AUBURN SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION

DISTRICT - WIDE PLAN 2015-2017

Prepared by:
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ENGAGE • EDUCATE • EMPOWER

Auburn School District
915 Fourth Street Northeast
Auburn, WA 98002

Dr. Alan Spicciati: Superintendent, Auburn School District
Anne Baunach: President, Auburn School District Board of Directors
Tom Erdmann: Chairperson, General Advisory Council

AUBURN SCHOOL DISTRICT
DISTRICT-WIDE PLAN 2015-2017

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CAREER AND TECHNICAL EDUCATION
DISTRICT-WIDE PLAN 2015-2017

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

Tami Petrina, Section 504 Coordinator

Rob Swaim, Title IX Officer

Julie DeBolt, Director/Administrator Career and Technical Education	Date
Dr. Alan Spicciati, Superintendent	Date
Anne Baunach, School Board Chair	Date

Allocation Amount: $124,673

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)

Auburn School District aspires to become a world-class education system preparing all students to be globally competitive for career, for college and for life in the twenty-first century. We believe in a continuous cycle of improvement grounded in the work of our District and School Improvement planning process. Additionally, Auburn School District believes in a comprehensive high school program which includes rigorous core academics combined with rigorous CTE programs.

Every 3 years our secondary schools go through a formal and thorough school improvement revision process. Each school closely evaluates their student data. In a parallel cycle, every 4 years, our district completes a comprehensive review of CTE programs (as per the required CTE review cycle) which are submitted to the state for approval. In both the school improvement process and the curriculum review process we are tasked with aligning to new course standards, develop rigorous frameworks for instruction and complete an investigation into the most current research to determine how to improve our current systems.

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 do 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. Periodically at the district High School Curriculum, Instruction and Assessment sub-committee meetings, district administrators review course alignments and investigate additional opportunities for course equivalencies.

In addition, each CTE course in the Auburn School District identifies, teaches, and assesses proficiency in leadership and employability skills. This directly aligns with our district improvement plan Vision statement "The vision of Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making."

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. With the addition of the new CTE Statewide Course Equivalencies 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.

Two times per year, progress in enrollment of CTE courses and review of demographic make-up of CTE programs is evaluated and brought to the school board for review.

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, professional associations and conferences designed for professional development. 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 is emphasizing the importance of industry certification in their program areas.

COMMUNITY AND ECUATIONAL 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.**

The Auburn School District has always worked to provide Instructional and Cooperative Work-Based Learning opportunities for students in all program areas. For the 2015-2016 school year, our advisory chairs have decided to invest their time and energy to connect students with business leaders in the Auburn area increasing the opportunities of students to gain work experience. One of the opening events is our Rotary Job shadow event held at Emerald Downs where more than 35 businesses will meet with students and discuss the skills and education needed to become a member in their industry.

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. Students from all racial/ethnic backgrounds are encouraged to participate in CTE offerings. Auburn has partnered with Equal Opportunity Schools for the last 3 years and has seen a dramatic increase in participation of students from under represented populations in our Advanced CTE and AP courses. Two times per year, progress in enrollment of CTE courses and review of demographic make-up of CTE programs is evaluated and brought to the school board for review. In 2015-2016 Auburn has purchased a site license for SNAP and READ, a program which can translate text as well as reduce the lexile of text in an effort to allow our non-English speaking students to be able to participate safely in CTE courses. We will be training students and staff how to use this extension through the winter of 2015-2016 and expect full use by the spring of this year.

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 with 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; Construction Career Day; 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. In 2015-2016 Auburn will investigate CTE teachers joining their CORE peers in PLC one time per month in an effort to promote the integration of CCSS standards and increasing the rigor of content in CTE classes while sharing 21st century skills and employability applications that can be utilized by CORE content teachers.

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. With the 2014-15 focus on expanding conference participation we are continuing this in 2015-16 by sending our STEM instructors to the Fall WA-ACTE conference. We are also sending an instructor to the CORE+ presentations to continue our push with our Aerospace manufacturing program. 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.

CTE administrators attend monthly trainings where CTE coordinator shares what is happening with curriculum review, new opportunities for work based learning, legislative impacts and course equivalencies.

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 our regional business partners they are 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 <u>CTE teachers, faculty,</u> and <u>career guidance and counseling personnel,</u> 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. With these quality programs many our instructors stay for their entire career. This past year due to retirement we had the opportunity to look to industry and other districts to re-hire open positions with excellent 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 statue, 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 will be accessed to fund 3.0 FTE Career Counselor classified support personnel. These classified employees will provide academic counseling support, access to career cruising software and assistance in postsecondary and career options.

To support local business and education partnerships and provide work related experiences, entrepreneurships, 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.

No Perkins funds are used for this activity.

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

Perkins funds will be access to enhance curriculum upgrades.

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

Perkins funds will be accessed for professional development. Professional development may include WA-ACTE, SKILLS Leadership Training, STEM conference and others.

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

No Perkins funds are used for this activity.

Provision of mentoring, leadership activities, CTSO activities, and academic or career counseling for secondary youth in CTE programs.

No Perkins funds are used for this activity.

Transportation to Tech Camps or Technical College visits.

No Perkins funding is used for this activity.

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.

No Perkins funding is used for this activity.

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.

No Perkins funding is used for this activity.

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 PERFOMANCE (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)	100.00%	83.84%
Indicator 1S2 Academic Attainment (Mathematics)	100.00%	73.94%
Indicator 2S1 Technical Skill Attainment	90.00%	100.00%
Indicator 3S1 Secondary School Completion	91.79%	84.67%
Indicator 4S1 Student Graduation Rates	91.00%	87.80%
Indicator 5S1 Placement in Postsecondary Education or Employment	72.57%	75.41%
Indicator 6S1 Nontraditional Participation	56.83%	77.27%
Indicator 6S2 Nontraditional Completion	84.00%	81.22%

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 as well as other areas as covered by Precision exams. (Auburn's Business Education program is a leader in the state for MOS certification.)

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
- X 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
- X Skilled & Technical Sciences
- X 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
- X Business & Marketing Education
- X Family & Consumer Sciences
- STEM
- X 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
Jarred	Foss
Email:	jfoss@auburn.wednet.edu
Certification #:	474316G

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
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
Kurt	Edwards
Email:	kedwards@auburn.wednet.edu
Certification #:	519198F

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
- X Skilled & Technical Sciences
- X 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.

X Agricultural Education
Skilled & Technical Sciences
Business & Marketing Education
Family & Consumer Sciences
STEM
Health Sciences

First Name	Last Name
Janet	Tarsi
Email:	jtarsi@auburn.wednet.edu
Certification #:	33717oE

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
Kelly	Jensen
Email:	kjensen@auburn.wednet.edu
Certification #:	366652F

Check program areas that the instructor is teaching under.

Agricultural Education
X Skilled & Technical Sciences
X Business & Marketing Education
X Family & Consumer Sciences
STEM
X 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	Sulivan
Email:	asulivan@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
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
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
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
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
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
Joshua	Melanson
Email:	jmelanson@auburn.wednet.edu
Certification #:	467160H

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
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
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
Sandra	Halford
Email:	SHALFORD@AUBURN.WEDNET.EDU
Certification #:	460416A

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
Jason	Shrader
Email:	jshrader@auburn.wednet.edu
Certification #:	500509E

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
Jaclynn	Board
Email:	jboard@auburn.wednet.edu
Certification #:	436492C

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
Christian	Miller
Email:	cmiller@auburn.wednet.edu
Certification #:	514613R

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
Tyler	Sandland
Email:	tsandland@auburn.wednet.edu
Certification #:	453808H

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
Alvin	Gifford
Email:	agifford@auburn.wednet.edu
Certification #:	504960F

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
John (Jack)	McCarley
Email:	jmccarley@auburn.wednet.edu
Certification #:	389010J

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
Valarie	Bryant
Email:	cbryant@auburn.wednet.edu
Certification #:	211988A

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
Richard	Taylor
Email:	rtaylor@auburn.wednet.edu
Certification #:	360554J

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
Patrick	Swenson
Email:	pswenson@auburn.wednet.edu
Certification #:	248914D

Check program areas that the instructor is teaching under.

- Agricultural Education
- X Skilled & Technical Sciences
- 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.

List a Minimum of One Program of Study

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

Applicable Institutions:

- 4-year Institution — Western Washington University
- Community College — Green River Community College
- Technical School — Clover Park and Bates Technical, Renton Technical College
- Apprenticeship — Bates Technical, Apprenticeshop.Lni.wa.gov

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

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 2014-2015	**2**	**Minutes are on file?**	
Dates of meetings during 2014-2015	**October 23, 2014**	☒ **Yes**	☐ **No**
	May 7, 2015	☒ **Yes**	☐ **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: **Mr. Lew Keliher**
Percent of time contracted solely for vocational administration: 10**0%**
Valid vocational director's certificate: ☐ Yes ☒ No

The council endorses continuation of the total district vocational-technical education program for the 2015-2016 school year.
☒ Yes ☐ No If no, provide qualifying information:

List general advisory council members:

Lorilee Thompson	American Sign Language
Gordy Nishimoto & Brandon Wright	Auto Tech & Small Gas Engines
Sandee Almaas	Business Education
Francine Sullivan	Career Center
Kenlynn Amburgey	Culinary Arts
Mark Peterson	DECA/Marketing Education
Lew Keliher	District Career and Technical Education Administrator
Jeffrey Brant	Drafting/Engineering Related
Alan Carter	Electronics
Colleen Rayburn	Family & Consumer Science
Tom Erdmann	General Advisory Council Chairperson
Tom Erdmann & Colleen Maloney	Graphic Design & Applied Arts
Teresa Ranft	Horticulture/Natural Resources
Karen Furuya	Jewelry & Small Metal Sculpture
Danl Connelly	JROTC
Joel Johnson	Sports Medicine
Scott Davidson	Visual Communications
Scott Schreiber	Welding & Machining
Mike Lindstrom	Woodworking & Design

AUBURN SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION

Agriculture Education
Horticulture & Natural Resources

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Agriculture Education

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**

Chairperson **Teresa Ranft**

Date(s) of meeting(s)	Minutes on File ✓
1. May 7th 2015	☒
2. October 26th 2015	☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Teresa Ranft	The Secret Gardner	☒ voting ☐ non-voting
Christopher Lanning	Forest Concepts	☒ voting ☐ non-voting
Chuck Berget	Pacific Plants	☒ voting ☐ non-voting
Mike Perry	Forest Concepts	☒ voting ☐ non-voting
Jim Nadeg	Johnson Hardware	☒ voting ☐ non-voting
Regina Grubb	Auburn Mountainview High School	☐ voting ☒ non-voting
Ronda Kurka	Auburn High School	☐ voting ☒ non-voting
Akiyama David	Community	☒ 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:	Yes	No*
♦Facilities meet trade standards	☒	☐
♦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 Ronda D Kurka **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Horticulture Science, Floral Design and Marketing, AP Environmental Science Work Based learning

Certificate renewal date 6/30/2018 **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
WAAE 2014 Agriculture Teachers Conference	☒	☐	☐
WAAE 2016 Agriculture Teachers Conference	☐	☐	☒
Biology Next Gen Science Standards	☐	☐	☒
AP Environmental Science Training	☐	**5/**	☐

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
Landscape Maintenance	Summer 2015	Black Diamond WA
AP Environmental Science Course	July 2016	Bellevue WA
AVID Training	July 2016	San Diego CA

First Aid Card Expiration: 10-2017 **CPR Card Expiration:** 10-2017

Instructor Name Regina Grubb **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) Horticulture, Floriculture, Entrepreneurship, Career Choices, Work Based Learning

Certificate renewal date 6-30-2017 **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
WSU Master's degree	☐	☒	☐
CASE Agriculture – Plant Science Training (July 2014)	☒	☐	☐
WAAE Conference (July 2014)	☒	☐	☐
Train the Trainer Workshop (June 2015)	☐	☐	☒
Garden Educator Workshop (June 2015)	☐	☐	☒

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
Volunteer at Whistling Train Farm/Farmer's Market	Summer	Kent/Seattle

First Aid Card Expiration: 9/2015 **CPR Card Expiration:** 9/2015

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: 5/7/2015	AHS: 26	AHS: 44
	AMHS: October 2014	AMHS: 68	AMHS: 100
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/4/2015	AHS:	AHS: 132
	AMHS: May 2015	AMHS: 77	AMHS: 107
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional)	AHS: 0	AHS:	AHS:
	AMHS: 0	AMHS: 0	AMHS: 0
	ARHS:	ARHS:	ARHS:
Class of 2014	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.			
AHS	**AMHS**	**ARHS**	**WAHS**
1. Less bookwork 2. Less plant I.D 3. More Lab time	1. More outside work 2. More planting projects 3. More clarity on projects and SAE	1. 2. 3.	1. 2. 3.

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1. Relevant lab assignments 2. Like taking home projects 3. Positive feedback on teacher relationships 4. Excited about having a new facility	1. Hands on activities 2. Plant sales 3. Projects – especially growing plants 4. Cool labs/teacher helpful	1. 2. 3. 4.	1. 2. 3. 4.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	☒	☐
♦A para-educator provided for this program? (limited use)	☐	☒
♦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 (E4.1c) National FFA Organization
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?	☒	☐
♦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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
10-19	Foss Waterways	Water quality testing, plant & animal classification, pollution awareness. (AHS)	22	1500.00
11-7	Woodland High School	CTSO contest (AHS)	10	350.00
12/2015	Auburn Fish Hatchery	Releasing salmon	20	$200.00
2/2016	Seattle	Northwest Flower & Garden Show	40	$850.00
2-5	Kennewick High School	CTSO contest (AHS & AMV)	20	700.00
2-26	Cedarcrest High School	CTSO contest (AHS & AMV)	20	700.00
3-12	Tri-Cities	State CTSO contest (AHS & AMV)	24	900.00
May	Washington State University, Pullman, WA	State CTSO Convention (AMV)	12	2400.00
June	Auburn/Kent	Summer School Ag Tour (Soos Creek Botanical, Food Bank, Whistling Train Farm)	20	100.00
3/2016 – 5/2016	Elementary School	Science Fair Project	10	$30.00

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
AHS: obtained lab science credit for Horticulture Science and AP Environmental Science. Simplified and utilized Horticulture Power Standards for all horticulture courses. Received donated for lab supplies from Donors Choose. Added AP Environmental Science AMHS: Integrated CASE institute activities into current curriculum offerings. Encouraged science department to promote Horticulture as alternative lab science credit. Developed summer credit program "Cultivating Youth". Created program of study for Agriculture Education. Completed curriculum review, adding Advanced Plant Science as a Pre-AP course and Intro Ag "Plants, People & World" for middle school Ag course (both lab science credit).	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	AHS: Encourage science department to promote Horticulture & AP Environmental Science as alternative lab science credit. Create program of study. AMHS: Continue to Integrate CASE – "Principles of Agricultural Science-Plant" institute activities into current curriculum offerings. Continue development of summer and 7th period after school credit program "Cultivating Youth". Update program of Study to include new coursework emphasizing "Agriculture" over "Horticulture"	AHS: Continue to collaborate with science teachers to parallel next generation science standards into the curriculum. Grading Committee. Continue pursuing articulations with South Seattle & Spokane CC AMHS: Completed integration of CASE curriculum. Horticulture now listed clearly on science department scope and sequence. Summer credit and 7th period programs supported over 30 students to complete credits.	AHS: Attend AP Environmental science summer institute. Continue attendance and collaboration with science department PLC's. Refine curriculum to Next gen. sci. standards. AMHS: Attend Science Department PLC's. Continue to refine curriculum to constraints of summer and afterschool program. Continue development of handbook for cultivating youth program. A	AHS: Add a Floral design and marketing class independent of Environmental. Horticulture. Develop pre-certification program with Industry Entities. Review, update and purchase textbooks AMHS: Increase program to 1.0FTE with Floral Design & Marketing independent of Environmental Horticulture or Advance Plant Science course. Add Ag Ed to options at middle school. Develop web based course enhancements. Develop pre-certification program with WSNLA. Expand "Cultivating Youth" beyond AMHS. Review, update and purchase textbooks via curriculum review.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Maintained tools and equipment. Continued use of instructional journals with students. Modified labs to support lab science credit. AMHS: Evaluated tools and equipment for repair and or replacement. Continued use of classroom notebook journals. Expanded aquaponics system to two tank system. Investigated collaborative use of science dept. resources. Purchased additional shade framing and cloth to expand shade house.	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	AHS: Install two rain barrels installed to service the new greenhouse. Purchase 2 flatbed carts to move heavy equipment and plants. Replace worn-out and broken tools AMHS: Evaluate tools and lab equipment for repair and or replacement. Continue use of classroom notebook journals. Expand aquaponics system to 2-tank system including integrated vertical tower system. Continue collaborative purchase and use of science dept. resources. Update Envirostep software and hardware.	AHS: Continuing to Install two rain barrels installed to service the new greenhouse. Purchase 2 flatbed carts to move heavy equipment and plants are in progress. AMHS: Updated tools and equipment. Used notebook journals for all classes. Expanded aquaponics system to full fish tank and two grow beds with integrated vertical tower system. Shade house installed. Color printer/scanner donated.	AHS: Evaluate and order replacements for tools and equipment. Use of journals in class. Continue dialog with science department in PLC's. Purchase shade cloth for the cold frame. AMHS: Inventory tools and recommend additional tool needs ($200). Evaluate and determine lab equipment needs for Horticulture and Science departments ($500). Expand aquaponics system to include towers (grant funded). Irrigation system for land lab ($500)	AHS: Evaluate the need for replacement tools and equipment (greenhouse and land lab. Add color printer and small laminator for all outdoor informational signs. Eventually use only recycled water for the greenhouse. AMHS: Evaluate the need for replacement tools and equipment (greenhouse and land lab irrigation & fertilizer injector systems; propagation & misting benches; garden, landscape and hand tools). Add color printer. Expansion of Venier lab equipment to one to one level.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Updated of MSDS and pesticide record keeping books. Continued classroom safety training to satisfy compliance with WSDA worker protection standard (WPS). AMHS: Continued member of safety committee. Continued updates of MSDS and pesticide record keeping. Continued classroom safety training to satisfy compliance with WSDA worker protection standard (WPS). Continued use of para to mitigate safety issues, when assigned to classroom.	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	AHS: Continue updates of MSDS and pesticide record keeping. Continue classroom safety training to satisfy compliance with WSDA worker protection standard (WPS). AMHS: Continue as member of safety committee. Continue updates of MSDS and pesticide record keeping. Continue classroom safety training to satisfy compliance with WSDA worker protection standard (WPS). Continue use of para to mitigate safety issues, when assigned to classroom. Improve security of equipment and students by installing video surveillance equipment.	AHS: Continue updates of MSDS and pesticide record keeping. Continue classroom safety training to satisfy compliance with WSDA worker protection standard (WPS). AMHS: Safety committee meets as needed. Pesticide records complete. Safety training complete. Para only assigned to one hour with limited availability to 5th & 6th period only.	AHS: Attend safety committee meetings. Update of MSDS and pesticide records. Continue classroom safety training to satisfy WSDA worker protection standard (WPS) compliance. AMHS: Attend safety committee meetings. Update of MSDS and pesticide records. Continue classroom safety training to satisfy WSDA worker protection standard (WPS) compliance. Continue use of para to mitigate safety. Add security system to greenhouse and barn ($800)	AHS: Review emergency materials and safety program addressing any missing or weak components. AMHS: Review emergency materials and safety program addressing any weak components. Continue to define role of paraprofessional in classroom and lab. Vandalism and theft reduced with security system.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Getting a new classroom. Installed envro-step software on new teacher computer in the head house and classroom. AMHS: Continued to monitor and address greenhouse leaks and equipment issues. Reviewed and planned for repair of propagation beds. Prepared for installation of Envirostep software on new teacher computer. Monitored fruit tree plantings and replacement list developed. Installed repurposed cold frame from AHS program. Added square footage to giving garden by expanding to Leah Hill Elementary play field.	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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: Evaluate cooling needs of cold frame. AMHS: Continue to monitor and address greenhouse leaks and equipment issues. Repair propagation beds. Install and reset Envirostep software settings. Replace fruit tree plantings. Repair roof leaks and shade cloth retraction system.	AHS: Greenhouse is almost done. Cold frame is almost done AMHS: Greenhouse leaks are expanding, mitigation needed as disease problems increasing. Propagation mist system needs pressure reducer to work properly. Fruit trees establishing nicely, only loss of 5 trees, two to be replaced. Cold frame installed.	AHS: Review finished greenhouse and functions and report needed repairs. Contact IT department to facilitate installation of software. Evaluate and make recommendations for any upgrades needed for cold frame. AMHS: Create plan to address greenhouse leak problem. Complete propagation repairs and replace fruit trees ($200). Envirostep software and hardware updates ($400)	AHS: Facilities will soon meet the need of the program. Investigate expansion of land lab space. AMHS: Facilities continue to meet the need of the program. Investigate expansion of vegetable production beyond the dedicated land lab space. Reinstall roof to repair leaking seals. Replace shade cloth.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Maintained FFA leadership program. Attended regional and state FFA CDE's for Floral Design (received 2nd place at state). Had a very successful plant sale. Re-established the Auburn FFA chapter. Participated in several Floral Shop opportunities for sales outside of the school day. Participation in Puyallup Fair Winning 1 Grand champion poster and 3 champion posters. AMHS: Attended all available FFA CDE's of student interest. Continued to solicit community service projects. Continued participation in Puyallup Fair (earned Best Lot & Best of Show for Horticulture). Developed SAE's, not yet ready for proficiency award entry. Developed opportunities for students to sell products outside of school.	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	AHS: Attend all available FFA CDE's of student interest. Continue to solicit community service projects. Continue participation in Puyallup Fair. Develop SAE's submittal for proficiency awards. Develop opportunities for students to sell products outside of school. AMHS: Attend all available FFA CDE's of student interest. Continue to solicit community service projects. Continue participation in Puyallup Fair. Develop SAE's ready for proficiency awards submission. Continue to develop opportunities for students to sell products outside of school. Increase Field Trip opportunities.	AHS: Attended regional FFA CDE competitions. Participated in several Floral Shop opportunities for sales outside of the school day. Received multiple ribbons for floral entries at state fair. AMHS: FFA students unable to develop competition level team. Community service projects include: Food Bank partnership, Soos Creek Botanical Garden, Whistling Train Farm, & Sound Mental Health garden. Developed after school Youth Farmers Market and a booth at the Auburn International Farmers Market for student sales.	AHS: Identify and attend FFA CDE's of student interest. Identify community service projects. Provide time afterschool to complete fair entries and SAE award applications. Identify locations for sales outside the school day. AMHS: Attend at least two CDE events and earn berth to State level competition. Develop quality Puyallup Fair entries and SAE proficiency award submissions. Continue community service project participation and farmers market sales.	AHS: Develop an award winning FFA program and solicit support for program. Obtain eight extended days for each of our class to support SAE and CDE activities that exemplify the intercurricular nature of FFA. AMHS: Develop an award winning FFA program and solicit support of program by district administration. Obtain eight extended days for each hour of class to support SAE and CDE activities that exemplify the intracurricular nature of FFA.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Continued development of application and supporting documents for submission to Science Departments with collaboration from science teachers in building. AMHS: Advertised lab credit to counselors and staff and students update course catalog. Continued to evaluate changes in science standards and implement changes as needed. Integrated Next Generation Science Standards into curriculum review.	**Cross Credit Options** 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, and fitness taught and assessed in the curriculum? (E1.1)	AHS: Advertise lab credit to counselors and staff and students update course catalog. Begin process for visual art course equivalency for floral design class. Continue to evaluate changes in science standards and implement changes as needed. AMHS: Advertise lab credit to counselors and staff and students update course catalog. Continue to evaluate changes in science standards and implement changes as needed. Post Program of Study flyers in classroom and adjacent hallway.	AHS: Collaboration with science department on new science standards integration into lab science equivalency. Floral design as a visual art. Finalized application for lab science equivalency. AMHS: Counselors filling classes well with students needing non-lab credit. Working with Next Gen Science Standards and Common Core to aligned curriculum as needed.	AHS: Complete program of study for Horticulture advertising lab credit and share this option. Prepare initial documentation for visual art equivalency for floral design and marketing course. AMHS: Attend counselor meeting to inform of course status and successes. Attend Next Gen Science Standard and Common Core workshops.	AHS: Continue monitoring and adjusting curriculum to changes in science standards. AMHS: Continue monitoring and adjusting curriculum to changes in science standards.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Articulation agreements not in process. Ongoing research and discussions for options with South Seattle and Spokane CC AMHS: Addition of CASE into curriculum will enhance opportunities for students. Continued Precision Exam administration and industry certification and certificate distribution.	**Post-Secondary Connections** • 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: Create new webpages for all courses and for FFA to communicate plant sale and floral sales info. Continue future freshman night & orientation visits. Develop portable table top promotional board. AMHS: Determine feasibility of articulations with post-secondary credit options including CASE college credit opportunities and Precision Exam acceptance by local industry professionals. Acknowledge the PE certificates in announcements and on website. .	AHS: Reviewed program flyers and participated in future freshman night with student representation. Continue freshman orientation class visits and presentation. Publicity on student success at State Convention in district news and display cabinet in commons. AMHS: Determined that articulations would be better evaluated during curriculum review process. Precision Exam certificates to eight students 2014-15 school year. Displayed fair entries in commons display cabinet.	AHS: Utilize school wireless training to develop useful communication between students, parents, staff and community around accomplishments and upcoming activities. Collect photos and articles for display board. AMHS: Identify colleges willing to articulate for horticulture science. Continue implementation of Precision Exam assessments and certification program.	AHS: Develop promotion plan that highlights the program within district and local media with submissions at least twice monthly throughout the year to various venues for prom AMHS: Articulation agreements for all program areas. Successful student certification by all students in second year of program.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Reviewed program flyers and participated in future freshman night with FFA student representation. Continue freshman orientation class visits and presentation. Visited two middle schools on career day. Sold wreaths & spring plant sale: AMHS: Created new webpages for all courses and for FFA to communicate plant sale and floral sales info. Continued future freshman night & orientation class visits. Developed portable table top promotional board. Publicized "Cultivation Youth" program opportunities at outreach events and farmers markets.	**Program Promotion*** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	AHS: Create new webpages for all courses and for FFA to communicate plant sale and floral sales info. Continue future freshman night & orientation visits. Develop portable table top promotional board. AMHS: Update webpages for all courses and for FFA to communicate plant sale and floral sales info. Continue future freshman night & orientation class visits. Update portable table top promotional board. Publicize "Cultivating Youth" program opportunities	AHS: Reviewed program flyers and participated in 2 open house nights with student representation. Continue freshman orientation class visits and presentation. Publicity on student success at State Convention in district news and display cabinet in commons. AMHS: New district website created opportunity to update webpages for all courses. FFN & orientation class visits successful exposure about classes using portable promotion board. Cultivating Youth program is expanding.	AHS: Utilize school wireless training to develop useful communication between students, parents, staff and community around accomplishments and upcoming activities. Collect photos and articles for display board. AMHS: Continue updates to webpages, promotion board, and extended program opportunities. Continue participation in FFN & open house visits.	AHS: Develop promotion plan that highlights the program within district and local media with submissions at least twice monthly throughout the year to various venues for promotion. AMHS: Develop promotion plan that highlights the program within district and local media with submissions at least twice monthly throughout the year.

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

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for Agriculture, I Teresa Ranft represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, P12)

Teresa Ranft	Teresa Ranft	7/28/15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

AUBURN SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION

Business Education

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Business Education

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**

Chairperson **Sandee Almaas**

Date(s) of meeting(s)	**Minutes on File ✓**
1. October 23, 2014	☒
2. May 7, 2015	☒

Advisory Committee Members

Name	**Representing**	*Must have a minimum of three voting members
Sandee Almaas	Self Employed, Accountant, Educator	☒ voting ☐ non-voting
Heather Davis	Sealaska Environmental Services	☒ voting ☐ non-voting
Jim Drinkwine	Renton Technical College	☒ voting ☐ non-voting
Kevin Kerr	Meteor Comm	☒ voting ☐ non-voting
John Stanphill	Boeing	☒ voting ☐ non-voting
Patty Eckelman	Auburn Mountainview Teacher	☐ voting ☒ non-voting
Becky Keefe	Auburn High School	☐ voting ☒ non-voting
Steven Payne	West Auburn High School Teacher	☐ voting ☒ non-voting
Kim Strobel	Olympic Middle School Teacher	☐ voting ☒ non-voting
Jay Kemp	Mt. Baker Middle School Teacher	☐ voting ☒ non-voting
Al Gifford	Rainier Middle School Teacher	☐ voting ☒ 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:	**Yes**	**No***
♦Facilities meet trade standards	☒	☐
♦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 Patty Eckelman **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) Business Education and WBL

Certificate renewal date 2020/2018 **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
Microsoft Teacher Academy Workshop Dec 15, 2014	☐	☒	☐
Microsoft Fieldtrips 2014-2015 School Year (6)	☐	☒	☐
Guest Speakers: Microsoft, Valley Buick, KeyBank, SouthSound Insurance	☐	☒	☐
	☐	☐	☐

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
Running continued pilot of Office 365 online for students and staff	Fall 2014	AMHS

First Aid Card Expiration: 10/27/14 **CPR Card Expiration:** 10/2016

Instructor Name Becky Keefe **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Business Education

Certificate renewal date 2019 **CTE Certificate Type** X Continuing ☐ Probationary ☐ 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	**X**	☐	☐
Curriculum Review	**X**	☐	☐
SIP Participation	☐	**X**	☐
PLC Business Dept. Collaboration	☐	**X**	☐

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
Common Core Standards for CTE	On-going	AHS
TPEP (Teacher Evaluation)	2015-2016	AHS

First Aid Card Expiration: 2/2015 **CPR Card Expiration:** 2/2015

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 Steven Payne **School** ☐ AHS ☐ ARHS ☐ AMHS ☒ WAHS

Certification Area(s) Business Education.

Certificate renewal date 2016 **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
CEL 5D Training	☐	☒	☐
Certiport Microsoft Training	☒	☐	☐
Microsoft Field Trips	☐	☒	☐
	☐	☐	☐

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
Working on 2013 MOS Certification	2014-15	West Auburn

First Aid Card Expiration: 6/2015 **CPR Card Expiration:** 6/2015

Instructor Name Kim Strobel – Olympic Middle School **School** ☐ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) STEM CTE, General K-8, Sped K-8, Principal, Program Administrator

Certificate renewal date 6/30/15 **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
WA – ACTE Fall PD Conference	☐	☒	☐
Instructional Technology Support Specialist position and training	☐	☒	☐
SIP Leadership Team member – Electives Team Leader	☐	☒	☐
	☐	☐	☐

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
Google Chrome and Docs Tech training	2014-15	OMS and Admin
Cel5D Training	2014-15	OMS

First Aid Card Expiration: 2/3/2017 **CPR Card Expiration:** 2/3/2017

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 Jay Kemp – Mt. Baker Middle School **School** ☐ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) STEM CTE – K-8 Reading

Certificate renewal date CTE – June 15 Regular – June 15 **CTE Certificate Type** ☐ Continuing ☐ Initial ☐ Probationary x Conditional

List specific courses, workshops, conferences for professional growth in content knowledge and skills.

	Completed	In Progress	For Next Year
WA – ACTE Fall PD Conference	☐	☒	☐
Building Technology Coordinator	☒	☐	☐
ATLA Cohort 5	☐	☒	☐
SIP Team Member – Electives Team Leader	☐	☒	☐

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
CEL 5 D Training and participation	2014-15	Building/Admin

First Aid Card Expiration: 11/14/14 **CPR Card Expiration:** 11/14/14

Instructor Name Al Gifford **School** ☐ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) STEM CTE

Certificate renewal date 2 years from now **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
33+ years industry experience	☒	☐	☐
CEL 5D Training	☒	☐	☐
First Aid	☒	☐	☐
CPR	☒	☐	☐

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
CTE Certification	2016	

First Aid Card Expiration: 3/25/2017 **CPR Card Expiration:** 3/25/2017

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: 10/23/14	AHS: 120	AHS: 100
	AMHS: 140	AMHS: 140	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS: 10/23/14	WAHS: 42	WAHS:
	Olympic: 10/23/14	Olympic: 142	Olympic: 142
	Mt. Baker: N/A	Mt. Baker:147	Mt. Baker:147
	Rainier:	Rainier:	Rainier:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
	Olympic:	Olympic:	Olympic:
	Mt. Baker:	Mt. Baker:	Mt. Baker:
	Rainier:	Rainier:	Rainier:
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. Less bookwork, more activities. 2. Have more time to study for tests. 3. Another Mock Trial. 4. Need to update books.	1. Thanks for your understanding of my crazy schedule and helping me Master in MOS. 2. Great part of success was pushing people on striving to do better and reach their goals. 3. Thank you for not giving-up on me and pushing me for MOS certification success.	1. 2. 3.	1. Let us use headphones in class 2. More of the special accounting projects like Adventure Travels 3. Games to study

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1. This Business Math class had problems that were real-life. 2. I learned what to do and what not to do. 3. Fun but a lot of work in a short time. 4.	1. I love this MOS class and having the freedom to work independently while learning the MOS programs. 2. MOS---favorite class this year! 3. Talked my sister into taking MOS next year. 4. Going on fieldtrips!	1. 2. 3. 4.	1. I can actually use this stuff in life! 2. Teacher makes coming to class fun 3. Material helped me get a new job 4.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	☒	☐
♦A para-educator provided for this program? (limited use)	☐	☒
♦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 (E4.1c) Leadership in the classroom, inactive FBLA
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?	☒	☐
♦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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
11/14/14	Microsoft Campus	Visit the Microsoft Visitor's Center and network with our Microsoft host employees (AMHS)	50	$300.00
12/5/14	Microsoft Campus	Visit the Microsoft Visitor's Center and network with our host, Microsoft employees (AMHS)	50	$300.00
12/12/14	Microsoft Campus	Visit the Microsoft Vistor's Center and network with our host, Microsoft employees.	50	$300.00
TBD	Microsoft Campus	Visit the Microsoft Visitor's Center and network with our host, Microsoft employees.	50	$300.00
TBD	Microsoft Campus	Visit the Microsoft Visitor's Center and network with our host, Microsoft employees	50	$300.00
TBD	Microsoft Store/University Village	JA and Microsoft Job Shadow Day	30	$300.00
TBD	Microsoft Store/University Village	JA and Microsoft Job Shadow Day	30	$300.00
Feb 2015	Camp Berachach	CTE Leadership Field Trip	20	$1,800

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 is 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: Approximately 300 Freshmen participated in interviews with community business professionals. Two sections of Adv. Comp. Apps. completed their senior projects and participated in UW Dream Project. Completed Curriculum Review. AMHS: Microsoft IT Academy had 272 students and staff certifiy compared with 172 the previous year. There are 33 Master students in history at AMHS. Last year we had the first high school students to certify in Word Expert 2013 and Excel Expert 2013 in WA state. We also had the first Master Microsoft Office Specialist 2013 in WA State. Participated in 3 fieldtrips to the Microsoft Campus and Microsoft Store. Ran 4 pilots in Office 2013, industry certificiation in 2013, Surface Rts, Office 365 online for students and staff with Microsoft agreement	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	Curriculum Review Year--update State Frameworks and curriculum recommendations via Advisory Committee. AHS: Get on board with MOS testing through the use of SAM and Gmetrix. Teache students Microsoft Office 2013. Received new textbooks to prepare students for MOS testing. AMHS: Working with new updated software of SAM 2013, Gmetrix 2013 and Microsoft Office 2013. New textbook upgrades of Shelly Cashman were purchased to prepare students for MOS testing. WAHS: Main thing will be to get the MOS program up and running at WAHS. Also, continue to adapt	AHS: Learn features of Microsoft Office 2013. Promotion of class Math for Business and Personal Use as an option for math credit. AMHS: Continue IT Academy training and study curriculum options. Continue to promote IT Academy and opportunities for students and staff. Continue options for students to save to the cloud via options such as OneDrive and learn Microsoft Office online features. WAHS: Continue to learn about MOS certification and implement it. Off to a great start. Olympic Middle: Learn features of Microsoft Office 2010, Web Studio Mt. Baker: Learn features of Microsoft Office 2013, Web Studio Rainier Middle: Learn features of Microsoft Office 2013, Learn Software	AHS: Awareness of district for need for more computer training to build skills currently lacking in our students. This should be taught by certified bus. teacher with a background in teaching the skills. AMHS: Report-out via parent newsletter, District newsletter to update IT Academy accomplishments. Continue goal of staff certification. Continue to reasearch and take classes to learn about online software storage and tools to help students with college to career ready business skills. WAHS: Really promote the MOS program at the school and to let parents/guardians know about this great opportunity for their students. Olympic Middle: Increase number of students able to	AHS: Hire a new bus. ed. teacher to help build the bus. ed. program. 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. WAHS: Have a viable MOS program at WAHS where students strive to get as many certifications as possible. Olympic Middle: Continue to update curriculum based upon student need and emerging technology Mt. Baker: Continue to update curriculum based on student need

and ASD and wireless access. WAHS: Finished curriculum review. Adapted much of Accounting curriculum. Biggest accomplishment was teaching the new Math for Business & Personal Finance class. Also had another successful year of Yearbook & Newspaper. Olympic Middle: STEM Findamentals of Information Technology course approved by OSPI. Implemented approved curriculum, Mt. Baker: Rainier Middle:		curriculum to help students meet standard. Olympic Middle: Students will meet standard in the designated curriculum and become familiar with Google Drive Mt. Baker: Rainier Middle: Students will meet standards in designated curriculuum	Engineering skills using Scratch	take STEM Fundamentals of IT Mt. Baker: Increase the number of students able to take STEM Fundamentals of IT Rainier Middle: Continue to provide coursework and training in applications and computer science classes	and emerging technology Rainier Middle: Continue to update curriculum based upon student need and emerging technology

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: Purchased up-dated DVDs to enhance programs. AMHS: Piloted on one computer Windows 7, with Office 2013 and industry certification. WAHS: Got a new lab with Office 2013 on all machines. Olympic Middle: Standards Based Grading standards set for curriculum, Microsoft Office 2010, WebStudio 5.0 Mt. Baker: Rainier Middle:	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	AHS: Updated computers in two business classrooms in new high school to include Microsoft Office 2013. New high school has wireless access throughout building. Continue ordering items as needed to keep up with technoloy in the classrooms. AMHS: Continue to work on wireless options for lab #114 for Surface RTs. WAHS: Continue to use 2013 in classroom. Olympic Middle: Implement curriculum based upon Framework Mt. Baker: Rainier Middle: Implement curriculum based upon Framework	AHS: Computers were updated in two bus. classrooms. Now using procurement cards to make purchases. AMHS: New computer lab in #114 with new laser printers (black/white and shared color printer with Marketing) First dual-monitor lab in the Auburn School District! WAHS: So far the transition to 2013 has been great! Olympic Middle: Students are demonstrating mastery of standards Mt. Baker: Students demonstrate a mastery of the standards Rainier Middle: Students demonstrate a mastery of the standards	AHS: Continue to use procurement cards to order items needed for the department. AMHS: Continue to see what our building options are for wireless access. Only parts of the building have access. WAHS: Continue to use procurement cards to order items needed for the department. Olympic Middle: Use procurement cards to improve the lab setting. Mt. Baker: Use the procurement cards to improve the lab setting and increase student learning Rainier Middle: Improve lab setting	AHS: Continue to update software and equipment as needed to meet industry standards. AMHS: Update software and equipment as needed to meet industry standards. WAHS: Continue to update software and equipment as needed to meet industry standards. Olympic Middle: Continue to update software and equipment Mt. Baker: Continue to update software and equipment Rainier Middle: Continue to update software and equipment

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: Ergonomics and workplace safety are taught. Classroom safety is emphasized in lessons and activities. DVD is shown on office safey in business classes. AMHS: Ergonomics and workplace safety discussed in every class. Continue to educate students on the importance of ergonomics for both personal and occupational awareness. Continue to educate/promote ergonomics in the workplace and discuss safety issues/concerns. WAHS: Continued to teach and model safe behavior. Continued to integrate safety and ergonomics in daily lessons and activities Olympic Middle: : Continued to teach and model safe behavior. Continued to integrate safety and ergonomics in daily lessons and activities	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	AHS: Maintain new business classrooms to industry safety standards, and promote safety as it impacts the workforce. AMHS: Continue to study current trends and research regarding safety in the workplace and computer usage. WAHS: Co ntinue to study current trends and research regarding safety in the workplace and computer usage. Olympic Middle: Co ntinue to study current trends and research regarding safety in the workplace and computer usage. Mt. Baker: Rainier Middle: Continue to study current trends and research regarding safety in the workplace and computer usage.	AHS: Cables have yet to be secured so students don't trip on them or get chairs caught in them. AMHS: Continue to educate and promote ergonomics into curriculum. 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. Olympic Middle: Continue to educate and promote ergonomics into curriculum. Mt. Baker: Continue educating and promoting ergonomics into curriculum Rainier Middle: Continue to educate and promote ergonomics into curriculum.	AHS: Continue to network with advisory to research current trends in industry and safety standards. Maintain new business classrooms to industry safety standards. AMHS: Continue to network with advisory to research current trends in industry and safety standards. WAHS: Continue to network with advisory to research current trends in industry and safety standards. Olympic Middle: : Continue to network with advisory to research current trends in industry and safety standards. Mt. Baker:Continue networking with advisory to research current trends in industry Rainier Middle: Continue to network with advisory to research current trends in industry and safety standards	AHS: Continue to maintain classrooms to industry safety standards, promote safety as it impacts the workforce, and implement changes as necessary. AMHS: Continue to research and promote safety as it impacts the workforce and implement changes in curriculum. WAHS: Continue to research and promote safety as it impacts the workforce and implement changes in curriculum. Olympic Middle: Continue to research and promote safety and implement changes in curriculum. Mt. Baker: Implement safety and changes in curriculum Rainier Middle: Continue to research and promote safety and implement changes in curriculum.

Mt. Baker: Rainier Middle: Continued to teach and model safe behavior. Continued to integrate safety and ergonomics in daily lessons and activities					

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: Have two rooms for business classes. AMHS: Occupational Therapist measured ergonomics for students via parent request and passed. Continue to maintain computer lab in #114. WAHS: Maintained lab and got new machines. Olympic Middle: New machines in December 2013 Mt. Baker: Rainier Middle: Installed LAN School	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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: Maintain facilities of our new high school. AMHS: Continue to maintain new computer lab and printers to provide safe, up-to-date working environment. Color printer allows the instructor to printer color industry certificates on the spot! Spent four days organizing wires/cords in lab #114. WAHS: Replace some of the chairs in lab, as some have become very worn and nearly non-functioning Olympic Middle: Continue to maintain new computers and printers to provide safe, up-to-date working environment. Mt. Baker: Rainier Middle: Continue to maintain new computers and printers to provide safe, up-to-date working environment. ..	AHS: New school and business education classrooms provide up-to-date working environment. AMHS: Continue to maintain and upkeep new equipment. WAHS: Need to talk with administrator about getting new chairs. Olympic Middle: Some chairs are in need of replacement Mt. Baker: Rainier Middle: Continue to maintain and upkeep equipment.	AHS: Continue to maintain business education rooms to provide safe, relevant working area. AMHS: Continue to clean, disinfect, and manage cords in the lab. WAHS: Olympic Middle: Continue to maintain lab to provide a safe, relevant work space and clean and disinfect machines Mt. Baker: Rainier Middle: Continue to maintain lab to provide a safe, relevant work space	AHS: Maintain facilities, with upgrades and updating as they become available. Stay current with industry standards. AMHS: Study current trends in industry to meet standards and update facility as necessary. WAHS: Have all new chairs that are ergonomically friendly. Olympic Middle: New chairs that are ergonomically friendly, acquire keyboard covers, microphones and headphones, and LAN school Mt. Baker: Rainier Middle: Acquire keyboard covers and headphones

Accomplishments 2014-2015 (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: Credit and leadership opportunities offered through business classes. 9th 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. AMHS: Work Based Learning is offered at AMHS & leadership opportunities throughout curriculum. Took 70 students to the Microsoft Research Building December 2014. Attended JA and Microsoft fieldtrip in Spring of '14 to University Village Microsoft and Apple Store. Took another group to the Microsoft Campus in April 2014. Had two guest speakers visit our classroom that work at Microsoft. WAHS: Leadership activities were offered in class and outside (ASB, Yearbook promotion) Olympic Middle: Promotion of Champions Day through fliers and informational	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	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. AMHS: Plan six fieldtrips to Microsoft as there are 6 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. WAHS: Continue to incorporate leadership activities into class and through ASB. Work Based Learning is now offered through AHS Olympic Middle: Mt. Baker: Rainier Middle: .	AHS: Continue to work with local community members and businesses to make learning connections for students. AMHS: Invite guest speakers in the business arena to enhance learning opportunities. WAHS: Continue to work with students and community to have interaction outside of the classroom. Olympic Middle: Mt. Baker: Rainier Middle: Research opportunities	AHS: Continue to provide work-based learning opportunities for students. Continue current programs. 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 to have fieldtrips to business sites. WAHS: Promote Work Based Learning opportunities for students. Olympic Middle: Mt. Baker: Rainier Middle: Research available opportunities	AHS: Continue offering extended learning opportunities AMHS: Stay current with WBL standards and continue to work with local community members and businesses to make learning connections for students. WAHS: Have a strong connection between students and community. Olympic Middle: Mt. Baker: Rainier Middle: Add additional opportunities to the program

posters. Expanding Your Horizon Conference in March. Mt. Baker: Rainier Middle:					

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Business Math and Accounting are cross credit math classes, and along with Digitools and Adv. Computer Applications are articulated through Tech Prep, and also earn occupational credit. AMHS: Completed curriculum review and are providing Mathematics for Business and Personal Finance as well as Accounting for Math cross credit options for students. Connect Common Core Standards in updated Frameworks for Business Education. WAHS: Business Math & Accounting both used for 3rd year math credits. Yearbook cross credited as Senior English. Olympic Middle: Not applicable at the Middle level Mt. Baker: Rainier Middle: N/A	**Cross Credit Options** How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	AHS: Continue Tech Prep agreements and cross-credit opportunities. AMHS: Publications: advertise cross credit opportunities as a recruitment strategy. Continue cross credit opportunities and promote CTE benefits. College credit available with each industry certification. WAHS: Continue to offer cross credit for Math for Business & Personal Finance, Accounting, and Yearbook. Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	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. AMHS: 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. WAHS: Math for Business and Personal Finance & Accounting both can go for 3rd year math credits. Yearbook cross credits as Senior English Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A .	AHS: Continue Tech Prep agreements and cross-credit opportunities. 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 and college credit for MOS exams. WAHS: Continue teaching cross credit standards. Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	AHS: Continue relationship with Tech Prep and PLC groups for cross credit opportunities. Continue current programs and revise as becomes necessary. 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. WAHS: Have Accounting and Math for Bus. & Pers. Finance be strong, viable 3rd year math options. Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
2013-2014 AHS: Tech Prep articulation, Dream Project, Ninth grade interviews. AMHS: Tech Prep & MOS certifications. WAHS: Tech Prep for Business Math, Accounting Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	**Post-Secondary Connections** • 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 to offer Tech Prep. AMHS: Continue to support IT Academy at AMHS and report benefits for students and staff.. College credit available for each certification obtained. WAHS: Continue to offer Tech Prep. Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	AHS: Two sections of Adv. Comp. 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. AMHS: Tech Prep and MOS 2013 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 high school students. WAHS: Tech Prep this year for Math for Business and Personal Finance, Accounting, and Digitools. Also hoping to have MOS certification this year Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	AHS: Stay up to date on articulations. AMHS: Continue work on promotion of IT Academy and benefits for post-secondary learning opportunities with certification. WAHS: Stay up to date on articulations. Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	AHS: Continue to offer Tech Prep. Continue current programs. Add more as they become available. AMHS: Continue to stay current in industry standards on certification and research other certification programs for students. WAHS: Continue to offer Tech Prep. Continue current programs. Add more as they become available. Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
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. AMHS: Department brochures, option to add information in parent newsletters, Open House, Parent Conferences, Freshmen Night, bulletin boards, and course catalog. Send letters home to parents of students that have obtained industry certification. WAHS: Worked with students and teachers to schedule students into Business classes. Promoted at both Open House and Reaching Out Fair Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	**Program Promotion*** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	AHS: Continue to promote through department efforts. Adv. C. Apps is promoting itself through word of mouth. 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. WAHS: Continue to promote program through advisory role in school, Open House, Future Freshmen nights Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	AHS: Continue to promote through department efforts. Numbers are up in Adv. C. Apps. 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. Continuing to send letters home to parents of students who have certified. WAHS: Continue to promote program through work with other advisors. Newspaper. Open House Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	AHS: Promotion through curriculum fair, future freshman night, open house, parent conferences, brochures, bulletin boards, and in Orientation. AMHS: Parent newsletters, school website announcements and published articles regarding IT Academy at AMHS. WAHS: Attend Open House, curriculum fairs, etc. Olympic Middle: n/a Mt. Baker: Rainier Middle: N/A	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. 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. WAHS: Continue to have strong, viable Business Ed program at West Auburn. Olympic Middle: Create a rotation of Electives so that

					students may choose to take the course and/or choose to take an advanced section. Mt. Baker: Rainier Middle: N/A

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

Annual Program Description & Plan

On behalf of the Program Advisory Committee for Business Education, I represent the members as having read, approved and will support this program plan for the 2014-2015 school year. (E2.6, pl.2)

Typed Name of Chairperson Signature of Chairperson Date

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Annual Program Plan & Description for the 2015-2016 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 2015-2016 school year. (E2.6, P12)

Sandee Almaas	Sandee Almaas	5/7/15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

AUBURN SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION

Marketing Education

AUBURN SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

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

Chairperson **Mark Peterson**

Date(s) of meeting(s)	Minutes on File ✓
1. 11/18/14	☒
2. 5/7/2015	☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
~~Deanna Keiser~~	Dream Events	☒ voting ☐ non-voting
John Rottle	Rottle's	☒ voting ☐ non-voting
Margaret Hansen	Love Travel	☒ voting ☐ non-voting
Mark Peterson	Farmers Insurance	☒ voting ☐ non-voting
Ron Claudon	Valley Buick GMC RV	☒ voting ☐ non-voting
~~John Partridge~~	Auburn City Council-Retired	☒ voting ☐ non-voting
Rich Lotz	Rich's 5 Star Pizza	☒ voting ☐ non-voting
Doug Aubert	Auburn Riverside Instructor	☐ voting ☒ non-voting
Lori Jacobs	Auburn High Instructor	☐ voting ☒ non-voting
Derek Enz	Auburn Mountainview Instructor	☐ voting ☒ non-voting
Shawna Leonard	Auburn Riverside Admin.	☐ voting ☒ non-voting
Roger Lee/Tom McDermott	Auburn High Admin.	☐ voting ☒ non-voting
Steve DuBay	Auburn Mountainview Admin	☐ voting ☒ non-voting
Jana Thomas	Auburn Mountainview Instructor	☐ 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:	Yes	No*
• Facilities meet trade standards	☒	☐
• 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.

AUBURN SCHOOL DISTRICT
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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 Lori Jacobs **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Marketing and WBL

Certificate renewal date June 30, 2031 **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
WA-ACTE Summer Conference	☒	☐	☐
WAME Workshop	☒	☐	☐
State DECA Fall Leadership Conference	☒	☐	☐
	☒	☐	☐

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: 2/2017 **CPR Card Expiration:** 2/2017

Instructor Name Doug Aubert **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Marketing and WBL

Certificate renewal date June 30, 2019 **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
WA-ACTE Summer Conference	☐	☐	☒
WAME Workshop	☒	☐	☐
State DECA Fall Leadership Conference	☒	☐	☐

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 2015	Yakima, WA
WAME Fall Conference	October 2015	Snoqualmie, WA
DECA Fall Leadership Conference	November 2015	Seattle, WA

First Aid Card Expiration: 9/2016 **CPR Card Expiration:** 9/2016

AUBURN SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Instructor Name Derek Enz **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) K-8, 4-12 Marketing, WBL

Certificate renewal date June 30, 2017 **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
DECA Conferences	☒	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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	2015-16	Various

First Aid Card Expiration: 1/2016 **CPR Card Expiration:** 1/2016

Instructor Name Jana Thomas **School** ☐ AHS ☒ AMHS ☐ ARHS ☐ WAHS

Certification Area(s) K-12 Marketing

Certificate renewal date June 30, 2015 **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
DECA Conferences	☒	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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	2015-16	Various

First Aid Card Expiration: 1/2016 **CPR Card Expiration:** 1/2016

AUBURN SCHOOL DISTRICT
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Program Components Continued...

	Yes	No
•Instructor certification and renewal dates have been reviewed?	☒	☐
•A para-educator provided for this program? (limited use)	☒	☐
•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 (E4.1c) DECA
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?	☒	☐
•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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
11/2015	Seattle, WA	DECA Fall Leadership Conference	25 per school	$7500 per school
12/2015	Auburn	Mock competition conference	25 per school	$400 per school
1/2016	Auburn	Area DECA Conference	50 per school	$1500 per school
3/2016	Bellevue, WA	State DECA conference	25 per school	$7500 per school
4/2016	Orlando, FL	International DECA conference	10 per school	$10,000 per school
6/2016	Seattle, WA	DECA Sports Marketing Career Day	30 per school	$7500 per school

AUBURN SCHOOL DISTRICT
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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: 11/18/14	AHS: 63	AHS: 80
	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	1. Long projects	1. More trips	1.
2. Moving between lab and classroom	2. More trips	2. Quizzes to hard	2.
3.	3.	3. Teacher misses class	3.

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1. DECA Activities	1. DECA Competition	1. Trips are fun	1.
2. Trade Show	2. Marketing Field Trips	2. Teacher is funny	2.
3. DECA Competition	3.	3. DECA Store	3.
4. Stock Market Unit	4.	4.	4.

CTE Program Planning Document

2015-2016

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
Implement new curriculum and online resources	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	Incorporate power standards into grading system	Power standard phrasing categories submitted to ASD curriculum dept.	Implement new curriculum and online resources	Implement Updated Business Administration Curriculum Online Marketing/Business Class

Accomplishments 2014-2015 (to ǒe completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	AHS, AMHS: Laptop carts needed to implement online learning resources identified during Curriculum Review. **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.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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) • 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

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS, ARHS: Upgrade to commercial quality refrigeration in stores. Upgrade electrical in Student Stores. **AHS completed**	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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:** Upgrade to commercial quality refrigeration in stores. Upgrade electrical in Student Stores.		Research new refrigerator. Approx cost; $2500	General maintenance and upkeep

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
DECA participation and membership and all activities that this entails.	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	**AHS, AMHS, ARHS:** Continue DECA Trips and internship style activities Enlist more guest Speakers Use Advisory committee case studies	**Continuing**	**AHS, AMHS, ARHS:** **Ask for district support of DECA Trips.** **Network for guest speakers**	**AHS, AMHS, ARHS:** **Continue DECA Trips, competitions and expand internship style activities** **Enlist more guest Speaker**

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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? • 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

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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.		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

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Student Speakers in middle schools and Freshman classes CAPS Promotion DECA Week	**Program Promotion** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	Continue Use of DECA CAP Program. Target high achieving, college bound students here and at middle schools and Future Freshman Night	Continuing	Enlist Students to complete CAP project and monitor results.	Continue Use of DECA CAP Program. Target high achieving, college bound students here and at middle schools and Future Freshman Night

AUBURN
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Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for MARKETING, I MARK PETERSON, represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, P12)

MARK PETERSON		7 MAY 15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	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 Technology

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 2014-15 ___2___

*Chairperson Gordy Nishimoto / Brandon Wright

Dates of meetings	Minutes on File ✓
October 23, 2014	☒
May 7, 2015	☒

Advisory Committee Members

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

	Yes	No*
♦Facilities meet trade standards	☒	☐
♦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	Fred Donaldson (Retiring) Kurt Edwards, New Hire being endorsed by this Plan.	**School**	☒ AHS ☒ ARHS ☒ AMHS ☒ WAHS
Certification Area(s)	1. Automotive Technology 2. Diversified Occupations 3. Work-based Learning Coordinator		
Certificate renewal date	6/30/2025	**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
WA State ACTE Conference	☐	☒	☒
ASA Automotive In service and Training	☒	☒	☒
Summer Manufacture Training at Shoreline Training Center	☒	☒	☒
Manufactures Satellite Courses for Upgrade Training	☒	☒	☒

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:	4/20/2017	**CPR Card Expiration:**	4/20/2017

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: 10/23/2014
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 59	AHS: 59	AHS: pending
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey Class of ___2013_____	AHS: 21	AHS: 6	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	1.	1.	1.
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.	2.	2.	2.
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.	3.	3.	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	☒	☐
♦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 (E4.1c) SkillsUSA & additionally local 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/ AYES) 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?	☒	☐

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2014-2015	Recommended Objectives for 2014-2017	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
New NATEF MLR Curriculum in place for all first yr Auto Tech classes for next year STIHL curriculum into second semester of SGE program firm for all students. Briggs Factory Training in place for SGE Classes Received EETC Curriculum/Standards, and implemented into all aspects of SGE.	**Curriculum** • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	NATEF MLR Curriculum in place for all first yr Auto Tech classes, starting Fall 2014. All SGE Classes progressing on the "on-line" STIHL Training. Added SP2 for SGE classes as required. (continuing) NATEF Renewal completed Feb. 2012, Currently completing the NATEF Compliance Review at the May 2014 meeting.	Continue to monitor new NATEF Standards (MLR) with all Auto Tech classes. Complete updates to ASE Tasks (MLR) changes for Auto Tech. Continue "On-Line" STIHL training for SGE. Continue to full Implementation of EETC goals and tasks, test for possible Certification. Continue Student Response surveys	New NATEF Task work will be in line with AYES Agreement with no direct charge to school. STIHL On-Line Training is provided at no charge thru agreement. NATEF Recertification Complete thru 2/2017 EETC Certification in progress. Running pilot EETC starting fall of 2014…..reality will be for new instructor to complete the actual on-site certification process. .	Annual update of curriculum as recommended by Advisory and Industry surveys. Complete review of needed equipment for NATEF standard 5 yr re- evaluation/certification. Evaluate ASE Tracking materials, update annually. NATEF requirements for certification continues. Evaluate with Advisory the advantage and continuing of EETC Certification.
. Purchased update for on line All Data (on-going) Added Snap On Solus. Reviewing updates for Hunter and the alignment unit. More to follow.	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	The donation of all texts, workbooks and curriculum by Briggs and Stratton. All Data updated. Scanners updated with Pemco Grant funding Snap On Solus 2013 Electrical Test units purchased with Pemco Grant funding. 2013 Pending grant application to update the Hunter aligners to get both units up to date.	Fully implement SGE required text and tools to evaluate EETC Certification of SGE Program. Implement EETC Tasks to SGE Update ALL Data (annual y) Update curriculum for new Electrical Trainers for all AT	Review supporting online information into the curriculum framework. Ongoing Update power points and on-line assignments presently available on Auto Tech SWIFT page (updating to new on line.)	Update All Data annually Update ASE Tasks annually Update SGE aides/equip. Update reference /classroom Texts each 5 years to comply with NATEF & EETC Program Certifications.
Update NATEF industry standard equipment and safety procedures. Update safety testing to break into smaller chunks of evaluation to result in better student success. (ongoing) Adding EETC for Small Gas	**Safety*** • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	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	Update NATEF & EETC industry standard equipment and safety procedures. Update safety testing and review evaluation to result in better student success. (ongoing)	Complete all safety units and install them on the Auto Shop WEB page. Ongoing Include EETC consideration Cost $850.00 (estimate at this time)	Maintaining all units in conjunction with the current and updated NATEF & EETC standards. Encourage advanced students to include 2nd year of instruction in both auto and SGE.

AUBURN
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Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for Auto / Small Engines _____ represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, P12)

Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date
Brandon Wright	BW	5-7-15
Gordy Nishimoto	Gordy Nish	5-7-15

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Graphic Design and Applied Arts

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) **Two**

Chairperson **Tom Erdman**

Date(s) of meeting(s)	Minutes on File ✓
1. October 23, 2014	☒
2. May 7, 2015	☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Tom Edrman	SKC Design Co./Fine Designs Inc.	☒ voting ☐ non-voting
Selena Koosman	World Vision	☒ voting ☐ non-voting
Colleen Maloney	Maloney Design	☒ voting ☐ non-voting
Robin Walker	Smith Walker Design	☒ voting ☐ non-voting
		☐ voting ☐ non-voting
		☐ voting ☐ non-voting
		☐ voting ☐ non-voting
		☐ voting ☐ non-voting
Christian Miller	ARHS	☐ voting ☐ non-voting
Diane Sarr	AHS	☐ voting ☐ non-voting
Lonnie Chavez	AMHS	☐ voting ☐ non-voting
		☐ voting ☐ non-voting
		☐ voting ☐ non-voting
		☐ voting ☐ non-voting
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		☐ 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:	Yes	No*
♦Facilities meet trade standards	☒	☐
♦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 Chris Miller **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s)

Certificate renewal date _____ **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
	☒	☐	☐
	☐	☒	☐
	☐	☐	☐
	☐	☐	☐

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
		New Orleans, Louisiana

First Aid Card Expiration: 2016 **CPR Card Expiration:** 2016

Instructor Name Diane Sarr **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Commercial Art, Applied Arts

Certificate renewal date 2022 **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
2015 NAEA Convention (New Orleans) Art of Design	☒	☐	☐
2014 AP Studio Art workshop	☒	☐	☐
Gage Academy portraiture for educators	☒	☐	☐
2014 August Art Show (solo show)	☒	☐	☐
2015 Faculty Show	☒	☐	☐

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 Summer AP Institute	06/29-07/3/2015	Bellevue, Washington
2016 NAEA Convention (Chicago)	03/17-19/2016	Chicago, Illinois
2015 AP Studio Art Workshop	10/10/ 2015	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 Lonnie Chavez **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s)

Certificate renewal date _____ **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
Degas Dancers Pastels, Figure Drawing	☒	☐	☐
ATLA-Leadership Academy	☒	☐	☐
Explicit Instruction – Anita Archer	☒	☐	☐
	☐	☐	☐

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: 2017 **CPR Card Expiration:** 2017

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: 10/23/2014	AHS: 75	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: 05/7/2015	AHS: 100	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 for computers	1. More time on projects	1. More advanced classes	1.
2. More time, more counter space	2. Animation Class	2. Offer painting class	2.
3.	3.	3.	3.

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1. Like Culminating Projects	1. Variety	1. Like variety of projects	1.
2. Like Skate Deck Project	2. Experience	2. Learned more than expected	2.
3. Learned more than anticipated	3. Projects	3.	3.
4. Like advance classes	4.	4.	4.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	☒	☐
♦A para-educator provided for this program? (limited use)	☐	☒
♦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 (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?	☒	☐
♦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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
May 2016	IADT (Sanford Brown College) Tukwila	Porfolio Interviews: all schools, Graphic Design Leadership	45 AHS, ARHS, AMHS	$300.00
April 2016	Seattle Art Museum, Pike Place Market	Course Connections (Professional Works), CPBA, Community Connection for Farmer Market	25-40 AHS	$320
Fall 2015	Tacoma Art Museums	Professional Art works, Course Connections	25-40 AHS	$320
Fall 2015	Tacoma Art Museum	View Art, Course Connection	30	$320 (need sub)
Winter 2015	Seattle Art Museum	View Art, Course Connection	30	Student pay (need sub)
Fall or Spring 2015-16	Bellevue Art Museum	View Art, Course Connection	30	Student pay (need sub)
Spring 2016	Print and Advertising Agencies	Tour various industry businesses	AHS, ARHS, AMHS 45	$320 (need sub)

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
AHS: Moved into new building, unpack, and set up. Implement new strategies for classroom management for new classroom. Continue to work with standards and find improved methods of implementation. AP Course improvements. **ARHS:** Recreated interior space to make classroom more efficient and maximize the small space. AMHS: Added student storage. Project providing posters for clients within the school, printmaking addition	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	**AHS:** Improve strategies for New classroom management. Transition of new teacher. Advance instruction for CS6 software. Implement industry connections with visitations and tours of graphic design and print businesses. **ARHS:** Review and modify current lessons as needed and add new lessons to the curriculum. **AMHS:** Advance instruction of Adobe CS software and application.	**AHS:** Implementation of some new strategies to accommodate new classroom. Interviewing of new teacher. Revising instruction is in progress to accommodate updated software. Consulted Advisory board to reinstate business visits. **ARHS:** Some lessons are already modified and several new lessons have been added. **AMHS:** Continued to Implement Power Standards, Client experiences, and objectives into curriculum. Attracting students with variety of abilities and establish a love of art making.	**AHS:** Continue work on lessons to revise, add or improve curriculum. Continue working with colleagues and advisory board. **ARHS:** Continue working on lessons and adding to curriculum. **AMHS:** Continue working on lessons and adding to curriculum.	**AHS:** New classroom fully functional for courses. Sequence of courses that prepare for the advance course levels. Curriculum current with industry standards. Sequencing of lessons from traditional printing methods to current digital methods. **ARHS:** Develop concise, standards-based rubrics for all lessons. **AMHS:** Explore real applications with clients. Also continue striving to advance students and preparation for further training.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: New Macs installed. Updated with COS2 software. Continued to Look into the use of table top printing press for lessons in traditional methods of printing. Looking into the use of drawing tablets with the computers. **ARHS:** New Apple computers purchased to be installed in December. **AMHS:**	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	**AHS:** Purchase of table top printing press (would be used in AP Studio Art and Graphic Design) for etching print methods. Use of IPADS with graphic design, drawing and AP courses. Update of software on computes. **ARHS:** Use online resources to supplement software learning. **AMHS:** Purchase copy machine with club funds. Advance knowledge of Adobe products. Additional Apple computers with large class size. Student/computer ratio is challenging.	**AHS:** Exploring table top presses available in moderate price range. Implementing sequential lessons of traditional print methods and digital printing methods. Continue to keep software current and up to date. **ARHS:** Edulaunch being used to teach basic Photoshop skills. **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.	**AHS:** Use of press in class lessons. Recommendation about IPADS in classroom. **ARHS:** Renew Edulaunch subscription next year ($250.00 for art, design, and visual communications classes). **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.	

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Create safe environment in new facility. 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. **ARHS:** Provide safety instruction for each medium and tool used in the classroom. **AMHS:** Use best practices regarding safety in the classroom, use of materials and equipment.	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	**AHS**: Successfully run a safe and secure classroom with lessons taught regarding safety of sprays, solvents, and toxic materials, matting equipment, and cutting tools **ARHS:** Provide a variety of art and design experiences in which students learn, understand, and employ safety procedures. **AMHS:** Successfully run a safe and secure classroom with lessons taught regarding safety of sprays, solvents, and toxic materials, matting equipment, and cutting tools.	**AHS:** Stay current on Safety **ARHS:** Ongoing safety education related to each project in class. **AMHS:** Stay current on Safety.	**AHS:** NA **ARHS: N/A**	**AHS:** Spray booth or better ventilation. Continue to provide students with current information concerning safety in Art Studio environment. **ARHS:** Exhaust fans installed to allow for reasonable ventilation during winter months. **AMHS:** Spray booth

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Moved into new building and new classroom. Hood over stove type ventilation was installed. **ARHS:** Cleaning and organizing storage in art room and store-room. Making most efficient use of storage space available. **AMHS:** Cleaning and organizing storage in art room and store-room. Making most efficient use of storage space available.	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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:** Need some adjustments for printer space. Further organizing of classroom to accommodate multiple courses in new facility. **ARHS:** Maintain clean and organized storage for the thousands of art supplies. **AMHS:** Maintain clean and organized storage for the thousands of art supplies.	**AHS:** Conversation with administration for additional table for printer. Current placement takes up much needed counter space, plus printer overhangs counter and there is not enough room for print to come out or to access back of printer. Organizing the unpacked materials to best suit new room is being continued. **ARHS:** Most storage areas have been cleaned and organized. **AMHS:** Ongoing challenge of keeping materials organized and replenished.	**AHS:** Table is ordered and printer is moved to a more suitable location. **ARHS:** Remove free-standing shelving from storage area to allow safe and fee access to built-in storage and flammables storage cages.	**AHS:** Industry standard facility. **ARHS:** Separate work space for studio work and computer work. **AMHS:** Storage

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Partnership with the City of Auburn for promoting Farmers Market event. City of Auburn Art Show. Field trips to Museums and special exhibitions. Regional Art Show (PSESD) Annual AHS Art Show Portfolio Event. **ARHS:** City of Auburn Student Art Show. ARHS Student Art Show Congressional Art Competition Portfolio Event	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	**AHS:** Student participation: City of Auburn Art Show. Field trips to Museums and special exhibitions. Regional Art Show (PSESD) Annual AHS Art Show Portfolio Event. *Industry visits and touring. **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.	**AHS:** Continue providing students with the opportunity to work with clients in the community Continue organizing leadership opportunities for students to submit art work. Implementing and reinstating field trip visitation to Graphic Design and printing businesses. **ARHS:** Researching possible field trips for next school year.	**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. **ARHS:** Continue research and visit field trip sites to determine viability.	**AHS:** Continue to be receptive to connections outside the school environment for visual arts opportunities. Seek Leadership Opportunities. **ARHS:** Research new and relevant extended learning opportunities. Work with other teachers to develop additional opportunities for students outside the classroom.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Developed and implemented various Differentiated Instruction methods. Further develop scope and sequence for predatory curriculum. **ARHS:** Included art projects which directly connect to Language Arts, Mathematics, Science, Social Studies, and History.	**Cross Credit Options** 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, and fitness taught and assessed in the curriculum? (E1.1)	**AHS:** Developing lessons that are sequential with carry over to subsequent assignments. Utilize topics and imagery that relate to other content areas (Example; typography of country sign, illustration of book covers or books, use of math of professional framing with mat board). Provide course advancement for continued understanding and growth in applying visual imagery. Advance traditional printing lessons. **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.	**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. **ARHS:** Getting to know teachers of other subject and finding connections for future art projects.	**AHS:** Implementing lessons with cross content connections. Making connections with teachers in other content areas. Implement additional lessons that meet Leadership and Communication EALRS **ARHS:** Design cross-curricular lessons and implement them in the classroom.	**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 **ARHS:** Add supplemental substance to cross-curricular lessons (visiting artists, speakers, field trips, films, presentations)

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Visitation to University of Washington School of Art. AP Studio Art offering. Portfolio Review Day at Sanford and Brown College. 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.	**Post-Secondary Connections** • 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:** Prepare for Portfolio Review for 2016. Visit UW School of Art. Provide field trip to industry businesses. Guest speakers from colleges. **ARHS:** Prepare students to present portfolios and talk about their work.	**AHS:** Networking with guest speakers. Continued dialog people of industry and post secondary schools for Portfolio Interview Event. Implement paper work for field trip visitations during appropriate time frame. Implement lessons that provide students with how to present, talk and write about their art work. **ARHS:** Continue to develop lesson components where students learn how to present and talk about their work.	**AHS:** Make contacts and invite people from industry and post secondary schools. Continue community connections, client connections. Complete paper work requests for visitations to industry and post secondary schools. **ARHS:** Invite more visiting artists, industry speakers (such as the Wizards of the Coast art director who spoke this year), and University representatives.	**AHS:** Internships or job shadowing for students. Field trips for real world art connections and opportunities (post secondary schools, businesses, museum exhibitions etc.). **ARHS:** Add field trips to Universities, art schools, art-related businesses.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Participated in City Art and Regional Art Shows. Freshman Night with student demonstrations. School Displays, Posters and promotional materials. Community Client works with City of Auburn Framers Market. Provide Senior T shirt design. **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)	**Program Promotion*** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	**AHS: S**tudent participation in City and Regional Shows. School Art Show. Future Freshman Night. Posters and promotional materials. Rotation of current student works in hall displays. Explore other opportunities with cross curricular work with other teachers. **ARHS:** Develop more opportunities for students to exhibit their work. Cross-curricular work with other teachers.	**AHS:** Continue to develop methods for promotion of program-on going. **ARHS:** Ongoing.	**AHS:** Continue to develop methods for promotion of program. Explore better opportunities for student exhibiting. **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).	**AHS:** Timeline of student work for school visual arts collection. Publication of student work. Permanent art Display. Displays in Business **ARHS:** Better display options within the school (something more than a bulletin board so student work is protected from damage).

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

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Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for Graphic Design, I Tom Erdman represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, P12)

Tom Erdman
Typed Name of Chairperson(s)

Signature of Chairperson(s)

05/29/15
Date

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Culinary Arts

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)

1. Oct. 23 2014
2.May 7 2015

Minutes on File ✓

☒
☒

Chairperson **Kenlynn Amburgey**

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Marci Killian	AHS	☒ voting ☐ non-voting
Wayne Shelton	ARHS	☒ voting ☐ non-voting
Roberta Locke	AMHS	☒ voting ☐ non-voting
Kenlynn Amburgey	AMHS/Child Nutrition	☐ voting ☒ non-voting
Lori Ball	AHS/Child Nutrition	☐ voting ☒ non-voting
Maria Downey	Restaurant Owner	☐ voting ☒ non-voting
Susan Bergan	FSA Rep.	☐ voting ☒ non-voting
Doug Medbury	Renton Technical College	☐ voting ☒ non-voting
		☐ voting ☐ non-voting
		☐ voting ☐ non-voting
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		☐ voting ☐ non-voting
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		☐ 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:	**Yes**	**No***
♦Facilities meet trade standards	☒	☐
♦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 Marci Killian **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Culinary Arts, Worksite Learning

Certificate renewal date 6/30/2016 **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
Yell Conference - Highline	☒	☐	☐
FSA Food Show	☒	☐	☐
Right Response	☒	☐	☐
The Law in Classroom For SLC		☐	☐

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
Professional Learning Communities		
Summer CTE Conference- Yakima	Aug.. 2015	Yakima

First Aid Card Expiration: 3/5/2016 **CPR Card Expiration:** 3/5/2016

Instructor Name Roberta Locke **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) Culinary Arts/Career Choices/Food Production and Service/Hospitality,Rec and Tourism/Work Based Learning

Certificate renewal date 06/30/2018 **CTE Certificate Type** ☐ Continuing ☒ Initial ☐ Probationary ☐ Conditional

List specific courses, workshops, conferences for professional growth in content knowledge and skills.

Explicit Instruction:Effective and Efficient Teaching	Completed	In Progress	For Next Year
WA Rest. Assoc. Fall Institute	☒	☐	☐
Professional Learning Communities	☒	☐	☐
	☐	☒	☐
	☐	☐	☐

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
Community Catering	July 2015	Auburn WA

First Aid Card Expiration: 1/20/2017 **CPR Card Expiration:** 1/20/2017

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 Wayne Shelton **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Culinary Arts, Work Based learning

Certificate renewal date 06/30/2015 **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
FSA Annual food show	☒	☐	☐
Professional learning communities	☐	☒	☐
Pacific Northwest food and trade show	☒		☐
Advisor for Culinary Arts hot food team competition	☒	☐	☐

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
Cooking demonstrations for the Auburn Farmers Market	Summer 2015	Auburn Farmers Market
Professional development courses	Summer 2015	T.B.D

First Aid Card Expiration: Expired **CPR Card Expiration:** Renewing this month

Instructor Name **School** ☐ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s)

Certificate renewal date **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
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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 (2nd semester from last school year)	AHS:	AHS: 55	AHS: 100
	AMHS:	AMHS: 68	AMHS: 100
	ARHS:	ARHS: 61	ARHS: 100
	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. Field trips 2. different cuisines 3. guest experiences	1. More guest Chef Demo 2. More Field trips 3. Wanting to go on out of Country field trip.	1. Field Trips 2. Sample more food 3. Guest speakers	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/ had fine dining experience at college. 3. Toured and had 3 business info forums 4.	1. Traveled to pike place market and beechers cheese factory tour 2. Rep's from RTC, CIA and le cordon blue all visited to promote their program. 3. Guest speaker from Central Pierce Fire and Rescue 4. Chef from Kirkland restaurant guest speaker	1. 2. 3. 4.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	☒	☐
♦A para-educator provided for this program? (limited use)	☒	☐
♦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 (E4.1c) AMHS Culinary Arts Club / AHS CULINARY ARTS CLUB -ADVANCED
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?	☒	☐
♦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?	☒	☐

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	

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 is 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) • 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.

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 • 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.

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
	Safety* (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	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.	Emphasize safety and sanitation instruction ie. food workers card, knife skills, equipment training, safe food prep for all culinary arts students.	Continue to emphasize safety and sanitation. Perform quarterly safety drills. Review building safety plan. Watch more training videos for all the above.	

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
	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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.		

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
	Extended Learning Opportunities (E2.3, P1.5) • 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?	Extensive work-based learning opportunities. Student field trips to Industry. Guest speakers. Industry mentors. Community catering involvement.	Field trips to local establishments and food production facilities. Cost: TBA		

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
	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, 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)				

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
	Post-Secondary Connections • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6)				

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
	Program Promotion* How do we market our program to students, parents, and the community? • 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.

AUBURN
SCHOOL DISTRICT
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Annual Program Plan & Description for the 2015-2016 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 2015-2016 school year. (E2.6, P12)

Kenlynn Amburgey
Typed Name of Chairperson(s)

Kenlynn Amburgey 5/7/2015
Signature of Chairperson(s) Date

AUBURN SCHOOL DISTRICT
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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)

1. 10/23/15
2. 5/7/15

Minutes on File ✓

☒
☒

Chairperson **Alan Carter**

Advisory Committee Members		
Name	**Representing**	*Must have a minimum of three voting members
Frank Medina	ARHS	☐ voting ☒ non-voting
Chris Zawislak	AHS	☐ voting ☒ non-voting
Robert Moritz	AMHS	☐ voting ☒ non-voting
Mike Fawcett	Retired CTE Technology Instructor	☒ voting ☐ non-voting
Todd Fondy	Comcast	☒ voting ☐ non-voting
Alan Carter	GRC Computer Science	☒ voting ☐ non-voting
Aaron Cowan	Mt. Baker MS	☐ voting ☒ non-voting
Brian Connolly	Rainer MS	☐ voting ☒ non-voting
		☐ voting ☐ 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:

	Yes	No*
• Facilities meet trade standards	☐	☐
• 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.

AUBURN SCHOOL DISTRICT
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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 Chris Zawislak **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Computer Technology, Electrician, Electrical & Electronics Equipment, Robotics

Certificate renewal date 6/30/2016 **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
CEL5D Training	☒	☐	☐
District In-Service	☐	☒	☐
PLC	☐	☒	☐
CS4HS Workshop	☒	☐	☐

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 Robotics Competition	On going	Various

First Aid Card Expiration: 6/16/16 **CPR Card Expiration:** 6/16/16

Instructor Name Robert Moritz **School** ☐ AHS ☒ AMHS ☐ ARHS ☐ WAHS

Certification Area(s) Computer Technology (v470110)

Certificate renewal date 6/30/2015 **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
First Robotics	☐	☒	☐
Bates Technical College: Workplace learning and CTE philosophy	☒	☐	☐
PLC	☐	☒	☐
	☐	☐	☐

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
Continuing CTE Training Courses at Bates		

First Aid Card Expiration: 3/2017 **CPR Card Expiration:** 3/2017

AUBURN SCHOOL DISTRICT
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(duplicate page as needed)

Instructor Name Frank Medina **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Computer Maintenance, Electronics

Certificate renewal date 6-30-2024 **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
SkillsUSA Regional Leadership, State, and National Conferences	☐	☒	☐
Auburn School District in-service and workshops	☐	☒	☐
CEL5D Training	☒	☐	☐
PLC	☐	☒	☐

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, Bates, and DeVry University	Ongoing	Seattle, Fed Way, Auburn & Tacoma
Establish contacts with Clover Park and GRCC	Ongoing	Tacoma & Lakewood
Establish contacts with Boeing Engineers	Ongoing	Auburn

First Aid Card Expiration: 9/17/2015 **CPR Card Expiration:** 9/17/2015

Instructor Name _____ **School** ☐ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) _____

Certificate renewal date _____ **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
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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:**

AUBURN SCHOOL DISTRICT
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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:	AHS:	AHS:
	AMHS: 10/23/14	AMHS: 71	AMHS: 76
	ARHS: 10/23/14	ARHS: 81	ARHS: 81
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/7/15	AHS: 80	AHS: 120
	AMHS:	AMHS:	AMHS:
	ARHS: 5/7/15	ARHS: 87	ARHS: 87
	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 hands on activities	1. Easier tests	1. Less videos more hands on work	1.
2. Newer videos	2. More specific instructions on projects	2. Tables and stools are uncomfortable	2.
3. Less math	3. More hands on projects 4. No book work	3. Upgrade tool quality	3.

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1. Soldering / Projects	1. Soldering projects	1. Projects	1.
2. Teacher	2. Use of computers/ access of on-line info	2. Team work	2.
	3.	3. Working at own pace	3.
	4.	4. Teacher	4.

AUBURN SCHOOL DISTRICT
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Program Components Continued...

	Yes	No
•Instructor certification and renewal dates have been reviewed?	☒	☐
•A para-educator provided for this program? (limited use)	☐	☒
•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 (E4.1c) SkillsUSA
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?	☒	☐
•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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
Feb 2016	ARHS: Submarine Tour	Experience application of technology	25	$800.00

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
AHS: Continued with Testout for computer classes and ISCET based instruction for electronics, and began modifying content of Robotics to better serve advanced students coming up from middle schools. AMHS: Continued with Testout for computer classes and began modifying content of Robotics to better serve advanced students coming up from middle schools. ARHS: Updated MyClassroomHelper assignments to include ISCET modules, added new quizzes and activities to Electronics & Computer Systems Engineer courses. Worked with the PLC team to create a PC Pro Curriculum Map. The new map will streamline the course, allow time for added labs, and gives us a model for all three high schools to follow. This course allows students take a certification exam for free.	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	AHS: Evaluate and Review curriculum for industry relevance. Promote Robotics. Promote opportunities for students to gain industry experience. Evaluate student projects to insure they are reflecting the standards we are covering. AMHS: Evaluate and Review curriculum for industry relevance. Promote Robotics. Promote opportunities for students to gain industry experience. ARHS: Evaluate and Review curriculum for industry relevance. Create curriculum maps for courses currently teaching.	AHS: Teaching Robotics course using state approved Robotics Frameworks. Using Testout curriculum for Computer System Engineering classes. Using ISCET materials for Electronics curriculum. 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. 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.	AHS: Attend District meetings and follow guidelines for curriculum review. Work with PLC teachers to assess and evaluate the curriculum. Maintain contact with advisory committee to align with industry needs AMHS: Attend District meetings and follow guidelines for curriculum review. Work with PLC teachers in each building to assess and evaluate the curriculum. 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.	AHS: Update software and curriculum resources to keep program current with industry standards and expectations AMHS: Attend District meetings and follow guidelines for curriculum review. Work with PLC teachers in each building to assess and evaluate the curriculum. 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.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2014	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Replaced hand tools, soldering tools, and broken test equipment. Some equipment damaged in the move to the new building. Received new computers for classroom. AMHS: Replaced hand tools, soldering tools, and broken test equipment. ARHS: Replaced worn out tools and equipment as needed. Continued to maintain Laptops in a ready condition to deliver online curricula and materials.	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	AHS: Prep for Curriculum Review. Replace aging and/or damaged test equipment. Add Robotics resources for advanced projects. AMHS: Prep for Curriculum Review. Replace aging and/or damaged test equipment. Add Robotics lab equipment – need a small CNC to fabricate parts. 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.	AHS: Replaced/repaired hand tools and broken test equipment. District "Beyond Useful Life" computers would not load software. Affected CSE lab opportunities. AMHS: Replaced hand tools and some broken test equipment. ARHS: Continue to replace equipment as they fail and keep Laptops updated.	AHS: Use supply budget to replace equipment as needed. Get new computers from district BULC inventory. AMHS: Replace aging and/or damaged test equipment. ARHS: Use supply budget to replace equipment as needed.	AHS: Update labs and check into other methods of enhancing labs/projects. Update Robotics lab equipment. 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. ARHS: Will continue to use District standard Laptops and replace with the next generation at the proper rotation schedule.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Instructed students on health issues related to IT careers Safety training conducted and safety contracts signed by all students. AMHS: Instructed students on health issues related to IT careers Safety training conducted and safety contracts signed by all students. ARHS: Same as AMHS.	**Safety** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	AHS: Continue to monitor and promote best practices in the computer lab Promote best practices in the classroom and in lab situations. Update promo videos 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 ARHS: Same as AMHS.	AHS: Progressing IAW directives AMHS: Progressing IAW directives ARHS: Same as AMHS.	AHS: Be observant Continue to promote best practices AMHS: Be observant Continue to promote best practices. ARHS: Same as AMHS.	AHS: Continued promotion of proper computer use. Continue to investigate and modernize equipment to promote safe labs. Update safety videos. AMHS: Continued promotion of proper computer use. Continue to investigate and modernize equipment to promote safe labs. Update safety videos. ARHS: Same as AMHS.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Moved into a new building. Received new desks and chairs. Storage rooms and class storage have a new layout. Classroom has new layout. Working on arranging classroom to promote learning. AMHS: Arranged furniture to accommodate change in classes. ARHS: Reorganized Lab stations by purchasing tool boxes. Using the tool boxes to store all the electronic tools freed up much needed space in the lab station and made equipment setup and break down much more efficient.	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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: Patch holes in desks to improve work area. Permanently fasten power strips to desks. Add shelves to existing frames in the storage rooms to improve functionality for materials stored there. Locks on upper cabinets to prevent overhead danger. Add bookcase on far wall to provide storage for instructional material. Possibly add risers to teacher desk to make it the same height as the rest of the desks in the classroom. AMHS: Remove wire rack from ceiling ARHS: Additional storage space is being added over the summer. This will make more space available in my room.	AHS: New building, working on integrating program into the new space. AMHS: Added more power outlets at workbenches. Remove old network wiring rack from ceiling.. ARHS: Storage room will be added summer of 2015.	AHS: Work with principal, district representatives, and contractor to get the space functioning using the available building funds. AMHS: Request help from District. ARHS: Tech levy dollars will pay for adding a storage room.	AHS: Minor modifications to existing infrastructure as needed to improve functionality. AMHS: Minor modifications to existing infrastructure ARHS: Remodel lab stations to better accommodate the test equipment.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Continued promoting district IT internship opportunity. Have students repairing their own electronics and some of their peers and teachers. Heavy involvement in FIRST Robotics at multiple levels. Students are mentors and promoters of STEM in their school, community, and State 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. ARHS: SkillsUSA Leadership club participated in community service, regional and state conferences. 34 students took Electronic ISCET Exams and 26 achieved certification. 19 students took TestOut Labsim exams, 13 Students achieved PC Pro Certifications. Two students competed at SkillsUSA Nationals in Electronics Technology finishing in the top 20 and Computer Maintenance Technology and placed 12th in the nation. Took 30 Students to Submarine Base Bangor field trip to experience application of technology and a military workplace.	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	AHS: Continue building FIRST Robotics program. Utilize advanced students to help support building technology needs. Continue to seek permission to use district surplus to refurbish as class labs. Continue certifying students in PC PRO and PC Network Pro. 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. ARHS: Continue motivating students for work for ISCET and LabSim certification exams. Currently there is Race to the Top grants that help pay for the exams. Increase SkillsUSA membership. Improve creating contacts with local industries and service organizations.	AHS: Two students selected for IT internship. FIRST Robotics club competed and won the AHS District Chairmans Award, the West Valley District Excellence Award, and participated in the PNW Regional. Also participated in several outreach activities. 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... ARHS: Students can become members of SkillsUSA, an OSPI approved student leadership program. Since the start of the school year, 8 students achieved ESA-1 ISCET certification, 1 achieved ESA-2 ISCET certification. Approximately 25 more certifications anticipated by end of school year.	AHS: Search the net and seek assistance from advisory members, and career center. Create contacts with local industries and service organizations. Start Submarine tour field trip to mirror ARHS. Approximate cost: $800.00 Seek industry partners to provide tours and internships for students. AMHS: Research availability and state and local laws regarding district surplus 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	AHS: Create partnerships with local industries to help students obtain internships, grants, assistance. 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. ARHS: Create partnerships with local industries to help students obtain internships, grants, assistance.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Electronics is Math and Non-Lab Science AMHS: WWW is a Fine Arts Electronics is Math and Non-Lab Science ARHS: Electronics is Math and Non-Lab Science. Power Standards were developed, Assignments, Labs, and Rubrics have been updated to align with the latest Common Core State Standards and meet Grade Level Expectations.	**Cross Credit Options** How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	AHS: Electronics is Math and Non-Lab Science AMHS: Continue providing cross credit and add math and Non-lab Science and Math for the Robotics Technology class. ARHS: Ensure that the upcoming course review addresses and aligns with the latest Common Core State Standards and meet Grade Level Expectations.	AHS: Electronics is Math and Non-Lab Science AMHS: Fine Arts, Math and Non-lab science ARHS: Continue providing cross credit for electronics.	AHS: Continue providing cross credit. Explore the possibility of making Electronics a Lab Science cross credit AMHS: Continue providing cross credit ARHS: Continue providing cross credit for Electronics and research the feasibility of making the Computer Maintenance Course a Non-Lab Science course.	AHS: Stay current with State requirements for cross credit opportunities Make sure that cross crediting continues with change in teaching requirements AMHS: Stay current with State requirements for cross credit opportunities Make sure that cross crediting continues with change in teaching requirements ARHS: Same as AMHS

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Promoted Electricians Apprenticeship. Working on a relationship with GRCC. Students are working toward the International Society of Certified Electronics Technology (ISCET) certification and TestOut PC Pro and Net Pro industry certifications. AMHS: Promoted Electricians Apprenticeship. Several students have applied for FIRST Scholarship opportunities. ARHS: Promoted Electricians Apprenticeship. Established a working relationship with GRCC, DeVry University, Bates Technical, 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. Worked with the District, Precision Exams and OSPI in creating a State recognized Certificate for Electronics.	**Post-Secondary Connections** • 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 with college and apprenticeship opportunities. Establish relationships with Bates Technical college. Continue preparing students for ISCET and TestOut industry certifications. AMHS: Continue with college and apprenticeship opportunities ARHS: Continue with college and apprenticeship opportunities. Establish relationships with Clover Park Technical colleges. Continue preparing students for ISCET and TestOut industry certifications.	AHS: Continuing with opportunities AMHS: Continuing with opportunities ARHS: Worked with DeVry University and Bates Technical college for Regional and State Competitions. Guest speaker from Puget Sound Electricians Apprenticeships presented apprenticeship programs to my classes.	AHS: continue working with counselors, the District, OSPI, and the Industry Certification organizations to meet objectives. AMHS: Work with counselors and Tech Prep Consortiums 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.	AHS: Continue to look for opportunities. Form a close relationship with Green River and Bates Technical College and get students excited to enroll in post high school education. 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. ARHS: Continue to look for opportunities. Form a close relationship with local community and technical colleges. Continue to offer students certification opportunities.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Created brochures for Open House and Future Freshman Night. Counselor recommendations. Student word of mouth. Display cabinet in the school. Promoted program at Middle school assemblies and community events. Robotics was featured in school and local newspapers 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 featured in school and local newspaper ARHS: Updated the Teacher Website, Created brochures for Open House and Future Freshman night. Counselor recommendations. Student word of mouth. Handed out flyers during Open House and during Future Freshman night. Worked with counselors to promote classes to students interested in technology related careers.	**Program Promotion** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	AHS: Continue with present activities. Broaden the use of the school web page to advertise this class and other elective classes. Work to create a digital display to showcase current student work. Continue with present activities. Use the school web site as a promotion tool. Create a district wide STEAM fair to promote technology education. 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. ARHS: Same as AMHS	AHS: Updated brochures construct posters and completed a promo video. Increased counselors knowledge of program opportunities. AMHS: Updated brochures, recruited Graphic art students to construct posters and completed a promo video for Robotics. Increased counselors knowledge of program opportunities. 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.	AHS: Update brochures Create materials for bulletin board. Communicate with counselors. Improve school website and include promotional content AMHS: Update brochures Create materials for bulletin board. Communicate with counselors. Improve school website and include promotional content ARHS: Same as AMHS	AHS: Continue to update brochure, website, bulletins and district newsletters. Seek new opportunities 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. ARHS: Continue to update brochure, website, bulletins and district newsletters.

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

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for Electronics & Computer Maintenance, I Alan Carter represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, PI2)

Alan Carter	Alan Carter	5-7-15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

CAREER & TECHNICAL EDUCATION (CTE)		PROGRAM:	Jewelry/Small Metal Sculpture
PROGRAM DESCRIPTION OVERVIEW **(complete one per program per year)**		**Program provided at (check all that apply)**	X Auburn High School X Auburn Mountainview High School X 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 ✓**
		1. October 23, 2014	X
Chairperson	**Bill Meinhart**	2. May 7, 2015	X

Advisory Committee Members		
Name	**Representing**	*Must have a minimum of three voting members
Karen Furuya	Jewelry Industry	X voting ▢non-voting
Brenda Cregeen	Jewelry Industry	X voting ▢non-voting
John Ardissonnee	Ardissonnee Designing Jewelers	X voting ▢non-voting
Amy Reeves	Tacoma Metal Arts	X voting ▢non-voting
Bill Meinhart	Jewelry Industry	X voting ▢non-voting
Debbie Wolters	Jewelry Industry	X voting ▢non-voting
Jane Krohn	Jewelry Industry	X voting ▢non-voting
Kinsey Jackson	Jewelry Industry	X voting ▢non-voting
Alex Seitz	Jewelry Industry	X voting ▢non-voting
Carolyn Buss	Jewelry Industry	X voting ▢non-voting
Chris Telford	Auburn High School	▢ voting X non-voting
Dorin Meinhart	Auburn Mountainview High School	▢ voting X non-voting
Barbara Knuth	Auburn Mountainview High School	▢ voting X non-voting
Kyle Rees	Auburn Riverside High School	▢ voting X non-voting
Wendy Woldenberg	Auburn Riverside High School	▢ voting X 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:	**Yes**	**No***
❿Facilities meet trade standards	X	▢
❿Equipment meets trade standards	X	▢
❿Curriculum standards meet trade standards	X	▢
***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	Dorin Meinhart	**School**	▢ AHS X AMHS	▢ ARHS ▢ WAHS
Certification Area(s)	CTE, Jewelry Manufacturing, Art K-12, Spanish and French 7-12			
Certificate renewal date	June 30, 2014	**CTE Certificate Type**	X Continuing ▢ Initial	
			▢ Probationary ▢ 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	▢	▢	▢
	▢	▢	▢
	▢	▢	▢
	▢	▢	▢

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:	1-28-2014	**CPR Card Expiration:**	1-28-2014

Instructor Name	Chris Telford	**School**	X AHS ▢ AMHS	▢ ARHS ▢ WAHS
Certification Area(s)	CTE, Jewelry Manufacturing			
Certificate renewal date	June 30, 2017	**CTE Certificate Type**	XContinuing ▢ Initial	
			▢ Probationary ▢ Conditional	

List specific courses, workshops, conferences for professional growth in content knowledge and skills.

	Completed	**In Progress**	**For Next Year**
Non-acid etching	**X**	▢	▢
	▢	▢	▢

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:	2/5/2015	**CPR Card Expiration:**	2/5/2015

Instructor Name	Kyle Rees	**School**	▢ AHS ▢ AMHS	▢ ARHS ▢ WAHS
Certification Area(s)				
Certificate renewal date		**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
	▢	▢	▢
	▢	▢	▢

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	Wendy Woldenberg	**School**	▢ AHS ▢ AMHS	X ARHS ▢ WAHS
Certification Area(s)	CTE, Jewelry Manufacturing, Art K-12, Political Science 4-12, Elementary Education			
Certificate renewal date	June 30, 2020	**CTE Certificate Type**		X Continuing ▢ Initial
				▢ Probationary ▢ Conditional

List specific courses, workshops, conferences for professional growth in content knowledge and skills.

	Completed	In Progress	For Next Year
Gold Trends and Techniques Conference	**X**	▢	▢
Facetted Stone Setting for Jewelers	**X**	▢	▢
Cuttlefish Casting Techniques	**X**	▢	▢
	▢	▢	▢

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	1998-2015	W2 Jewelry Design
Work with Seattle Metals Guild to create Passing the Torch	2002-2015	Danaca Design

First Aid Card Expiration:	4/8/2016	**CPR Card Expiration:**	4/8/2016

Instructor Name	Barbara Knuth	**School**	▢ AHS ▢ AMHS	▢ ARHS ▢ WAHS
Certification Area(s)				
Certificate renewal date		**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**
	▢	▢	▢
	▢	▢	▢

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 (2nd semester from last school year)	AHS: 10/23/2014	AHS: 125	AHS: 128
	AMHS: 10/23/2014	AMHS: 102	AMHS: 110
	ARHS: 10/23/2014	ARHS: 120	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: 137	ARHS: online
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
Class of _____20_____	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.			
AHS	**AMHS**	**ARHS**	**WAHS**
There needs to be additional help in the classroom. Sometimes there is a long wait because you have to help so many kids	More time spent making rings	Less Vocabulary, more making art.	N/A
Implementation of high tech (cad cam etc)	More help and more time needed on projects.	I would love to do more projects but I know time is really tight.	
More work in silver	Mixed level classes are not good.	It would be helpful if there was a way to ask questions without waiting in a long line.	
	Smaller class sizes are needed.		
	Stricter deadlines		

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
Classroom is better organized (contract study level student)	Fun projects, lots of hands-on time in the lab, variety of projects.	This class helps students find their creative side and teaches them how to build items on their own.	N/A
Freedom in design	Liked casting A LOT.	This class forces students to practice patience.	
Hands on active classroom	Teacher is helpful and approachable.	Teaches students how to responsibly use torches and drills and other tools.	
It's okay to make mistakes	Liked opportunity to express your creativity.	You learn how to make things other people who don't take the class will never be able to learn, and if they do they would have to pay for expensive classes.	
	Open Lab time is good		

Program Components Continued...

	Yes	No
❿Instructor certification and renewal dates have been reviewed?	X	▢
❿A para-educator provided for this program? (limited use)	X	▢
❿Leadership 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	▢
Leadership is provided by (E4.1c)		
Name of CTE Student Organization		
❿If 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**
❿Employability (SCANS) are taught and assessed in this program?	X	▢
❿Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	X	▢
❿Needs of special education and diverse populations are met by this program?	X	▢
❿Safety skills and/or a safety plan are implemented in every classroom of this program?	X	▢
❿Promotion plan for this program has been reviewed by the advisory committee?	X	▢

Extended Learning Opportunities
Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
11/1/15	Downtown Tacoma	Visit the Art Museums and Galleries which have jewelry and glass displays	40	$200
3/10/16	Downtown Seattle	Visit the International Gem and Jewelry Show and Seattle Art Museum.	35	$200
4/20/16	Downtown Seattle	Visit Passing the Torch show	40	$200

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
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. ARHS: Assign Standards to each project. Update vocabulary and create common assessments, tracking worksheets, powerpoints, and review tools in the area of industry-relevant vocabulary. Finish Power Standards for J 3 and 4. Worked with colleagues on the Curriculum Review process.	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	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: Finish aligning all projects to the Jewelry/Metals Power Standards. Refine and add a "Current Trends Line" project for Contract Study students. Refine Vocabulary powerpoints.	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: Design Jewelry 4 rubrics to reflect Jewelry Power Standards. Re-assess other course materials to be sure the new rubrics are working for Jewelry 1-3. Create a project which involves developing a line of jewelry which fits into current and upcoming trends.	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: Make time and space to create these rubrics, new projects, and refined powerpoints.	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: Design Google Sites page to be current and complete with all projects and rubrics. Align projects with Common Core Standards as well as district, state, and national standards.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
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: Square and oval cutters and new magnetic tumbler. New steam cleaner did not happen.	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	AHS: Pursuing hydraulic press to align with other two schools. Will be receiving new benches with the opening of the new school. AMHS: New bench tops and repair of tool drawers ARHS: New tip on Inside Ring Engraver, Large Magnetic Pin Finisher, Large Tumbler, Steam Cleaner	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: Through Curriculum Review process, we hope to get a few new pieces of equipment, especially some that will reduce the need for using the Buffing Wheel. Current objective is to work on tool maintenance so we don't need to purchase too many new hand tools.	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: Work with district on Curriculum Review process to acquire new tools. Work with students on maintaining current tools.	AHS: Dies for press. New tumbler, hammers. AMHS: Steam cleaner ARHS: Large anvil, forging/forming stakes, engraving blocks, Computer aided carving equipment.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Rotating cleaning schedule and tool box inventory. Minor cuts were the only incidents. 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. ARHS: Chair bottoms were secured, though they need it again. Eyewash station was repaired. TV/VCR was removed, which was a bumping hazard. Casting Machine was removed, which was a tripping hazard.	**Safety** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	AHS: Remake safety signs. Place safety in new class. AMHS: Need all day para help to reinforce safety and cut down on tool misuse. ARHS: New safety tape on the ground. Chair bottoms need to be secured. Continue having a para-educator to help with safety daily. Need blinds to replace curtains, which are a safety hazard (work order was ignored this year).	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 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. ARHS: Safety tests are administered and recorded. Having a para-educator drastically cuts down safety violations.	AHS: Type up safety sheets. AMHS: Stress to administration the importance of all day para help. Install tennis balls on chair bases to reduce noise and save floors. Install projector onto ceiling to increase floor space. Investigate slipperiness of floor. ARHS: Work orders for chair bottoms, blinds, and safety tape.	AHS: …Safety video, some day AMHS: Study traffic flow of room to eliminate bottlenecked areas. Reinforce and improve clean-up schedules and upkeep of equipment. ARHS: Reinforce safety lectures, update safety signage, make sure tape is visible, and continue to enforce safety rules.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
AHS: Worked towards better organization. Tool boxes, surplus tools, cabinets etc. AMHS: Moved investment cart to less congested part of lab. Repair tool drawers and catch drawers on student benches ARHS: Painted jeweler's benches, replaced damaged hooks, removed old casting machine, removed TV/VCR, re-configured the jeweler's benches, organized supply room.	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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: Build a new class room. AMHS: Get more items off the floor to ease traffic flow. Get torch holders ARHS: Continue organizing the supply room to make it more accessible and usable. Continued maintenance on jeweler's benches, including painting and sanding. Paint the hallway in a deep grey color.	AHS: Packing up and disposing of unnecessary items AMHS: Packing up and recycling of scrap metal is needed. Students waste solder. Organization and cleaning is a constant struggle. ARHS: Make time to continue organizing the supply room. During the final week of school, carve out time for students to help sand and paint the jeweler's benches. Work order has been placed for painting the hallway.	AHS: Purchase label maker to start out the year with everything clearly marked $80 AMHS: Improve efficiency of instructor demo station: cords, flex cam, speakers, etc. Study and install torch holder Organize back room, file cabinets, closets ARHS: Find space and time to work on organization of supplies. Follow-up on workorder for hallway painting. Buy supplies for sanding and painting student jeweler's benches.	AHS: Strict observation to make sure that the new desk aren't treated as poorly as the current ones were. AMHS: Replace hoses in soldering area. Install an ON / OFF ventilation switch in soldering area. ARHS: Less messy polishing wheels. New jeweler's benches. Paint entire room, mount the projector on the ceiling.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Offered open labs at least weekly. Participated in passing the torch again. AMHS: Weekly Open Labs Bi-monthly 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 ARHS: Got students out of the classroom with a fieldtrip to Chihuly Glass Gardens, the Washington State Convention Center, and the Space Needle. ARHS Art Show and Film Festival, Future Freshman Night, and Passing the Torch. Open Labs every week.	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	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. AMHS: Take a field trip to Tacoma to participate in Metal-Urge. Field trip to Seattle to PTT. Visiting artist / guest speaker. ARHS: Build two field trips for the school year, one each semester. First semester, possibly the Gem and Jewelry Show and Seattle Art Museum. Second semester, visit the Passing the Torch exhibit if possible, and build in other art opportunities.	AHS: I have been in contact with a former student who is willing to show some fold forming techniques to my advanced classes. AMHS: Organize and make trips happen. Contact guest speaker. ARHS: Decide which locations make sense and contact them as soon as possible. Work with Auburn government for parking passes. Apply for the field trip as early as possible to be sure to secure it.	AHS: Discuss logistics with counterparts. AMHS: Complete paperwork for field trip. Secure CTE funding for buses. Contact visiting artists. ARHS: Work with the district to get paperwork in early. Call locations we will visit and set up a schedule.	AHS: Website linked to my teacher page to showcase student work AMHS: Promote student work online. Showcase student work at local venues (Booster Club Craft Sale, Auburn Farmers' Mkt) Display student work in local jewelry businesses. ARHS: Opportunities for students to sell work and apprentice. Certifications for students. More guest speakers. Locate internships for interested students.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Continue to develop network of contacts to create post high school opportunities AMHS: Continue developing connections with Seattle Metals Guild. Invited Nancy Worden to speak to students about her work and getting started in the field. ARHS: Showed powerpoint about career choices which relate to the skills learned in our classes. Upper level students researched a career field related to their skill-set in Jewelry Design and presented to their peers.	**Post-Secondary Connections** • 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: Create one day worksheet, or exercise, that demonstrates jewelry connections to other fields AMHS: Contact colleges (NCC and CWU) about promoting their programs to students ARHS: Improve on powerpoint which links jewelry skills to skills in other career areas. Strengthen the Certificate of Mastery and Completion of the Jewelry program. Continue to show powerpoint of career choices which relate to the skills learned in our classes. Strengthen the powerpoint. Continue to have students do a research project on career opportunities. Students will complete portfolios at 3rd and 4th levels.	AHS: Guest speakers that can speak not only to the hard skills needed in industry but also the interpersonal and other workplace skills. AMHS: Bring in more guest artists and employers to visit classes and speak to students. ARHS: Make time to decide what skills must be mastered, what projects must be done, what presentations must be completed, for a student to earn their Certificate of Mastery (in addition to successfully completing 4 semesters). Make time to update career powerpoint.	AHS: Research and compile a list of related careers AMHS: Work on portfolio piece for students. Help students connect jewelry to employability skills ARHS: Continue to discuss post-secondary options with students. Help students make a strong portfolio of their accomplishments in jewelry classes. Make time to take the powerpoint up a notch. Create a checklist for the Certificate of Mastery.	AHS: Industry connections that can lead to job opportunities for my students. AMHS: Encourage students to apply for Boeing internships as well as other manufacturing opportunities ARHS: Arrange for internships, apprenticeships, and/or starter jobs for high school graduates who wish to pursue a career in Jewelry and Metalsmithing.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Participated in Future freshman night. Staff appreciation piece. Word of mouth continues to be my greatest advertiser AMHS: Participated in Future Freshman Night. Started a Jewelry Club. ARHS: Orientation classes tour and make a quick project in metals. Certificate of Mastery and Completion, Passing the Torch, Saul Bell Emerging Artist, Student Art Show, Staff Commission project, field trips, Staff Appreciation Piece, Future Freshman Night.	**Program Promotion** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	AHS: Add to announcements in the bulletin to try and recruit more students for my jewelry 5/6 classes 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 ARHS: Start a Jewelry Club. 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. Continue highlighting the program at Future Freshman Night. Create jewelry displays as often as possible in the hallway case.	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 AMHS: Large increase in guys taking Jewelry class. Increase of student enrollment in upper levels. 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. Students are interested in the Club, and even interested in becoming officers.	AHS: Promote the program with more displays in the hallways (easier at ne building) AMHS: Promote program through school wires page and news articles ARHS: Work with Rio Grande to add a high school category back into their Saul Bell Emerging Artist competition. Continue work with all the programs mentioned in the "Recommended Objectives" column.	AHS: Rotating the projects while teaching the same fundamental skills. New projects will keep me interested which will add to their buy in. AMHS: Connect program to other related areas: product design, fashion, science, engineering. ARHS: Continue to have demand of the class outpace supply of seats. Keep the program interesting, relevant, and fun. Stay healthy and focused.

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AHS: Continue a focus on the aspects of Jewelry that are a commonality with traditional art classes AMHS: Reinforce Elements of Art and Principles of Design. ARHS: Continue teaching and re-teaching the Elements of Art and Principles of Design to keep a strong cross-credit with Art. Focus on the CBA as a relevant part of this process.	**Cross Credit Options** How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	AHS: Use specific language in assignments noting not only power standards for both Art and Jewelry but that call out alignment with common core AMHS: Align Common Core Standards from math (esp. measuring and angles), language arts (technical reading, following and writing instructions) and science (material composition, metallurgy) ARHS: Align Common Core Standards from English, Language Arts, and Math with curriculum taught and assessed in Jewelry/Small Metal Sculpture. ALL: Name change from Jewelry/Small Metal Sculpture to Jewelry/Metal Sculpture.	AHS: Attending a meeting on May 15th that specifically addresses common core in CTE classrooms AMHS: Reinforce arts vocabulary. ARHS: Teach arts concepts, industry-relevant concepts, and encourage students to take advantage of work-based-learning.	AHS: Procure sub for meeting (done) AMHS: Align Common Core State Standards with program ARHS: Familiarize with Common Core in order to better align. Continue giving and assessing the CBAs, which test art-related concepts.	AHS: Maintain high rigorous standards as both a CTE and ART class that also touches on state Core standards of English and math AMHS: Continue aligning course to Arts and CTE standards ARHS: Research and confirm that colleges will accept Jewelry courses as Art credits. Educate the counselors of this information.

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

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for Jewelry/metal sculpture, I Karen Furuya represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, P12)

Karen Furuya	[signature]	5/7/15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Aerospace Assembly & Machining and Welding Technology

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**

Chairperson **Open-(Scott Schreiber as temporary chairperson)**

Date(s) of meeting(s)	**Minutes on File ✓**
1. Oct. 20,2013	☒
2. May 7, 2014	☒

Advisory Committee Members

Name	**Representing**	*Must have a minimum of three voting members
Charlie Frampton	Skills Inc	☒ voting ☐ non-voting
George Anex	Phoenix Consulting-Owner	☒ voting ☐ non-voting
Brian Wilson	Orion	☒ voting ☐ non-voting
Scott Schreiber	GRCC Welding Instructor	☒ voting ☐ non-voting
Casper Fox	GRCC Welding Instructor	☒ voting ☐ non-voting
Jeff Olberg	Boeing Engineer	☒ voting ☐ non-voting
Roger Lee	AHS Vice principal	☐ voting ☒ non-voting
Cindi Blansfield	CTE Director	☐ voting ☒ non-voting
Ron Cughan	Instructor	☐ 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:	**Yes**	**No***
♦Facilities meet trade standards	☒	☐
♦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 Ron Cughan **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Technology Education, Precision Metal Worker, Work Based Learning Coordinator, (Conditional Career Choices, Drafting)

Certificate renewal date June 30, 2021 **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 3/19-21/2015	☒	☐	☐
Wokshop Covell Creative Metal working 1/24-25/2015	☒	☐	☐
SkillsUSA Welding Competition with Students1/17/15	☒	☐	☐
SkillsUSA Weld Fabrication Competition with Students 1/24/15	☒	☐	☐

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: 10/27/2016 **CPR Card Expiration:** 10/27/16

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: 10/22/2014	AHS: 25	AHS: 50
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/07/2015	AHS: 30	AHS: 30
	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. Additional Equipment CNC lathe 2. Cross credit welding w/math 4. Review two hour machining period time frame or alternative solutions 5. Print Reading-Weld Symbols 6. CAD skills 7. Auto darkening helmets desired 8. Add Additional MasterCam stations in drafting lab. 9. Repair digital readout			

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?	☒	☐
♦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 (E4.1c) SkillsUSA, FIRST Robotics
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?	☒	☐
♦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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
Oct 2015	Seattle, WA	Attend AGC Construction Career Day	45	School Bus, Substitutes
May 2015	Seattle, WA	Attend Women in Trades Conf.	40	Thru Career Center
May-June	Auburn, WA	Orion to be planned	15	School Bus

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
AHS:-Robotics team Tread 3219 competed at regionals and state finals Machinist training course taught full year 2 period block with two periods of welding. Taught Drafting Engineering otwo period. Field trips: Construction Career Day. Set up weld stations . Teacher workshops training on aerospace assembly and material science sponsored by OSPI @ SCCC ToolingU curriculum used in Aersopace Machining and advanced welding.	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	AHS: Maintain aerospace two period block option for students Provide ToolingU curriculum subscription for Aerospace and Welding students Continue improving new shop area organization. Purchase software site license for drafting lab & metal shop for Updated Mastercam software	AHS: Class period block of time for Aerospace class is reduced from two to one periods by administration ToolingU-maintain subscription for curriculum use Aerospace machining and Welding. Provide extended time for teacher to learn updated software. Add CAD/CAM computer programs. Maintain computer upgrade plans for drafting and Metal shop. Purchase software site license for drafting lab & metal shop for Mastercam.	AHS: Maintain two period block of time for Aerospace Machining class. Purchase ToolingU Subscription for Aerospace Machining class and advanced level welding students, @ $75.00/student 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 Maintain Autocad Site of software including Inventor. See drafting Annual plan	AHS: -Continue to make industry connections in related manufacturing industries. -Review needs for curriculum modifications Aerospace addition -Review new ideas for cross curricular events between disciplines. -Robotic club continuation -access drafting lab for CAM instruction. -Use ToolingU, Skywire teacher web pages and other computer applications for instruction and record keeping.

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AHS: Add copies of Mastercam Art,(not accomplished) -maintain standard supply budget to at least $7000.00 for full metals program offerings Welding and Aerospace -(currently set at $4000.00) -Maintain equipment $1000 reserve fund for repairs.- 2013-14 (HAAS and Kioke Cutting Machine was repaired) Miller 350 XMT CC/CV added as part of new school plans. Welding Carts Built for weld booths. Metals storage carts built as per new construction dollars	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	AHS: Add copies of Mastercam Art, -maintain standard supply budget to at least $7000.00 for full metals program offerings-Welding and Aerospace -Maintain equipment $1000 reserve fund for repairs. -replace 1 Lincoln .024 GMAW wire welder $700.00. Add new Lincoln Precison TIG 275 replacing aging welder (30yrs). Replace work tables listed with Stacy Jordison as per new construction	AHS: -Provide extended time for teacher training, shop maintenance, robotics club and student leadership -Provide supply budget $7000 -Reserved additional $1000 emergency equipment repair budget	AHS: -Research CNC turning machines determine power requirements. $30,000 -replace 1 Lincoln .024 GMAW welder $700.00	-Replace aging miller weld GTAW machine with Lincoln 275 precison TIG -Research CNC turning machines determine power requirements. $30,000 Research addition of metal shear 16 ga.- 3/8 plate

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
-Student safety checks on equipment. *Documentation procedures in place*	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	AHS: -Prepare new shop with 6S protocall- Sorting, Sweeping, Standardizing, Simplifying, Self-discipline and Safety - Retain Para educator (Sunshine Merritt) -Update first aid kits -transfer/install current camera system for security and student safety as needed.	AHS: -Add Cameras for surveillance *not done* - qualified Para educator employed -Review safety shop procedures *ongoing* -Update first aid kits for completeness	AHS:-Request district to continue para-educator support -Purchase first aid kits $100	-Continue to refine shop safety standards and procedures.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Recycle metal from container storage.	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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: Tool storage Work stations Metal storage racks Welding stations New work benches	AHS: Extended days 6 days with 4 days by application	AHS: - Cost as per district maintenance	AHS: Maintain current facilities to support curriculum in Machining, Aerospace, Welding and Sheet Metal.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: -Field trips, school sponsored Women in trades, career day-*done* -Boeing job shadow day, *not done.* -On the job training, *made available to qualified students* -Guest Speakers, *Yes promoted by Career center* -Visits to post secondary Programs, *Yes SkillsUSA Students* -SkillsUSA competitions	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	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	AHS: -Field trips none -Boeing job shadow day *not done* -Guest Speakers *not done* -Visits to post secondary Programs *not done* -SkillsUSA competitions *done* -Attend robotic competition regional & State. -Attended Construction Career Day -Boeing Interview day May 8 for interested select juniors meeting criteria. -Aerospace assembly field trips. -Girls non-traditional field trip	AHS: -Provide extended time for teacher to support extended learning opportunities.	AHS: -Provide extended time for teacher to support extended learning opportunities. Field trips: Provide field trips to cross section of industries: Aerospace. Welding, Machining

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: -Machinist Training Cross credited with math. -Welding currently no cross credit.	**Cross Credit Options** How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	AHS: Obtaining cross credit in math for welding and machining programs -Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee. -Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee. Look at potential for getting cross crediting through ToolingU online curriculum.	AHS: -Continue implementation of applied math as it's related to the trades. *Progressing in PLC's* AHS: -Continue implementation of applied math as it's related to the trades,(SIP) School Improvement. . *Progressing in PLC's* -Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee. -Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee.	AHS: Follow up on district procedures for obtaining cross credit in math for metals programs	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.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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 and Engineering	**Post-Secondary Connections** • 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 *done*	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.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: -Target audience is incoming freshmen and parents. -Provide connection with other High schools, *done* -Ninth grade visits to program. -8th grade parent back to school night-*Done* -Visual displays in PAC-*Done* -District/school Web site -brochures -*not done* -Set up a booth during lunch before sign ups. *Not done* -ninth grade orientation class visits.-*Done*	**Program Promotion*** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	AHS: -freshmen and parents orientation. -Course catalogue descriptions in other ASD High schools -Ninth grade orientation class visits to program. -8th grade parent back to school night. -Displays in PAC display case -District/school Web site -Program information guide brochures -Set up a booth during lunch before sign ups.	AHS: -Target audience is incoming freshmen and parents. -Provide connection with other High schools *done* -Ninth grade orientation visits to program (career choices). *done* -8th grade parent back to school night *done* -Visual displays in PAC *done* -District/school Web site *progressing* -brochures *update* -Visit Middle Schools *done* Attend Construction Career Day	AHS: -Target audience is incoming freshmen and parents. -Provide connection with other High schools -Ninth grade visits to program. -8th grade parent back to school night -Visual displays in PAC -District/school Web site -brochures -Set up a booth during lunch before sign ups.	AHS: -Continue program promotion. - Schedule times for orientation class to visit programs. -Schedule time to visit other Auburn High Schools

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

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

Annual Program Description & Plan

On behalf of the Program Advisory Committee for **Aerospace Assembly& Machining andWelding Technology** , I represent the members as having read, approved and will support this program plan for the 15-16 school year. (E2.6, P1.2). (CTE Program Name)

Scott Schreiber
Typed Name of Chairperson

Signature of Chairperson

AUBURN SCHOOL DISTRICT
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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**

Chairperson **COLLEEN RAYBURN**

Date(s) of meeting(s)	Minutes on File ✓
1. October 23, 2014	☒
2. May 7, 2015	☐

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Cindy Pratt	AHS FACSE Instructor	☐ voting ☒ non-voting
Kelly Jensen	ARHS FACSE Instructor	☐ voting ☒ non-voting
Vivian Baglien	AMHS FACSE Instructor	☐ voting ☒ non-voting
Lyn Morris	AHS FACSE Instructor	☐ voting ☒ non-voting
Noreen Kebba	WAHS FACSE Instructor	☐ voting ☒ non-voting
Colleen Rayburn-Board Chair*	Retired Educator	☒ voting ☐ non-voting
Valerie Bryant*	Cascade Middle School- Instructor	☒ voting ☐ non-voting
Diana Holz	GRCC-Early Childhood Educator	☒ voting ☐ non-voting
Becky Kinney	Junior Junction Preschool-Auburn	☒ voting ☐ non-voting
Tina Layos-Knapp	GRCC-Early Childhood Educator	☒ voting ☐ non-voting
Stephanie Swift	Counselor-AMHS	☒ voting ☐ non-voting
Kari Leggett	Former Student AHS	☒ voting ☐ non-voting
Cathy Abby	Auburn Public Health Educator Consultant	☒ voting ☐ non-voting
Carissa Dwyer	Professional Assistant / Project manager to church	☒ voting ☐ non-voting
Nancy Tapp*	Retired Educator	☒ voting ☐ non-voting
Gary Amerson	Financial Planner	☒ voting ☐ non-voting
Bart Jensen	Business Owner	☒ voting ☐ non-voting
Cyndee Smith	Para-legal	☒ voting ☐ non-voting
Nicole Evans-Buck	DSHS	☒ voting ☐ non-voting
Laura Young*	Community Member	☒ 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:

	Yes	No*
• Facilities meet trade standards	☒	☐
• 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.**

AUBURN SCHOOL DISTRICT
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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 Dr. Vivian G. Baglien **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) FACSE CTE, K-12 and Work Based Learning

Certificate renewal date June 2016 **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
FACSE October Conference 2014	☒	☐	☐
Red Cross CPR/first Aid Instructor Training	☒	☐	☐
Blended Instruction Symposium- PLU- Auburn Team	☒	☐	☐
On Site Chair Amercian Association of FCS National Meeting June 2016	☐	☒	☒

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: January 2016 **CPR Card Expiration:** January 2016

Instructor Name Kelly A. Jensen **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) FCS CTE & Health CTE (4-12), along with Work Based Learning

Certificate renewal date June 2017 **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
July 2015	Art Institute of Seattle- Culinary Arts (3day workshop)	☒	☐	☐
Oct.2015	Green Team Leadership Workshop	☒	☐	☐
Oct.-Present	PLC Hours	☐	☒	☐
May 2015	Precision Exam Workshop	☐	☒	☐
June- ????	CELL 5D	☐	☐	☒
August-June	OSPI CTE Director Admin. Internship Program	☐	☐	☒

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
Clothes 4 Kidz	All year round	Auburn Community
Kiwanis Club of the Valley	All year round	Auburn Community
Auburn Artwalk	Oct-May	Auburn Community

First Aid Card Expiration: May 2016 **CPR Card Expiration:** May 2016

AUBURN SCHOOL DISTRICT
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Instructor Name Noreen Kebba **School** ☐ AHS ☐ ARHS ☐ AMHS ☒ WAHS

Certification Area(s) FACSE CTE, K-12 Health

Certificate renewal date June 30, 2020 **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
PLC CLOCK HOURS	☒	☐	☐
CELL 5D	☐	☒	☐
AFAA RECERTIFICATION	☐	☒	☐
TITLE I TRAINING	☐	☒	☐

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
SIP TRAINING	May 2015	WEST AUBURN

First Aid Card Expiration: FEB 2017 **CPR Card Expiration:** FEB 2016

Instructor Name Linda Morris **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Home Economics, Special Education , K-12, WBL, Vocational

Certificate renewal date June 2016 **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
STARS Merritt Training	☒	☐	☐
PLC Clock Hours -	☒	☐	☐
Precisions Testing	☒	☐	☐
	☐	☐	☐

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: 4/14/17 **CPR Card Expiration:** 4/14/17

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(duplicate page as needed)

Instructor Name Cindy Pratt **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Health, Family and Consumer Science Education, Work-based Learning, Principal

Certificate renewal date 2016 & 2017 **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
Professional Learning Communities Clock Hours	☒	☐	☐
27th Summer Institute	☒	☐	☐
OSPI Training for Careers with Children	☐	☐	☒
Train the Trainer for CPR and First Aid	☐	☐	☐

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	2-10-15	AHS

First Aid Card Expiration: 2/10/17 **CPR Card Expiration:** 2/10/17

AUBURN SCHOOL DISTRICT
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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: 5/7/2015	AHS: 150	AHS: 150
	AMHS: 5/7/2015	AMHS: 60	AMHS: online
	ARHS: 0	ARHS: 0	ARHS: 0
	WAHS: 5/7/15	WAHS: 63	WAHS: 63
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/ 7 /15	AHS: 95	AHS: 95
	AMHS: 0	AMHS: 0	AMHS: 0
	ARHS: 0	ARHS: 0	ARHS: 0
	WAHS: 0	WAHS: 0	WAHS: 0
1-year Graduate Survey (optional)	AHS: 0	AHS: 0	AHS: 0
	AMHS: 0	AMHS: 0	AMHS: 0
	ARHS: 0	ARHS: 0	ARHS: 0
Class of _____20_____	WAHS: 0	WAHS: 0	WAHS: 0

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Update birth DVD	1. More time at field sites	1.	1. MORE COOKING LAVS
2. Cooking in Health Nutrition Unit	2. How to fill out college/ credit applications,	2.	2. LESS CLASS WORK
3. More Labs	3. Maybe longer due dates	3.	3. MORE FUN CRAFT TYPE PROJECTS
			4. EXTRA CREDIT

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Independent Living Prepares for life	1. Independent Living; Roommate/ What's for Dinner- both helped prepare me to live on my own.	1.	1. ENJOYED GAME OF LIFE FIELD TRIPS
2. Health teaches important life skills	2..Working with children: good prep for future career with kids.	2.	2. BABY UNIT
3. Hands on projects	3..Online support good for accessing assignments on own.	3.	3. GREAT COOKING LABS
		4.	4. FUN GUEST SPEAKERS

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Program Components Continued...

	Yes	No
•Instructor certification and renewal dates have been reviewed?	☒	☐
•A para-educator provided for this program? (limited use)	☐	☒
•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 (E4.1c) **FCCLA Family Careers and Community Leaders of America**

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?	☒	☐
•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?	☒	☐

Extended Learning Opportunities:
Students are encouraged to apply learning concepts learned in class to their everyday lives.
Guideline is 2 suggested per class.
ARHS- Community Service via FCCLA, Feeder Elementary Schools and various Auburn community organizations.

Requested Field Trips: 2015-2016 School Year

School	Location	Purpose	# of Students	Anticipated Cost
AMHS&ARHS	Tacoma	FCCLA Fall Meeting	20	100
AMHS&ARHS	Tacoma	FCCLA STAR Events	20	100
AMHS	Wenatche	State FCCLA Conference	20	700.00
AMHS, AHS & ARHS	Auburn Area Schools or Day Cares	Transportation for students internships in Careers with Children and Teaching Academy	20-35	Unknown
AMHS, AHS & ARHS	Clover Park-Tacoma	View professional presentations -Interior Design Projects developed at college level	30	TBD
WAHS & ARHS	Kent Commons	GAME OF LIFE- issues and decision making for teens	30	TBD
WAHS	Green River C.C	Tour campus and explore programs	20	TBD
WAHS	Women In Trade	Untraditional careers to inspire women	20	TBD

CTE Program Planning Document
2015-2016

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 is 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 2014-15 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-16**	**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. **Auburn High School** Health is aligned and assessing according to Power Standards and Standards Based Grading. Nutrition and Wellness has enhanced options for earning required Health credit. Class is favorable amongst students and administration. **WAHS** Increased Enrollment in Nutrition and Wellness; also in Health Continued School Wires internet support for FACSE courses.	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • 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 support online posting of course materials on School Wires and investigate use of Edmondo as a bridge to School Wires. Develop curriculum to align with Auburn School District FACSE Frameworks. **Auburn High School** New instructor for FACSE classes. Develop curriculum to align with Auburn School District FACSE Frameworks. **WAHS** Support online posting of course materials on School Wires. Maintain quality programs with fixed yearly budget. Gain proficiency with the electronic real care baby program.	**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, Google classroom. **Auburn High School** In progress **WAHS** Continuing to update curriculum to meet or exceed Health and Family and Consumer Science Classes Maintain a quality program.	**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. **Auburn High School** 1. Align Independent living curriculum with ASD FACSE Framework. 2. Align Careers with Children Curriculum with ASD FACSE Framework. **WAHS** 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. Look into Running Start so West Auburn Students can earn high school and college credit as a way to keep them interested in	**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. **Auburn High School** Continue to improve curriculum and assessments to frameworks. **WAHS** Add Chrome books for Family and Consumer Science students. This learning tool will help to integrate more technology in the classroom environment. Access to cable or satellite provider to access educational programming.

ARHS Create a rubric system used by all FCS instructors in the Auburn School District		**ARHS** Develop curriculum to align with the demands from OSPI via FACSE Frameworks. • *Learning targets (I can statements)* • *Assessment Rubrics*	**ARHS** Curriculum Adoption year, rewrite the district FCS frameworks	school. Goal setting. Work with Administration and counselors to accomplish success for those enrolled --- **ARHS** Education change is quickly- be open minded with current and future changes	Add SMART board as a teaching aid. Continue to have facilities meet industry standards. Preview placement of students so that they are placed in programs where they can experience success. --- **ARHS** Need more courses that teach young adults how to be successful in the day to day matters of life.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Futur
AMHS Ordered 2 Singer regular machines and 2 sergers. **AHS** **New Building and equipment** **WAHS** Health is aligned according to Standards Based Grading. District replaced three old computers with new. Nutrition and Wellness has enhanced options for earning required Health credit. Class is favorable amongst students and administration.	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	**AMHS** Continue to replace older sewing machines at least at rate of 2- 4 a year. Review equipment needs for lab in room 236. Stoves will need to be replaced in next 5 years Work to support computer cart for FACSE/CTE use. Purchase color printer for 232 **AHS** Rolling storage unit needed for room 162. **WAHS** Obtain three additional computers for classroom use. Replace aging ovens in classroom. Four ovens need replacement. Replace classroom flooring to improve sanitation and appearance.	**AMHS** District administration is supportive of our needs. Will continue to replace machines as funds are available. Request for computer cart made through department chair. Review funds available for purchase. **AHS** Communicated need with Ms. Jordison, Assist Principal **WAHS** District administration is supportive of our needs. Three additional computers need updating/replacement. Ovens still need replacing. Committed to replacing parts and service but no capital improvements yet. The classroom floor is old and in dire need of replacement. Looking for funds when available	**AMHS** Purchase machines. Costs $500-800 per set if same price grouping available in fall of 2014 Make needs known for computer use to technology team and building administration. Estimate- $ **AHS** Work with building administration to order with new building funds. $ 4500.00 **WAHS** Costs for computers are approx. $700.00 with software times (3) $2100.00 total (4) ovens approx $1200.00 each $4800.00 total Discuss with WAHS Principal to develop an action plan to advance this project improvement. Request an estimate and bidding process for floor replacement.	**AMHS** All sewing machines have been updated and replac With maintenance provid annual budget. Each student enrolled in FACSE program has acc to a computer. Replace stoves in 236 an set up on a rotation basis **AHS** On-line subscriptions for videos. **WAHS** New floor and ovens sho be installed. Climate control for more regulated classroom temperature. Room too w at times for comfort.

ARHS Over Summer: Replacing aging ovens/stove units and microwaves in all (7) student kitchens in room 510. Pulling out the demo stove form front counter.		**ARHS** Maintenance of the sewing machines. Pull out the demo kitchen in room 521, to utilize the space better.	**ARHS** Research cost, and set an appointment. Start the conversation with Shawna Leonard, assist principal	**ARHS** Communicate the needs as the matter arises	**ARHS**

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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 **AHS** Maintaining safety practices through instruction. **WAHS** Maintaining safety practices within the classroom	**Safety** (E2.5a, P1.3) • 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 **AHS** Lesson plans addressing safety protocols. Classroom knives secured in safe location out of view and reach of students. Maintain Public Health Standards for best practices food handling. Offer first aid and CPR opportunities for students **WAHS** Lesson plans addressing safety protocols. Classroom knives secured in safe location out of view and reach of students. Maintain Public Health Standards for best practices food handling. Offer first aid and CPR	**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. **AHS** Students receive orientation for the foods lab and other classroom activities with appropriate safety instruction Classroom demonstrations done by teacher. Appropriate safety instruction in place.. **WAHS** Students receive orientation for the foods lab and other classroom activities with appropriate safety instruction Classroom demonstrations done by teacher. 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 **AHS** Use standards for Foods and Nutrition and Wellness curriculum. Budget to purchase safety curriculum. Continued safety education in all FACSE course disciplines **WAHS** Use standards for 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. **AHS** Review FACSE courses to determine safety needs. **WAHS** Review FACSE courses to determine safety needs.

ARHS Maintaining safety practices within the classroom		opportunities for students **ARHS** Lesson plans addressing safety protocols. Maintain Public Health Standards for best practices food handling.	**ARHS** Students receive orientation for the foods lab and other classroom activities with appropriate safety instruction Classroom demonstrations done by teacher. Appropriate safety instruction in place.	**ARHS** Use standards for Foods and Nutrition and Wellness curriculum. Budget to purchase safety curriculum. Continued safety education in all FACSE course disciplines	**ARHS**

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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 **AHS** Maintain existing classroom facility with repair work orders **WAHS** Maintain existing classroom facility with repair work orders **ARHS**	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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. **AHS** Continue to assess facilities for general maintenance and upgrade of facility as needed. **WAHS** Continue to assess facilities for general maintenance and upgrade of facility as needed. **ARHS**	**AMHS** Working with administration and maintenance to correct needs as they arise. **AHS** Work with new building requirements and add items to PUNCH LIST. **WAHS** Working with Principal /administration and maintenance to correct needs as they arise. **ARHS**	**AMHS** Work with administration and maintenance to correct needs as they arise. **AHS** Communicate PUNCH LIST items to Zimmerman and Jordison. **WAHS** Continue working with Principal /administration and maintenance to correct needs as they arise. **ARHS**	**AMHS** Continue to survey facility for improvements and upgrades. **AHS** Continue to survey facility for improvements and upgrades. **WAHS** Continue to survey facility for improvements and upgrades. **ARHS**

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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. **AHS** Diaper Drive for PICC Additional Leadership Opportunities **WAHS** Attended the Game of Life Conference. Kent Commons Women in Trades Conference at Seattle Center **ARHS** Service Learning project based Connection with a Community service organization(Kiwanis of the Valley)	**Extended Learning Opportunities** (E2.3, P1.5) • 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 learning's. **AHS** Continue classroom & school leadership opportunities. **WAHS** Students attended health related classes put on by the Kent Police Department To encourage women to search out non-traditional high paying careers Develop a West Auburn career fair of our own.	**AMHS** Active membership in FCCLA and will continue in 2015-16 school year. Continued to support growth of Work Base Learning Program and Careers with Children **AHS** On going **WAHS** Students developing plan to improve West Auburn by building communities. Positive quotes, pay it forward Wednesdays, slap with kindness activities Annual attendance- dialogue with female students	**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 **AHS** Communicate opportunities to students **WAHS** Identify guest speakers to address student population needs. Continued participation; schedule for next year. No cost, transportation only.	**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. **AHS** **Expand program** **WAHS** An improved student support structure at WAHS. Better spirit and increased daily attendance to bolster the educational experience and outcomes for all. West Auburn will have full participation from student population, including male students.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS Continued to merchandize to students that the Interior Design and Fashion program are cross credited to Art. Trained for MERIT training credits for Careers with Children Trained for Precision testing for certification in FACSE course work **AHS** Trained for MERIT training credits for Careers with Children **WAHS** Make sure students are aware of cross-credit opportunities **ARHS** Interior Design and Fashion- a Fine Arts credit Nutrition/ Wellness- Advance Health Credited Tech Prep with Careers in Education/Careers with Children.	**Cross Credit Options** • How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	**AMHS** Continue to support cross-crediting options. Look into the possibility of cross crediting Independent Living to Applied Math. Review Merit funding and availability of funds to support cross crediting with Merit certification. Review Precision application to all course that apply throughout FACSE program **AHS** Support Cross-Crediting Options **WAHS** Support Cross-Crediting Options **ARHS** Support Cross-Crediting Options Use Precision Exams	**AMHS** In basic review. On hold until beginning of Fall 2014 school year. Program is cumbersome to enroll students and funding is limited. Doesn't necessarily mean it will be maintained over time. Will test Interior Design and Careers with Children students this spring. **AHS** Present option of cross credit to school administrator. Promote cross credit options **WAHS** Present option of cross credit to school administrator. Promote cross credit options **ARHS** Use Precision Exams, as it develops Promote cross credit options	**AMHS** Review training and certification needed and if FACSE staff view this as a feasible option given our training backgrounds and expertise. **AHS** Present option of cross credit to school administrator. Promote cross credit options **WAHS** Present option of cross credit to administrator. Promote cross crediting.	**AMHS** Continue to explore and expand, and review cross crediting options. Re-establish face to face confirmation of Career with Children cross crediting agencies through South King County Tech Prep Consortium or similar established group. **AHS** Examine more cross credit options to keep enrollment high and graduation numbers up. **WAHS** Examine more cross credit options to keep enrollment high and graduation numbers up.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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. **AHS** Field trips: Clover Park Guest Speakers: FIDM, Art Institute, Auburn Police Dept., Auburn Fire Dept., King County Public Health, Smart Love, Smart Freedom, AA Panel, Think Again, Chet Tozier, Lori Grimm **WAHS** Training for Precision Testing- available for most FACSE courses. **ARHS** Speakers and fieldtrips	**Post-Secondary Connections** • 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. **AHS** Field trips: Clover Park, Career Conference, Women in Trades, Game of Life Continue partnerships with guest speakers! **WAHS** Examine industry standards and materials to bring students to higher levels. **ARHS** Speakers and fieldtrips	**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. Some buildings will do some testing this spring 2015. CWC students that qualify can enroll in Merit and obtain certification. **AHS** On-going **WAHS** Will be attending necessary meetings to support programs **ARHS** On-going	**AMHS** Continue with support of post-secondary programs that provide learning and certification during high school. **AHS** Continue to work with partnerships to schedule. **WAHS** District expense- unknown **ARHS** Continue to schedule partnerships	**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. **AHS** Encourage community involvement through guest speakers and field trips. **WAHS** Come into compliance with State of Washington expectations. Increased enrollment of students in CTE classes. **ARHS** Encourage community involvement through guest speakers and field trips

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS Continue to educate counselors to support FACSE enrollment and courses that cross credit.	**Program Promotion** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	**AMHS** Continue to merchandize FACSE to increase enrollment Future Freshman Night Continue to educate counselors to support FACSE enrollment and courses that cross credit.	**AMHS** Continued to educate counselors to support FACSE enrollment and courses that cross credit.	**AMHS** Promote program at Middle School level	**AMHS** Increase programs to 2 staff per building, teaching the most currently appropriate programs with each staff limited to 3 preps per semester.
AHS Continue to educate counselors to support FACSE enrollment and courses that cross credit.		**AHS** Continue outreach opportunities.	**AHS** Continued to educate counselors to support FACSE enrollment and courses that cross credit.	**AHS** CTE guest speakers in the CTE areas to motivate students.	**AHS** **Align CTE courses from middle school level to high school level.**
WAHS Continue to educate counselors to support FACSE enrollment and courses that cross credit.		**WAHS** Target 8TH graders to come to our school with an emphasis on CTE classes.	**WAHS** In-progress, 2nd year to promote our school in the District.	**WAHS** I bring in CTE guest speakers in the CTE areas to motivate students. Occupational therapists from Green River, Nutritionists from Multicare, technical colleges like FIDM, and Renton Vocational to name a few. No cost.	**WAHS** Taking students on tours of technical colleges in the local area.
ARHS Continue to educate counselors to support FACSE enrollment and courses that cross credit.		**ARHS** Continue to provide outreaching opportunities.	**ARHS**	**ARHS** Need time to meet with counselors during their weekly meetings.	**ARHS**

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

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Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for Family Consumer Sciences, I Colleen Rayburn represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, P12)

Colleen Rayburn	Colleen Rayburn	5/7/15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

AUBURN SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION

Technology Education
Drafting Engineering Technology
Visual Communications
Interactive Media & Gaming
Woodworking & Design

AUBURN SCHOOL DISTRICT
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CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Engineering Design and Architecture

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)
1. 10-20-2014
2. 5-07-2015

Minutes on File ✓ ☒ ☐

Chairperson **John Ridge**

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Ludwig, Brian	Innova Architects	☒ voting ☐ non-voting
Williams, Tony	ABKJ Engineering	☒ voting ☐ non-voting
Bankhead, Rich	Highline Community College	☒ voting ☐ non-voting
Serna, Felix	Green River Community College	☒ voting ☐ non-voting
John Ridge	Emerald Aire	☒ voting ☐ non-voting
Chris Greene	Moffatt & Nichol Engineers	☒ voting ☐ non-voting
Ray Vefik	Power Engineering Inc. Belay Corp	☒ voting ☐ non-voting
Kim Savage	APEX Engineering	☒ voting ☐ non-voting
Timothy Scott	Auburn Mountainview High School	☐ voting ☐ non-voting
Ron Cughan	Auburn High School	☐ voting ☒ non-voting
Bill Sumner	Auburn Riverside High School	☐ voting ☒ non-voting
Bruce Jacobs	Mt. Baker Middle School	☐ voting ☒ non-voting
Jeff Brant	Emerald Aire	☒ voting ☐ non-voting
		☐ voting ☐ 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:	Yes	No*
• Facilities meet trade standards	☐	☐
• 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.**

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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 Timothy Scott **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) Industrial Technology, Drafting, Construction, Engineering, Technology

Certificate renewal date 06-30-2020 **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
District Workshops (August 2014 to May 2015) Options	☒	☐	☐
FIRST Robotics Workshop (October & November 2014)	☒	☐	☐
	☐	☐	☐
	☐	☐	☐

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 2014 to Present)	08/14 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: 01-28-2016 **CPR Card Expiration:** 1-28-2016

Instructor Name Bill Sumner **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Industrial Engineering Technology K-12 Education

Certificate renewal date June 2020 **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
School Improvement workshops	☒	☐	☐
TSA State Conference/ Vex Robotics State Competition	☒	☒	☒
District sponsored Workshops aimed at Professional Growth and Student improvement	☒	☐	☐
Western Washington Native American Education Consortium STEM	☒	☐	☐
FIRST Robotics	☒	☐	☒

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, 2015	Dallas, TX
AISES STEM Affiliation	August 2015	Auburn, WA
Robotics Training and Curriculum	July 2015	University of Washington, Seattle
Project Lead the Way Workshop	July 2015	Seattle University, Seattle WA

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First Aid Card Expiration:	May 10, 2017	CPR Card Expiration:	May 10, 2017

Instructor Name Ron Cughan **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Refer to machine program plan for information

Certificate renewal date _____ **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
*Refer to Machining program plan for information	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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:

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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: 10-20-2014	AHS:	AHS:
	AMHS: 10-20-2014	AMHS: 43	AMHS: 50
	ARHS: 10-20-2014	ARHS: 68	ARHS: 72
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5-7-2015	AHS:	AHS:
	AMHS: 5-7-2015	AMHS: 35	AMHS: 47
	ARHS: 5-7-2015	ARHS: 68	ARHS: 68
	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. Main source of irritation to the students.	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. Slow down with instructional pace and/or modify grouping.	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 and 3D printer activities but need more	2.
3.	3. Enjoy alternate curriculum when available.	3. TSA,FIRST and Vex involvement very	3.

4.	4.	positive 4. TechPrep credits with Community colleges	4.

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Program Components Continued...

	Yes	No
•Instructor certification and renewal dates have been reviewed?	☒	☐
•A para-educator provided for this program? (limited use)	☐	☒
•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 (E4.1c): Skills USA, 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?	☒	☐
•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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
2015-16	TBD (Seattle-Tacoma)	Career exploration	40	1000
2015-16	FIRST Robotics Competitions-Workshops	Leadership Development	50	24000
2015-16	TSA Competition and Workshops	Leadership Development	31	5500

CTE Program Planning Document
2015-2016

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
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. 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 plans and projects.	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	AHS: Participation in curriculum review for Engineering Design and Architecture. Continue to revise and update instructional materials for coordination with district curriculum. AMHS: Participation in curriculum review for Engineering Design and Architecture. 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	AHS 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. ARHS	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) AMHS: Update software as necessary to keep current Autodesk, PTC Creo, Mastercam. (3600) District Continue to explore options with Solidworks acquisition Create appropriate Purchase orders (District). Workshops on STEM and Robotics Look for a way to purchase a Laser for use with Drafting.	AHS: Update software and PC as needed. Mount LCD projector. Add 3D output device for design to part concept into curriculum. AMHS: Update as needed to keep current. Update software District. Workshops and training on STEM. Work with FIRST Vendors to acquire Solidworks. Integration of laser into instructional programs for Drafting, Engineering, Woodworking and Robotics. ARHS: Update curriculum in alignment with current Industrial trends.

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 **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 robotics, engineering problems and		lesson plans and projects. Develop units that incorporate STEM concepts with current curriculum and goals. Develop applications for Woodworking Students to learn CAD Continue to collaborate on joint projects. **ARHS:** Participation in curriculum review for Engineering Design and Architecture. 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.		Engineering, Woodworking, and Robotics program (research Grant opportunities Estimated cost $14000) **Attend summer STEM workshop (CAD Updates)($1500)** **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,3 D Printer and processes. **Attend summer STEM workshop (CAD Updates)($1500)** **WAHS:**	Continue development of Drafting competencies. Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS. **WAHS:**

architecture problems. Develop Group oriented assignments to increase group dynamics qualities. WAHS:		Rotate students into CNC operations and processes. Develop and implement Course based assessments. WAHS:			

Accomplishments 2014-15 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-16	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS Maintenance on tools and equipment in Woodworking Lab. AMHS Maintenance on tools and equipment in Woodworking Lab. ARHS Maintenance on tools and equipment in Woodworking Lab.	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	AHS: PC maintenance and cleanup. Installed dual monitors on several machines from surplus equipment. 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.	AHS Upgrade Autodesk software to Design academy 2012. Add 3D printing or CAM equipment to Lab 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) ARHS: Continue to obtain appropriate software/hardware for 3D industrial trends. Evaluate current CAD	AHS: Incorporate more parametric software curriculum to articulate with Community colleges. Add in CAM or 3D printing curriculum 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) ARHS: Update curriculum in alignment with current 3D Industrial trends.	AHS: Update software and PC as needed. Mount LCD projector. Add 3D output device for design to part concept into curriculum. 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. ARHS: Update curriculum in alignment with current Industrial trends. Continue development of Drafting competencies. Continue close relationship with

		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 WAHS:	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 WAHS:	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. WAHS:	area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS. WAHS:
AHS: Safety is always a top priority and reviewed for both the drafting and woodworking (engineering) labs. AMHS: Safety is always a top priority and reviewed for both the drafting and woodworking (engineering) labs. ARHS: Safety is always a top priority and reviewed for both the drafting and woodworking (engineering) labs.	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	AHS: Safety inspection completed by ASD Risk Management. 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. ARHS: Safety inspection completed by ASD Risk Management.	AHS: Repair and replace chairs and tables as needed. Continue to organize room and remove clutter. 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 and Robotics programs. Purchase necessary	AHS: Repair and replace chairs and tables as needed. Continue to organize room and remove clutter. 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 and Robotics programs.	AHS Replace worn out and hazardous equipment and tools. Review safety instruction materials. Complete ASD Safety walk-thru. AMHS: Replace worn out and hazardous equipment and tools Review safety instruction materials. Complete ASD Safety walk-thru. ARHS: Replace worn out and hazardous

		Reviewing student safety tests and procedures. WAHS:	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. WAHS:	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. WAHS:	equipment and tools. Review safety instruction materials. Complete ASD Safety walk-thru. WAHS:
AHS Lab setup has been altered by moving benches, tables, etc. to review traffic flow and usability for multiple activities. AMHS Lab setup has been altered by moving benches, tables, etc. to review traffic flow and usability for multiple activities. ARHS Lab setup has been altered by moving benches, tables, etc. to review traffic flow and usability for multiple activities.	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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: Review traffic flow and instructional station and make changes needed to facilitate instruction. AMHS: Evaluation being done on current practice and changes to working robotics and STEM instruction in room 622 and 621 Modifying and developing storage for different programs that use the lab space in room 622. ARHS: Review traffic flow and instructional station and make changes needed to facilitate instruction. WAHS:	AHS: Replace ageing and sagging tables. Ceiling mount LCD projector 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. 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. WAHS:	AHS: Replace tables similar to AMHS and ARHS. Make accommodation for 3D printer or CAM station AMHS: Evaluate and monitor. Work with M Fawcett on Robotics Class. ARHS: Create appropriate work requests and purchases. WAHS:	AHS: and AMHS: Evaluate teaching station and make necessary changes. ARHS: Evaluate teaching station and make necessary changes. WAHS

AHS Students have been 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. Students are working and mentoring local middle school and elementary robotics programs affiliated with FIRST. 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. Field trips to Women in Trades, FIRST Competitions, Regional Championship. - **AMHS** Students have been working with FIRST Robotics from September to present.	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	**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 Robotics competition continued this season) with grant from Boeing. Collaborate with electronics program on projects. **ARHS:** Students have the opportunity to participate in TSA, VEX, FIRST or Skills USA meetings and competitions. Students are also encouraged to attend Career Center opportunities that relate to the curriculum. **WAHS:**	**AHS:** continue Education at local Community Colleges and take advantage of Tech Prep. **AMHS:** Research opportunities for students. Keep reviewing and seeking opportunities outside of the classroom related to CAMPS, FIRST, and career opportunities. **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. **WAHS:**	**AHS:** Work with counseling and scheduler to ensure opportunities for advanced students. **AMHS:** Work with counseling and scheduler to ensure opportunities for advanced students. **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 **WAHS:**	**AHS:** Build program and work with outside customers for relevance to work place learning. **AMHS:** Continue to evaluate and promote extended learning opportunities for the engineering related areas **ARHS:** Continue to evaluate and promote extended learning opportunities for the engineering related areas **WAHS:**

working with FIRST TECH Challenge and FIRST Robotics Challenge, as well as volunteering at the state level working with FIRSTWA. Students are working and mentoring local middle school and elementary robotics programs affiliated with FIRST. 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. 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. ARHS Students have been working with TSA, VEX and FIRST Robotics from September to					

present. Students have attended and competed in regional, state and national competitions.. Leadership, internships and mentorships are offered to all students.. Field trips to Women in Trades, local community schools and job shadows are encouraged for all students.					
AHS, AMHS and ARHS Cross-Credit opportunities exist for third year math, and articulated agreements with Green River College, Highline College, and Renton Vocational College.	**Cross Credit Options** How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	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. 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	AHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts AMHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts ARHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts	AHS: Review and research STEM related activities locally, regionally, and state level. Seek funding. AMHS: Review and research STEM related activities locally, regionally, and state level. Seek funding. ARHS: Review and research STEM related activities locally, regionally, and state level. Seek funding. WAHS:	AHS. Continue to evaluate and promote cross credit options for the engineering related areas. AMHS: Continue to evaluate and promote cross credit options for the engineering related areas. ARHS: Continue to evaluate and promote cross credit options for the engineering related areas. WAHS:

		supported via review of engineering related articles, online journals, etc.	WAHS:		
AHS, AMHS and ARHS Cross-Credit opportunities exist for third year math, and articulated agreements with Green River College, Highline College, and Renton Vocational College. All 3 high schools are looking into precision exams currently endorsed by the state and ARHS is previewing AUTO CAD introductory certification.	**Post-Secondary Connections** • 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: Attended Drafting Articulation in the Fall. Worked with Robotics mentors on design processes. 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. ARHS: Attended Drafting Articulation in the Fall for current year (2014-2015). Provided Field Trips and guest speakers with local businesses and CC schools for prospective students. Provided Guest speakers from Wyotech, Exotic Metals, Career Fair and ITT. WAHS:		AHS: Promote grater involvement with FRC Robotics clubs and visits to Community college. AMHS: Continue FRC, continue to meet with students, and career center. 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. WAHS:	AHS: promote secondary connections for the engineering related areas AMHS: promote secondary connections for the engineering related areas. WAHS: ARHS: Continue to evaluate and promote secondary connections for the engineering related areas WAHS:

AHS Programs have been promoted at the Middle School level through outreach assembly, small group presentations, outreach evenings, and presentations about STEM AMHS 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). ARHS Programs have been promoted at the Middle School level through outreach assembly, small group presentations, outreach evenings, and presentations about STEM	**Program Promotion** How do we market our program to students, parents, and the community? • 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. WAHS:	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. WAHS:	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. WAHS:	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. WAHS:

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for ENGINEERING DESIGN, I Jeffrey Brant represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, P12)

Jeffrey Brant		5/7/15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Visual Communications

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**

Chairperson **Scotty Davidson**

Date(s) of meeting(s)	Minutes on File ✓
1. October 20, 2014	☒
2. May 7, 2015	☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Alex Bruski	AJ Enterprises	☐ voting ☐ non-voting
Mike Harbin	Spectrum Sign	☐ voting ☐ non-voting
Dave Weber	HCC	☐ voting ☐ non-voting
Amber Franz	PlexiPixel	☐ voting ☐ non-voting
Scott Davidson	Tartan Photo	☐ voting ☐ non-voting
Kaye Jackson	ASD	☐ voting ☐ non-voting
Nicole Thomson	Trupanion	☐ voting ☐ non-voting
Maija McKnight	City of Auburn	☐ voting ☐ non-voting
Dana Hinman	City of Auburn	☐ voting ☐ non-voting
Ean Zelenak	CWU	☐ voting ☐ non-voting
Kelsey Jones	Carter's	☐ voting ☐ non-voting
Steve Vandegrift	Photographs of Life	☐ voting ☐ non-voting
Tyler Sandland	Sandland Promo	☐ voting ☐ non-voting
		☐ voting ☐ 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:	Yes	No*
♦Facilities meet trade standards	☐	☐
♦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 Gina Sandland **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Commercial Design/Applied Art, Communication Technologies, Career Choices, Publishing, Graphic Communication, Worksite Learning Coordinator

Certificate renewal date June 2019 **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
ASD Trainings: Google Classroom, Sites, Drive	☐	☒	☒
ASD: Professional Learning Communities	☐	☒	☒
SkillsUSA	☐	☒	☒
WJEA conference April 2015	☒	☐	☐
ASD Trainings: Title, Technology. SIP			

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
Adobe Certification	2015-16	TBD

First Aid Card Expiration: May 2017 **CPR Card Expiration:** May 2017

Instructor Name Thomas J. Kaup **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Language Arts, Journalism, Mass Communication, Publishing

Certificate renewal date June 30, 2015 **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
Introduction to CTE , South Seattle College	☒	☐	☐
Legal Issues, South Seattle Collete	☒	☐	☐
Advanced CTE Teaching Strategies	☐	☒	☐
Student and Personal Leadership	☐	☐	☒

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
History and Philosophy of CTE, South Seattle	Summer, 2015	South Seattle College
Program Development: Implementing CTE Standards	Fall, 2015	South Seattle College
Practicum: Demonstration of CTE Competencies	Spring, 2016	South Seattle College

First Aid Card Expiration: 10/2016 **CPR Card Expiration:** 10/2016

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 Cary Davidson **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) Commercial Design/Applied Art, Communication Technologies, Computer Applications & Related Prog, Publishing, WBL, Career Choices

Certificate renewal date 66/2017 **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
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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: 01/2017 **CPR Card Expiration:** 01/2017

Instructor Name **School** ☐ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s)

Certificate renewal date **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
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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 (2nd semester from last school year)	AHS: Fall, 2014	AHS: 70	AHS: 70
	AMHS:	AMHS:	AMHS:
	ARHS: 10/20/14	ARHS: 101	ARHS: 120
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/7/15	AHS: 41	AHS: 60
	AMHS:	AMHS:	AMHS:
	ARHS: 5/7/15	ARHS: 85	ARHS: 96
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) **Class of _____20_____**	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS: N/A	ARHS: N/A	ARHS: N/A
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.			
AHS	**AMHS**	**ARHS**	**WAHS**
1.	1.	1. Need another plotter	1.
2.	2.	2. No freshmen	2.
3.	3.	3. More computers/cameras	3.

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1.	1.	1. keep independent environment	1.
2.	2.	2. variety of projects and skills	2.
3.	3.	3. enjoyed various guest speakers	3.
4.	4.	4.	4.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	☒	☐
♦A para-educator provided for this program? (limited use)	☐	☒
♦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 (E4.1c) 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?	☒	☐
♦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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
Fall/Spring	Orlando/LA	JEA	10	5000
May 2016	Pike Place Market	CBA	50	500
Nov 2015	TBD	CBA	50	500
March 19 2016	Auburn High School	Students attend and participate in state journalism convention and workshop	25	YB Fund
April 2016	Los Angeles CA	Students attend and participate in national journalism convention and workshop	10-15	YB Fund

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
Curriculum Review for Viscom I, II and CS Implemented Precision Exams for Media1A and Basic Digital Photography Work on alignment of curriculum with CCSS for Technical Subjects Started using Google Classroom for assignments AHS: Moving into our new building, setting up the Photo Studio, the News Room/Audio/Visual Room, setting up Computers. 2. Moving Vis Com curriculum completely into Google Classroom. All Assignments and projects are online requiring no paper to be printed. 3. Use of Edulaunch to teach Photoshop online, self paced for students	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	Continue to align curriculum to CCSS for Technical subjects Maintain fine art equivalency credit and articulation with Highline C.C. Align lessons with Precision Exams Expand use of Google for Education apps (classroom, drive and sites) and other online/digital resources Subscribe to Edulaunch for Photoshop and Illustrator Curriculum Review for Digital Photography Curriculum Review for Yearbook AHS: 1. Continue creating and adapting curriculum for	Using weekly PLC time, work with bldg leadership Tech Prep process is being finalized Using Basic Digital Photo exam, trying Media exams and work on embedding exam standards in lessons Attended various trainings, implementing in stages Added to Materials and Equipment needed for curriculum review Current was written only 2 years ago Research AHS: Currently meeting objectives and standards as established by district curriculum review.	Work with PLC Research & trainings Review agreements Review standards Revise lessons Attend trainings Implement Subscribe: $250 Work with ASD and colleagues Work with ASD and colleagues AHS: Definite need for more equipment and updated equipment on the list generated through our	Research AP Photography curriculum New course for live video production course Offer Adobe Creative Suite Certifications AHS: Every dimension of our program is planned, curriculum is 100% online and available for use. Students working on Client projects for school personnel

		online access and completion. 2. Develop projects for video, vinyl, and silkprinting as equipment gets installed		Curriculum Review ($65,000 for all three high schools)	

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Completed purchase and resale of surplus iMacs Began implementation of Google for Education tools Purchased and installed an HP color laser printer and Pixma ink jet printer Added MP3 recorders Purchased used lighting equipment at ½ price Purchase 3DLSR Purchase Silhouette plotter for small projects AHS: 1. Equipment from older school was received and inventoried. 2. 18 new and 6 used MACs were updated with latest OS as well as set up for student use 3. Purchased Vinyl Supplies as needed 4. Ordered and installed new Photo printer 5. Created list of missing and damaged equipment	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	Continue to implement Google for Education Replace or repair vandalized keyboards (9 with missing keys) Replace aging plotter and add a 2nd plotter Replace outdated scanners Replace iMacs (6) Update software: Edulaunch, Final Cut Elements (24) Adobe Cloud (site license), ComicLife, (24) StopMotion (6) Add Nikon DSLR (with long lens) (6) light meter (1) Vixia camcorders (5) and mics (4) to support photo/video curriculum Add rail system (1) stobe, lighting (1) and backgrounds (2) to support photo curriculum Replace tripods (2) Replace mat cutter (1) Replace B&W laser printer (1)	In progress Purchase (Apple may waive cost) Curriculum Review Curriculum Review Curriculum Review Curriculum Review Curriculum Review Curriculum Review Curriculum Review	Continue current Pick up from Apple Store Complete and submit Materials and Equipment list as part of curriculum review process (attached) “ “ “ “ “ “	Replace exposure unit in screen printing room. Research 3D printing and Laser engraving options (shared in building?). Keep equipment and software current. Maintain class set of DSLR cameras, Update to Cloud version of software iPads for mobile studio options AHS: Continue the integration of Journalism and Vis Com, equipment sharing, student learning opportunities, All Photography, Graphic Design, and Silkprinting are integrated to serve our community

		AHS: Still waiting for the missing equipment needed to set up the Silkprint room that was not brought over from the old school: 1) Dryer 2) Power washer 3) Dark cupboard or place for curing screens Missing Equipment: 1. Flash Dryers Large Format	AHS: Computers updated as needed. Six older MACs are losing capability in some areas and need replacement soon. Some Keyboards have been damaged and need replacing. Need a large format Color Printer that will print Tabloid size for proofing of the newspaper and yearbook pages--- necessary for proofing and searching for legal and ethical issues in publications	AHS: Purchase Large Format Color Printer for use in Journalism and Vis Com classes	

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Maintained safety Established a para schedule for 2 hours per day AHS: No accidents	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	Remodel summer 2015 to remove walls will improve visibility and supervision. Maintain cap on classes at 24 Maintain para for screen printing area and walkabout supervision as needed Install surveillance system purchased August 2013 Provide supervision for photographers at events outside the school day as needed Revise behavior contract AHS: Continue safety procedures. Install security cameras for back rooms. Para Support needed to help when Silkprinting is installed and working to supervise the back room	Pending Classes capped Currently only 2 hrs per day Maintenance will not install Not provided AHS: Cameras purchased need to be installed and set with new monitor or TV set in classroom. Para desperately needed in Vis Com II period especially when working on projects in silk printing	Prepare rationale Prepare rationale Hire outside installation Research/rationale/request AHS: Get a para assigned for Vis Com II class period 6 second semester or when offered in the curriculumAH	Advocate for para time AHS: Have a steady Para present to help Vis Com I students with projects and continue with Vis Com II

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
None AHS: Video/Audio Newsroom set up. Equipment inventoried and stored, both Journalism and Vis Com Initial set up of Silk Printing room Initial t up of Photo Studio	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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?	Mount projector – current location has poor visibility Remodel summer 2015 Remodel will correct green screen defect and install a door for audio lab. Remodel includes additional storage Install previously purchased video surveillance equipment Install track lighting and backgrounds in green room AHS: Complete purchase and installation of equipment for Silk Printing room Get equipment needed for Photo Studio: 1. Install Track Lighting 2. Install black and white backgrounds	Capital outlay pooling request Packing for remodel TMA needed – after remodel AHS: Still waiting for missing Silk Printing equipment that is needed to start silk printing AHS: Still waiting to get material for the Studio	Order parts/TMA $2000 pack TMA needed – after remodel TMA needed – after remodel AHS: Complete purchases for Photo Studio in Capital Projects Budget for Photo Studio	All components of the classroom are secured with cameras, proper equipment and functioning smoothly.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
SkillsUSA photography and state pin design competitions City of Auburn High School Student Art Show City of Auburn Benchmarks Auburn International Farmer's Market poster designs Auburn Valley Humane Society collaboration ARHS student art show Pike Place Market CBA field trip Guest Speakers: post secondary and industry 10th annual Auburn Regional Film Festival AHS: 1.City of Auburn Art Show 2. National Journalism Convention in Wash. DC 3. State Journalism Convention in Puyallup in March 4. National Journalism Convention in Denver 5. ARFF in May 6. Senior Photography 7. Senior Video	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	Continue and expand: SkillsUSA participation, business partnerships, guest artists and guest speakers, community partnerships and career conference participation. Maintain and expand strong connections with the City of Auburn Research certifications and internships. Develop local/regional leadership and competition opportunities for students. AHS: Continue participation in state and national conventions and competitions	Ongoing Ongoing Ongoing Research AHS: Completed all objectives	Promote SkillsUSA and continue making connections with business and industry partners Continue to collaborate Continue research Continue research AHS: Convention costs average about $15,000 per year, currently yearbook fund subsidized and student fundraising	Develop local/regional leadership and competition opportunities and other outlets for student display/performance. Develop and industry based field trip AHS: Continue to participate in state and national journalism competitions. Integrate Vis Com and Skills USA Competitions.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Aligning with CCSS HCC Articulation agreement Maintain Fine/Visual Art equivalency credit AHS: Continue implementing the Curriculum as developed in the Curriculum Review	**Cross Credit Options** How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	Continue to work on alignment of CCSS for technical subjects. Maintain fine/visual Art equivalency credit. Maintain HCC articulation agreement and Tech Prep credit Administer CBA to all students both semesters Incorporate STREAM where feasible AHS: Revise Curriculum as needed for integration of components from the review process. 1. Work to also integrate CCSS into curriculum 2. Use CBAs and Precision Exams	ongoing Maintained Maintained Administered CBA to all students both semesters Research AHS: Ongoing with PLC and curriculum development in Google classroom	AHS: Continue 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	Develop/approve AP Studio Photography curriculum AHS: 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

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Industry and post-secondary guest speakers: The Blessed Every Day photography Ayers Photography Photographs of Life Herff Rep Art Institute NW College of Art Precision Exam certifications AHS: Maintain Highline agreement and Tech Pre credit aavailable	**Post-Secondary Connections** • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6)	Expand industry and post-secondary guest speakers Continue Precision Exam certifications Maintain HCC Articulation agreement for Tech Prep credit Research feasibility of Adobe certifications AHS: Guest Speakers and Tech Prep Research Adobe Certifications	Making contacts Ongoing Ongoing Researching/funding source AHS: Continue development of research into industry certifications that apply to Vis Com	Research Continue Continue Research AHS: Attend Adobe Illustrator Training in Seattle at June Institute	Revise career unit through PLC process Continue articulation and tech prep credits. Research industry certifications Create strong online portfolio presence for students. Strengthen local industry and post-secondary connections Post-Secondary/Industry field trip AHS: Continue integration of program and developing consistent offerings between the three high schools

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS Orientation tours, Schoolwire updates, host 10th annual regional film festival, attended Future Freshmen Night, updated CTE, Photo and Viscom program brochures, utilized student desktop promo opportunities, various projects with the City of Auburn, printed shirts for various clubs, continuous use of display case, handed out buttons, promo posters on the walls, participated in various art shows and competitions, participated in SkillsUSA AHS: Participated in Middle School Outreach Fairs 1.Continued with in school client work 2.Vis Com II students developed artwork and signage for electronic marquee 3. Sent 75 personal written post card invitations to students to join journalism program 4. Weekly bulletin announcements for Vis Com students 5. Created pamphlet for Journalism promotion 6. Created Video for Vis Com promotion	**Program Promotion*** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	Connections with Mt. Baker Viscom program Implement use of GoogleSites ARHS Orientation tours Update all promo videos Plan/Implement cross-content project at ARHS Research exciting online presence including student portfolios and program updates/buzz. Sponsor/coordinate 11th (ARFF) Anburn Regional Film Festival Attend ASD middle school career conferences Attend Future Freshmen Night. Update CTE, Viscom and Photography program brochures. Utilize student desktop promo opportunities. Continuous use of display case, hand out buttons, hang	Attending trainings, planning, researching, exploring, implementing. AHS: Attended Middle School fairs, Future Freshman Night, sent 75 postcard invitations to students at home address, recruited 30 students for Production class, recruited two Vis Com Contract Study students for next year	Continue current and explore new options AHS: Continue with current objectives and activities	Vertical alignment with Middle School Viscom program (Dieringer, Baker and Olympic) Tweets, Blog, etc. Online portfolios AHS: Continue alignment of programs in journalism and Vis Com

7. Participated in Future Freshman Night		posters around ARHS, announcements. Open classroom/lab at before school, lunch and after school. Find/implement high-interest project/activity. AHS: Continue participation with Middle School and outreach fairs. 1.Update and improve the Video for Vis Com and pamphlet for Journalism programs 2.Participate in Future Freshman Night			

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

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Annual Program Plan & Description for the 2015-16 School Year

On behalf of the Program Advisory Committee for Scott Davidson, I _____ represent the members as having read, approved and will support this program plan and description for the 2015-16 school year. (E2.6, PI2)

Scott Davidson		5/7/15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	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**

Chairperson **Mike Lindstrom**

Date(s) of meeting(s)	Minutes on File ✓
1. Oct. 21,2014	☒
2. May 7, 2015	☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Mike Lindstrom	Specialty Forest Products	☒ voting ☐ non-voting
Jeff Gubbe	Washington State Dept. of Transportation	☒ voting ☐ non-voting
Gerry Busch	Busch Wood Products	☒ voting ☐ non-voting
Kal Gallion	Busch Wood Products	☒ voting ☐ non-voting
Lew Keliher	AHS Instructor	☐ voting ☒ non-voting
Timothy Scott	AMHS Instructor	☐ voting ☒ non-voting
Jim Wickens	ARHS Instructor	☐ voting ☒ non-voting
Roger Lee	AHS Assistant Principal	☐ voting ☒ non-voting
Steve Dubay	AMHS Assistant Principal	☐ voting ☒ non-voting
Shawna Leonard	ARHS Assistant Principal	☐ voting ☒ non-voting
Cindi Blansfield	ASD CTE Director	☐ voting ☒ non-voting
		☐ voting ☐ non-voting
		☐ voting ☐ 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:	Yes	No*
♦Facilities meet trade standards (with ARHS wall removal June 2015 (hopefully))	☒	☐
♦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 Jim Wickens **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Technology Education and Work Based Learning

Certificate renewal date June 30, 2021 **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
AGC Construction Career Day	☒	☐	☐
STEM Ukulele Workshop	☒	☐	☐
WCA Certification Training	☐	☒	☐
SkillsUSA State Conference / competition	☒	☐	☐

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
Siding installation	July 2014	Gig Harbor, WA
Custom furniture restoration	May 2015	Ferndale, WA
Deck Construction	Aug. 2015	Spanaway, WA

First Aid Card Expiration: 4/27/2016 **CPR Card Expiration:** 4/27/2016

Instructor Name Lew Keliher **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Technology Education, STEM Education

Certificate renewal date June 30, 2031 **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
WA-ACTE Conference	☒	☐	☐
WITEA Conference	☒	☐	☐
National ACTE Conference	☒	☐	☐
Region V ACTE Conference	☒	☐	☐

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
House – Exterior remodel	July 2015	Bonney Lake, WA.
Auburn High Cabinetry construction and installation	February 2015	Auburn WA
Deck remodel	August 2015	Sumner WA

First Aid Card Expiration: April 2016 **CPR Card Expiration:** April 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 Timothy Scott **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) Industrial Technology, Drafting, Construction, Engineering, Technology

Certificate renewal date 6-30-2020 **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
District Workshops (August 2014 to May 2015) Options	☒	☐	☐
FIRST Robotics Workshop (October & November 2014)	☒	☐	☐
CEL 5 Training	☒	☐	☐
	☐	☐	☐

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 2014 to Present)	08 to Present	AMHS
District sponsored Workshops aimed at Professional Growth and Student improvement	Current	In district and Out of District
Fence Building	Summer 2015	Auburn WA
First Aid Card Expiration: 1-28-2016	**CPR Card Expiration:** 1-28-2016	

Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2nd semester from last school year)	AHS: 10/21/2014	AHS: 115	AHS: 124
	AMHS: 10-21-2014	AMHS: 48	AMHS: 52
	ARHS: 10/21/2014	ARHS: 105	ARHS: 107
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 5/7/2015	AHS: 121	AHS: 126
	AMHS: 5-7-2015	AMHS: 49	AMHS: 56
	ARHS: 5/7/2015	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. Find indoor or outdoor area for storage	1. More opportunities to use computers	1. Get newer wood lathe installed.	1.
2. more computers for the design area	2. More work time	2. More room to work. Remove wall.	2.
3. more room to work	3. Lathe for doing turning work.	3. Smaller projects to keep costs down.	3.

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1. New tool area works well	1. Working in the lab	1. Hands on class.	1.
2. New bosh Miter saw is great	2. Opportunity to select project	2. Like new mitersaws.	2.
3. Hands on learning	3. Working with equipment	3. Enjoy being active.	3.
4. Project made my Mom & Dad happy	4.	4. Able to express my creative skills.	4.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	☒	☐
♦A para-educator provided for this program? (limited use)	☒	☐
♦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 (E4.1c) SkillsUSA (ARHS and AHS)
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?	☒	☐
♦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?	☒	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
Oct 2015	Seattle, WA	Attend AGC Construction Career Day	45	School Bus, Substitutes
May 2016	Seattle, WA	Attend Women in Trades Conf.	40	Thru Career Center
2015	Puyallup, WA	Visit Master Millwork Corp. and Warmoth Guitars	12	School Bus, Substitutes

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
ARHS: Replaced one Mitersaw with 10" Bosch. Replaced portable power tools as needed. Acquired newer lathe from AHS. **AHS:** New lab set up; tool panel construction and installation. Computer/study room counters built and installed. New safety line and machine placement complete. Replace of 15 year old miter saw with new Bosch saw. **AMHS:** Replaced Portable hand drills and sanders.	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	**ARHS:** Replace table saws with"SawStop" models. ASD is one of the few districts in WA that is not providing "Sawstops". Replace Powermatic planner (parts no longer available for current model). Plan for Laser replacement when needed. Up-grade to higher wattage if possible. Install newer wood lathe. **AHS:** Keep curriculum aligned with National Woodworking or Common Core Standards. Purchase new Woodworking books to align with the program being taught. Continue to add STEM activities for students. Larger Laser is needed for industry training.	**ARHS:** Maintaining current shop equipment. Working with ASD maintenance department as needed. Researching replacement options. Work ASD maintenance to replace motor and install lathe. **AHS:** Reviewing national and other state standards during PLC time. Pricing has been received for new books, $83.75 each A class set of 28 plus tax would be $2,572.75 Developing student projects incorporating STEM – ShopBot and Laser activities. Developing higher level math activities for students. Purchase new bench vises to replace the 30 year old ones we currently have (cost approximately 6 @	**ARHS:** Sawstops ($2900 each) Planer (need to research cost) Motor and controls for wood lathe ($ 1000) Laser Replacement ($?) **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 Sawstops ($2900 each) Laser Replacement 75 watt ($15,000.) New work benches, solid wood top with vises and lockers. ($9,000.) **AMHS** Complete necessary request, research options,	**ARHS:** Review equipment usage and adapt to meet current needs. Follow recommendations of the 2015 -2016 Woodworking and Design advisory board **AHS:** To truly update the woodworking program new text books are needed. Look into adding the program "Engineering by Design" to give students more access to programs that will support our laser and shopbot programming. Develop student projects to support industry skills currently needed. Purchase air cleaners **AMHS** Review equipment usage and adapt to

		New work benches and vises. **AMHS**: Replace equipment that is wearing down with use, look to bring in some metal fabrication equipment, Mill, Drill Press, Metal bandsaw, Lathe for fabrication. Purchase Laser for program, update software (additional seats of Mastercam), and update lab cpu (622). Replace table saws with "Sawtops".	$1,500.ea.) **AMHS** Maintain current machinery and look at bringing in some metal working equipment for fabrication and production of parts. ($3200)	including CTE funding, Grants, partners in industry. Some of the metal working equipment is being pursued through connections made with FIRST Robotics and mentors.	meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board and Drafting Advisory.

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: Installing new safety instruction sheets on shop machinery. Reviewing commonalities in Safety materials and instruction during PLC time. **AHS:** New safety zones in lab. Students doing safety videos and attaching them to an Aurasma link for in class viewing on a cell phone. **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.	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	**ARHS:** Replace 2 Powermatic tablesaws with "SawStops". 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.) Review and evaluate machine videos on "Youtube". **AHS:** Add dust collectors into the new lab for better health of our students. Replace 1 Powermatic and 1 Delta tablesaw with "SawStops". Develop new or revised safety handout materials for student notebooks. General safety information, quiz materials, etc. **AMHS** Continue to monitor and review safety practices. Review lab notebook and procedures.	**ARHS:** Continuing to develop and up-date safety instruction materials. Insure all equipment is properly maintained for student safety. Keeping aware of industry standards and practices. **AHS:** Continuing to develop and up-date safety instruction materials. Insure all equipment is properly maintained for student safety. Keeping aware of industry standards and practices. **AMHS** Continue to work with Woodworking and lab safety. Work towards a dust free environment for the health of students and instructor.	**ARHS:** Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the ARHS program. SawStop Cabinet saw w/52" fence $ 2999.00 Each. **AHS:** Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the ARHS program. SawStop Cabinet saw w/52" fence $ 2999.00 Each. **AMHS:** Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the AHS program. SawStop Cabinet saw w/52" fence $ 2999.00 Each. Dust system to deal with sanding dust ($4000)	**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. **AHS:** 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. **AMHS:** Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the AHS program. SawStop Cabinet saw w/52" fence $ 2999.00 Each.

		Replace table saws with SawStops. Evaluate and find a solution to dust problem created by student sanding of projects.			

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: Wall to be removed in summer of 2015. (hopefully) Have met with contractors. Currently developing a design for new hand and portable tool storage. Construction will take place 2014 -15 school year. **AHS:** Construction and installation of teaching center, tool storage, study/computer counter area and clamping center. Safety zones painted and machine placement and operation corrected. **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)	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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:** Develop a new traffic flow plan for shop with wall removed. Replace Powermatic tablesaws with "SawStops" Replace current video system with new model. Adding additional cameras. **AHS:** Re-work tool storage and wood storage areas. Chain link in the area outside the garage door for more storage. Put in air cleaners in the lab for dust. Replace tablesaws with Sawstops for student safety. **AMHS:** Continue to evaluate and integrate curriculum with room usage. Install security Evaluate dust problem in the shop with goal of eliminating the exposure of sanding dust for all students and the instructor.	**ARHS:** Meeting with ASD project managers and contractors for wall removal. Continuing to maintain equipment and lab for a safe working environment. **AHS:** Continuing to maintain equipment and lab for a safe working environment. Put in work order for outside storage area. Price and work with the district to install air cleaners. Update paperwork on the safety of the Sawstop tablesaw. **AMHS:** Ready to install, need additional time to install security cameras. Evaluate room layout for use as Woodworking lab and Engineering Lab.	**ARHS:** Create a layout for equipment relocation. Meet with local vendors for Sawstop purchase. Approximate cost: $2999.00 each. Video system cost: $800.00. **AHS:** Put in paperwork to the CTE vocational department: Outside storage area, approximately $2,000. Sawstops $3,000. Each and we need two. Air Cleaners, (3) $700. Each. **AMHS:** Continue to evaluate layout and make changes as necessary to accommodate growing program and needs at AMHS.	**ARHS:** Study facility usage and adapt to meet current needs. Follow recommendations of the 2015 -2016 Woodworking and Design advisory board **AHS:** Study facility usage and adapt to meet current needs. Follow recommendations of the 2015 -2016 Woodworking and Design advisory board **AMHS:** Study facility usage and adapt to meet current needs. Follow recommendations of the 2014 -2015 Woodworking and Design advisory board

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: Attended Construction Career Day and Women in Trades Fair. Attended Auburn Area Career Conference. Attended AWI chapter meetings. Participated in SkillsUSA State Conference. **AHS:** Attended Construction Career Day and Women in Trades Fair. Attended Auburn Area Career Conference. Attended AWI chapter meetings. Participated in SkillsUSA State Conference. **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.	**Extended Learning Opportunities** (E2.3, P1.5) • 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?	**ARHS:** Attend AGC Construction Career Day. Organize class presentations by AWI members. Provide students information for local woodworking careers/jobs. Research and establish WBL or internship opportunities for woodworking students. Encourage participation in Student Leadership Activities – SkillsUSA, TSA **AHS:** Attend AGC Construction Career Day. Organize class presentations by AWI members. Provide students information for local woodworking careers/jobs. Research and establish WBL or internship opportunities for woodworking students. Encourage participation in Student Leadership Activities – SkillsUSA, TSA	**ARHS:** Will register for Construction Career Day 2015. Developing local employer contacts. Participating in student leadership events. **AHS:** Will register for Construction Career Day 2015. Developing local employer contacts. Participating in student leadership events. **AMHS:** Working with CAMPS through FIRST Robotics, and continue to work with FIRSTWA (State Level) to promote student opportunities relating to STEM.	**ARHS:** Attend meetings, visit local manufacturers, develop a network of contacts **AHS:** Attend meetings, visit local manufacturers, and develop a network of contacts. . **AMHS:** Attend meeting and visit with CAMPS and FIRST.	**ARHS:** Continue to work with Northwest woodworking manufacturers for student recruitment. Attend meetings and seminars as available. **AHS:** Continue to work with Northwest woodworking manufacturers for student recruitment. Attend meetings and seminars as available. **AMHS:** Continue to seek opportunities, including internships, scholarships, grants, etc.

		AMHS: **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.			

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: Students participated in the ARHS Art Show. Developed a math assessment and completed a data cycle with ARHS math PLC sub group. Keeping aware of information being presented and activities being developed in PLCs cross-credited with Woodworking and Design. **AHS:** Students participated in the AHS Project Show Off. Developed a math assessment and completed a data cycle with ARHS PLC group. Keeping aware of information being presented and activities being developed in PLCs cross-credited with Woodworking and Design. **AMHS:** Participating in district meeting relating to CORE Standards, which include math. Would like to up the math rigor.	**Cross Credit Options** How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	**ARHS:** Ensure that Woodworking students will have opportunity to earn 3rd year math credit. Add student activities to the 5/6 Fine Art requirements. Develop STEM opportunities for Woodworking students. **AHS:** Ensure that Woodworking students will have opportunity to earn 3rd year math credit. Add student activities to the 5/6 Fine Art requirements. Develop STEM opportunities for Woodworking students. **AMHS:** Ensure that Woodworking students will have opportunity to earn 3rd year math credit. Look at reading-writing strategies as they relate to New Standards (SBAC), as well as emphasizing math curriculum as it applies to the shop.	**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 ukulele project. **AHS:** Continuing to stay in contact with AHS 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 ukulele project. **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.	**ARHS:** Work with ASD Curriculum department to meet the requirements for 3rd year math. Develop course outline and student activities for W & D 5-6 students pursuing art credit. Attend STEM workshops. Math and science concepts Shopbot / CNC, etc. **AHS:** Work with ASD Curriculum department to meet the requirements for 3rd year math. Develop course outline and student activities for W & D 5-6 students pursuing art credit. Attend STEM workshops. Math and science concepts Shopbot / CNC, etc. **AMHS:** Work with ASD Curriculum department to meet the requirements for 3rd year math.	**ARHS:** Stay involved with credit revisions and student graduation requirements. **AHS:** Stay involved with credit revisions and student graduation requirements. **AMHS:** Stay involved with credit revisions and student graduation requirements

		Add student activities to the 5/6 Fine Art requirements. Develop STEM opportunities for Woodworking students.		Develop course outline and student activities for W & D 5-6 students pursuing art credit. Continue to work on projects relating to MasterCAM (cnc) to help build student resume when pursuing internships in industry.	

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: Continued to promote Community College programs. Promoted Post Secondary night activities. Scheduled presentation by GRCC Carpentry Program. Student trip to Seattle AGC Construction Career Day. **AHS:** Continued to promote Community College programs. Promoted Post-Secondary night activities. Scheduled presentation by GRCC Carpentry Program. Student trip to Seattle AGC Construction Career Day. **AMHS:** Promote post-secondary opportunities for all students, apprenticeships, internships, community college and university. Scheduled presentation by GRCC Carpentry Program. Student trip to Seattle AGC Construction Career Day.	**Post-Secondary Connections** • 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:** Continue to meet with Community College and Tech School instructors. Explore opportunities to bring back lost TechPrep credit. Pursue WCA Evaluator training. Develop local contacts for construction trade apprenticeships. Schedule field trips. **AHS:** Continue to meet with Community College and Tech School instructors. Explore opportunities to bring back lost TechPrep credit. Develop local contacts for construction trade apprenticeships. Schedule field trips. **AMHS:** Continue to meet with Community College and Tech School instructors. Keep current with changes	**ARHS:** Attended Construction Career Day Oct 2014. Attended Women in Trades Fair May 2015. 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. **AHS:** Attended Construction Career Day Oct 2014. Attended Women in Trades Fair May 2015. Students attended Boeing Mfg. and ASD Career day field trips. Participated in SkillsUSA State Conference. **AMHS:** Attended Construction Career Day Oct 2014. Attended Women in Trades Fair May 2015. Students attended Boeing Mfg. field trips, and. Participation in FIRST Robotics FTC and FRC.	**ARHS:** Meet with GRCC instructors and coordinators. Contact local union representatives. Attend Construction Career Day. (Oct. 2015) Attend Skill Evaluator training for student certifications. **AHS:** Meet with GRCC instructors and coordinators. Contact local union representatives. Attend Construction Career Day. (Oct. 2015) Attend Skill Evaluator training for student certifications. **AMHS:** Meet with guidance office, CC program, and representatives from industry. to promote opportunities and work	**ARHS:** Continue to work with Northwest Construction trades towards apprenticeship activities. Continue to work with local Community Colleges to maintain articulation agreements. **AHS:** Continue to work with Northwest Construction trades towards apprenticeship activities. Continue to work with local Community Colleges to maintain articulation agreements **AMHS:** Continue to promote opportunities and work with guidance office, CC program, and representatives from industry.

		in C.C. and Tech school programs. Develop local contacts for construction trade apprenticeships. Schedule field trips			

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: Up-dated ARHS Schoolwire 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. **AHS:** Participated in Future Freshman night. Hosted Freshman student visits during Orientation Classes prior to student registration. Had materials handed out at 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. **AMHS:** Outreach Assembly at Rainier Future Freshman Night Kent STEM Expo CTE Presentations at Rainier Auburn Foundation Event Class Visitations (tours). Lab activities with FIRST Robotics (Brings students	**Program Promotion*** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	**ARHS:** Change website from Schoolwire format to Google site. Up-dating photos and documentation. Attend AWI meetings to increase industry awareness of H.S. programs. Continue to meet with middle school students. Incorporate additional community service project opportunities for students. **AHS:** Up-dating photos and documentation on lab website. Attend AWI meetings to increase industry awareness of H.S. programs. Continue to meet with middle school students. Continue with "Project Show Off". Have the woods club continue supporting school activities, teams and clubs. **AMHS:** Program is marketed through website, presentations, lab activities,	**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. **AHS:** Creating and adding content to Aurasma site. Had materials handed out to students at Olympic and Cascade middle schools. Attended AWI meetings. Showcased AHS program at Future Freshman night and ASD Foundation night. The continuation of "Project show off" continues to help registration and knowledge of the AHS woodworking program. The woods club has done over 200 plaques in 2014-15 for teams and tournaments and robotics competitions. **AMHS:** Keep webpage up to date with new and emerging projects and student successes in program. Continue to promote new	**ARHS:** Develop and up-date promotional materials. Create an object to be passed out at Future Freshman night, engraved pencil, coin, etc. Explore feasibility of a project showcase day. **AHS:** Develop and up-date promotional materials. Create an object to be passed out at Future Freshman night, engraved pencil, coin, etc. Explore feasibility of a project showcase day. **AMHS:** Continue to look for ways to promote program, develop projects, keep current.	**ARHS:** Maintain a viable promotion program to continue student enrollment in Woodworking and Design programs. **AHS:** Maintain a viable promotion program to continue student enrollment in Woodworking and Design program **AMHS:** Continue to look for ways to promote program, develop projects, keep current.

into lab building interest in program.		product sales, and STEM activities. Take advantage of opportunities to visit middle school, such as Reaching Out Fair. Program pamphlet.	ideas and keep pace of student interest and industry trends. Look for the next best idea.		

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

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for Woodworking & Design, I Mike Lindstrom represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, Pl2)

Michael Lindstrom		5/12/15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

AUBURN SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION

Health Occupations

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: Sports Medicine

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)

1. 11/5/14
2. 3/4/15

Minutes on File ✓

☒
☒

Chairperson **Joel Johnson, PT**

Advisory Committee Members		
Name	**Representing**	*Must have a minimum of three voting members
Joel Johnson, P.T.	Auburn Sports Physical Therapy	☒ voting ☐ non-voting
Nancy Johnson, P.T.	Lakeland Sport & Spine Physical Therapy	☒ voting ☐ non-voting
Chad Edwards P.T.	Auburn Sports Physical Therapy	☒ voting ☐ non-voting
Sarah Getty P. T.	Outpatient Physical Therapy	☒ voting ☐ non-voting
Ryan Dirks PA	Active Life Medicine	☒ voting ☐ non-voting
Steven Tanaka MD	Group Health Medical	☒ voting ☐ non-voting
Nancy Pang MD	Multicare Medical	☒ voting ☐ non-voting
Tiffany Ostrander ATC, AT/L	Auburn Sports Physical Therapy & AMHS	☒ voting ☐ non-voting
Robin Middleton ATC,AT/L	Outpatient Physical Therapy	☒ voting ☐ non-voting
Roger Lee	AHS Administration	☐ voting ☒ non-voting
Steve Dubay	AMHS Administration	☐ voting ☒ non-voting
Shawna Leonard	ARHS Administration	☐ voting ☒ non-voting
Steve Calhoun, MS, ATC, AT/L	AMHS Instructor	☐ voting ☒ non-voting
Krista Parsons, ATC, AT/L	AHS Instructor	☐ voting ☒ non-voting
Chris Tucker, ATC, AT/L, CSCS	ARHS Instructor	☐ voting ☒ non-voting
Amy Ann Krause	AHS Instructor	☐ voting ☒ non-voting
		☐ voting ☐ 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:	**Yes**	**No***
♦Facilities meet trade standards	☐	☒
♦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 Steve Calhoun **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) Sports Medicine, Work Based Learning

Certificate renewal date June 2018 **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
WCTSMA State Symposium and Competition	☒	☐	☐
Washington State Athletic Trainers Conference	☐	☒	☐
Auburn School District Continuing Education	☐	☒	☐
	☐	☐	☐

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: 10/31/16 **CPR Card Expiration:** 10/31/16

Instructor Name Krista Parsons **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Science, Sports Medicine, Work based learning

Certificate renewal date June 2019 **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
Gold Medal Nutrition	☒	☐	☐
Professional Learning Communities ASD	☐	☒	☐
Various NATA CEU courses	☐	☐	☒
	☐	☐	☐

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	9/03-present	Auburn High School
CPR Instructor	9/10-present	ASD

First Aid Card Expiration: 10/31/2016 **CPR Card Expiration:** 10/31/2016

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 AmyAnn Sulivan **School** ☒ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Sports Medicine, Work Based Learning

Certificate renewal date June 2017 **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
Gold Medal Nutrition	☐	☒	☐
Various NATA CEUs	☐	☐	☒
	☐	☐	☐
	☐	☐	☐

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
Mariners' Spring Training	March '14&'15	Peoria, AZ
Athletic Trainer	9/09-Present	Outpatient PT and AHS

First Aid Card Expiration: 10-31-2016 **CPR Card Expiration:** 10/31/2016

Instructor Name Chris T. Tucker **School** ☐ AHS X ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Sports Medicine & Work based Learning

Certificate renewal date June 2019 **CTE Certificate Type** X Continuing ☐ Initial ☐ Probationary ☐ Conditional

List specific courses, workshops, conferences for professional growth in content knowledge and skills.

	Completed	In Progress	For Next Year
ATC CEU Book/Journal Topics	**X**	☐	
NSCA CEU Hot Topic's CEU	**X**	☐	
Athletic & Conditioning CEU	**X**	☐	
ASHI Instructor Recertifcation	**X**	☐	☐

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 Instructor	July/August	Various Sites/country
Athletic Trainer & Strength Coach	July /August	University Place

First Aid Card Expiration: 12/12/2016 **CPR Card Expiration:** 12/12/2016

Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2nd semester from last school year)	AHS: 11/5/15	AHS: 83	AHS: 125
	AMHS: 11/5/14	AMHS: 35	AMHS: 35
	ARHS: 11/5/14	ARHS: 90	ARHS: 90
	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 labs in Anatomy 2. Focus on time management strategies 3. Explore strategies for student acoountability	1. Student buy in, don't always participate 2. More time for comps. 3.Team Building	1. More Mentor time 2. More disasters training 3. More Guest speakers	1. 2. 3.

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1. CPR/Self defense instruction 2. Practical patient care experience 3. Learning anatomy before hand 4. Competition	1. Hours 2. Working with 2nd years 3. Competencies 4. State Competition	1. Emergency Training 2. Guest speakers 3. Competencies 4. Mentor program	1. 2. 3. 4.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	☒	☐
♦A para-educator provided for this program? (limited use)	☐	☒
♦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 (E4.1c) WCTSMA

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?	☒	☐
♦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?	☒	☐

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	Tri cities Convention Center	WCSTMA State Competition	25	1500.00

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
AMHS: Curriculum is aligned 2nd year for Textbook for Anatomy & Physiology AHS: ARHS:	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	AMHS: Work through Curriculum 3rd year of new updates. AHS: Continue to align assessments and follow curriculum review ARHS: Continue to work with curriculum following any updates that are recommended	AMHS: Implement web based ADAM AHS: Implement web based adam ARHS: Continue to work on learning objectives and to meet them	AMHS: NA AHS: NA ARHS NA	AMHS: Continue to update as needed. Look at online text. Next update in 2 years. AHS: Explore textbook options ARHS: Continue to improve on program

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS: Renewed ADAM on line. Purchased new Gatorade Cart, Reupholstered training tables. Purchase of more Hoppenfeld Texts and Arnheim. AHS: None ARHS: None	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?	AMHS: Continue to upgrade equipment as needed AHS: More Anatomy texts, Need furniture (tables, cabinets, etc for new training room) ARHS: Better equipment for training room and better more updated materials for classroom	AMHS: Completed AHS: Progressively adding to book inventory ARHS: Slowing working towards this goal	AMHS: Utilize CTE/ASB/Booster funds to equip training room. AHS: Look at funding options through CTE, Athletics, capital projects. ARHS: Utilize CTE funding	AMHS: ADD another e-Stim machine. AHS: Equip training room with equipment equivalent to AMHS ARHS: Add working combo e-stim and ultrasound machine to training room

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS: Assignment of teams on Monday and check sheet to clean and maintain training room each night. Safe school Sports Award. Calibration of Ultrasound/Stim machine. AHS: Work with aging facility as best we can ARHS: Continue to train and teach students about blood borne pathogens OSHA Guidelines NATA “” NCAA “ NBA “	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	AMHS: Continue process for maintenance and hygiene. AHS: New facility will improve supervision ARHS: Keep working and teaching safety issues	AMHS: Ongoing AHS: Ongoing ARHS: Ongoing	AMHS: Materials supplied by custodians. Supervision by ATC. AHS: Supervision by ATC ARHS: Supervision of ATC Video from ASHI Video NATA	AMHS: Stay current with industry standards. AHS: Stay current with industry standards. ARHS: Follow industry standards

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS: None room meets industry standard. AHS: Training room still not to industry standard ARHS: Rooms works fine for to treat & rehabilitate injured athletes Could use some basic updates Security updates for records	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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: None needed at this point. AHS: New facility! ARHS: None	AMHS: NA AHS: New facility under construction ARHS: Fine	AMHS: NA AHS: New furniture/equipment needed for new facility, not funded in building project ARHS: NA	AMHS: Upgrade and maintain as needed. AHS: Will be determined once operating in new facility ARHS: Continue to use what's provided to us and maintain the equipment we have

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS: Career Conference, WCTSMA, Yoga instruction and Self Defense. National Exam. Guest Speakers. Camp Auburn Trainers. UW Health Science, AHS: Career conference, WCTSMA, Self defense ARHS: Career Conferences, NATA CEU, NSCA CEU, Guest speakers, Emergency management	**Extended Learning Opportunities** (E2.3, P1.5) • 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 previous list and include shadow experiences as allowed from local practitioners. AHS: UW health science tour ARHS: Continue to use our guest speakers to build relationships in our industry, concerning internships and jobs	AMHS: Schedule UW through Career Center. Collaborate WCTSMA w/ Krista. AHS: Communicated with UW to get included in mailing list for next year ARHS: Continue	AMHS: Paid by ASB, and CTE funding. AHS:CTE/ASB funds ARHS: CTE Funds	AMHS: Continue looking for other avenues of learning. AHS: Look into further options for students to connect with Sports Medicine professionals in various settings. ARHS: Continue to look for opportunities for students to be involved with

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS: Cross credit options updated last year. Continue to maintain standards to allow credit. AHS: Cross credit options updated last year. Continue to maintain standards to allow credit. ARHS: Maintain cross-credits	**Cross Credit Options** How does this program align with general academic areas such as reading, writing, math, science, arts, 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)	AMHS: Continue with Credit options. AHS: Continue with Credit options. ARHS: Continue on with this as needed	AMHS: Work with PE in PLC's to make sure we stay aligned. AHS: Work with PE in PLC's to make sure we stay aligned. ARHS: Following along with what administration agrees upon	AMHS: Go to PE PLC meetings. AHS: Explore options for more authentic cross credit ARHS: Work with school officials on whats best needed in this area.	AMHS: Ongoing AHS: ongoing ARHS: ongoing

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS: Tech prep Highline and Renton Technical, Precision exams for Advanced students. CPR for Professional Rescuer. Standard First Aid in Preventive Medicine. Precision exam certification. AHS: Tech prep Highline and Renton Technical, Precision exams for Advanced students. CPR for Professional Rescuer. Standard First Aid in Preventive Medicine. Precision exam certification ARHS: CPR Professional, advanced first aid, advanced life support Actual certification Instructor certification for those seniors of age	**Post-Secondary Connections** • 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: Continue with previously stated options from last year. GRCC? AHS: Continue with previously stated options from last year. ARHS: Work on already stated options	AMHS: All are current with transcripts for Tech Prep, and Precision Exams will be scheduled at end of year. AHS: All are current with transcripts for Tech Prep, and Precision Exams will be scheduled at end of year. ARHS: All will be certified in either advanced first aid and CPR or basic first aid and CPR	AMHS: Paid through Student Lab fees, and CTE funds. AHS: Paid through Student Lab fees, and CTE funds. ARHS: Paid for by students	AMHS: Continue with adding more of the exams. AHS: Look into exam opportunites that are better aligned, and recognized in industry ARHS: Continue to improve on what's already working

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
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. Middle School Career Fair. Logo on new table for sidelines. AHS: Banners and clothing, presentations to health classes, future freshmen night, reaching out fair ARHS: Sports Medicine clothing, presentations to anatomy and physiology, preventative medicine, utilize sports medicine disaster training as a major promotion Guest speaker program	**Program Promotion*** How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan?	AMHS: Continue to look for more areas for program exposure. AHS: Continue expanding visibility ARHS: Continue visibility, maintain high standards of program	AMHS: Ongoing AHS: Ongoing ARHS: Ongoing	AMHS: Travel Cost paid by instructor or ASB funds. AHS: Athletics funds for some equipment ARHS: CTE Funds	AMHS: Continue to allow 35 students in program with ratio of 2 – 1 advanced to First year students. AHS: Increase numbers as facilities improve ARHS: Maintain high standards for class, which shows upper level students the importance of taking this class

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

AUBURN
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Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for 2015-2016, I Joel Johnson represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, PI2)

Joel Johnson		3/4/2015
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

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**

Chairperson **Lorilee Thompson**

Dates of meetings	Minutes on File ✓
1. 10/23/14	☒
2. 5/7/15	☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Lorilee Thompson	**Auburn School District**	☒ voting ☐ non-voting
Kenneth Thompson	**SeaTac Packaging**	☒ voting ☐ non-voting
Morgan Lickey	**Northwest Center**	☒ voting ☐ non-voting
Brittany Lickey	**DD Clients of Puyallup**	☒ voting ☐ non-voting
		☒ voting ☐ non-voting
Cindy Anderson	**Auburn School District**	☐ 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:

	Yes	No*
♦Facilities meet trade standards	☒	☐
♦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 Cindy L. Anderson **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) American Sign Language

Certificate renewal date 6/30/2015 **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
Revised Signing Naturally Units 7-12 Training – 3/5-7/15	☒	☐	☐
Developing Student Leadership ASL Competitions – 2/4/15	☒	☐	☐
SCCC Fall Training – Teaching ABC Folklore in ASL Classrooms 10/10-11/15	☒	☐	☐
Professional Learning Communities	☐		☐

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** ☐ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s)

Certificate renewal date **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
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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 (2nd semester from last school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS: 65	ARHS: 48	ARHS: 05/7/2015
	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 most of the time, so no one is left out. 6. Sign vocabulary on take home DVD's for practice, or posted to teacher page. 7. Create teacher webpage – google 8. More career preparation/job shadow experiences	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?	☒	☐
♦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 (E4.1c) ASL Leadership assignment
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?	☐	☒
♦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?	☒	☐

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2014-2015	Recommended Objectives for 2015-2016	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 1st & 2nd 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 3rd year ASL students.**	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?	**ARHS:** **1.Continuing to become more familiar with Master ASL Curriculum & Revised Signing Naturally (1st & 2nd Year)** **3.Increased number of students applying for SCCC credit.**	**ARHS:** **1.Use the new Signing Naturally as primary curriculum for 1st & 2nd year ASL.** **2. Become familiar with the new Signing Naturally Curriculum, Units 7-12 and incorporate in 2nd & 3rd year ASL classes.** **3. More emphasis on career preparation/guest speakers.** **4.Establish an ASL Song Night for the community.** **4. Recruit new Advisory members.**	**ARHS:** **1.Continue creating lesson plans for the new Signing Naturally curriculum** **2.Contact ASL teachers that have hosted a Song/Performance Night, to showcase the ASL students signing skills.** **3.Make more connections with professionals in careers using sign language, arrange for guest speakers, and job shadowing experiences.**	**ARHS:** **1.Complete implementation of the new Signing Naturally curriculum.** **2. Hire an additional ASL teacher, so the program can grow at ARHS, and will be added at the other district high schools.**
ARHS: **1.Signing Labs, Doc Reader, Flip Camera's.**	**Instructional Tools and Equipment** • 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) • 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.**

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2014-2015	Recommended Objectives for 2015-2016	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) • 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) • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program?	**ARHS:** **1.Deaf Community events advertised & attended throughout the school year.**	**ARHS:** **1.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.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? • 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 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2014-2015	Recommended Objectives for 2015-2016	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.Disccussed the process of earning SCCC credit with students on a regular basis.**	**Post-Secondary Connections** • 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 & 3rd year ASL.** **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? • 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.**

AUBURN
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Annual Program Plan & Description for the 2015-2016 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 2015-2016 school year. (E2.6, P12)

Lorilee Thompson	Lorilee Thompson	5-7-15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

AUBURN SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION

Career Center/Guidance & Counseling

CAREER & TECHNICAL EDUCATION(CTE)

PROGRAM: Career Center/Guidance & Counseling

PROGRAM 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 2014-2015 ___2___

*Chairperson Francy Sullivan

Dates of meetings

1. October 23, 2014
2. May 7, 2015

Minutes on File ✓

- ☒
- ☒
- ☐

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Jacki Uti	ASD	☒ voting ☐non-voting
Lorianne Claudon	Community	☒ voting ☐non-voting
Kassidy Chamblain	Community- GRCC	☒ voting ☐non-voting
Shawna Leonard	ASD	☐ voting ☒non-voting
Amanda Paulson	ASD	☐ voting ☒non-voting
Lois Jenson	Community/ASD	☒ voting ☐non-voting
Steve Dubay	ASD	☐ voting ☒non-voting
Roger Lee	ASD	☐ voting ☒non-voting
Steve Mead	ASD	☐ voting ☒non-voting
Jon Morrow	ASD	☐ voting ☒non-voting
Gail Spurrell	Community	☒ voting ☐non-voting
Harumi (Angela) Taniguchi	ASD	☒ voting ☐non-voting
Francy Sullivan	ASD	☒ voting ☐non-voting
Denise Daniels	ASD	☒ voting ☐non-voting
Jennifer Flaming	Community/ ASD	☒ 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:

	Yes	No*
♦Facilities meet trade standards	☒	☐
♦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 Jon Morrow **School** X AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) ESA Counselor + Vocational Counselor Certifications

Certificate renewal date Continuing + 7 years **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
WCHSCR Fall Counselor Workshop	☒	☐	☒
Road Map Project	☒	☐	☒
Hi Cap Committee	☐	☒	☒
College & Career Readiness Executive Committee	☒	☒	☒

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
CTE (STEM) Field Trips	Ongoing	Various
SAT/Collegeboard Coordinator	Ongoing	AHS
Building Dream Project Coord.	Ongoing	AHS
College Mentor	Ongoing	AHS
Building Merit Award Coordinator	Ongoing	AHS
High School & Beyond Plan Mentor	Ongoing	AHS

First Aid Card Expiration: 3/2018 **CPR Card Expiration:** 3/2018

Instructor Name Steve Mead **School** ☐ AHS ☒ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Teaching: History, PE, Special Ed / ESA Certification

Certificate renewal date Continuing + 5 years **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
WCHSCR Fall Counselor Workshop	☒	☐	☒
WSCA Financial Aid Train the Trainer	☒	☒	☒
Race to the Top Workshops	☒	☒	☒
College & Career Readiness Advisory Workshops	☒	☒	☒
Hi Cap Committee	☐	☒	☒
College & Career Readiness Executive Committee	☒	☒	☒

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

CTE/STEM Field Trips	Ongoing	Various
Auburn Community Scholarship Coordinator	Ongoing	ARHS
SAT & PSAT Site Coordinator	Ongoing	ARHS
AP Coordinator	Ongoing	ARHS
Hi-Cap Coordinator	Ongoing	ARHS
College Bound Mentor	Ongoing	ARHS
Building Merit Award Coordinator	Ongoing	ARHS
High School & Beyond Plan Mentor	Ongoing	ARHS
First Aid Card Expiration: 1/2016	CPR Card Expiration: 1/2016	

Instructor Name	Amanda Paulson	**School**	☐ AHS ☐ ARHS X AMHS ☐ WAHS
Certification Area(s)	ESA Counselor, CTE Vocational Counselor		
Certificate renewal date	Initial + 2	**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
WCHSCR Fall Counselor Workshop	X	☐	X
Hi-Cap Committee	X	x	X
College & Career Readiness Workshops	X	☒	☒
Race to the Top Workshops	X	☒	☒
Continuing Ed Classes: Teaching High School Students, Leadership, Handling Medical Emergencies	X	x	X
ASD CTE Professional Development	X	☒	☒

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
College Bound Mentor	Ongoing	AMHS
Building Merit Award Coordinator	Ongoing	AMHS
High School & Beyond Plan Coordinator/Mentor	Ongoing	AMHS

First Aid Card Expiration: 1/2017 **CPR Card Expiration:** 1/2017

Program Evaluation and Improvement

	Number of Surveys Distributed		Date reviewed by Advisory Committee
Senior Class Exit Survey Reviewed (2nd semester from last school year)	AHS: 330		October 23. 2014
	AMHS: 350		" " "
	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 adapt programing with new Career Cruising programing.	2. Same as AHS.	2. Same as AHS.	2. N/A
3. Attempt to align past evening activities with recently added activities prompted by district and community based organizations (Reaching Out Fair, 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. Blessed with beautiful new facility.	1. Communication with students and parents via website, classroom instruction, emails 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. Lots of valuable and up-to-date information about College and Career Readiness.	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 2014 - 2015			
AHS	AMHS	ARHS	WAHS
1. Continue to partner 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. Continue to seek ways to be more efficient in outreach activities.	See AHS	See AHS	3. N/A

Program Components Continued...

	Yes	No
♦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 (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?	☐	☒
♦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?	☒	☐

Accomplishments 2013–2014 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2014–2015	Recommended Objectives for 2015–2016	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: Continued 9th grade Orientation Seminars. Greater emphasis in 9-12 classroom presentations on financial aid and post-secondary options. ARHS: Gave greater emphasis in 9-12 classroom presentations on financial aid.	**Curriculum** (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging	AHS: Continued curriculum for grades 10-11 regarding post-secondary options and training. AMHS: Offered increased series of presentations to College Bound Scholarship students during Core time. ARHS: Continued 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 and college connections to increase student awareness of post-secondary options. **ARHS:** Expand "College/Career Readiness" curriculum and awareness in all grade levels. Add College Bound Scholarship curriculum.	AHS: Coordinate with building administration and staff to fully integrate Career Cruising. **AMHS:** Forge relationships with Lang Arts and CTE teachers to work toward imbedding Career Cruising. ARHS: Work with CTE staff and Language Arts staff to implement Career Cruising.	**AHS:** Optimize use of Career Cruising 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: Gained full awareness and use of new school computer resources. AMHS: Update internet-based resources and computer equipment. ARHS: Updated computer resources in Career Center. Internet list updated.	**Instructional Tools and Equipment** • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? Are teaching tools updated and relevant?	AHS: Ensured full access to Career Center computer resources. AMHS: All computers maintained in good working order. Website was enhanced this year and well-utilized by students and parents. ARHS: Achieved full use of ARHS website. Implemented the use of Chromebooks in classroom instruction.	**AHS:** Expand connections with all students via social media. **AMHS:** Transition from PCs to Chromebooks. Adjust to using google documents. **ARHS:** Transition from PCs to Chromebooks. Adjust to using google documents.	AHS: Review possible social media connections. AMHS: Develop plan to advertise Career Center events and activities via Social Media. ARHS: Request updated presentation station in Career Center to meet the needs of new technology.	AHS: Ability to present full Career Center message is immediate and complete using the most updated technology. AMHS: Ability to present full Career Center message is immediate and complete using the most updated technology. ARHS: Ability to present full Career Center message is immediate and complete using the most updated technology.
AHS: Participated in monthly emergency drills. "Go Bag" updated at the start of each year. Internet safety enforced. AMHS: Participated in monthly emergency drills. "Go Bag" updated at the start of each year. Internet safety enforced. ARHS: Participated in monthly emergency drills. Internet safety enforced. Ensured display of current emergency evac. route map.	**Safety*** (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?	AHS: Continuing to coordinate with administration for secure store room access for testing materials. AMHS: Continued to monitor student computer use for inappropriate sites. Actively participated in monthly drills. ARHS: Continued to monitor student computer use for inappropriate sites. Actively participated in monthly drills.	**AHS:** Work with IT department staff to ensure appropriate internet usage by students. **AMHS:** Work with IT department staff to ensure appropriate internet usage by students. **ARHS:** Work with IT department staff to ensure appropriate internet usage by students.	**AHS:** Remain current in IT topics via ASD trainings and newsletters. **AMHS:** Remain current in IT topics via ASD trainings and newsletters. **ARHS:** Remain current in IT topics via ASD trainings and newsletters.	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 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2014-2015	Recommended Objectives for 2015-2016	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Transition to new building complete. AMHS: Classroom and technology is in good working condition. Noticed increased use of Career Center by general ed classes, special ed classes, meetings and teacher work relief days. Implemented calendar scheduling of Career Center by outside groups and staff. ARHS: Implemented calendar scheduling of Career Center by outside groups and staff.	**Facilities** (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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: Initiate an Outlook calendar to document and organize Career Center usage. AMHS: Continue to organize use of Career Center in Outlook calendar. Increased number of Career speaker presentations offered to students. ARHS: Continue to organize use of Career Center in Outlook calendar.	**AHS:** Coordinate with appropriate office to streamline online scheduling of Career Center. **AMHS:** Maintain wear and tear of classroom by working with custodial staff and district work orders. **ARHS:** Examine Career Center layout to determine how to make it more spacious and user friendly.	**AHS:** Coordinate work duties and organizational details with Career Center Specialist. **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 optimize technology to ensure 24/7 access to Career Center. 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 comprehensive 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) • 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 increased number of field trips as funding allows. Increased effort in College Bound outreach. ARHS: Included College Bound Scholarship students in recruiting and promotion for all Career Center events.	**AHS:** Insure that Dream Project mentor interactions include all College Bound Scholarship candidates. **AMHS:** Increase awareness of field trips and college planning help to College Bound parents and students. **ARHS:** Increase awareness of field trips and college planning help to all students and parents with the support of family liaison.	**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: Provide opportunities for all students to explore post-secondary options outside of school. ARHS: Provide opportunities for all students to explore post-secondary options outside of school.
AHS: Use survey data to provide individualized assistance to students. AMHS: Use survey data to provide individualized assistance to students. ARHS: Use surveys to provide specific invitations to post-secondary events.	**Post-Secondary Connections** • 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.	**AHS:** Attempt to utilize Career Cruising reporting functions to pull data to connect to Career Center opportunities. (this can only be done if CC is fully implemented) **AMHS:** Attempt to utilize Career Cruising reporting functions to pull data to connect to Career Center opportunities. (this can only be done if CC is fully implemented)	AHS: Work with District and building administrators to formulate Career Cruising implementation and usage cross-curricular plan. AMHS: Work with District and building administrators to formulate Career Cruising implementation and usage cross-curricular plan. ARHS:. Work with District and building administrators to formulate Career Cruising	AHS: Align all Career Center activities to targeted needs. AMHS: Align all Career Center activities to targeted needs. ARHS: Align all Career Center activities to targeted needs.

Accomplishments 2013-2014 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2014-2015	Recommended Objectives for 2015-2016	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
			ARHS: Attempt to utilize Career Cruising reporting functions to pull data to connect to Career Center opportunities. (this can only be done if CC is fully implemented)	implementation and usage cross-curricular plan.	
AHS: The website is enhanced each year to include more resources for parents. Continued use of newsletters. Continued to advertise via daily student bulletin. AMHS: The website is enhanced each year to include more resources for parents. Continued to send home email updates to parents and participate in each Principal Newsletter. Continued to advertise via daily student bulletin. ARHS: The website is enhanced each year to include more resources for parents. Continued to send home email updates to parents and participate in each Principal Newsletter. Continued to advertise via daily student bulletin.	Program Promotion* How do we market our program to students, parents, and the community? • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? •	AHS: Continuing to seek new ways to connect with students and parents. AMHS: Use email & District phone messaging system to connect parents to us and our programs. ARHS: Use email & District phone messaging system to connect parents to us and our programs. Started usage in Remind.com	**AHS**: Develop meaningful IT marketing presence. Seek a meaningful tool to ensure immediate contact with students. **AMHS:** Increase promotional emails home and the use of social media to market activities. Continue meaningful website presence and updates. **ARHS:** Continue to use phone system to call home reminding about upcoming events. Increase the use of parent emails for communication.	AHS: Continue website emphasis. Make commitment to social media tool. AMHS: Continue website emphasis. Identify social media tool to implement. ARHS: Continue website emphasis. Identify social media tools to implement.	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. AMHS: Increased parent involvement with Career Center staff and increased number of attendees at evening events. Seek optimal ways to provide instant information to families. ARHS: Increase communication between career center and the community to facilitate a heightened understanding of the programs and services offered. Seek optimal ways to provide instant information to families.

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

On behalf of the Program Advisory Committee for Career Center, I Francy Sullivan represent the members as having read, approved and will support this program plan and description for the 2013-2014 school year. (E2.6, PI2)

Francine Sullivan	Francine Sullivan	5·7·2015
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date

AUBURN SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION

JROTC

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM: JROTC

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**

Chairperson **Danl Connelly**

Date(s) of meeting(s)	**Minutes on File ✓**
1. 23 Oct 2015	☒
2. 7 May 2015	☒

Advisory Committee Members

Name	**Representing**	*Must have a minimum of three voting members
MAJ (R) Monte Mingus	Rogers JROTC	☒ voting ☐ non-voting
SSG David Ueland	US Army Recruiter	☒ voting ☐ non-voting
SFC Edwin Alvelo	US Army	☒ voting ☐ non-voting
Eddie Benedictus	Everest College. Retired Military	☒ voting ☐ non-voting
MM1 Randall Flores Fu	US Navy	☒ voting ☐ non-voting
SGT Gary J. Thaxton	US Marine Corps Recruiter Covington	☒ voting ☐ non-voting
SSG Conesa	US Army National Guard	☒ voting ☐ non-voting
LTC Jason Shrader	AMHS JROTC	☐ voting ☐ non-voting
SSG Derrick Lewis	AMHS JROTC	☐ voting ☐ 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:	**Yes**	**No***
♦Facilities meet trade standards	☐	☐
♦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 LTC (R) Jason Shrader **School** ☐ AHS ☐ ARHS ☒ AMHS ☐ WAHS

Certification Area(s) JROTC

Certificate renewal date _____ **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
JROTC Certification	☒	☐	☐
JROTC Basic Course Distant Learning	☒	☐	☐
JROTC Basic Course Resident (Ft Knox, KY)	☐	☐	☒
JROTC Advance Course Distant Learning	☐	☐	☒

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: Dec 2016 **CPR Card Expiration:** Dec 2016

Instructor Name Derrick Lewis **School** ☐ AHS ☐ ARHS ☐ AMHS ☐ WAHS

Certification Area(s) Para Educator

Certificate renewal date TBD **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
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

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 (2nd semester from last school year)	AHS:	AHS:	AHS:
	AMHS: 8 Jan15	AMHS: 83	AMHS: 102
	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.	1. Class discipline from students	1.	1.
2.	2. Student Leadership	2.	2.
3.	3. More Physical Training	3.	3.

List strengths from surveys for program growth and stability.			
AHS	**AMHS**	**ARHS**	**WAHS**
1.	1. Physical Training/Sports Day	1.	1.
2.	2. Drill Team/Color Guard	2.	2.
3.	3. Lessons (Leadership, Military)	3.	3.
4.	4. Friends	4.	4.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	☐	☐
♦A para-educator provided for this program? (limited use)	☐	☐
♦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 (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?	☐	☐
♦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?	☐	☐

Extended Learning Opportunities

Requested Field Trips

Date	Location	Purpose	# of Students	Anticipated Cost
TBD	Joint Base Lewis McChord	Intro to military installation/activities	30	$400
TBD	JROTC Cadet Leadership Challenge. Camp Fife, WA	Leadership, competition, camaraderie, teamwork, fun	40	$1000

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 is 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 2014-2015 (to be completed prior to first advisory meeting)	**Program Components**	**Recommended Objectives for 2015-2016**	**Status of Current Objectives**	**Action Steps for Recommended Objectives (include approximate costs)**	**Vision in 2-4 Years Needs for the Future**
	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) • What modifications should be made to the curriculum? • What is outdated? • What is new and emerging?				

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	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 • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant?				

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	Safety* (E2.5a, P1.3) • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students?				

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) • 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?				

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2013-2014	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	Extended Learning Opportunities (E2.3, P1.5) • 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?				

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, 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)				

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	Post-Secondary Connections • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6)				

Accomplishments 2014-2015 (to be completed prior to first advisory meeting)	Program Components	Recommended Objectives for 2015-2016	Status of Current Objectives	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
	Program Promotion* How do we market our program to students, parents, and the community? • 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.

AUBURN
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Annual Program Plan & Description for the 2015-2016 School Year

On behalf of the Program Advisory Committee for JROTC, I Dan Connelly represent the members as having read, approved and will support this program plan and description for the 2015-2016 school year. (E2.6, P12)

Dan Connelly	Dan Connelly	7 May 15
Typed Name of Chairperson(s)	Signature of Chairperson(s)	Date