necessary changes.</p> <p>ARHS: Evaluate teaching station and make necessary changes.</p>
<p>AHS: Students have been working with FIRST Robotics from September to present, working with FIRST TECH Challenge and FIRST Robotics Challenge.</p> <p>AMHS: Students have been</p>	<p style="text-align: center;">Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the 	<p>AHS and AMHS: Students are encouraged to integrate learning and apply to outside classes in the school. Students take part in various extended learning activities such as Civil projects, special projects from ASB, Etc. CAD/CNC projects. FRC (First</p>	<p>AHS: Continue Education at local Community Colleges and take advantage of Tech Prep.</p> <p>AMHS: Research opportunities for students. Keep reviewing and seeking opportunities outside of the classroom related to CAMPS, FIRST, and</p>	<p>AHS: Work with counseling and scheduler to ensure opportunities for advanced students.</p> <p>AMHS: Work with counseling and scheduler to ensure opportunities for advanced students.</p>	<p>AHS: Build program and work with outside customers for relevance to work place learning.</p> <p>AMHS: Continue to evaluate and promote extended learning opportunities for the engineering</p>

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<p>working with FIRST Robotics from September to present, working with FIRST TECH Challenge and FIRST Robotics Challenge, as well as volunteering at the state level working with FIRSTWA.</p> <p>CAMPS (Center for Advanced manufacturing Puget Sound) has offered mentorship opportunities to students who have participated with FIRST. Ongoing process of applying and waiting for openings.</p> <p>Field trips to Women in Trades, FIRST Competitions, Regional Championship, and Worlds, St. Louis, MO. Participated in Workshops aimed at all aspects of FIRST Robotics.</p> <p>ARHS: Promoted and implemented within the classroom Technology Student Association activities and leadership opportunities. Students</p>	<p>program?</p>	<p>Robotics competition continued this season) with grant from Boeing.</p> <p>Collaborate with electronics program on projects.</p> <p>ARHS: Students have the opportunity to participate in TSA or Skills USA meetings and competitions. Students are also encouraged to attend Career Center opportunities that relate to the curriculum.</p>	<p>career opportunities.</p> <p>ARHS: Promote and implement within the classroom Technology Student Association/ Vex Robotics activities and leadership opportunities. Promote WBL opportunities for Drafting students. Encourage the students to engage in the opportunities provided by the Career Center.</p>	<p>ARHS: Promote and implement within the classroom Technology Student Association activities and leadership opportunities. Promote WBL opportunities for Drafting students. Encourage the students to engage in the opportunities provided by the Career</p>	<p>related areas</p> <p>ARHS: Continue to evaluate and promote extended learning opportunities for the engineering related areas</p>
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<p>competed at the regional, State and National TSA leadership seminars, competitions and conferences. ARHS was also involved in VEX robotics regional and state competitions. Promoted WBL opportunities for Drafting students.</p>					
<p>AHS, AMHS, ARHS: Cross-Credit opportunities exist for third year math, and articulated agreements with Green River Community College, Highline Community College, and Renton Vocational College.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> • How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? • How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>AHS and AMHS: Program aligns with mathematics GLE by integrating concepts with CAD. Cross credited with math for graduation credit. Program and daily projects (real life applications). Writing and Reading is supported via review of engineering related articles, online journals, etc.</p> <p>ARHS: Program aligns with mathematics GLE by integrating concepts with CAD. Cross credited with math for graduation credit. Program and daily projects (real life applications). Writing and Reading is</p>	<p>AHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts</p> <p>AMHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts</p> <p>ARHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs.</p>	<p>AHS: Review and research STEM related activities locally, regionally, and state level. Seek funding.</p> <p>AMHS: Review and research STEM related activities locally, regionally, and state level. Seek funding.</p> <p>ARHS: Review and research STEM related activities locally, regionally, and state level. Seek funding.</p>	<p>AHS: Continue to evaluate and promote cross credit options for the engineering related areas.</p> <p>AMHS: Continue to evaluate and promote cross credit options for the engineering related areas.</p> <p>ARHS: Continue to evaluate and promote cross credit options for the engineering related areas.</p>

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		supported via review of engineering related articles, online journals, etc.	Math or Fine Practical Arts		
<p>AHS, AMHS, ARHS: Cross-Credit opportunities exist for third year math, and articulated agreements with Green River Community College, Highline Community College, and Renton Vocational College.</p>	<p style="text-align: center;">Post-Secondary Connections</p> <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Attended Drafting Articulation in the Fall. Worked with Robotics mentors on design processes.</p> <p>AMHS: Adults mentors brought into the school to work with students. Very effective when working with First Robotics Competition with mentors working with students. Guest speakers specific to trade.</p> <p>ARHS: Attended Drafting Articulation in the Fall for current year (2011-2012). Provided Field Trips and guest speakers with local businesses and CC schools for prospective students. Provided Guest speakers from Belay Corporation, Moffitt</p>		<p>AHS: Promote grater involvement with FRC Robotics clubs and visits to Community college.</p> <p>AMHS: Continue FRC, continue to meet with students, and career center.</p> <p>ARHS: Contact appropriate Field Trip sites and guest speakers from local businesses and CC schools for prospective students. Work with students to apply for Tech Prep credit and attend Tech Prep meeting.</p>	<p>AHS: Promote secondary connections for the engineering related areas</p> <p>AMHS: Promote secondary connections for the engineering related areas.</p> <p>ARHS: Continue to evaluate and promote secondary connections for the engineering related areas</p>

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		Nichols, Wyotech, Exotic Metals, Career Fair and ITT.			
AHS, AMHS, ARHS: Programs have been promoted at the Middle School level through outreach assembly, small group presentations, outreach evenings, and presentations about STEM (Kent Showare Center STEM outreach). Displaying student work in the hallways and at middle schools. Each program has also developed a tri-fold brochure for handouts and mailings.	Program Promotion* How do we market our program to students, parents, and the community? <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	AHS: Continue exposure with First Robotics and school events. AMHS: Continue to work promotion of programs. Added FRC robotics to the mix this year along with local regional robotics. Work with adult mentors to demonstrate school to work applications (FRC) ARHS: Continue to participate in ARHS open house. Continue to participate in and have program materials available at ARHS Electives night. Continue to provide video opportunities and flyers for ARHS.	AHS: Continue to promote program and work on Technology Robotics Engineering Computer club with C. Zawislack and R. Cughan, J. Erie. AMHS: Continue to promote program and work on Technology Robotics Engineering Computer club with M Fawcett. ARHS: Continue to participate in ARHS open house. Continue to participate in and had program materials available at ARHS Electives night and new promotion programs.	AHS: Review promotional materials and revamp as necessary. Continue FRC and promote use of STEM concepts AMHS: Review promotional materials and revamp as necessary. Continue FRC and promote use of STEM concepts. ARHS: Continue to participate in ARHS open house. Continue to participate in and had program materials available at ARHS Electives night and new promotion programs.	AHS: Continue to evaluate and promote program to the community and student body. AMHS: Continued Growth in program. ARHS: Continue to evaluate and promote program to the community and student body.

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The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for **Drafting Engineering**, I represent the members as having read, approved and will support this program plan for the 2014-2015 school years. (E2.6, P1.2). (CTE Program Name)

Chris Greene

Chris Greene

5/22/2014

Typed Name of Chairperson

Signature of Chairperson

Date



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Drafting/Engineering, I
Brian Ludwig represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
PI2)

<u>Christopher Greene</u>	<u>Chris Green</u>	<u>5/22/2014</u>
<u>Brian Ludwig</u>		
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Chuck Fitzgerald</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Graphics Arts – Drafting- Principles of Technology</u>			
Certificate renewal date	<u>2018</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Sculpture designs and installations	ongoing	Pacific Northwest		
Sculpture installation, Wenatchee	5/14	Wenatchee, WA		
Sculpture installation, Anacortez	6/13	Anacortez, WA		
First Aid Card Expiration:	<u>1/20/15</u>	CPR Card Expiration:	<u>1/20/15</u>	

Instructor Name	<u>Cary Davidson</u>	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Com Tech, Comp Apps, Com Design, Career Ch, Pub, WBL</u>			
Certificate renewal date	<u>June 2017</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Precision Exams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Learning Improvement Day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Davidson Creative				
Adult Photography Instructor – City of Auburn	2/14	Auburn Parks		
First Aid Card Expiration:	<u>6/14</u>	CPR Card Expiration:	<u>6/14</u>	



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Gina Sandland</u>	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	
			<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s)	<u>Commercial Design/Applied Art, Communication Technologies, Career Choices, Professional Crafts, Publishing and Worksite Learning Coordinator</u>				
Certificate renewal date	<u>6/30/2019</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
		Completed	In Progress	For Next Year	
UPS Yearbook Camp: June 2013		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WJEA Conference: April 2014		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CTE Workshops: August 2013		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MIT MOOC: Deeper Learning Series		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CCSS for Technical Subjects: May 2014		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
Sandland Promotions	ongoing	Auburn, WA			
Online Course Development	TBD	TBD			
First Aid Card Expiration:	<u>5/13/2015</u>	CPR Card Expiration:	<u>5/13/2015</u>		



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 70 5/22/14	AHS: 0	AHS:
	AMHS: 10/22/13	AMHS: 85	AMHS: 85
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 56 5/22/14	AHS:	AHS:
	AMHS: 5/22/14	AMHS: 110	AMHS: 110
	ARHS: 5-22-14	ARHS: 46+48+22	ARHS: 60+48+24
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____20_____	AHS: 0	AHS: 0	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS: N/A	ARHS: N/A	ARHS: NA
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.			
AHS	AMHS	ARHS	WAHS
1. new computers 2. less writing 3.	1. More Macs 2. More space around Macs 3. More DSLR cameras	1. More DSLR cameras 2. "Better" video editing/effects software 3. Fewer students in class/process to screen out students who aren't interested	1. 2. 3.

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1. fun class 2. like vinyl cutting 3. 4.	1. Liked partner projects 2. Liked more filmmaking 3. Liked designing t-shirts 4. Liked photography	1. Increase A/V production & screen printing 2. Keep independent learning environment 3. Continue to teach workplace skills 4. Fewer students in class/process to screen out students who aren't interested	1. 2. 3. 4.



Program Components Continued...AHS

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<hr/> Name of CTE Student Organization	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Program Components Continued...AMHS

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<hr/> Name of CTE Student Organization	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Program Components Continued...ARHS

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<hr/> SkillsUSA and locally developed Name of CTE Student Organization	

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is	<input checked="" type="checkbox"/>	<input type="checkbox"/>



included in this program?

♦Needs of special education and diverse populations are met by this program?

♦Safety skills and/or a safety plan are implemented in every classroom of this program?

♦Promotion plan for this program has been reviewed by the advisory committee?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips :

Date	Location	Purpose	# of Students	Anticipated Cost
AMHS				
May	Seattle	Photojournalism	50	
Oct	Seattle	Photojournalism	50	
April	Seattle Central CC	Visit	30	
ARHS				
May	Pike Place Market	CBA	50	400
Nov	Washington DC	WJEA	3	ASB

CTE Program Planning Document
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Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS-Aligning assessment, CBA and unpacking data via PLC		AHS-We have continued to discuss and unpack curriculum in our PLC's – portfolio options have been discussed, CBA have been discussed	AHS-Most of our curriculum data has been discussed and unpacked (VisCom Power Standards etc.)	AHS- TBD- New instructor	AHS- TBD- New instructor

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<p>AHS-continued with existing curriculum while added some items coming from PLC discussions</p> <p>ARHS: Projects aligned with standards.</p> <p>Previewed Precision Exams options.</p> <p>Familiarity with CCSS for Technical Subjects</p> <p>Completed year one of Photography I – both semesters</p> <p>AMHS: Student participation in City of Auburn Art Show, Auburn Regional Film Festival, WSHSP competition, AMHS Art Show</p>	<p style="text-align: center;">Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	<p>AHS- NEW: use of Google for students work-servers will probably be discontinued, other curriculum objectives were creating and unpacking VisCom power standard and other goals discussed in our weekly PLC meetings</p> <p>ARHS: Align curriculum to CCSS for Technical subjects, maintain fine art equivalency credit and articulation with Highline C.C.</p> <p>Create cross-curricular activities to support CCSS.</p> <p>Implement Precision Exams.</p> <p>Implement changes suggested by CEL5D.</p> <p>Offer Photography II</p> <p>AMHS: Continue to deepen alignment of standards and create common assessments, complete data cycles, research online student instructional delivery and portfolio options, create cross-curricular activities to implement CCSS</p>	<p>AHS-New: video sent to and saved to Google rather than DVD burn. The curriculum at AHS has stayed pretty much the same as we discuss curriculum in PLC's. AHS curriculum will be adjusted to those changes.</p> <p>ARHS: Continued to deepen alignment of standards.</p> <p>Continued to create common assessments and complete data cycles to guide instruction</p> <p>Research online student instructional delivery options – and online student portfolios.</p> <p>Began implementation of CCSS for technical subjects.</p> <p>Request open registration</p> <p>AMHS: Alignment of curriculum to standards and targets, cross-district common assessments, CBA revisions, articulation with Highline C.C.</p>	<p>AHS: Continue to review and unpack PLC sessions</p> <p>ARHS: PLC</p> <p>PLC</p> <p>Research/implement</p> <p>Department time needed</p> <p>Promote</p> <p>AMHS: research, implement – only cost is time</p>	<p>AHS-TBD-New instructor</p> <p>ARHS: Curriculum review</p> <p>Add live video production of morning announcements</p> <p>Develop/Approve AP Studio Photography curriculum</p> <p>AMHS: Research additional articulations. Incorporate industry certifications.</p>
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CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS- Three video cameras purchased-waiting on computers.</p> <p>ARHS: New iMacs installed. Updated software to CS6.</p> <p>AMHS: Purchased a few more digital cameras.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AHS- update computers</p> <p>ARHS: Reformat old iMacs for resale (IT project approved).</p> <p>Additional Video cameras needed – only have 3.</p> <p>Need 25 additional digital DSLRs (1 class set) – only have 6 for 100-120 students to share.</p> <p>Utilize GoogleDrive and GoogleDocs and possible blogging tools.</p> <p>Need Time Capsule or other backup system</p> <p>New printers needed – both are +7 years old.</p> <p>Large format printer needed for posters and photography.</p> <p>Need 2nd plotter to handle work flow.</p> <p>Additional audio equipment needed: MP3 recorders, keyboards and mics.</p>	<p>AHS: ? Do not know if computers have been purchased.</p> <p>ARHS: Working on reformatting old iMacs for resale. – IT Project approved.</p> <p>Need to repair DSLRs that aren't working.</p> <p>Researching replacement printers, new large format printer and 2nd plotter as well as laser engraving equip.</p> <p>Implementing GoogleDrive and GoogleDocs functions.</p> <p>Order new keyboards, mics and MP3 recorders for A/V production.</p> <p>Research studio lighting options.</p> <p>AMHS: Through CTE \$, VisCom budget \$ and donations, now have 10 DSLR cameras. Need 20 more (one for each student). Still have only 16 Macs for students to use. Purchased Steady Cam.</p>	<p>AHS: 24 iMacs at approx. \$1500 each with C/6 software</p> <p>ARHS: Time and assistance</p> <p>Research options – get estimates.</p> <p>Research/rfp</p> <p>Implement</p> <p>Research/rfp</p> <p>Research/rfp</p> <p>AMHS: 20 DSLR cameras \$10,000 14 Macs \$20,000 Research Large format color printer and photo printer.</p>	<p>AHS-TBD-New instructor</p> <p>ARHS: Replace exposure unit in screen printing room.</p> <p>Replace scanners.</p> <p>Research 3D printing and Laser engraving options (shared in building?).</p> <p>Keep equipment and software current.</p> <p>Maintain class set of DSLR cameras,</p> <p>Update to Cloud version of software</p> <p>iPads for mobile studio options</p> <p>AMHS: 20 DSLR cameras \$10,000 14 Macs \$20,000</p>

CTE Program Planning Document
2014-2015

		<p>Replace studio lighting + backgrounds and track</p> <p>AMHS: Large format color laser printer. Photo printer. Need 30 DSLR cameras. Need 14 more Macintosh computers so every student has the opportunity to work and learn. Filmmaking equipment. Need another plotter and heat press.</p>			
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CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS- No accidents</p> <p>ARHS: No accidents.</p> <p>AMHS: No accidents</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	<p>AHS- Continued-No accidents</p> <p>ARHS: Remodel summer 2014 to remove walls will improve visibility and supervision.</p> <p>Para needed</p> <p>Still need to install surveillance system purchased August 2013</p> <p>AMHS: No accidents. The lack of visibility into screen room, studio room and editing room continue to be safety and supervision issues. Need high quality video surveillance cameras and recorder/HD.</p>	<p>AHS- No accidents</p> <p>ARHS: Maintain safety instruction and procedures. Update assessments.</p> <p>Para needed.</p> <p>Surveillance systems still has not been installed</p> <p>AMHS: No accidents. Be creative with when the kids are. Have them in the classroom together most of the time.</p>	<p>AHS-NA</p> <p>ARHS: Maintain current</p> <p>Provide a para</p> <p>Install</p> <p>AMHS: Advocate, research and purchase. New surveillance system \$1-3000</p>	<p>AHS-NA</p> <p>ARHS: Provide a para</p> <p>AMHS: Para support. New surveillance system.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS-sustained the program with existing facilities</p> <p>ARHS: Bond approved remodel to take place over the summer of 2014 to remove walls and improve visibility and supervision.</p> <p>Remodel will correct green screen defect and install a door for audio lab.</p> <p>AMHS: N/A</p>	<p style="text-align: center;">Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AHS-New School</p> <p>ARHS: Mount projector for better student visibility.</p> <p>Install surveillance system purchased in August 2013.</p> <p>Review supply and equipment storage requirements.</p> <p>Purchase/install track and backgrounds for studio photography.</p> <p>Post remodel: finish audio lab.</p> <p>AMHS: 20 more internet drops or wireless for the Macs.</p>	<p>AHS-80%</p> <p>ARHS: Packing everything in the classroom prior to remodel because all floors will be replaced.</p> <p>AMHS:</p>	<p>AHS-NA</p> <p>ARHS: Unpack fall 2014. Total hours or pack and unpack = estimate 40+</p> <p>AMHS: Work order/TMA</p>	<p>AHS-Set up and equipment New School TBD</p> <p>ARHS: Enjoy remodeled classroom!</p> <p>AMHS: 20 more drops or wireless</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS -City of Auburn Art Show -Auburn Regional Film Festival -individual projects for out side groups in video, photography and vinyl cur signs. -SR Video -Photography for SPED graduation</p> <p>ARHS: SkillsUSA photography competition</p> <p>City of Auburn ASD student art show</p> <p>Pike Place Market CBA field trip</p> <p>Guest Speakers: post secondary and industry</p> <p>Washington State High School Photography Competition</p> <p>Auburn Regional Film Festival and Art Show</p> <p>AMHS: City of Auburn Student Art show, WA State HS Photography Competition, Auburn Regional Film Festival, Technology highlight film for ASD, Pike Place Market CBA field trip, students to Auburn Area Career Conference</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>AHS-Students continue to participate in school related projects: -vinyl signs -photography -video</p> <p>ARHS: Continue and expand: SkillsUSA participation, business partnerships, guest artists and guest speakers, community partnerships and career conference participation.</p> <p>Research possible certifications and internships.</p> <p>Develop local/regional leadership and competition opportunities for students.</p> <p>AMHS: Students working on films for ASD and various schools, City of Auburn Student Art show, WA State HS Photography Competition, Auburn Regional Film Festival, Pike Place Market CBA field trip, students to Auburn Area Career Conference</p>	<p>AHS-completed</p> <p>ARHS: Promote SkillsUSA Making connections with business and industry partners</p> <p>Continue research</p> <p>AMHS: Students have participated in all of these opportunities</p>	<p>AHS- TBD</p> <p>ARHS: Promote SkillsUSA Making connections with business and industry partners</p> <p>Continue research</p> <p>AMHS: Continue and expand community partnerships, research internships, incorporate guest artists and guest speakers, research possible certifications and internships, research possibility of adding online course features</p>	<p>AHS-TBD</p> <p>ARHS: Develop local/regional leadership and competition opportunities for students. Enjoy</p> <p>AMHS: Continue and expand community partnerships, research internships, incorporate guest artists and guest speakers, research possible certifications and internships, research possibility of adding online course features</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS-I have existing curriculum that integrates the curriculum. I have been using this for years. Now adjusting and adding PLC information.</p> <p>ARHS: Aligning with CCSS, HCC Articulation agreement, Tech Prep credit,</p> <p>Maintain Fine/Visual Art equivalency credit,</p> <p>AMHS:</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>AHS-I continue to use existing integrated curriculum. Also add data from PLCs.</p> <p>ARHS: Continue to work on alignment of CCSS for technical subjects.</p> <p>Maintain fine/visual Art equivalency credit.</p> <p>Maintain HCC articulation agreement and Tech Prep credit</p> <p>Administer CBA to all students both semesters</p> <p>Incorporate STREAM where feasible</p> <p>AMHS: Aligning with CCSS, HCC Articulation agreement, tech Prep credit, Maintain Fine/Visual Art equivalency credit, administer CBA to all students both semesters (1st: Earth Club. 2nd: Snacktime Photography), incorporate STREAM where feasible</p>	<p>AHS-ongoing</p> <p>ARHS: working</p> <p>Maintained</p> <p>Maintained</p> <p>Administered CBA to all students both semesters</p> <p>AMHS: Aligning with CCSS, HCC Articulation agreement, tech Prep credit, Maintain Fine/Visual Art equivalency credit, administer CBA to all students both semesters (1st: Earth Club. 2nd: Snacktime Photography), incorporate STREAM where feasible</p>	<p>AHS-TBD</p> <p>ARHS: Continue to work on alignment of CCSS for technical subjects.</p> <p>Maintain fine/visual Art equivalency credit.</p> <p>Maintain HCC articulation agreement and Tech Prep credit</p> <p>Administer CBA to all students both semesters</p> <p>AMHS: Aligning with CCSS, HCC Articulation agreement, tech Prep credit, Maintain Fine/Visual Art equivalency credit, administer CBA to all students both semesters (1st: Earth Club. 2nd: Snacktime Photography), incorporate STREAM where feasible</p>	<p>AHS-TBD</p> <p>ARHS: Develop/approve AP Studio Photography curriculum</p> <p>AMHS: Aligning with CCSS, HCC Articulation agreement, tech Prep credit, Maintain Fine/Visual Art equivalency credit, administer CBA to all students both semesters (1st: Earth Club. 2nd: Snacktime Photography), incorporate STREAM where feasible</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS-Guest speakers and Tech prep -some students participated in Troy field mural</p> <p>ARHS: Maintain HCC articulation agreement and Tech Prep credit</p> <p>AMHS: Tech Prep</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS-Continue guest speakers and Tech prep</p> <p>ARHS: HCC Articulation agreement for Tech Prep credit,</p> <p>Research possible certifications – Adobe?</p> <p>AMHS: Precision Exams Industry Certification administered to all classes second semester. Continuing articulation and tech prep credits.</p>	<p>AHS-Previous step has happened</p> <p>ARHS: Maintain</p> <p>Researching certifications and cost \$85-\$150</p> <p>AMHS: Students will be taking Precision Exams Industry Certification tests in early June.</p>	<p>AHS-TBD –New Instructor</p> <p>ARHS: Maintain</p> <p>Research</p> <p>AMHS: Precision Exams Industry Certification</p>	<p>AHS-TBD –New Instructor</p> <p>ARHS: Revise career unit through PLC process,</p> <p>Continue articulation and tech prep credits.</p> <p>Research industry certifications.</p> <p>Create strong online portfolio presence for students.</p> <p>Strengthen local post-secondary connections.</p> <p>AMHS: Precision Exams Industry Certification. Adobe or other industry certifications. Develop relationship with Seattle film school and Seattle Central CC.</p>

CTE Program Planning Document
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: *Orientation tours *Bill board graphics *Brochures *VisCom promo video *Lunch time T-shirt and sticker give away</p> <p>ARHS: Connection with Mt. Baker Viscom program, ARHS Orientation tours, Schoolwire updates, host 9th annual regional film festival, attend ASD middle school career conferences, Future Freshmen Night, CTE and Viscom program brochures, utilize student desktop promo opportunities, update Viscom promo video, client work, print shirts for various clubs, continuous use of display case, hand out buttons, posters, signage around ARHS</p> <p>AMHS: Orientation tours, ASD middle school career conferences, Future Freshmen Night, VisCom promo video, continuous use of display case and bulletin boards, t-shirts.</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	<p>AHS: Continue with items listed in accomplishments</p> <p>*vinyl side jobs *photo and video shoots for organizations</p> <p>Promotional items * Lunch time give aways *Future freshmen night *Orientation tours VisCom Voyager</p> <p>ARHS: Connections with Mt. Baker Viscom program, ARHS Orientation tours, and cross-content project support at ARHS</p> <p>Research exciting online presence including student portfolios and program updates/buzz.</p> <p>10th annual regional film festival, attend ASD middle school career conferences and Future Freshmen Night.</p> <p>Updated CTE, Viscom and Photography program brochures.</p> <p>Utilized student desktop promo opportunities.</p> <p>Continuous use of display</p>	<p>AHS-Done</p> <p>ARHS: ARHS Orientation tours.</p> <p>Hosted 9th annual Auburn Regional Film Festival.</p> <p>Attended ASD middle school career conferences and Future Freshmen Night.</p> <p>Updated CTE, Viscom and Photography program brochures.</p> <p>Utilize student desktop promo opportunities.</p> <p>Continuous use of display case, handed out buttons, hung posters around ARHS.</p> <p>Open classroom/lab at before school, lunch and after school.</p> <p>AMHS: Orientation tours, ASD middle school career conferences, Future Freshmen Night, VisCom promo video, continuous use of display case and bulletin boards, t-shirts.</p>	<p>AHS-TBD –New Instructor</p> <p>ARHS: Continue current and explore new options</p> <p>AMHS: Same</p>	<p>AHS-TBD –New Instructor</p> <p>ARHS: Vertical alignment with Middle School Viscom program.</p> <p>Tweets, Blog, etc.</p> <p>AMHS: Build community partnerships and opportunities to showcase Viscom student work to the community – online and other.</p>

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		<p>case, handed out buttons, hung posters around ARHS.</p> <p>Open classroom/lab at before school, lunch and after school.</p> <p>Find/implement high-interest project/activity.</p> <p>AMHS: Orientation tours, ASD middle school career conferences, Future Freshmen Night, VisCom promo video, continuous use of display case and bulletin boards, t-shirts.</p>			
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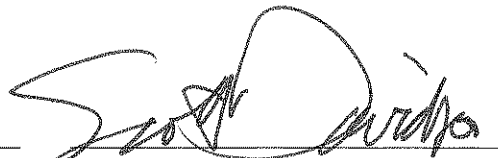
☐ The program would like technical assistance with objectives and action steps above.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Visual Communications, I
Scott Davidson represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
P12)

Scott Davidson
Typed Name of Chairperson(s)


Signature of Chairperson(s)

5/22/14
Date



CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Woodworking & Design

PROGRAM DESCRIPTION OVERVIEW

(complete one per program per year)

Program provided at
(check all that apply)

☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meeting(s) **3**

Date(s) of meeting(s)

Minutes on File ✓

Chairperson **Mike Lindstrom**

1. Oct. 22, 2013

2. May 22, 2014

☒

☒

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Mike Lindstrom	Specialty Forest Products	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jeff Gubbe	Washington State Dept. of Transportation	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Gerry Busch	Busch Wood Products	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Kal Gallion	Busch Wood Products	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lew Keliher	AHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Tim Scott	AMHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Jim Wickens	ARHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	AHS Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Dubay	AMHS Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Shawna Leonard	ARHS Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Cindi Blansfield	ASD CTE Director	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

♦Facilities meet trade standards (with ARHS wall removal June 2014)

Yes

No*

☒

☐

♦Equipment meets trade standards

☒

☐

♦Curriculum standards meet trade standards

☒

☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Jim Wickens</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Technology Education and Work Based Learning</u>			
Certificate renewal date	<u>June 30, 2021</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WA / OR Woodworking In-service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STEM Guitar up-date workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WITEA Spring Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SkillsUSA State Conference / competition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Counter top installation	Feb. 2014	Olympia WA		
Deck construction	July 2014	Gig Harbor, WA		
Custom furniture construction	Aug. 2014	Spanaway, WA		
First Aid Card Expiration:	<u>4/27/2016</u>	CPR Card Expiration:	<u>4/27/2016</u>	

Instructor Name	<u>Lew Keliher</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Technology and STEM Education</u>			
Certificate renewal date	<u>June 30, 2031</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WA / OR Woodworking In-Service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WITEA Spring Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WCA National Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SkillsUSA contest competition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
EL Toro Racing Sailboat	Feb. 2014	Auburn, WA.		
Bathroom Remodel	Mar. 2014	Tacoma, WA.		
House Exterior Re-conditioning	July. 2014	Bonney Lake, WA.		
First Aid Card Expiration:	<u>April 2016</u>	CPR Card Expiration:	<u>April 2016</u>	



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Timothy Scott</u>	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s)	<u>Industrial Technology, Drafting, Construction, Engineering, Technology</u>				
Certificate renewal date	<u>06-30-2020</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
		Completed	In Progress	For Next Year	
District Workshops (August 2013 to May 2014) CTE-Math-Career Options		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIRST Robotics Workshop (November 2013)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
FIRST Mentoring-Coaching FRC and FTC Teams (Aug 2013 to Present)	08/13 to Present	Auburn Mountainview H.S.			
District sponsored Workshops aimed at Professional Growth and Student improvement	Current	In District and Out of District			
Fence Building	Summer 2014	Auburn WA			
First Aid Card Expiration:	<u>01-28-2016</u>	CPR Card Expiration:	<u>1-28-2015</u>		



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 10/22/2013	AHS: 117	AHS: 121
	AMHS: 10/22/2013	AMHS: 45	AMHS: 48
	ARHS: 10/22/2013	ARHS: 105	ARHS: 107
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/22/2014	AHS: 112	AHS: 120
	AMHS: 5-22-2014	AMHS: 50	AMHS: 54
	ARHS: 5/22/2014	ARHS: 108	ARHS: 111
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____ 20 _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. We need another Laser or more computers 2. More storage space for larger projects 3. New bench vises	1. Replace Scroll Saws 2. Update Computer and Mastercam 3. Laser for lab.	1. Replace miter saws for more accuracy. 2. More room to work. 3. New challenging projects.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Active hands on class 2. getting National or Comm College credit 3. Ability to select my level of project (Adv) 4. Earn cross-credits	1. Students enjoy hands on activities. 2. Enjoy working on own projects. 3. Ability to gain advance credit 4. Fine Arts Credit for advanced Students.	1. Hands on class. 2. A good variety of lumber and materials. 3. Ability to earn cross-credit. 4. Able to express my creative skills.	1. 2. 3. 4.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>SkillsUSA (ARHS and AHS)</u>		
Name of CTE Student Organization		

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
Oct 2014	Seattle, WA	Attend AGC Construction Career Day	45	School Bus, Substitutes
May 2015	Seattle, WA	Attend Women in Trades Conf.	40	Thru Career Center
Sept to June	Seattle, WA	Field trip to Boeing Manufacturing Plant	30	School Bus and Substitutes (FIRSTWA)

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<p>ARHS: Using the STEM Guitar project curriculum with Woods 3-4 classes</p> <p>Increased math activities in all woodworking classes.</p> <p>Created standard / required projects for each class level.</p> <p>Continue PLC and collaboration meetings.</p> <p>AHS: Implementing the use of the new Shopbot.</p> <p>Increased plan reading, measurement and math tests to improve student achievement.</p> <p>AMHS: Students are developing CAD Skills and transferring the drawings from drawing to part (Cabinet, Mallet (cnc), Toolbox, and sign (cnc).</p>	<p style="text-align: center;">Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	<p>ARHS: Keep curriculum aligned with National Woodworking or Common Core Standards.</p> <p>Continue to add STEM activities for students.</p> <p>Incorporate Student Certifications into woodworking program.</p> <p>AHS: Keep curriculum aligned with National Woodworking or Common Core Standards.</p> <p>Purchase new Woodworking books to align with the program being taught.</p> <p>Continue to add STEM activities for students.</p> <p>Continue the Student National Certifications into woodworking program.</p> <p>Look into “Engineering by Design” to create a design program the support bot the laser and shopbot.</p> <p>AMHS: Review and visit National Woodworking/Core Standards. Continue to integrate skills between CAD/Drafting./Woodworking/STEM. Integrate a laser into the program.(purchase for program).</p>	<p>ARHS: Reviewing national and other state standards during PLC time. Developing student projects incorporating STEM – ShopBot and Laser activities.</p> <p>Developing higher level math activities for students.</p> <p>Researching certification programs. Students will complete Woodworking Precision Exam June 2014.</p> <p>AHS: Reviewing national and other state standards during PLC time.</p> <p>Pricing has been received for new books, \$83.75 each A class set of 28 plus tax would be \$2,572.75</p> <p>Developing student projects incorporating STEM – ShopBot and Laser activities.</p> <p>Developing higher level math activities for students.</p> <p>AMHS: Keep up to date on standards being worked on in PLC. Difficult to be in multiple places at the same time (multiple PLC’s). Work harder to meet with AHS and ARHS. Continue to review projects and develop additional</p>	<p>ARHS: Attend ASD PLC meetings. Attend summer STEM workshop (\$900.00) Continue with project development – documentation. Obtain WCA Skill evaluator certification. (\$250.00) Provide Precision Exams for students (\$2.50 per test). Provide WCA student certifications (approx. \$125 per student –varies with number of certifications)</p> <p>AHS: Discuss with the district why we have a need for new books. Our last books were purchased in 1997 and are for Cabinetry not woodworking. Get P.O. started for new books plus workbooks</p> <p>Training and the “engineering by Design” program will cost approximately \$1,500.00</p> <p>Provide WCA student certifications (approx. \$125 per student –varies with number of certifications)</p> <p>AMHS: PLC meetings.</p>	<p>ARHS: Continue to review and up- date curriculum to reflect current industry practices.</p> <p>Develop student projects to support industry skills currently needed.</p> <p>AHS: To truly update the woodworking program new text books are needed.</p> <p>Look into adding the program “Engineering by Design” to give students more access to programs that will support our laser and shopbot programming.</p> <p>Develop student projects to support industry skills currently needed.</p> <p>AMHS: Continue to make changes to keep current with district, national standards. Integrate STEM activities as appropriate.</p>
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			<p>projects that bring the world of woodworking and STEM together using CNC. (and laser?)</p>	<p>Attend summer STEM workshop (\$900.00) Continue with project development – documentation. Obtain WCA Skill evaluator certification. (\$250.00) . Provide Precision Exams for students (\$2.50 per test). Provide WCA student certifications (approx. \$125 per student –varies with number of certifications)</p>	
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: Replaced portable power tools as needed. Purchased electric guitar supplies.</p> <p>AHS: Purchased 48 x 48 Shopbot with Non-Traditional grant, Woods Club funds and CTE dollars.</p> <p>AMHS: Replaced Portable hand drills and sanders.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>ARHS: Replace one or both Sliding compound miter saws. (16 years old) Plan for Laser replacement when needed. Up-grade to higher wattage if possible. Replace table saws with "SawStop" models. Replace Powermatic planner (parts no longer available for current model). Plan for implementation of school wide use of personal student computing devices.</p> <p>AHS: Plan for Laser replacement and upgrade to 50 watt for cutting. Acquire 6 new computers for the lab to allow designing while the shopbot and laser are running jobs. Replace table saws with "Sawtops".</p> <p>AMHS: Replace Scroll Saws. Purchase Laser for program, update software (additional seats of Mastercam), and update lab cpu (622). Replace table saws with "Sawtops".</p>	<p>ARHS: Maintaining current shop equipment. Working with ASD maintenance department as needed.</p> <p>Researching replacement options.</p> <p>AHS: Maintaining current shop equipment. Working with ASD maintenance department as needed.</p> <p>AMHS Maintain current machinery and look at bringing in some metal working equipment for fabrication and production of parts.</p>	<p>ARHS: Mittersaws (\$700 - \$1400) Laser Replacement (\$?) Sawstops (\$2900 each) Planer (need to research cost)</p> <p>AHS: Laser Replacement (\$1,050 for laser unit only but I will research costs of a full upgrade.) Sawstops (\$2900 each)</p> <p>AMHS Complete necessary request, research options, including CTE funding, Grants, partners in industry.</p>	<p>ARHS: Review equipment usage and adapt to meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board</p> <p>AHS: Review equipment usage and adapt to meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board</p> <p>AMHS Review equipment usage and adapt to meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board and Drafting Advisory.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: Installing new safety instruction sheets on shop machinery.</p> <p>Reviewing commonalities in Safety materials and instruction during PLC time.</p> <p>AHS: Reviewing commonalities in Safety materials and instructions during PLC time.</p> <p>Update lab notebook materials, design and install safety pages for new equipment as well as training and safety tests.</p> <p>AMHS: Safety reviewed ongoing and make changes as necessary. Review Notebook. Needs updating for industry and student leadership activities, many using lab during and after school with integration of FIRST Robotics.</p>	<p style="text-align: center;">Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>ARHS: Develop new or revised safety handout materials for student notebooks. General safety information, quiz materials, etc. Continue to revise the student safety study sheets and tests. (bandsaw, nail gun, router, etc.)</p> <p>Replace 2 Powermatic tablesaws with "SawStops".</p> <p>Review and evaluate machine videos on "Youtube".</p> <p>AHS: Add dust collectors into the new lab for better health of our students. Dust collectors are in storage.</p> <p>Review equipment usage and adapt to meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board</p> <p>AMHS Continue to monitor and review safety practices. Review lab notebook and procedures. Replace table saws with SawStops.</p>	<p>ARHS: Continuing to develop and up-date safety instruction materials. Insure all equipment is properly maintained for student safety.</p> <p>Keeping aware of industry standards and practices.</p> <p>AHS: Continuing to develop and up-date safety instruction materials. Insure all equipment is properly maintained for student safety.</p> <p>Keeping aware of industry standards and practices.</p> <p>The district has refused to install the air cleaners in the new lab but we will continue pushing for their use.</p> <p>AMHS Continue to work with Woodworking and lab safety.</p>	<p>ARHS: Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the ARHS program.</p> <p>SawStop Cabinet saw w/52" fence \$ 2999.00 Each.</p> <p>AHS: Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the AHS program.</p> <p>SawStop Cabinet saw w/52" fence \$ 2999.00 Each.</p> <p>AMHS: Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the AHS program.</p> <p>SawStop Cabinet saw w/52" fence \$ 2999.00 Each.</p>	<p>ARHS: Replace worn out or hazardous equipment. Purchase of new Saw Stop table saws, cost \$2,900. Review safety instruction materials. Complete ASD Safety walk thru.</p> <p>AHS: Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the ARHS program.</p> <p>SawStop Cabinet saw w/52" fence \$ 2999.00 Each.</p> <p>AMHS: Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the AHS program.</p> <p>SawStop Cabinet saw w/52" fence \$ 2999.00 Each.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: Wall to be removed in summer of 2014. Have met with contractors.</p> <p>Ceramics program moved to room 208.</p> <p>Moved the laser closer to the old welding room to allow venting thru the exhaust fans. (saves filter costs)</p> <p>AHS: Still trying to work with the district and architects to make a smaller lab functional.</p> <p>AMHS: Labs (621 and 622) Review for safety and layout, making changes where necessary to accommodate programs and use at the building (Engineering and Woodworking Lab)</p>	<p style="text-align: center;">Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>ARHS: Currently developing a design for new hand and portable tool storage. Construction will take place spring 2014.</p> <p>Develop a new traffic flow plan for shop with wall removed.</p> <p>Replace Powermatic tablesaws with “SawStops”</p> <p>Replace current video system with new model. Adding additional cameras.</p> <p>AHS: Bring the new lab up to as close a level to the old AHS lab. Build and install new tool boards.</p> <p>Work on finish room benches to allow for a more functional space. Build new clamp rack system (mobile). Install surveillance system in new lab.</p> <p>AMHS: Continue to evaluate and integrate curriculum with room usage. Install security cameras</p>	<p>ARHS: Meeting with ASD project managers and contractors for wall removal.</p> <p>Continuing to maintain equipment and lab for a safe working environment.</p> <p>AHS: We are building what we can before the closing of the current woods lab.</p> <p>AMHS: Ready to install, need additional time to install security cameras.</p> <p>Evaluate room layout for use as Woodworking lab and Engineering Lab.</p>	<p>ARHS: Create a layout for equipment relocation. Meet with local vendors for Sawstop purchase. Approximate cost: \$2999.00 each. Video system cost: \$800.00.</p> <p>AHS: District support (money and personal) is needed to bring the new lab up to speed for the start of the 2014-25 school year. The district needs to assist the instructor to accomplish all safety and program requirements to keep the state level facility AHS has had for the past 15 years.</p> <p>AMHS: Continue to evaluate layout and make changes as necessary to accommodate growing program and needs at AMHS.</p>	<p>ARHS: Study facility usage and adapt to meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board</p> <p>AHS: Study facility usage and adapt to meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board</p> <p>AMHS: Study facility usage and adapt to meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: Attended Construction Career Day and Women in Trades Fair. Attended Auburn Area Career Conference. Attended AWI chapter meetings. Participated in SkillsUSA State Conference.</p> <p>AHS: Attended Construction Career Day and Women in Trades Fair. Attended Auburn Area Career Conference. Attended AWI chapter meetings. Participated in SkillsUSA State Conference. Nationally certified students for machine use and safety through the WCA.</p> <p>AMHS Students have been applying skills learned in the lab to work alongside engineering students, robotics students to complete complex task including Robotics. Students have participated in Career Day and Women in the Trades. Working with CAMPS (Center for Advance Manufacturing Puget Sound) to secure summer internships.</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>ARHS: Attend AGC Construction Career Day.</p> <p>Organize class presentations by AWI members.</p> <p>Provide students information for local woodworking careers/jobs.</p> <p>Research and establish WBL or internship opportunities for woodworking students.</p> <p>Encourage participation in Student Leadership Activities – SkillsUSA, TSA</p> <p>AHS: Attend AGC Construction Career Day.</p> <p>Organize class presentations by AWI members. Provide students information for local woodworking careers/jobs.</p> <p>Research and establish WBL or internship opportunities for woodworking students. Encourage participation in Student Leadership Activities – SkillsUSA, TSA.</p> <p>AMHS:</p>	<p>ARHS: Will register for Construction Career Day 2014.</p> <p>Developing local employer contacts.</p> <p>Participating in student leadership events.</p> <p>AHS: Will register for Construction Career Day 2014.</p> <p>Developing local employer contacts.</p> <p>Participating in student leadership events.</p> <p>Certifying students in WCA.</p> <p>AMHS: Working with CAMPS through FIRST Robotics, and continue to work with FIRSTWA (State Level) to promote student opportunities relating to STEM.</p>	<p>ARHS: Attend meetings, visit local manufacturers, develop a network of contacts.</p> <p>AHS: Attend meetings, visit local manufacturers, develop a network of contacts.</p> <p>AMHS: Attend meeting and visit with CAMPS and FIRST.</p>	<p>ARHS: Continue to work with Northwest woodworking manufacturers for student recruitment. Attend meetings and seminars as available.</p> <p>AHS: Continue to work with Northwest woodworking manufacturers for student recruitment. Attend meetings and seminars as available. Continue National Certification for students.</p> <p>AMHS: Continue to seek opportunities, including internships, scholarships, grants, etc.</p>

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		Work with FIRST Robotics (FTC and FRC) to bring real life problems to the classroom. Idea to part. Continue to work with CAMPS and Boeing partners to seek opportunities for students.			
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: Developed a math assessment and completed a data cycle with ARHS math PLC sub group.</p> <p>Keeping aware of information being presented and activities being developed in PLCs cross-credited with Woodworking and Design.</p> <p>AHS: Developed a math assessment and completed a data cycle with ARHS math PLC sub group.</p> <p>Keeping aware of information being presented and activities being developed in PLCs cross-credited with Woodworking and Design.</p> <p>AMHS: Participating in district meeting relating to CORE Standards, which include math. Would like to up the math rigor.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>ARHS: Ensure that Woodworking students will have opportunity to earn 3rd year math credit.</p> <p>Add student activities to the 5/6 Fine Art requirements.</p> <p>Develop STEM opportunities for Woodworking students.</p> <p>AHS: Ensure that Woodworking students will have opportunity to earn 3rd year math credit.</p> <p>Add student activities to the 5/6 Fine Art requirements.</p> <p>Develop STEM opportunities for Woodworking students.</p> <p>AMHS: Ensure that Woodworking students will have opportunity to earn 3rd year math credit.</p> <p>Add student activities to the 5/6 Fine Art requirements.</p> <p>Develop STEM opportunities for Woodworking students.</p>	<p>ARHS: Continuing to stay in contact with ARHS counseling staff in regards to math credit. Developed outline, requirements, and activities for students earning 5/6 Art credit. Using STEM curriculum for students working on guitar project.</p> <p>AHS: Continuing to stay in contact with ARHS counseling staff in regards to math credit. Developed outline, requirements, and activities for students earning 5/6 Art credit. Using STEM curriculum for students working on guitar project.</p> <p>AMHS: Continuing to stay in contact with ARHS counseling staff in regards to math credit. Developed outline, requirements, and activities for students earning 5/6 Art credit. Using STEM curriculum for students working on guitar project.</p>	<p>ARHS: Work with ASD Curriculum department to meet the requirements for 3rd year math.</p> <p>Develop course outline and student activities for W & D 5-6 students pursuing art credit.</p> <p>Attend STEM workshops. Guitar building, Shopbot / CNC, etc.</p> <p>AHS: Work with ASD Curriculum department to meet the requirements for 3rd year math.</p> <p>Develop course outline and student activities for W & D 5-6 students pursuing art credit.</p> <p>Attend STEM workshops. Guitar building, Shopbot / CNC, etc.</p> <p>AMHS: Work with ASD Curriculum department to meet the requirements for 3rd year math.</p>	<p>ARHS: Stay involved with credit revisions and student graduation requirements.</p> <p>AHS: Stay involved with credit revisions and student graduation requirements.</p> <p>AMHS: Stay involved with credit revisions and student graduation requirements</p>

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				<p>Develop course outline and student activities for W & D 5-6 students pursuing art credit.</p> <p>Continue to work on projects relating to MasterCAM (cnc) to help build student resume when pursuing internships in industry.</p>	
Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: Continued to promote Community College programs.</p> <p>Promoted Post Secondary night activities.</p> <p>Scheduled presentation by GRCC Carpentry Program.</p> <p>Student trip to Seattle AGC Construction Career Day.</p> <p>AHS: Continued to promote Community College programs.</p> <p>Promoted Post-Secondary night activities.</p> <p>Scheduled presentation by GRCC Carpentry Program.</p> <p>Student trip to Seattle AGC Construction Career Day.</p> <p>AMHS:</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>ARHS: Continue to meet with Community College and Tech School instructors.</p> <p>Keep current with changes in C.C. and Tech school programs.</p> <p>Develop local contacts for construction trade apprenticeships.</p> <p>Schedule field trips.</p> <p>AHS: Continue to meet with Community College and Tech School instructors.</p> <p>Keep current with changes in C.C. and Tech school programs.</p> <p>Develop local contacts for construction trade apprenticeships.</p>	<p>ARHS: Attended Construction Career Day Oct 2013. Attended Women in Trades Fair May 2014. Students attended Boeing Mfg. and ASD Career day field trips. Participated in SkillsUSA State Conference. Met with Bates Technical College Cabinetmaking instructor. Met with local Cabinet manufacturing managers.</p> <p>AHS: Attended Construction Career Day Oct 2013. Attended Women in Trades Fair May 2014. Students attended Boeing Mfg. and ASD Career day field trips. Participated in SkillsUSA State Conference.</p> <p>AMHS: Attended Construction Career Day Oct 2013. Attended Women in Trades Fair May</p>	<p>ARHS: Meet with GRCC instructors and coordinators.</p> <p>Contact local union representatives.</p> <p>Attend Construction Career Day. (Oct. 9, 2014)</p> <p>AHS: Meet with GRCC instructors and coordinators.</p> <p>Contact local union representatives.</p> <p>Attend Construction Career Day. (Oct. 9, 2014)</p> <p>AMHS: Meet with guidance office, CC program, and representatives from</p>	<p>ARHS: Continue to work with Northwest Construction trades towards apprenticeship activities.</p> <p>Continue to work with local Community Colleges to maintain articulation agreements.</p> <p>AHS: Continue to work with Northwest Construction trades towards apprenticeship activities.</p> <p>Continue to work with local Community Colleges to maintain articulation agreements.</p> <p>AMHS:</p>

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<p>Promote post-secondary opportunities for all students, apprenticeships, internships, community college and university.</p> <p>Scheduled presentation by GRCC Carpentry Program.</p> <p>Student trip to Seattle AGC Construction Career Day.</p>		<p>Schedule field trips.</p> <p>AMHS: Continue to meet with Community College and Tech School instructors.</p> <p>Keep current with changes in C.C. and Tech school programs.</p> <p>Develop local contacts for construction trade apprenticeships.</p> <p>Schedule field trips.</p>	<p>2014. Students attended Boeing Mfg field trips, and. Participation in FIRST Robotics FTC and FRC.</p>	<p>industry. to promote opportunities and work</p>	<p>Continue to promote opportunities and work with guidance office, CC program, and representatives from industry.</p>
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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: Up-dated ARHS SWIFT page to include a photo gallery of student projects.</p> <p>Participated in Future Freshman night.</p> <p>Hosted Freshman student visits during Orientation Classes prior to student registration.</p> <p>Students constructed carnival games for ALPAC elementary school.</p> <p>AHS: Up-dated ARHS SWIFT page to include a photo gallery of student projects. Participated in Future Freshman night. Hosted Freshman student visits during Orientation Classes prior to student registration. Went to Olympic and Cascade MS to present our programs. Held "Project Show off" Woods club does plaques for multiple teams and clubs as a fund raiser and program promotion.</p> <p>AMHS: Outreach Assembly at Rainier</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>ARHS: Change website from Swift format to School wire. Up-dating photos and documentation.</p> <p>Attend AWI meetings to increase industry awareness of H.S. programs.</p> <p>Continue to meet with middle school students.</p> <p>AHS: Change website from Swift format to School wire. Up-dating photos and documentation.</p> <p>Attend AWI meetings to increase industry awareness of H.S. programs.</p> <p>Continue to meet with middle school students. Continue with "Project Show Off".</p> <p>Have the woods club continue supporting school activities, teams and clubs.</p> <p>AMHS: Program is marketed through website, presentations, lab activities, product sales, and STEM activities. Program pamphlet.</p>	<p>ARHS: Creating and adding content to my school wire page. Met with students at Mt. Baker M.S. and North Tapps. Attended AWI meetings. Showcased ARHS program at Future Freshman night and ASD Foundation night.</p> <p>AHS: Creating and adding content to school wire page. Met with students at Olympic and Cascade middle schools. Attended AWI meetings. Showcased AHS program at Future Freshman night and ASD Foundation night.</p> <p>The continuation of "Project show off" continues to help registration and knowledge of the AHS woodworking program.</p> <p>The woods club has done over 200 plaques in 2013-14.</p> <p>AMHS: Keep webpage up to date with new and emerging projects and student successes in program. Continue to promote new ideas and keep pace of student interest and industry trends. Look for the next best idea.</p>	<p>ARHS: Develop and up-date promotional materials.</p> <p>Create an object to be passed out at Future Freshman night, engraved pencil, coin, etc.</p> <p>Explore feasibility of a project showcase day.</p> <p>AHS: Continue program promotions as listed in previous columns.</p> <p>AMHS: Continue to look for ways to promote program, develop projects, keep current.</p>	<p>ARHS: Maintain a viable promotion program to continue student enrollment in Woodworking and Design programs.</p> <p>AHS: Maintain a viable promotion program to continue student enrollment in Woodworking and Design programs.</p> <p>AMHS: Continue to look for ways to promote program, develop projects, keep current.</p>

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<p>Future Freshman Night Kent STEM Expo CTE Presentations at Rainier Auburn Foundation Event Class Visitations (tours). Lab activities with FIRST Robotics (Brings students into lab building interest in program.</p>					
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☐ The program would like technical assistance with objectives and action steps above.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for Woodworking, I
Mike Lindstrom represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
P12)

Mike Lindstrom
Typed Name of Chairperson(s)


Signature of Chairperson(s)

5/22/14
Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Health Occupations



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
(duplicate page as needed)

Instructor Name	<u>Steve Calhoun</u>	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Sports Medicine, Work Based Learning</u>			
Certificate renewal date	<u>June 2018</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Northwest Athletic Trainers Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Washington State Athletic Trainers Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Auburn School District Continuing Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
AMHS Athletic Trainer	2005- current	AMHS		
First Aid Card Expiration:		<u>11/7/15</u>	CPR Card Expiration:	
		<u>11/7/15</u>		

Instructor Name	<u>Krista Parsons</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Sports Medicine, Science, Work Based Learning</u>			
Certificate renewal date	<u>June 2019</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Auburn School District Continuing Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional Learning Community ASD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NATA various CEUs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exercise Etc Nutrition course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Athletic Trainer	Sept '03-present	Auburn High School		
CPR Instructor				
First Aid Card Expiration:		<u>10/31/2015</u>	CPR Card Expiration:	
		<u>10/31/2015</u>		



Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name <u>AmyAnn Sullivan</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>Sports Medicine, Work Based Learning</u>			
Certificate renewal date <u>June 2017</u>	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Med Bridge Course CEUs in	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Athletic trainer, Outpatient Physical therapy	2005-present	Auburn and Covington, WA	
Athletic Trainer, Auburn High School	2009-present	Auburn, WA	
First Aid Card Expiration: <u>10/31/2015</u>	CPR Card Expiration: <u>10/31/2015</u>		

Instructor Name <u>Chris T. Tucker</u>	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) <u>Sports Medicine, Work Based Learning</u>			
Certificate renewal date <u>2019</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
NSCA National Convention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Perform Better Workshops	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CEUs – Athletic Training Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CEUs – Emergency Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Athletic Trainer	1984- Present	ARHS	
Certified Strength & Condition	1987- Present	ARHS	
Instructor First Aid, AED	1990- Present	ARHS	
First Aid Card Expiration: <u>Aug 2016</u>	CPR Card Expiration: <u>Aug 2015</u>		



Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 10/22/13	AHS: 41	AHS: 41
	AMHS: 10/22/13	AMHS: 34	AMHS: 34
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____ 20 _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. More time for evals 2. Get familiar with competition earlier 3. Deadlines	1. More Time for Evals 2. Participate at state competition 3. Team Building	1. 2. 3.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Practical experience 2. Relationship building 3. Variety of sports to work with 4. Hands on skill practice	1. Hours 2. Working with 2 nd years 3. Competencies 4.	1. 2. 3. 4.	1. 2. 3. 4.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>WCTSMA</u>		
Name of CTE Student Organization		

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>


Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
March	University of Washington	Health Medical Tours/ Career exploration	60	300.00
April	Spokane Convention Center	WCSTMA State Competition	25	1500.00

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Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS: Curriculum is aligned in new format. New Textbook for Anatomy & Physiology</p> <p>AHS:</p> <p>ARHS:</p> 	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging? 	<p>AMHS: Work through Curriculum 2nd year of new updates.</p> <p>AHS: Continue work following last curriculum review</p> <p>ARHS: Continue to work on following standards based grading & following updated curriculum</p>	<p>AMHS: Implement updated Curriculum with new textbooks and ADAM</p> <p>AHS: Implement updated Curriculum with new textbooks and ADAM</p> <p>ARHS: Added new textbooks and implementing updated curriculum.</p>	<p>AMHS: NA</p> <p>AHS: More of new textbook to accommodate a classroom set</p> <p>ARHS: Need more new textbooks. Need different types of training materials. Need new anatomical models, including posters and bones.</p>	<p>AMHS: Continue to update as needed. Look at online text.</p> <p>AHS: Continue to update as text and software allow. Need to renew ADAM subscription yearly</p> <p>ARHS: Continue to improve program. Build classroom numbers, and add new innovative equipment.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS: Purchased ADAM on line, new sideline table, Vacuum Splints, and Game Ready.</p> <p>AHS: New ADAM use and Ankle joint model.</p> <p>ARHS: Purchased some new diagnostic tools for injury assessments.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AMHS: Purchase of more Hoppenfeld Texts and Arnheim.</p> <p>AHS: Purchase more Prentice texts and Anatomy texts to support classroom set.</p> <p>ARHS: Need more Hoppenfeld textbooks, need more supplies. Need anatomical models. Need different skill type textbooks.</p>	<p>AMHS: Completed</p> <p>AHS: Completed</p> <p>ARHS: Completed</p>	<p>AMHS: Finished.</p> <p>AHS: N/A</p> <p>ARHS: Saving money from current budget for purchasing some of these needs. Requesting from administration.</p>	<p>AMHS: ADD another e-Stim machine.</p> <p>AHS: Add more AEDs for travel.</p> <p>ARHS: Need newer diagnostic equipment. Need supplies to teach different career paths --Nursing --PT --Doctor --Chiropractor Need training modalities.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS: Assignment of teams on Monday and check sheet to clean and maintain training room each night.</p> <p>AHS: Assign student to training room for cleaning, maintenance and to assist in athlete rehab</p> <p>ARHS: Students working on clinical hours. Assign guest speakers. Assign educational projects.</p>	<p style="text-align: center;">Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>AMHS: Continue process for maintenance and hygiene. Safe school sports award.</p> <p>AHS: Maintain operations in our aging facility for one more year.</p> <p>ARHS: Continue to train/teach at the highest level. Continue to bring in professionals from the outside. Continue to expose students to all fields of allied health care professional.</p>	<p>AMHS: Ongoing</p> <p>AHS: New facility will begin construction in June</p> <p>ARHS: Ongoing</p>	<p>AMHS: Materials supplied by custodians. Supervision by ATC.</p> <p>AHS: Being paid by capital projects</p> <p>ARHS: Continue to maintain & build outside professional relationships so as to keep students involved in volunteer opportunities. Keep working with ATC counterparts to keep improving programs.</p>	<p>AMHS: Stay current with industry standards.</p> <p>AHS: Move into new facility.</p> <p>ARHS: Keep up to date on all skills and teaching methods. Work with counterparts to keep improving programs.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS: None room meets industry standard.</p> <p>AHS: None</p> <p>ARHS: None</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AMHS: None needed at this point.</p> <p>AHS: None. Maintain operations until demolition</p> <p>ARHS: None needed.</p>	<p>AMHS: NA</p> <p>AHS: N/A</p> <p>ARHS: N/A</p>	<p>AMHS: NA</p> <p>AHS: N/A</p> <p>ARHS: N/A</p>	<p>AMHS: Upgrade and maintain as needed.</p> <p>AHS: More into new facility fall of 2015</p> <p>ARHS: Maintain facilities, upgrade components of program.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS: Career Conference, WCTSMA, Yoga instruction and Self Defense. National Exam. Guest Speakers. Camp Auburn Trainers.</p> <p>AHS: Students work with Football University camp, WCTSMA competition, Career conference, Teach CPR to health classes, Self Defense and Massage instruction</p> <p>ARHS:</p> <ul style="list-style-type: none"> -Blood drive -Relay for Life -Volunteer at professional practices -Teach CPR & First Aid -Became instructors -Guest speakers 	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? • What field trips will be planned that are aligned to the program? 	<p>AMHS: UW Health Science Tour. Career Conference, WCTSMA, Yoga instruction and Self Defense. National Exam. Guest Speakers.</p> <p>AHS: UW Health Science tour, WCTSMA Summer leadership, WCTSMA competition and symposium</p> <p>ARHS:</p> <ul style="list-style-type: none"> -Blood drive -Guest speakers -Professional volunteer service -Relay for Life cancer walk 	<p>AMHS: Schedule UW through Career Center.</p> <p>AHS: Working on transportation and registration for summer leadership.</p> <p>ARHS:</p> <ul style="list-style-type: none"> Working on guest speaker program Volunteer program Professional service Blood Drive 	<p>S: Paid by ASB, and CTE funding.</p> <p>AHS: Bus \$1500 CTE. Registration \$200 ASB.</p> <p>ARHS:</p> <ul style="list-style-type: none"> Saving money from budget to cover cost of equipment in future. 	<p>AMHS: Continue looking for other avenues of learning.</p> <p>AHS: Reach out to surrounding universities and clinics for individual student opportunities</p> <p>ARHS: Continue working with outside professionals to better help my students.</p> <ul style="list-style-type: none"> -Guest speakers -Volunteer hours with professional groups.

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS: Preventive medicine Cross Credit PE</p> <p>AHS: Preventive medicine Cross Credit PE</p> <p>ARHS: Preventative medicine cross credit.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum? How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1) 	<p>AMHS: Continue with Credit options.</p> <p>AHS: Continue with Credit options</p> <p>ARHS: Continue with credit options.</p>	<p>AMHS: Work with PE in PLC's to make sure we stay aligned.</p> <p>AHS: Completed</p> <p>ARHS: Continue to work with science department PLC-wise.</p>	<p>AMHS: Go to PE PLC meetings.</p> <p>AHS: N/A</p> <p>ARHS: Go to Biology PLC meetings.</p>	<p>AMHS: Ongoing</p> <p>AHS: Maintain cross credits with PE, Health and Science</p> <p>ARHS: Ongoing, maintain cross credits.</p>

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Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS: Tech prep Highline and Renton Technical, Precision exams for Advanced students. CPR for Professional Rescuer. Standard First Aid in Preventive Medicine.</p> <p>AHS: Tech prep Highline and Renton Technical, Precision exams for Advanced students. CPR for Professional Rescuer. Standard First Aid in Preventive Medicine.</p> <p>ARHS: Tech prep, Highline and Renton Technical College. CRP, ARD & First Aid certifications for Preventative Medicine and Sports Medicine.</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	<p>AMHS: Implement Precision exams for Anatomy, and first year Sports Medicine.</p> <p>AHS: Implement Precision exams for Anatomy, and first year Sports Medicine.</p> <p>ARHS: Maintain current standards with all classes. Continue to prepare for standards based grading.</p>	<p>AMHS: Ran a trial this spring. Test is easy to administer. Not exactly on line with our entire curriculum.</p> <p>AHS: About to run trial test</p> <p>ARHS: Currently not interested in using the Precision Exams based on all the exams I currently give them.</p>	<p>AMHS: Paid through Student Lab fees, and CTE funds.</p> <p>AHS: CTE Funds</p> <p>ARHS: CTE Funds</p>	<p>AMHS: Continue with adding more of the exams.</p> <p>AHS: Industry certification exams in Anatomy and Sports medicine classes</p> <p>ARHS: Continue to keep working on current testing. Investigate future testing.</p>

CTE Program Planning Document
2014-2015

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2014-2015	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AMHS: Orientation presentations of Sports Medicine, Student Newsletter, Future Frosh Night, Web Site, polo, sweatshirt, fleece, windbreaker. Logo on tables, kits, and banner at events. Meet with boosters. Recruiting from Derringer. Guest Trainers for KM invitational Track Meet and Dick Pruitt Memorial Wrestling Tournament.</p> <p>AHS: Future freshman night, Health classes CPR instruction, Orientation class tours, Middle school career conference, banner, website, apparel</p> <p>ARHS: Future freshman night, CPR, AED & First Aid instructor, orientation class tours, Banners & bulletin boards.</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	<p>AMHS: Continue to look for more areas for program exposure.</p> <p>AHS: Continue to look for more areas for program exposure.</p> <p>ARHS: Continue to improve program and myself.</p>	<p>AMHS: Ongoing</p> <p>AHS: Ongoing</p> <p>ARHS: Ongoing</p>	<p>AMHS: Travel Cost paid by instructor or ASB funds.</p> <p>AHS: N/A</p> <p>ARHS: N/A</p>	<p>AMHS: We may be able to add an advanced class solo or team teach.</p> <p>AHS: Continue to take advantage of all promotion opportunities.</p> <p>ARHS: Would love to add another class in just basic emergency management. Continue to promote program through blood drive and others.</p>

☐ The program would like technical assistance with objectives and action steps above.



CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM

American Sign Language

PROGRAM DESCRIPTION OVERVIEW

(complete one per program per year)

**Program
provided at**
(check all that apply)

- ☐ Auburn High School
☐ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings

2

Dates of meetings

Minutes
on File ✓

Chairperson

Lorilee Thompson

1. 10/22/13

2. 05/22/14

☒

☒

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Lorilee Thompson	Auburn School District	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Kenneth Thompson	SeaTac Packaging	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Morgan Lickey	Northwest Center	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Brittany Lickey	DD Clients of Puyallup	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Cindy Anderson	Auburn School District	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

♦Facilities meet trade standards

Yes

No*

☒

☐

♦Equipment meets trade standards

☒

☐

♦Curriculum standards meet trade standards

☒

☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.



2011-2012

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Cindy L. Anderson	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	American Sign Language			
Certificate renewal date	6/30/2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
SCCC Summer Institute – 6/24/13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SCCC Fall Professional Development Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional Learning Communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Interpreting for various Support Groups	Ongoing	Pierce & King Counties		
Interpreting High School Graduation Ceremonies	Yearly	Local School Districts		
First Aid Card Expiration:	07/03/2015	CPR Card Expiration:	07/03/2015	

Instructor Name		School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)				
Certificate renewal date		CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
First Aid Card Expiration:	[insert expiration date here]	CPR Card Expiration:	[insert expiration date here]	



Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS: 65	ARHS: 48	ARHS: 05/22/2014
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. 2. 3.	1. 2. 3.	1. More Deaf visitors of all ages. 2. Signing at school assemblies & special events. 3. Field trips to schools with Deaf children. 4. Have the teacher choose groups all the time, so no one is left out. 6. Sign vocabulary on take home DVD's for practice, or posted to teacher page.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. 2. 3.	1. 2. 3.	1. Positive classroom environment 2 Fun ASL games & projects 3. Good balance between activities & daily work 4. Teacher takes the time to make sure the grading system is fair 5. Teacher is always willing to offer extra help 6. Fun, interactive class	1. 2. 3.



Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<div style="display: flex; justify-content: space-between;"> ASL Leadership assignment _____ </div> <div style="text-align: center; font-size: small;">Name of CTE Student Organization</div>	
♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.		
	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: 1. Used the new Signing Naturally Curriculum for 1 st & 2 nd year ASL, & used Master ASL as a supplemental curriculum. 2. Used Doc Reader & Flip Camera's throughout the year 3. Completed the Articulation process for 3 rd year ASL students.	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	ARHS: 1.Continuing to become more familiar with Master ASL Curriculum & Revised Signing Naturally (1 st & 2 nd Year) 3.Increased number of students applying for SCCC credit.	ARHS: 1.Use the new Signing Naturally as primary curriculum for 1 st & 2 nd year ASL. 2. Incorporate the World Language 5 C's into each level of ASL. 3.Maintenance check on Signing Labs, and submit RFP's for camera repairs. 4. .Establish an ASL Song Night for the community. 5. Recruit new Advisory members.	ARHS: 1.Continue creating lesson plans for the new Signing Naturally curriculum 2.Carefully review each signing lab's equipment/performance & fill out necessary RFP's for repairs. 3.Contact ASL teachers that have hosted a Song/Performance Night, to showcase the ASL students signing skills.	ARHS: 1.Complete implementation of the new Signing Naturally curriculum. 2.Order Signing Naturally Student Workbooks online for student use throughout the year. (Program – Book Share) 3. Establish an ASL Song Night.
ARHS: 1.Signing Labs, Doc Reader, Flip Camera's.	Instructional Tools and Equipment <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	ARHS: 1.New Document Reader provided for ASL Program, and Flip Camera's.	ARHS: 1.Incorporate more lab assignments. 2. Become familiar with the new other interactive functions of the Doc Reader.	ARHS: 1. Network with other ASL teachers for lab activities.	ARHS: 1.Incorporate Chrome Books/Internet access into Signing Labs.
ARHS: 1.Fire drill, lock down & earthquake drills/procedures reviewed with students.	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	ARHS: 1.Students updated on any new changes related to safety drills.	ARHS: 1.Become familiar with any updated safety drill procedures.	ARHS: 1.Remain current on any & all information related to safety procedures.	ARHS: 1.Continue providing students with information related to safety procedures.

2011-2012

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: 1 .Maintain current classroom for all ASL classes. 2.Keep signing labs set-up in ASL classroom.	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	ARHS: 1.Maintaining the same classroom for all ASL classes 2.Signing labs remain in ASL classroom.	ARHS: 1.Maintain same classroom, with signing labs intact.	ARHS: 1.Check with building administration regarding next year's room assignments.	ARHS: 1.Increase the number of Signing Labs & other technology for the ASL Program
ARHS: 1.Increased number of students attending Deaf Community activities. 2.Advanced students taught local elementary school students some basic ASL.	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	ARHS: 1.Active ASL Club organized. 2. Deaf Community events advertised & attended throughout the school year.	ARHS: 1.Continue ASL Club/ASL Honor Society. 2.Continue advertising Deaf Community events for student involvement. 3.Network to find professionals that use sign language in their jobs, to be guest speakers for my students.	ARHS: 1.Network with other ASL teachers about how their ASL Honor Society Clubs are organized for improvement 2.Continue connection with ASL teacher Listserv & SCCC for extra-curricular opportunities	ARHS: 1.Create job shadowing opportunities for advanced ASL students.
ARHS: 1. World Language PLC work, incorporating the 5 C's into each year of ASL instruction. 2.Make students aware that ASL is cross-credited with World Language.	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies? <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	ARHS: 1.Discussed the Five C's in the World Language PLC group, focusing specifically on Communication.	ARHS: 1.Continue fine-tuning the core components of the five C's with curriculum in the World Language PLC group.	ARHS: 1.Review the notes from the PLC World Language group, and incorporate core components into the ASL curriculum.	ARHS: 1.Create a Standards Checklist of each level of ASL, with the five C's incorporated.



Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: 1.Parents/guardians informed about SCCC credit. 2.Discussed the process of earning SCCC credit with students on a regular basis.	Post-Secondary Connections <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	ARHS: 1.Maintained articulation agreement with SCCC for 1st & 2nd year ASL. 2. Successfully completed the articulation process for with SCCC for 3rd year ASL students. 2.Increased number of students applying for SCCC credit.	ARHS: 1.Increase number of students of each level of ASL applying for credit. 2. Provide more information regarding careers available for people that know American Sign Language.	ARHS: 1.Continue promotion of SCCC credit. 2. Network with professionals using American Sign Language in their careers & provide information for students wishing to pursue these careers.	ARHS: 1.Continue to maintain articulation agreement with SCCC. 2.Compile a comprehensive list of Post-Secondary opportunities for continued ASL studies & interpreter training.
ARHS: 1.Open House 2.Freshman Night 3.Electives Night	Program Promotion * How do we market our program to students, parents, and the community? <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	ARHS: 1.Program Promotion through School Events listed. 2. Student created promotion posters.	ARHS: 1.Create new program brochure, advertisement DVD. 2. During National Deaf Awareness Week, have ASL students visit various classes, sharing information about Deafness & American Sign Language.	ARHS: 1.Use old brochure as a template for a new one, with current information & pictures. 2.Offer ASL (Viscom) students extra-credit for creating a short promotion DVD.	ARHS: 1.Network with other ASL teachers regarding promotion ideas. 2. Use updated technology to create more interesting promotion materials.



Annual Program Plan & Description for the 2014-2015 School Year

On behalf of the Program Advisory Committee for American Sign Language, I
Lorilee Thompson represent the members as having read, approved and
will support this program plan and description for the 2014-2015 school year. (E2.6,
P12)

Lorilee Thompson
Typed Name of Chairperson(s)

Lorilee Thompson 5-22-14
Signature of Chairperson(s) Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Career Center/Guidance & Counseling

CAREER & TECHNICAL
EDUCATION(CTE)

PROGRAM

Career Center/Guidance &
CounselingPROGRAM DESCRIPTION
OVERVIEW & Plan

(complete one per program per year)

Program
provided at

(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2013-2014 2

Dates of meetings

Minutes
on File ✓*Chairperson Gail Spurrell

1. October 22, 2013

2. May 22, 2014



Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Jacki Uti	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Lorianne Claudon	Community	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lindsey Morris	Community- GRCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Christopher Wells	Community- SKCCAN	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Shawna Leonard	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Amanda Paulson	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Lois Jenson	Community/ASD	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Steve Dubay	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Mead	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Jon Morrow	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Gail Spurrell	Community	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Harumi (Angela) Taniguchi	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Francy Sullivan	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Rebekah Petersen	Community- GRCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Denise Daniels	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

	Yes	No*
♦Facilities meet trade standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Equipment meets trade standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Curriculum standards meet trade standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name Jon Morrow	School X AHS AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) ESA Counselor + Vocational Counselor Certifications		
Certificate renewal date Continuing + 7 years	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress For Next Year
WCHSCR Fall Counselor Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
Road Map Project	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Race to the Top Workshops	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
College & Career Readiness Advisory Workshops	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location
AP Coordinator	Ongoing	AHS
Expanding Your Horizons	Ongoing	Various
WOIS Executive Committee Member	Ongoing	Tacoma
First Aid Card Expiration: 3/2015	CPR Card Expiration: 3/2015	

Instructor Name Steve Mead	School <input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) Teaching: History, PE, Special Ed / ESA Certification		
Certificate renewal date Continuing + 7 years	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress For Next Year
WCHSCR Fall Counselor Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
Roadmap Project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Race to the Top Workshops	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
College & Career Readiness Advisory Workshops	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)		
Description	Date	Location
Expanding Your Horizons	Ongoing	Bellevue
Auburn Community Scholarship Coordinator	Ongoing	ARHS
SAT & PSAT Site Coordinator	Ongoing	ARHS
AP Coordinator	Ongoing	ARHS
First Aid Card Expiration: 11/2014	CPR Card Expiration: 11/2014	

Instructor Name	<u>Amanda Paulson</u>	School	<input checked="" type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>ESA Counselor, CTE Vocational Counselor</u>			
Certificate renewal date	<u>Continuing + 7 years</u>	CTE Certificate Type	Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WCHSCR Fall Counselor Workshop	X	<input type="checkbox"/>	X	
Road Map Project	X	x	X	
College & Career Readiness Workshops	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race to the Top Workshops	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
SAT & PSAT Coordinator	Ongoing	AMHS		
AP Coordinator	Ongoing	AMHS		
World Language Assessment Coordinator	Ongoing	AMHS		
Auburn Community Scholarship, External Scholarship Coordinator	Ongoing	AMHS		
Senior Awards Night Coordinator	Ongoing	AMHS		
First Aid Card Expiration:	<u>9/2015</u>	CPR Card Expiration:	<u>9/2015</u>	

Program Evaluation and Improvement

	Number of Surveys Distributed		Date reviewed by Advisory Committee
Senior Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 327		October 22, 2013
	AMHS: 280		“ “ “
	ARHS: 350		“ “ “
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: N/A		
	AMHS: N/A		
	ARHS: N/A		
	WAHS: N/A		
1-year Graduate Survey (optional) Class of _____	AHS: N/A		
	AMHS: N/A		
	ARHS: N/A		
	WAHS: N/A		

List recommendations for program improvement.

AHS	AMHS	ARHS	WAHS
1. Align Career Center emphasis with guidance provided by district on High School and Beyond Plan.	1. Same as AHS.	1. Same as AHS.	1. N/A
2. Continue to work with ASD in the planning to implement “Race to the Top” & Roadmap initiatives.	2. Same as AHS.	2. Same as AHS.	2. N/A
3. Attempt to align past evening activities with recently added activities prompted by community based organizations (SKCCAN, WCAN, Roadmap, Race to the Top, CCER, Dream Project, etc.)	3. Same as AHS.	3. Same as AHS.	3. N/A

List strengths for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Continue to emphasize use of website and social media for student and parent outreach.	1. Communication with students and parents via website, classroom instruction and Constant Contact.	1. Inviting atmosphere: "Open Door Policy". Every student feels supported and validated regardless of their post-secondary plans.	1. N/A
2. Every student feels supported and validated regardless of their post-secondary plans.	2. Every student feels supported and validated regardless of their post-secondary plans.	2. Positive communication with students and parents.	2. N/A
3. Students respect the validity and currency of career center guidance.	3. Lots of valuable and up-to-date information about College and Career Readiness.	3. Students like when the Career Center comes into the classroom to provide information.	3. N/A

Advisory Recommendations 2012 - 2013

AHS	AMHS	ARHS	WAHS
1. Continue to seek communication and coordination with community resources.	See AHS	See AHS	1. N/A
2. Continue to develop outreach opportunities for an increasingly diverse population.	See AHS	See AHS	2. N/A
3. Plan Career Center activities to gain maximum efficiency of effort by aligning current evening programs for parents and students with Auburn School District Leadership. The outcome goal is increased student/parent contact at each event.	See AHS	See AHS	3. N/A

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leadership is provided by (E4.1c)	<hr/> Name of CTE Student Organization	
♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.		
	Yes	No
♦Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Gave greater emphasis in 9-12 classroom presentations on financial aid. AMHS: Initiated 9 th grade Orientation Seminars. Greater emphasis in 9-12 classroom presentations on financial aid. ARHS: Gave greater emphasis in 9-12 classroom presentations on financial aid.	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging 	AHS: CCRA Dream Project rep interacted with College Bound Scholarship students. AMHS: Offered series of presentations to College Bound Scholarship students during Core time. ARHS: Expanded curriculum for grades 10-11 regarding post-secondary options and training.	AHS: Expand connections with CTE community to increase student awareness of post-secondary options. AMHS: Seek CTE community connections to increase student awareness of post-secondary options. ARHS: Implement "College/Career Readiness" curriculum in all grade levels. Add College Bound Scholarship curriculum.	AHS: Develop list of outside CTE contacts. AMHS: Forge relationships with Lang Arts teachers to work toward imbedding curriculum. ARHS: Work with CTE staff and Language Arts staff to implement curriculum.	AHS: Strive to increase data associated with student pathway selection. AMHS: Same as AHS ARHS: Same as AHS ALL: Use PLC time to optimize/standardized Career Center missions.
AHS: Conducted comprehensive internet list review to ensure that best/listed resources were active and current. AMHS: Update internet-based resources and computer equipment. ARHS: Updated computer resources in Career Center to include new PCs. Internet list updated.	Instructional Tools and Equipment <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant?	AHS: Created potential for scanning documents in the Career Center. AMHS: All computers maintained in good working order. Website is enhanced each year and well-utilized by students and parents. ARHS: Achieved full use of ARHS website.	AMHS: Software updates on computers to keep them up-to-date. ARHS: Software updates needed laptops in Career Center. AHS: Adjust to new Career Center location "new high school"	AMHS: Coordinate with District IT to request PC servicing. ARHS: Coordinate with District IT to request PC servicing. AHS: Develop plan aligned with new IT capabilities.	AHS: Assure that all technology is operating properly and maintained. AMHS: Assure that all technology is operating properly and maintained. ARHS: Assure that all technology is operating properly and maintained
AHS: Ensured emergency evacuation backpack included batteries and other checklisted items. AMHS: Participated in monthly fire drills, intruder/earthquake alerts. Internet safety, as well. ARHS: Monitored Monthly fire drill/intruder/earthquake alert schedule. Ensured display of current emergency evac. route map.	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	AHS: Revalidated security of laptop cart and AP test storage. AMHS: Continued to monitor student computer use for inappropriate sites. ARHS: Realigned Career Center PC monitors to ensure that student internet presence is visible at all times.	AMHS: Continue to monitor student computer use to ensure appropriate sites. ARHS: Monitor student computer use to ensure appropriate sites are being used. AHS: Work closely with IT department staff to optimize use of Career Center IT resources.	ARHS: Update internet security programs on a regular basis. AHS: Seek guidance when necessary from ASD Maintenance office. AMHS: Continue to request updates to firewalls and internet security features for our computers.	AHS: Continue to make safety a high priority item in Career Center mission. AMHS: Provide safe environment for all students. Provide proper supervision of computer use and student safety. ARHS: Provide safe environment for all students. Provide proper supervision of computer use and student safety.

Accomplishments 2012–2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013–2014	Recommended Objectives for 2014–2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2–4 Years Needs for the Future
AHS: Optimized use of new hallway bulletin board. AMHS: Classroom and technology is in good working condition. Noticed increased use of Career Center by general ed. Classes and teacher work relief days. ARHS: Centralized scheduling of Career Center by outside groups and staff.	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	AHS: Added information on FAFSA and financial aid to resources available to students/parents. AMHS: Space used more frequently for AMHS classes and other needs. Communicated unacceptable HVAC status in Career Center to Administration. ARHS: Progress on streamlining/reduction of hard-copy materials continues.	AMHS: Facilities used for various class instruction by core teachers will require diligence to protect classroom and technology. ARHS: Work with the District to remove current shelving to open up new space. AHS: Seek to transition from paper to computer based resources.	AHS: Work with vendors to update materials when discrepancies are noted. AMHS: Develop best practices and procedures for staff using the Career Center. ARHS: Obtain approval for modifications and work to accomplish objective.	AHS: Facility approaches 'virtual' status, maximizing availability of Career Center to 24/7. AMHS: Continue to keep technology updated to modern standards & protect from misuse. ARHS: Continue to update technology to provide online information. Continue to update all equipment that will provide maximum space.
AHS: Promoted WBL opportunity during interactions with students seeking signatures on Student Work forms. AMHS: Advertised and promoted off-site student development programs. Added summer enrichment opportunities to webpage. ARHS: Continued to provide evening events, testing opportunities, and educational field trips to meet student demands.	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program?	AHS: Extended Dream Project options to all students. AMHS: Continue to offer field trips as funding allows. ARHS: Included College Bound Scholarship students in recruiting and promotion for all Career Center events.	AMHS: Increase awareness of field trips and college planning help to College Bound parents and students. ARHS: Ditto AMHS AHS: Insure that Dream Project mentor interactions include all College Bound Scholarship candidates.	AHS: Extend outreach to parents, focusing specifically on College Bound Scholarship candidates. AMHS: Secure funding for bus trips through Perkins funds and sponsored funding. ARHS: Work with district career counselors to provide beneficial activities to students and parents. Provide outreach to parents of College Bound Scholars.	AHS: Become a resource center that is known for expanding the awareness of post-high school options for all students. AMHS: Become a frequently used resource for parents of College Bound Scholars. ARHS: Provide opportunities for students to explore post-secondary options outside of school.
AHS: Move toward a digital survey model. AMHS: Use survey data to provide individualized assistance to students. ARHS: Use surveys to provide specific invitations to post-secondary events.	Post-Secondary Connections <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	AHS: Attempted expansion of presentation offerings in CTE areas. Offered free Compass Tests to Seniors (Grant). Incorporated middle schools in evening events. AMHS: Ditto AHS. ARHS: Ditto AHS.	AMHS: Continue to offer and promote college application and FAFSA events during the year. ARHS: Create and implement student surveys. AHS: Attempt to develop digital surveys, both pre and post.	AHS: Work with District representative on use of Survey Monkey or similar tool. AMHS: ditto AHS ARHS: Work with staff to access students.	AHS: Align all Career Center activities to targeted needs. AMHS: Seek maximum access possible to post-high school testing (COMPASS, SAT, etc.) during the school day. ARHS: Same as AMHS.

Accomplishments 2012-2013 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2013-2014	Recommended Objectives for 2014-2015	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Optimized use of available resources other than the internet. Emphasized use of “Email Blasts”.</p> <p>AMHS: The website is enhanced each year to include more resources for parents. Continue to send home newsletters and participate in each Principal Newsletter.</p> <p>ARHS: School newsletter, staff newsletter, monthly scholarship newsletter, student bulletins, flyers, and postcards.</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? • 	<p>AHS: Continue to seek new ways to connect with students and parents.</p> <p>AMHS: Use email & District phone messaging system to connect parents to us and our programs.</p> <p>ARHS: Use email & District phone messaging system to connect parents to us and our programs.</p>	<p>AMHS: Continue very effective phone calls to parent homes to remind of upcoming evening events. Continue meaningful website presence and updates.</p> <p>ARHS: Continue to use phone system to call home reminding about upcoming events. Add the use of parent emails for communication.</p> <p>AHS: Develop meaningful IT marketing presence.</p>	<p>AHS: Continue website emphasis.</p> <p>AMHS: Continue website emphasis</p> <p>ARHS: Work with support staff to formulate a plan to increase the number of parent emails in our system.</p>	<p>AHS: Seek optimal ways to provide instant information to parents and students. Move evening events away from “stand and deliver” to events that emphasize measureable outcomes.</p> <p>AMHS: Increased parent involvement with Career Center staff and increased number of attendees at evening events.</p> <p>ARHS: Increase communication between career center and the community to facilitate a heightened understanding of the programs and services offered.</p>

CTE Program Planning Document
2013-2014

Technology tool to allow collection of college & career data from each student grade 9-12.

☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for Career Center, I represent the members as having read, approved and will support this program plan for the 10-11 school year. (E2.6, P1.2).

Gail Spurrell
Typed Name of Chairperson

Gail Spurrell
Signature of Chairperson

22 May 2014
Date