



**Stanwood-Camano School District**

**Career and Technical Education**

**7400 272<sup>nd</sup> ST NW; Stanwood, WA 98292**

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**<http://cte.stanwood.wednet.edu/>**

November 7, 2017

To: School Board Members  
From: Ross Short, Director, CTE  
Re: CTE Program Evaluation

Attached is a copy of the Career and Technical Education Program Evaluation for your approval. Districts are required to evaluate the effectiveness of their CTE programs on an annual basis. Through a planned process, CTE programs must be evaluated and reviewed, these results of said evaluation must be used to inform continuous program improvement.

Our CTE program staff initially conducted the attached evaluation. It was then reviewed with the Stanwood-Camano CTE Advisory Committee on October 12<sup>th</sup>. The Advisory Committee approved the program evaluation at that meeting.

Stanwood-Camano School District/ Building: Stanwood High School & Stanwood Middle School

This tool is designed for CTE teachers in each program area to work together to evaluate their CTE program areas. The tool will allow program area teachers to identify strengths and gaps in our CTE programs. The Washington State CTE Standards as well as the Carl D. Perkins Federal Grant require CTE program evaluation.

**Directions:** Please use the indicator descriptions and detailed rubric to evaluate each “Quality Indicator” in your CTE program and check the “Level of Development” below. Then identify the “Indicators of Evidence” associated with each “Quality Indicator” rated at a Level 3 or 4. Lastly, list action steps to move toward Level 4 for those “Quality Indicators” that were rated at a Level 1, 2, or 3.

| Quality Indicator                                      | CTE Program Level of Development    |                                     |                                     |                          | Indicators of Evidence<br>(if rated a 3 or 4)  | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--|--|
|  | 1                                   | 2                                   | 3                                   | 4                        |  |  |
| 1. Program of Study                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Programs of Study<br><input type="checkbox"/> Career Guidance   | Some programs of study have been established. We will work this year to ensure at least one is established for each of the 16 career clusters. We will also work to teach the student body how to use them.  |
| 2. CTE Syllabus  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> CTE Syllabi  | Course syllabi need to be updated with current course outcomes for each course. We will work to develop a common format for all CTE Courses.   |
| 3. Work-Based Learning                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL            | Establish internship and job shadowing opportunities for students.   |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results   | Develop a plan for greater participation of students and staff.  |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Frameworks Meet Criteria  | Review all course frameworks an on annual bassis<br>Program reapproval for all programs in January 2018  |
| 6. Use of Technology                                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed | Continue to develop ways for students to use chrome books within our program.<br>Work with advisory committee to research current industry technology to incorporate into the program.<br>Evaluate current technology in the program and develop a purchasing plan as well as plans for the new building |
| 7. Professional Development                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> PD available for teachers<br><input checked="" type="checkbox"/> New CTE Teacher Training                                      | Offer all CTE Staff opportunities for professional development aligned to their program needs  |
| 8. Guidance and Advisement                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy   | Become more active in the advisory process<br>Develop further course equivalencies.  |
| 9. Parental Involvement                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences  | Increased parental involvement in CTSO and curricular activities<br>Develop and administor a parent satisfaction survey  |
| 10. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Articulation Agreements  | Increase articulation into other areas of curriculum.  |
| 11. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work  | Re-establish General and Program advisory committees. Work with these groups to review curriculum, evaluate programs, and further opportunities for students.  |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Brochures, Flyers<br><input type="checkbox"/> Teachers/counselors knowledgeable about CTE                                      | Develop a marketing plan for all CTE programs.<br>Establish positive relationships with counseling and other staff within the district<br>Showcase student success<br>Establish a deparment newsletter, update the department website, and utilize video screens on campus                               |
| 13. Enrollment   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE   | Develop a enrollment & recruitment plan<br>Establish a plan to fill all program course offerings<br>Research student interest to adjust program offerings.   |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> All students take exams<br><input type="checkbox"/> Exam fees provided  | Utilize Precision Exams<br>Research additional certification options   |

Stanwood-Camano School District/ Building: Stanwood High School

This tool is designed for CTE teachers in each program area to work together to evaluate their CTE program areas. The tool will allow program area teachers to identify strengths and gaps in our CTE programs. The Washington State CTE Standards as well as the Carl D. Perkins Federal Grant require CTE program evaluation.

**Directions:** Please use the indicator descriptions and detailed rubric to evaluate each “Quality Indicator” in your CTE program and check the “Level of Development” below. Then identify the “Indicators of Evidence” associated with each “Quality Indicator” rated at a Level 3 or 4. Lastly, list action steps to move toward Level 4 for those “Quality Indicators” that were rated at a Level 1, 2, or 3.

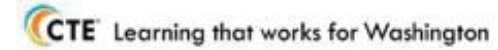
| Quality Indicator                                      | CTE Program Level of Development    |                                     |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)  | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|--|
|  | 1                                   | 2                                   | 3                                   | 4                                   |  |  |
| 15. Program of Study                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Programs of Study<br><input type="checkbox"/> Career Guidance   | Need to complete the program of study this year.   |
| 16. CTE Syllabus                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> CTE Syllabi  | Need to incorporate the anchor projects, assessments, delivery instruction plan and program of study into existing syllabi.  |
| 17. Work-Based Learning                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL            | Formalize requirements equally between all program areas. Use of AET and SAE programs.   |
| 18. CTE Student Organizations (CTSOs)                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results   | FFA  |
| 19. CTE Curriculum Framework                           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Frameworks Meet Criteria   | Revamping frameworks over the next two years to incorporate NGSS specific components and include diversity. Work with science staff to ensure consistent curriculum for all students.  |
| 20. Use of Technology                                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed | Plasma Cam, AET, Microsoft Office programs, Precision exams. Continue to develop ways for students to use chrome books within our program. Work with advisory committee to research current industry technology to incorporate into the program. |
| 21. Professional Development                           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> PD available for teachers<br><input checked="" type="checkbox"/> New CTE Teacher Training                                      |  |
| 22. Guidance and Advisement                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy   | Science Credits, Arts and Math Credits, Middle school and high school does not work with us on informing careers about educational options in our programs.  |
| 23. Parental Involvement                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences  | Increased parental involvement in SAE and curricular activities<br>Develop and administer a parent satisfaction survey   |
| 24. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Articulation Agreements  | Articulation agreements are available only in mechanics courses. Increase articulation into other areas of curriculum.   |
| 25. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work  | Re-establish General and Program advisory committees. Work with these groups to review curriculum, evaluate programs, and further opportunities for students.  |
| 26. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Brochures, Flyers<br><input type="checkbox"/> Teachers/counselors knowledgeable about CTE                                      | Develop a marketing plan for all programs that is in alignment with the rest of the CTE program. Establish positive relationships with counseling and other staff within the district<br>Showcase student success                                |
| 27. Enrollment   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE   | Need to work with science, counseling to increase awareness of program benefits. Establish a plan to fill all program course offerings<br>Research student interest to adjust program offerings.   |
| 28. Industry Credentialing and Technical Assessments   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> All students take exams<br><input type="checkbox"/> Exam fees provided  | Certification is not available for all areas of our program. Incorporate precision exams in all curriculum areas.  |

Stanwood-Camano School District/ Building: Stanwood High School

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| Quality Indicator                                      | CTE Program Level of Development |                                     |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)  | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)   |
|--|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|---|
|  | 1                                | 2                                   | 3                                   | 4                                   |  |   |
| 1. Program of Study                                    | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Programs of Study<br><input checked="" type="checkbox"/> Career Guidance<br><input type="checkbox"/>   | We are working toward getting 100% of our Business Education classes aligned with technical content standards. Our instructors are working to get our classes completely aligned with reading, math, and science standards associated with graduation. By the end of the year we will have reviewed and established programs of study for all courses.                    |
| 2. CTE Syllabus  | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> CTE Syllabi<br><input type="checkbox"/>  |   |
| 3. Work-Based Learning                                 | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL<br><input type="checkbox"/>            |   |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results<br><input type="checkbox"/>   | FBLA<br>We are working to further participation in FBLA.  |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Frameworks Meet Criteria<br><input type="checkbox"/>   | Through the year we will be updating our curriculum frameworks.   |
| 6. Use of Technology                                   | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed<br><input type="checkbox"/> | We will be working with our advisory committee to review the technology currently used within our program.  |
| 7. Professional Development                            | <input type="checkbox"/>         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> PD available for teachers<br><input type="checkbox"/> New CTE Teacher Training<br><input type="checkbox"/>   | Our staff is dedicated to seeking and acting on more PD as a whole. Communication within our staff is increasing on this topic to inform others on opportunities. Our staff is working to identify the gaps, and find professional development to target those gaps. We have increased communication on the local and state levels to become more aware of opportunities. |
| 8. Guidance and Advisement                             | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy<br><input type="checkbox"/>   | Continue to work with SHS Staff to establish supports and interventions to help struggling students. We will work with our advisory committee to develop courses that will assist students in meeting Core Graduation requirements through course equivalency.  |
| 9. Parental Involvement                                | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences<br><input type="checkbox"/>  | Increased parental involvement in FBLA and curricular activities<br>Develop and administer a parent satisfaction survey   |
| 10. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Articulation Agreements<br><input type="checkbox"/><br><input type="checkbox"/>  | Work with Sno-Isle/ Everett Community College Tech Prep to establish further articulations for courses to enable students to earn additional credits.   |
| 11. Advisory Committee                                 | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Agenda/Minutes<br><input checked="" type="checkbox"/> Program of Work<br><input type="checkbox"/>  | Our staff is dedicated to increasing the presence of Advisory Committee members that directly relate to our courses in Business Education. We really want to work with them to allow them to take ownership in our programs.  |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Brochures, Flyers<br><input checked="" type="checkbox"/> Teachers/counselors knowledgeable about CTE<br><input type="checkbox"/>                                      | We want to continue to inform our entire teaching and counseling staff of what happens in our classrooms. It's our goal to break down the barriers that have been formed between General Ed and CTE - to create an atmosphere where we can all work together toward common goals.   |
| 13. Enrollment   | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE<br><input type="checkbox"/>   | This is another category that we strive to improve on every year. Our enrollment is very good, but we feel it can always improve. We are currently looking at updating current courses and possibly the addition of brand new courses to create excitement and generate enrollment.   |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> All students take exams<br><input checked="" type="checkbox"/> Exam fees provided<br><input type="checkbox"/>  | Almost all of our programs take certification exams - our staff's goal is to increase the level at which students pass these exams. This year we are taking more time to address areas of the exam that students have traditionally struggled with. Exam Fees are provided by the district.   |



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**Directions:** Please use the indicator descriptions and detailed rubric to evaluate each “Quality Indicator” in your CTE program and check the “Level of Development” below. Then identify the “Indicators of Evidence” associated with each “Quality Indicator” rated at a Level 3 or 4. Lastly, list action steps to move toward Level 4 for those “Quality Indicators” that were rated at a Level 1, 2, or 3.

| Quality Indicator                                      | CTE Program Level of Development    |                          |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)  | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)  |
|--|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--|--|
|  | 1                                   | 2                        | 3                                   | 4                                   |  |  |
| 1. Program of Study                                    | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Programs of Study<br><input checked="" type="checkbox"/> Career Guidance<br><input type="checkbox"/>   | Continue to map a program of study   |
| 2. CTE Syllabus  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> CTE Syllabi<br><input type="checkbox"/>  |  |
| 3. Work-Based Learning                                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL<br><input type="checkbox"/>            | We need to arrange for select students to participate in internships with cooperating local businesses.  |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results<br><input type="checkbox"/>   | Not ALL students participate in our CTSO. I need to find out if that is possible, then determine ways to make that a reality.  |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Frameworks Meet Criteria<br><input type="checkbox"/>   | Realignment of course frameworks to and curriculum to match current standards.   |
| 6. Use of Technology                                   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed<br><input type="checkbox"/> | Continue to develop ways for students to use chrome books within our program.<br>Work with advisory committee to research current industry technology to incorporate into the program.   |
| 7. Professional Development                            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> PD available for teachers<br><input type="checkbox"/> New CTE Teacher Training<br><input type="checkbox"/>   | Research and attend PD related to the program.   |
| 8. Guidance and Advisement                             | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy<br><input type="checkbox"/>  | Continue to work with SHS Staff to establish supports and interventions to help struggling students. We will work with our advisory committee to develop courses that will assist students in meeting Core Graduation requirements through course equivalency.                   |
| 9. Parental Involvement                                | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences<br><input type="checkbox"/>  | Increased parental involvement in FCCLA and curricular activities<br>Develop and administer a parent satisfaction survey   |
| 10. Articulation and Dual Enrollment Agreements        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Articulation Agreements<br><input type="checkbox"/><br><input type="checkbox"/>   | Work with King Count Tech Prep to estavlish articulations  |
| 11. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work<br><input type="checkbox"/>  | Re-establish General and Program advisory committees. Work with these groups to review curriculum, evaluate programs, and further opportunities for students   |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Brochures, Flyers<br><input type="checkbox"/> Teachers/counselors knowledgeable about CTE<br><input type="checkbox"/>   | We want to continue to inform our entire teaching and counseling staff of what happens in our classrooms. Its our goal to break down the barriers that have been formed between General Ed and CTE - to create an atmosphere where we can all work together toward common goals. |
| 13. Enrollment   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE<br><input type="checkbox"/>  | Both programs are at or near capacity. Students choose to take CTE classes.  |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> All students take exams<br><input type="checkbox"/> Exam fees provided<br><input type="checkbox"/>  | Utilize Precision Exams and identify other certificates that may be available.   |

Stanwood-Camano School District/ Building: Stanwood High School

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| Quality Indicator                                      | CTE Program Level of Development    |                                     |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)   | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)   |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|---|
|  | 1                                   | 2                                   | 3                                   | 4                                   |   |   |
| 1. Program of Study                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Programs of Study<br><input type="checkbox"/> Career Guidance   |   |
| 2. CTE Syllabus  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> CTE Syllabi  | Need to revise and update the course syllabus   |
| 3. Work-Based Learning                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input type="checkbox"/> Students participate in WBL            |   |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Club Activities<br><input type="checkbox"/> Competition Results  | There are no competitions for the students. I have attempted to coordinate these types of events but other programs similar to ours are not afforded the luxury of time that we have. They say they are unable to fit it into their schedule. We DO allow them to Students assist CFR with Public Education opportunities, and we wish to expand this activity. |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Frameworks Meet Criteria  | We continue to adapt to the fire service as it changes in technology and skills   |
| 6. Use of Technology                                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed | Work with tools that are used in today's fire service.  |
| 7. Professional Development                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> PD available for teachers<br><input type="checkbox"/> New CTE Teacher Training   |   |
| 8. Guidance and Advisement                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy  |   |
| 9. Parental Involvement                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences                               | We have ongoing parent nights with the students to keep the parents informed  |
| 10. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Articulation Agreements   |   |
| 11. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work   | Re-establish General and Program advisory committees. Work with these groups to review curriculum, evaluate programs, and further opportunities for students.   |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Brochures, Flyers<br><input checked="" type="checkbox"/> Teachers/counselors knowledgeable about CTE                           | We try to publish events we're involved with every chance we get.   |
| 13. Enrollment   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Program At/Near Capacity<br><input type="checkbox"/> Students choose CTE  |   |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> All students take exams<br><input checked="" type="checkbox"/> Exam fees provided                                   | All eligible students take exams and are offered a chance to retake the exam if not successful.   |

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**Directions:** Please use the indicator descriptions and detailed rubric to evaluate each “Quality Indicator” in your CTE program and check the “Level of Development” below. Then identify the “Indicators of Evidence” associated with each “Quality Indicator” rated at a Level 3 or 4. Lastly, list action steps to move toward Level 4 for those “Quality Indicators” that were rated at a Level 1, 2, or 3.

| Quality Indicator                                      | CTE Program Level of Development |                                     |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)   | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)   |
|--|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|---|
|  | 1                                | 2                                   | 3                                   | 4                                   |   |   |
| 1. Program of Study                                    | <input type="checkbox"/>         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Programs of Study<br><input checked="" type="checkbox"/> Career Guidance   | I will look closely at the program of study and bring it up to date.  |
| 2. CTE Syllabus  | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> CTE Syllabi   | Modification of the syllabi.  |
| 3. Work-Based Learning                                 | <input type="checkbox"/>         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL            | The health sciences need coordination between WBL and the instructor to make these experiences happen.                |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results  |   |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Frameworks Meet Criteria  |   |
| 6. Use of Technology                                   | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Access to Career-related software<br><input type="checkbox"/> Students informational tech skills/judgments assessed | Utilize online textbook. Research and work with advisory committee to better incorporate technology into the program. |
| 7. Professional Development                            | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> PD available for teachers<br><input type="checkbox"/> New CTE Teacher Training                                      |   |
| 8. Guidance and Advisement                             | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Equivalency Credit courses<br><input checked="" type="checkbox"/> NAV101/Advocacy                                   |   |
| 9. Parental Involvement                                | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences                               |   |
| 10. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Articulation Agreements   | Update Tech-Prep articulation   |
| 11. Advisory Committee                                 | <input type="checkbox"/>         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work<br><input checked="" type="checkbox"/> Initiation of advisory comm. | I will continue to recruit more members for a health sciences specific advisory committee.                            |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Brochures, Flyers<br><input checked="" type="checkbox"/> Teachers/counselors knowledgeable about CTE                           | Work with CTE Department to establish promotional program, create materials, and showcase student success.            |
| 13. Enrollment   | <input type="checkbox"/>         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE                                 |   |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> All students take exams<br><input type="checkbox"/> Exam fees provided<br><input checked="" type="checkbox"/> Precision exams. |   |

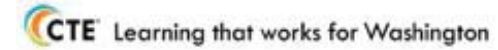
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| Quality Indicator                                      | CTE Program Level of Development    |                                     |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)  | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|--|
|  | 1                                   | 2                                   | 3                                   | 4                                   |  |  |
| 1. Program of Study                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Programs of Study<br><input checked="" type="checkbox"/> Career Guidance<br><input type="checkbox"/>   |  |
| 2. CTE Syllabus  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> CTE Syllabi<br><input type="checkbox"/>  | I need to provide example projects. Those projects must help students meet college and career standards.   |
| 3. Work-Based Learning                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL<br><input type="checkbox"/>            | I need to arrange for select students to participate in internships with cooperating local businesses.   |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results<br><input type="checkbox"/>   | Not ALL students participate in our CTSO. I need to find out if that is possible, then determine ways to make that a reality.  |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Frameworks Meet Criteria<br><input type="checkbox"/>   |  |
| 6. Use of Technology                                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed<br><input type="checkbox"/> |  |
| 7. Professional Development                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> PD available for teachers<br><input checked="" type="checkbox"/> New CTE Teacher Training<br><input type="checkbox"/>                                      |  |
| 8. Guidance and Advisement                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy<br><input type="checkbox"/>  |  |
| 9. Parental Involvement                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences<br><input type="checkbox"/>   | We need to conference with parents prior to their students entering CTE programs to determine which program is the best fit for that student.<br>We need to have parents volunteering in the classroom.<br>We need to give out a parent satisfaction survey. |
| 10. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Articulation Agreements<br><input type="checkbox"/><br><input type="checkbox"/>  |  |
| 11. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work<br><input type="checkbox"/>  | We need to establish an advisory committee and hold meetings.  |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> Brochures, Flyers<br><input type="checkbox"/> Teachers/counselors knowledgeable about CTE<br><input type="checkbox"/>   |  |
| 13. Enrollment   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE<br><input type="checkbox"/>  | Numbers in the program could be higher.<br>We need to do a better job of making sure students are in the program due to their career interest survey results.  |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> All students take exams<br><input checked="" type="checkbox"/> Exam fees provided<br><input type="checkbox"/>  | All students take an exam.<br>More students need to pass the exam. Reasons for a low rate of passing are: the exams offered don't fully match our curriculum, students are not as prepared as they could be.   |



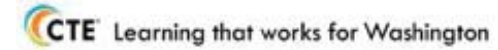


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| Quality Indicator                                      | CTE Program Level of Development    |                                     |                                     |                                     | Indicators of Evidence  | Action Steps/Goals to Work Toward Level 4  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|--|
|  | 1                                   | 2                                   | 3                                   | 4                                   | (if rated a 3 or 4)   | (if rated a 1, 2 or 3)   |
| 1. Program of Study                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Programs of Study<br><input checked="" type="checkbox"/> Career Guidance  | Programs of study need to be created for this program to match new graduation requirements.  |
| 2. CTE Syllabus  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> CTE Syllabi   | Syllabi need to provide example projects. Those projects must help students meet college and career standards. Course competencies need to be included in the syllabi.   |
| 3. Work-Based Learning                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL | We need to arrange for select students to participate in internships with cooperating local businesses.  |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results  | The woods/ construction program will strive to encourage more students to participate in CTSO experiences and look at different options for our student leadership to meet the needs of the program.   |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Frameworks Meet Criteria  | Through the year, course frameworks will be updated to meet current industry trends  |
| 6. Use of Technology                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Access to Career-related software<br><input type="checkbox"/> Students informational tech skills/judgments assessed            | We will be working with our advisory committee to review the technology currently used within our program.   |
| 7. Professional Development                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> PD available for teachers<br><input type="checkbox"/> New CTE Teacher Training   | The instructor will be researching and attending professional development to sure current skills are being taught within the program.  |
| 8. Guidance and Advisement                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy   |  |
| 9. Parental Involvement                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences  | We need to conference with parents prior to their students entering CTE programs to determine which program is the best fit for that student. We need to have parents volunteering in the classroom. We need to give out a parent satisfaction survey. |
| 10. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Articulation Agreements  | Articulation agreements need to be established as well as determining linkages to apprenticeship programs.   |
| 11. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work   | Re-establish General and Program advisory committees. Work with these groups to review curriculum, evaluate programs, and further opportunities for students   |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Brochures, Flyers<br><input type="checkbox"/> Teachers/counselors knowledgeable about CTE                                      | Develop a marketing plan for all programs that is in alignment with the rest of the CTE program. Establish positive relationships with counseling and other staff within the district Showcase student success   |
| 13. Enrollment   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Program At/Near Capacity<br><input type="checkbox"/> Students choose CTE  | Enrollment plan needs to be established. Course offerings must be reviewed and look at adding construction to the program. We need to do a better job of making sure students are in the program due to their career interest survey results.          |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> All students take exams<br><input checked="" type="checkbox"/> Exam fees provided                                   | All students take precision exams. Further certifications and assessments must be researched.  |

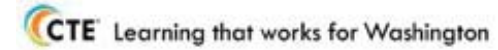


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| Quality Indicator                                      | CTE Program Level of Development    |                                     |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)  | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|--|
|  | 1                                   | 2                                   | 3                                   | 4                                   |  |  |
| 1. Program of Study                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Programs of Study<br><input checked="" type="checkbox"/> Career Guidance<br><input type="checkbox"/>   |  |
| 2. CTE Syllabus  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> CTE Syllabi<br><input type="checkbox"/>  |  |
| 3. Work-Based Learning                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL<br><input type="checkbox"/>            | We need to arrange for select students to participate in internships with cooperating local businesses.  |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results<br><input type="checkbox"/>   | Increased student involvement with CTSO's and Student leadership will be researched and pursued.   |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Frameworks Meet Criteria<br><input type="checkbox"/>   |  |
| 6. Use of Technology                                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed<br><input type="checkbox"/> |  |
| 7. Professional Development                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> PD available for teachers<br><input type="checkbox"/> New CTE Teacher Training<br><input type="checkbox"/>   |  |
| 8. Guidance and Advisement                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy<br><input type="checkbox"/>  | encourage students to take ASVAB   |
| 9. Parental Involvement                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences<br><input type="checkbox"/>  |  |
| 10. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Articulation Agreements<br><input type="checkbox"/><br><input type="checkbox"/>   | New articulations must be pursued and established this year.   |
| 11. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work<br><input type="checkbox"/>  | Re-establish General and Program advisory committees. Work with these groups to review curriculum, evaluate programs, and further opportunities for students |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Brochures, Flyers<br><input type="checkbox"/> Teachers/counselors knowledgeable about CTE<br><input type="checkbox"/>                                      |  |
| 13. Enrollment   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE<br><input type="checkbox"/>   | Establish recruitment plan. Look for changes in course offerings to encourage students to enroll.  |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> All students take exams<br><input type="checkbox"/> Exam fees provided<br><input type="checkbox"/>  | Use precision exams  |



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| Quality Indicator                                      | CTE Program Level of Development    |                          |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)  | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)   |
|--|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--|---|
|  | 1                                   | 2                        | 3                                   | 4                                   |  |   |
| 15. Program of Study                                   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Programs of Study<br><input checked="" type="checkbox"/> Career Guidance   | Continue to map a program of study starting at the MS level   |
| 16. CTE Syllabus                                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> CTE Syllabi  | Formulate syllabi so they are more closely aligned with the high school's format.   |
| 17. Work-Based Learning                                | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL            | N/A<br>We don't do WBL in the traditional sense; however, we do bring in guest speakers from the CTE fields of study in our programs  |
| 18. CTE Student Organizations (CTSOs)                  | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results   | TSA - We take students to the WTSA Leadership Conference each November. We also take students to Regional competitions in January. Lastly, some students compete at the State level in TSA. We meet regularly. A plan for increased participation is underway.      |
| 19. CTE Curriculum Framework                           | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Frameworks Meet Criteria   | Realignment of course frameworks to and curriculum to match current standards.  |
| 20. Use of Technology                                  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed | Computer classes include career-software, Google Drive components (i.e. Google Forms, Docs, websites, etc.), coding (second semester), programming, HTML, and data. Computer sciences also include physical computing.  |
| 21. Professional Development                           | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> PD available for teachers<br><input type="checkbox"/> New CTE Teacher Training   | We go to the WITEA Conference in Wenatchee in March; ACTE conference in August is also extremely helpful if we are able to go to that. The networking alone is valuable, as are the presentations and classes. I have brought home information each year I've been. |
| 22. Guidance and Advisement                            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy  | Assist students in the beginning of their HS & Beyond plan.   |
| 23. Parental Involvement                               | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences  | Parents are always welcome in our rooms. They are kept aware of classroom and extracurricular activities. We complete student-led conferences in the fall and spring.   |
| 24. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Articulation Agreements   | N/A   |
| 25. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work  | Re-establish General and Program advisory committees. Work with these groups to review curriculum, evaluate programs, and further opportunities for students  |
| 26. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Brochures, Flyers<br><input type="checkbox"/> Teachers/counselors knowledgeable about CTE                                      | Our teachers/counselors are knowledgeable about CTE - working on the community piece.   |
| 27. Enrollment   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE  | Both programs are at or near capacity. Students choose to take CTE classes.   |
| 28. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> All students take exams<br><input type="checkbox"/> Exam fees provided  | N/A   |

Stanwood-Camano School District/ Building: Stanwood High School

This tool is designed for CTE teachers in each program area to work together to evaluate their CTE program areas. The tool will allow program area teachers to identify strengths and gaps in our CTE programs. The Washington State CTE Standards as well as the Carl D. Perkins Federal Grant require CTE program evaluation.

**Directions:** Please use the indicator descriptions and detailed rubric to evaluate each “Quality Indicator” in your CTE program and check the “Level of Development” below. Then identify the “Indicators of Evidence” associated with each “Quality Indicator” rated at a Level 3 or 4. Lastly, list action steps to move toward Level 4 for those “Quality Indicators” that were rated at a Level 1, 2, or 3.

| Quality Indicator                                      | CTE Program Level of Development    |                                     |                                     |                                     | Indicators of Evidence<br>(if rated a 3 or 4)  | Action Steps/Goals to Work Toward Level 4<br>(if rated a 1, 2 or 3)   |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|---|
|  | 1                                   | 2                                   | 3                                   | 4                                   |  |   |
| 1. Program of Study                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Programs of Study<br><input checked="" type="checkbox"/> Career Guidance   | Will work to include new techniques and materials to help students meet industry work skill standards.  |
| 2. CTE Syllabus  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> CTE Syllabi  | Will develop a clearer syllabus for Career Choices, will develop a Career Choices Work Syllabus with clearer outcomes.  |
| 3. Work-Based Learning                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> WBL communication exists between school/business<br><input checked="" type="checkbox"/> Students participate in WBL            | Will increase contact with businesses involved in work based learning and will talk to new businesses to develop other resources.                               |
| 4. CTE Student Organizations (CTSOs)                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Club Activities<br><input checked="" type="checkbox"/> Competition Results   | Will develop a plan for JAG Club to expand and create new experiences for student service.  |
| 5. CTE Curriculum Framework                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Frameworks Meet Criteria   |   |
| 6. Use of Technology                                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Access to Career-related software<br><input checked="" type="checkbox"/> Students informational tech skills/judgments assessed | Will increase use of technology for delivery of student lessons, and to build student skills needed in the work force   |
| 7. Professional Development                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> PD available for teachers<br><input type="checkbox"/> New CTE Teacher Training   |   |
| 8. Guidance and Advisement                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Equivalency Credit courses<br><input type="checkbox"/> NAV101/Advocacy   | Will increase discussion with Counselors and Administration to explore more opportunities for students to participate. Will continue to work closely with SPED. |
| 9. Parental Involvement                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Parents involved in CTE Programs<br><input type="checkbox"/> Student –Led Conferences  | Will develop a process to ensure parents; understanding of Career Choices, JAG, and work based learning programs and requirements.                              |
| 10. Articulation and Dual Enrollment Agreements        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Articulation Agreements  | Will promote Tech Prep opportunities to students.   |
| 11. Advisory Committee                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Agenda/Minutes<br><input type="checkbox"/> Program of Work  | Will work to develop active advisory committee.   |
| 12. Marketing, Public Relations and Community Outreach | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> Brochures, Flyers<br><input checked="" type="checkbox"/> Teachers/counselors knowledgeable about CTE                           | Will update brochure and will work to maintain discussions about program to counselors.   |
| 13. Enrollment   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> Program At/Near Capacity<br><input checked="" type="checkbox"/> Students choose CTE   | Will work to increase enrollment by offering more opportunities and talking with parents, casemanagers, and counselors.   |
| 14. Industry Credentialing and Technical Assessments   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> All students take exams<br><input type="checkbox"/> Exam fees provided  | Will investigate and offer industry credentialing exams for Career Choices and JAG.   |

| Quality Indicators  | LEVEL 1<br>Little or No Development   | LEVEL 2<br>Limited Development   | LEVEL 3<br>Operational Level of Development   | LEVEL 4<br>Exemplary Level of Development  |
|---|---|--|---|--|
| <p><b>1. Program of Study</b></p> <ul style="list-style-type: none"> <li>A career-focused program of study includes a sequence of college-preparatory academic courses and a sequence of at least four career/technical (CTE) courses students would take to prepare for both further study and careers in the broad career field.</li> <li>It can be career theme-based or occupational-specific.</li> <li>The sequence of CTE courses is aligned with academic standards required for high school graduation, college- and career-readiness standards required for successful transition to postsecondary education and technical standards essential to the career field.</li> </ul> | <ul style="list-style-type: none"> <li>The program of study is not aligned with state academic standards required for high school graduation.</li> <li>The program of study is not aligned with college- and career-readiness standards.</li> <li>The program of study is not aligned with current technical content standards.</li> <li>The program of study does not include a sequence of at least four courses to meet CTE completer requirements.</li> </ul>           | <ul style="list-style-type: none"> <li>The program of study is aligned to state academic standards for reading required for high school graduation.</li> <li>At least 40 percent of the program of study is aligned with college- and career-readiness standards for reading and mathematics.</li> <li>Students can have a single occupational focus without having to complete any part of the HSTW-recommended academic core to meet graduation requirements.</li> <li>At least 40 percent of the program of study is aligned with current technical content standards.</li> <li>There is no evidence the program of study addresses the soft skills that employers desire of employees. The program of study includes a sequence of no more than four courses.</li> </ul> | <ul style="list-style-type: none"> <li>The program of study is aligned to state academic standards for reading and mathematics required for high school graduation.</li> <li>At least 75 percent of the program of study is aligned with college- and career-readiness standards for reading and mathematics.</li> <li>At least 75 percent of the program of study is aligned with current technical content standards.</li> <li>The program of study addresses soft skills that employers desire of employees.</li> <li>The program of study requires CTE students to take advanced academic or CTE courses that supplement their career focus and complete at least two parts of the HSTW-recommended academic core.</li> </ul> | <ul style="list-style-type: none"> <li>The program of study is fully aligned with state academic standards for reading, mathematics and science required for high school graduation.</li> <li>The program of study is aligned with college- and career-readiness standards, and CTE students complete the HSTW-recommended academic core for English, mathematics and science.</li> <li>The program of study is fully aligned with current technical content standards, and students complete at least four sequenced CTE courses.</li> <li>Career courses are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field.</li> <li>The program of study creates career pathways to prepare students for the transition to postsecondary education. The pathway includes formal apprenticeship program, certificate program, a two-year degree program or a four-year degree program and is consistent with the student's career goals.</li> </ul> |
| <p><b>2. CTE Syllabus</b></p> <ul style="list-style-type: none"> <li>Each course in the sequence of CTE courses has a syllabus that meets guidelines and includes sample exemplary assignments and projects relevant to the career field and formative and summative assessments.</li> <li>The examples cover the spectrum of standards: academic standards for high school graduation, college- and career-readiness standards, and industry standards.</li> </ul>   | <ul style="list-style-type: none"> <li>Course syllabi do not exist for all CTE courses.</li> <li>Existing CTE course syllabi do not meet course syllabus guidelines or include necessary elements, such as: <ul style="list-style-type: none"> <li>course description</li> <li>instructional philosophy</li> <li>course goals</li> <li>major course projects</li> <li>project outlines</li> <li>instructional delivery plan</li> <li>assessment plan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>At least 50 percent of the courses have a syllabus meeting the guidelines.</li> <li>All syllabi are designed to the level of learning needed to meet state academic standards for high school graduation.</li> </ul>  | <ul style="list-style-type: none"> <li>All CTE courses have a course syllabus that meets the guidelines. All syllabi are designed to the level of learning needed to meet state academic standards and technical standards.</li> <li>CTE course descriptions indicate where courses fall within the program of study.</li> <li>CTE syllabi contain descriptions of anchor assignments and projects for each course in the sequence.</li> <li>Examples of assignments, projects and assessments are designed to help students meet academic standards for high school graduation and technical standards of the career field.</li> </ul>   | <ul style="list-style-type: none"> <li>All CTE courses meet all requirements of Level 3, and each syllabus is aligned to the essential college- and career-readiness standards.</li> <li>The syllabus includes details on assessment and grading; rework policies (i.e., redoing substandard work); and standards-based assignments and project outlines using real-world problems.</li> <li>Examples of assignments, projects and assessments are designed to help students meet college- and career-readiness standards and technical standards for the career field.</li> <li>Each syllabus contains an example of an authentic project to be assessed by a panel of judges.</li> </ul>   |
| <p><b>3. Work-Based Learning</b></p> <ul style="list-style-type: none"> <li>Work-based learning is a formal, structured program linked to the CTE program of study and approved by the school. Options include youth apprenticeships, cooperative learning, internships, job shadowing and community service.</li> </ul>  | <ul style="list-style-type: none"> <li>No work-based learning opportunity is established.</li> </ul>  | <ul style="list-style-type: none"> <li>Work-based learning opportunities are limited to fieldtrips and job shadowing. There is at least one planned field trip, as well as formal job-shadowing opportunities that rotate students through a variety of work settings.</li> <li>The CTE program does not actively solicit local businesses in the career area to provide work-based learning opportunities.</li> <li>Students may or may not have to report on or evaluate the experience.</li> <li>There is no evidence of a link between classroom assignments and work-based learning experiences.</li> </ul>   | <ul style="list-style-type: none"> <li>Work-based learning opportunities include field trips, job shadowing, internships and cooperative work experiences.</li> <li>There is a formal training plan for internships.</li> <li>The school's work-based learning coordinator actively solicits local businesses to provide work-based learning opportunities for CTE students to gain firsthand experience in the broad career area.</li> <li>No formal follow-up on work-based experience is done with employers or students.</li> </ul>   | <ul style="list-style-type: none"> <li>Work-based learning opportunities include field trips, job shadowing, internships, cooperative work experiences, mentorships and apprenticeships.</li> <li>There is a formal training plan, and the work-based learning opportunities are linked directly to school studies.</li> <li>There is ongoing formal communication between the school and the business providing the work-based learning to ensure quality experiences for students and employers.</li> <li>Students are expected to complete school assignments related to the work-site activities (e.g., main-training daily logs of work-site activities, preparing weekly summaries, and developing portfolio). CTE leadership takes actions to resolve issues identified during follow-up.</li> </ul>  |

| Quality Indicators   | LEVEL 1<br>Little or No Development   | LEVEL 2<br>Limited Development   | LEVEL 3<br>Operational Level of Development   | LEVEL 4<br>Exemplary Level of Development  |
|--|---|--|---|--|
| <b>4. CTE Student Organizations (CTSOs)</b> <ul style="list-style-type: none"> <li>CTSOs provide students opportunities for leadership development, competitive events, professional development and community service.</li> </ul>   | <ul style="list-style-type: none"> <li>There is no participation in the CTSO and no plan for increasing participation.</li> </ul>   | <ul style="list-style-type: none"> <li>The CTSO is organized in name only.</li> <li>Students have few opportunities to enhance their occupational, employability and leadership skills or participate in service learning through the CTSO.</li> <li>Plans are made to increase participation.</li> </ul>                      | <ul style="list-style-type: none"> <li>The CTSO is an integral part of the instructional program and provides opportunities for service learning and occupational, employability and leadership development.</li> <li>All students participate in the CTSO or related activity.</li> <li>All students participate in at least one local competitive event specific to the program.</li> </ul>   | <ul style="list-style-type: none"> <li>The CTSO is an integral part of the instructional program and provides opportunities for service learning and occupational, employability and leadership development.</li> <li>All students participate in the CTSO or related activity.</li> <li>All students participate in at least one local competitive event specific to the program.</li> </ul>  |
| <b>5. CTE Curriculum Framework</b> <ul style="list-style-type: none"> <li>Each course in the CTE program integrates the following 6 major components: occupational specific national standards, academic core content state standards, diversity awareness, 21<sup>st</sup> Century Skills (Leadership and Employability), safety and career planning strategies related to the CTE field of study.</li> </ul> | <ul style="list-style-type: none"> <li>Little to no evidence exists in CTE curriculum frameworks of the alignment of the 6 major components of an exemplary framework.</li> </ul>                               | <ul style="list-style-type: none"> <li>The CTE curriculum frameworks have evidence of alignment with 2 or 3 of the 6 major components of an exemplary framework, but are lacking in the evidence of the other components.</li> </ul>   | <ul style="list-style-type: none"> <li>The CTE curriculum frameworks have evidence of alignment with 4 or 5 of the 6 major components of an exemplary framework.</li> </ul>   | <ul style="list-style-type: none"> <li>Each course in the CTE program has evidence in the CTE curriculum framework of alignment with the 6 major components of an exemplary framework: alignment to occupational specific national standards, integration of academic core content state standards, opportunities for students to demonstrate diversity awareness and appreciation as well as 21<sup>st</sup> Century Skills, safety and career planning strategies related to the CTE field of study.</li> <li>Classroom assessments are administered by CTE teachers to validate students' mastery of these components of the curriculum framework within the context of their CTE program.</li> </ul> |
| <b>6. Use of Technology</b> <ul style="list-style-type: none"> <li>Technology used in instructional programs includes computers, software and technology specific to the broad career area.</li> </ul>   | <ul style="list-style-type: none"> <li>Information technology and career-related software are not available to students or are not used.</li> <li>Hardware is not available to students or not used.</li> </ul> | <ul style="list-style-type: none"> <li>Information technology and career-related software are used in a limited way.</li> <li>Career-related software and hardware are outdated.</li> <li>Evidence exists of instructors using technology for instruction, but there is little or no evidence of students using it.</li> </ul> | <ul style="list-style-type: none"> <li>The instructional program uses information technology and career-related software, but noting every class, even when it inappropriate.</li> <li>Career-related software and hardware are adequate, but not up to date based on industry standards.</li> <li>Not all students are required to use technology to master career skills.</li> <li>Observational data show evidence of students using spreadsheets, presentation software and career-related software.</li> </ul> | <ul style="list-style-type: none"> <li>The instructional program uses information technology and career-related software in every class when appropriate.</li> <li>Career-related software and hardware are high-tech and up to date based on industry standards.</li> <li>All students are required to use technology to master career skills.</li> <li>Students' informational and technological skills are assessed both in terms of their ability to use the software and their ability to make judgments about information, organize it, synthesize it and paraphrase it in the context of the occupation field.</li> </ul>   |

| Quality Indicators  | LEVEL 1<br>Little or No Development   | LEVEL 2<br>Limited Development  | LEVEL 3<br>Operational Level of Development  | LEVEL 4<br>Exemplary Level of Development   |
|---|---|---|--|---|
| <p><b>7. Professional Development</b></p> <ul style="list-style-type: none"> <li>• CTE teachers must be prepared to develop and deliver curriculum and instruction reflecting the needs of the modern workplace and leading to academic and CTE success for all students.</li> <li>• Professional development helps teachers gain new skills and update old skills in: <ul style="list-style-type: none"> <li>• Academic and technical content</li> <li>• Classroom management</li> <li>• Pedagogy</li> <li>• Classroom assessment</li> <li>• Project-based learning</li> <li>• Embedding academics into CTE courses</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• There is little or no evidence of professional development to strengthen CTE teachers' content knowledge and pedagogical skills.</li> <li>• Professional development provided has no connection to key practices proven to engage students and improve academic achievement.</li> <li>• Professional development provided has no connection to the identified needs of the program.</li> </ul> | <ul style="list-style-type: none"> <li>• Professional development is planned with little, if any, input from CTE leaders and teachers.</li> <li>• CTE teachers in this program have received professional development on key practices to engage students: <ul style="list-style-type: none"> <li>• Adapt teaching to different learning styles</li> <li>• Teach through cooperative learning strategies</li> <li>• Use student-centered instruction to motivate and deepen student learning</li> <li>• Help students make connections between the classroom and the real world.</li> </ul> </li> <li>• There is no evidence that CTE teachers in this program collaborate with academic teachers in the school or district.</li> <li>• There is no evidence that new CTE teachers have completed an initial induction program, work with master teachers or a mentor.</li> <li>• CTE teachers in this program have had little, if any, opportunity to update their content knowledge and skills.</li> <li>• There is evidence that teacher arousing these key practices to engage students.</li> </ul> | <ul style="list-style-type: none"> <li>• CTE leaders and teachers use data to identify gaps and target professional development to eliminate gaps. CTE teachers have received professional development on key practices listed in Level 2 and on further practices: <ul style="list-style-type: none"> <li>• Embed literacy skills into technical content.</li> <li>• Embed high-level mathematics into technical content</li> <li>• Use project-based learning to deepen understanding</li> <li>• Align classroom assessments to challenging academic and technical standards.</li> </ul> </li> </ul> <p>There is evidence that CTE teachers work with academic teachers to embed literacy and numeracy into the technical content.</p> <ul style="list-style-type: none"> <li>• New CTE teachers entering program via an alternative route have completed an initial induction program but do not network with a master teacher or mentor.</li> <li>• CTE teachers are provided opportunities to update their technical knowledge and skills through workshops, formal classes, externships, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Professional development is focused on both school and CTE program needs, and evidence suggests a positive impact on student learning.</li> <li>• CTE teachers receive continuing professional development with coaching to become proficient in key practices identified in Levels 2 and 3.</li> <li>• There is evidence that CTE teachers participate in a larger professional learning community.</li> <li>• All new CTE teachers in the program complete an initial induction program and a formal mentoring program.</li> <li>• All CTE teachers in the program complete some type of training at least every two years to update their content knowledge and skills.</li> <li>• There is evidence that nearly all of the key practices in Levels 2 and 3 are incorporated into unit planning and daily lessons.</li> </ul> |
| <p><b>8. Guidance and Advisement</b></p> <ul style="list-style-type: none"> <li>• Guidance and advisement systems provide CTE students with opportunities to explore career and educational options, including preparing a plan of study, being connected with caring adult and attending extra-help sessions. The systems provide opportunities for parental involvement.</li> </ul>   | <ul style="list-style-type: none"> <li>• There is no evidence of students having opportunities to explore career and educational options.</li> <li>• Students do not complete career-interest inventory.</li> <li>• Students do not prepare a plan of study upon entering grade nine.</li> </ul>  | <ul style="list-style-type: none"> <li>• Students prepare a four-year plan of study with assistance from advisers but with no parental input.</li> <li>• The plan of study is focused only on the high school years and does not link to postsecondary education options.</li> <li>• Students are not made aware of dual credit opportunities to expand their CTE studies.</li> </ul>   | <ul style="list-style-type: none"> <li>• Students complete a career-interest inventory no later than grade nine.</li> <li>• Students set career goals and prepare a six-year plan of study linked to postsecondary education options to achieve those goals.</li> <li>• Students are made aware of dual credit opportunities by the 11<sup>th</sup> or 12<sup>th</sup> grade.</li> <li>• Students are aware of the requirements for various career options and the effort needed to meet those requirements.</li> <li>• Students and parents meet with the adviser at least annually to review progress made toward completing the plan and, if needed, adjust the plan to reflect changes in career goals.</li> </ul>   | <ul style="list-style-type: none"> <li>• An effective teacher-adviser system is in place, and CTE teachers serve as teacher-advisers.</li> <li>• Students are assigned to an adult mentor who works with them through all four years of high school to help them stay of track.</li> <li>• Students are encouraged to enroll in dual credit courses relevant to the CTE program.</li> <li>• At-risk students are identified upon entering grade nine and provided intervention and support to meet grade-level standards.</li> <li>• The school provides information and assistance to parents on topics such as college entrance requirements and financial aid.</li> <li>• The high school collaborates with feeder middle schools to make students and parents aware of career and educational options.</li> </ul>   |
| <p><b>9. Parental Involvement</b></p> <ul style="list-style-type: none"> <li>• Parental involvement includes being a part of the decision-making process in helping students choose a CTE program of study and supporting students in ways that help them succeed in the program.</li> </ul>  | <ul style="list-style-type: none"> <li>• Parents have little or no involvement in the CTE program and were not involved in their student choosing the program.</li> </ul>   | <ul style="list-style-type: none"> <li>• Parents are involved in a limited way through student/parent/teacher meetings and annual open houses in the CTE lab each year to look at student work.</li> </ul>  | <ul style="list-style-type: none"> <li>• Parents meet with the student, acted teacher and a guidance counselor prior to student enrollment in the program to understand the program's expectations.</li> <li>• Parents and their students meet at least annually with the CTE teacher and guidance counselor to map out a plan, review progress made and revise the plan if needed.</li> <li>• A parent satisfaction survey is conducted but not used for program improvement.</li> </ul>  | <ul style="list-style-type: none"> <li>• Parents are highly involved in the CTE program. They participate in planning their student's complete program of study and approve the sequences of academic and CTE courses that prepare the student for the transition to postsecondary education. They endorse their student's program of study and goals and monitor progress made toward completing the program and reaching goals.</li> <li>• Parents communicate frequently with the school, actively support learning at home, volunteer and collaborate with community groups in support of the program.</li> <li>• CTE leaders use parent satisfaction survey data to improve the program.</li> </ul>  |

| Quality Indicators   | LEVEL 1<br>Little or No Development   | LEVEL 2<br>Limited Development  | LEVEL 3<br>Operational Level of Development  | LEVEL 4<br>Exemplary Level of Development  |
|--|---|---|--|--|
| <p><b>10. Articulation and Dual Enrollment Agreements between Secondary and Postsecondary Institutions</b></p> <ul style="list-style-type: none"> <li>• Articulation matches course work between secondary and postsecondary education to reduce redundancy, and dual enrollment adds depth to the CTE program.</li> <li>• The agreement creates local, regional or statewide partnerships between the school district/high school and a technical college, two-year college or four-year college.</li> <li>• The agreement establishes policies and procedures for academic and technical content alignment, student eligibility for dual credit courses, criteria for awarding postsecondary credit for dual credit courses, criteria for dual-credit instructors, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• No articulation agreement exists for this CTE program.</li> <li>• No dual enrollment policy is in effect for this CTE program.</li> </ul>  | <ul style="list-style-type: none"> <li>• This CTE program is supported by an articulation/agency agreement with the nearby technical or two-year college.</li> <li>• Eligibility criteria for enrollment in dual credit CTE courses address the required technical skills but not college placement standards for reading, writing and mathematics.</li> <li>• No criteria are established for forwarding postsecondary credit.</li> <li>• There is no evidence that articulation/dual enrollment agreements establish the same requirements for faculty, course syllabi and end-of-course exams, whether taught to high school or college students.</li> <li>• There is no evidence that articulation/dual enrollment agreements are reviewed at least every three to four years.</li> </ul> | <ul style="list-style-type: none"> <li>• This CTE program is supported by articulation/agency agreements with postsecondary institutions within the region.</li> <li>• Eligibility criteria for enrollment in dual credit CTE courses address the required technical skills and college placement standards in reading, writing and mathematics required for this CTE program, but they may differ from the college-placement standards for academic dual credit courses.</li> <li>• Criteria are established for forwarding postsecondary credit, but credit earned is placed in escrow, rather than being immediately added to the high school and postsecondary transcripts.</li> <li>• Articulation/dual enrollment agreements have established the same requirements for faculty teaching dual credit courses, whether to high school or college students. There is no evidence of common course syllabi and end-of-course exams for dual credit courses, whether taught at the high school or college.</li> <li>• Articulation/dual enrollment agreements are reviewed at least every two to three years.</li> </ul> | <ul style="list-style-type: none"> <li>• This CTE program is supported by articulation/agency agreements with multiple postsecondary institutions statewide. Agreements are viewed as essential in creating maximum educational opportunities.</li> <li>• Eligibility criteria for enrollment in dual credit CTE courses address the required technical skills and set the same college placement standards in reading, writing and mathematics for CTE and academic dual credit courses.</li> <li>• Criteria are established for forwarding postsecondary credit and credit earned is immediately added to the high school and postsecondary transcripts.</li> <li>• Articulation/dual enrollment agreements have established the same requirements for faculty, course syllabi and end-of-course exams whether taught to high school or college students.</li> <li>• Articulation/dual enrollment agreements are reviewed annually.</li> </ul> |
| <p><b>11. Advisory Committee</b></p> <ul style="list-style-type: none"> <li>• An advisory committee represents all stakeholders in the CTE program and provides input for the program's continuous improvement.</li> </ul>   | <ul style="list-style-type: none"> <li>• No advisory committee is established, or the committee exists only on paper.</li> </ul>  | <ul style="list-style-type: none"> <li>• An advisory committee is established representing a limited number of stakeholder's and employers.</li> <li>• The committee meets at least once a year, but has minimal influence on issues affecting the program of study.</li> <li>• The committee hears reports and gives limited input, but does not make recommendations for future actions.</li> </ul>   | <ul style="list-style-type: none"> <li>• The advisory committee meets at least twice a year and represents most stakeholders, including business/industry, secondary and postsecondary leaders, teachers, parents and students.</li> <li>• Meetings have an established agenda, attendance is taken and minutes are recorded.</li> <li>• The committee hears progress reports and makes recommendations.</li> </ul>  | <ul style="list-style-type: none"> <li>• The advisory committee —balanced with a variety of stakeholders and persons who can influence policy decisions —meets at least quarterly to consider actions requiring input from stakeholders and employers.</li> <li>• The committee hears progress reports, makes recommendations and receives feedback on actions taken.</li> <li>• The advisory committee takes ownership of the program; works with school and district leadership to ensure program quality; and raises funds to support the program.</li> </ul>   |
| <p><b>12. Marketing, Public Relations and Community Outreach</b></p> <ul style="list-style-type: none"> <li>• School and CTE leaders market the program to students and the school community to ensure all stakeholders is familiar with the program and its curriculum and understands how it links to further study and workforce needs.</li> </ul>  | <ul style="list-style-type: none"> <li>• There is little evidence of program marketing.</li> </ul>  | <ul style="list-style-type: none"> <li>• Passive, limited marketing activities reflect the value of the program.</li> <li>• The program is described in the school's printed literature and omits Web site.</li> <li>• Counselors/teachers have limited knowledge of the program or opportunities for students who complete the program.</li> </ul>   | <ul style="list-style-type: none"> <li>• The value of the program is reflected in active marketing efforts that reach students, parents and the community.</li> <li>• Students and parents participate in career nights and informational events to showcase program and build interest in it.</li> <li>• Program information is distributed to students as early as the eighth grade.</li> <li>• Teachers/counselors know about the program, its course requirements, and the level of academic and technical knowledge needed and career options.</li> </ul>   | <ul style="list-style-type: none"> <li>• The program is aggressively marketed to all students, parents and community stakeholders.</li> <li>• The marketing effort reflects the program's value and alignment to workplace standards and labor market needs.</li> <li>• Teachers and counselors are knowledgeable about the program, its course requirements, the level of academic and technical knowledge needed and career options. They encourage students to consider the program.</li> <li>• The program encourages local media to cover program events.</li> </ul>  |
| <p><b>13. Enrollment</b></p> <ul style="list-style-type: none"> <li>• Enrollment in program is function of students' interests, advisers' direction, and local labor market needs.</li> </ul>  | <ul style="list-style-type: none"> <li>• There is no plan for growing enrollment to program capacity.</li> <li>• At least three-fourths of the students enrolled in the program were placed in the program rather than choosing the program due to their career interests.</li> </ul> | <ul style="list-style-type: none"> <li>• There is a plan for growing enrollment to program capacity.</li> <li>• More than half of the students enrolled in the program were placed in the program rather than choosing it due to their career interests.</li> </ul>   | <ul style="list-style-type: none"> <li>• There is a plan for growing enrollment to program capacity.</li> <li>• More than half of the students enrolled in the program chose it due to their career interests and planning.</li> </ul>   | <ul style="list-style-type: none"> <li>• There is a plan for how to reach program capacity, and current enrollment has met or exceeded the plan.</li> <li>• At least three-fourths of the students enrolled in the program chose it due to their career interests and planning.</li> </ul>   |
| <p><b>14. Industry Credentialing and Technical Assessments</b></p> <ul style="list-style-type: none"> <li>• The CTE program leads to industry certification that has value in the workplace. A certification exam can serve as an end-of-program exam and provides students the opportunity to earn an industry credential in addition to their high school diploma.</li> </ul>  | <ul style="list-style-type: none"> <li>• The program does not pursue available industry credentialing.</li> <li>• Less than 25% of students in the program take a certification exam.</li> <li>• Pass rates on certification exams are below 60%.</li> </ul>                          | <ul style="list-style-type: none"> <li>• The program offers one industry credential and encourages students to take the certification exam.</li> <li>• 25 to 49% of students in program take a certification exam.</li> <li>• Pass rates on certification exams are 60-74%.</li> </ul>  | <ul style="list-style-type: none"> <li>• Students are required to take an industry certification exam.</li> <li>• Pass rates on certification exams are 75-89%.</li> </ul>   | <ul style="list-style-type: none"> <li>• The district and/or high school provides funding for certification exam fees, and all students are required to take the exam.</li> <li>• Technical assessment is nationally benchmarked and includes knowledge-based written component.</li> <li>• Passing the technical assessment leads to state licensure or certification.</li> <li>• Pass rates on certification exams exceed 90%.</li> </ul>  |





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## Career & Technical Education Department Program Evaluation

Districts must evaluate the effectiveness of their CTE programs on an annual basis. Through a planned process, CTE programs must be evaluated and reviewed and the results of said evaluation must be used to inform continuous program improvement. The program evaluation should align with the District-Wide Plan for CTE, and be conducted in coordination with the General Advisory Council. As part of each such evaluation, each CTE Program shall:

- Ensure program alignment with the District-Wide Plan for CTE strategic plan.
- Assess strengths and weaknesses of CTE programs, including an analysis of any disparities or gaps in the performance of different categories of students.
- Ensure CTE students are being provided with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.
- Measure the success of the programs in meeting identified goals.
- Result in improvements in, revisions to, or discontinuation of the program.
- Please upload your Annual Program Evaluation for CTE.

The attached CTE Program evaluation has been reviewed and approved by the Stanwood-Camano School District Career & Technical Education Advisory Committee and the Stanwood-Camano School District Board of Directors for the 2016-2017 School year with action steps to be implemented during the 2017-2018 school year.

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Julie Dean, Stanwood-Camano School Board President

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Dr. Jean Shumate, Superintendent

A handwritten signature in black ink that reads "Tim Cuchna".

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Tim Cuchna, CTE Advisory Committee Chairperson

A handwritten signature in blue ink that reads "Ross Short".

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Ross Short, CTE Director