

Perkins End of Year Report Questions for Academic Year 2017-2018

1. Executive Summary: *Summarize CTE activities completed as succinctly as possible to give an overview of the total program impact.*

At the beginning of the academic school year 2017-2018, Sweetwater School District #1 supported three high schools through Perkins funding, Rock Springs High School, Black Butte High School and Farson-Eden High School. After much consideration our administrative team decided to dismiss Black Butte High School from Perkins funding due to class scheduling and the loss of a CTE teacher. We will continue to reevaluate Black Butte High School status as staffing allocations change and courses are updated within the programs. At Rock Springs and Farson-Eden High School, there are multiple CTE programs that utilize the Perkins budget. The CTE programs that these two schools fund include: business, trades and industry and family and consumer science as well as three established career academies: energy, health occupations and fire, law and leadership. Within each academy, the CTE teachers with core academic teachers serve a common cadre of students and work together to develop curriculum designed to provide cross-curricular activities. Career clusters that the academies focus on are: Law and Public Safety, Health Occupations and STEM education (Energy Academy).

Professional development was a focus area for all CTE programs within the district in 2017-2018. Perkins funding allowed each CTE program to stay current on up-to-date trends and research, which provided teachers with skills to implement for 21st Century classrooms. In addition, funds were utilized to allow programs to be updated with software and equipment to meet industry standards. It also provided maintenance for equipment in the classrooms and shops.

Sweetwater School District #1 provided multiple opportunities for students in CTE programs to grow through job shadowing, mentoring, field trips, internships and guest speakers from industry professionals.

Western Wyoming Community College and Sheridan College served as our post-secondary partners to offer students opportunities to earn various national certifications, and credits towards their college education or other career goals. The Health Academy offered Phlebotomy, CNA, EMR, and CPR courses and certifications, the Energy Academy offered H2S, OSHA and CPR certifications. Fire, Law and Leadership offered certifications in CPR, driver's safety, gun safety, and various firefighting certifications. Students enrolled in Culinary Arts II had the opportunity to become national Serv Safe certified and earn college credit from Sheridan College. The culinary, welding, business, and computer aided drafting programs provided articulation opportunities for a total of 11 concurrent CTE courses.

Career and Technical students in Sweetwater School District #1 had the opportunity to join student organizations Skills USA and FBLA. Students within the organizations competed at the state and national level in various CTE categories. During the 2017-2018 academic school year, Rock Springs High School had 14 participants with one qualifying for nationals in medical terminology.

Sweetwater School District #1 revised and implemented all CTE curriculum maps to ensure alignment with Wyoming Content Performance and industry standards. In the following years, CTE programs will write and incorporate common assessments and updated resources as necessary.



DEPARTMENT OF EDUCATION

2. Activities of the Advisory Committee: *Outline the 2017-2018 activities of the advisory committee and partners, including their roles in developing programs and completing activities as outlined in the grant approved for the district. Include advisory committee meeting dates (should fall between July 1, 2017 and June 30, 2018). Please summarize business and industry survey results here.*

Sweetwater School District #1 Career and Technical Education programs met semi-annually for advisory meetings. In attendance were educators, business partners, students and other stakeholders with the objective of reviewing curriculum, obtaining job shadowing opportunities for students, providing guest speakers for the classroom, and collecting current industry information. Many of our programs have developed pathways with Western Wyoming Community College programs to help students achieve a clear transition from secondary to post-secondary education and to collaborate with an advisory council through Western Wyoming Community College. Teachers who taught concurrent courses with the college met with their college cohorts to review articulation agreements and to further develop common assessments.

Academy Advisory Meeting (Health, Energy, and FLLA)- The academy advisory meeting was held on Dec. 6, 2017. In attendance were two academy leads, one administrator, five business partners, one student and one parent. Industry members were invited to discuss what was happening in the workforce including new trends, new ideas and the ability to fill the gaps that students may be encountering through partnerships with our professional business associates. A discussion was implemented between the academy leads and the industry partners concerning our School–To–Work program and various internship opportunities to help keep students in the area and to bring back former students to the community. Industry partners also opened up ideas to the academy leads on ways to improve the professional skill competency of the work force.

Automotive and Alternative Fuels Advisory Meeting- The automotive and alternative fuels advisory meeting was held on Oct. 24, 2017. In attendance were two industry partners, one RSHS instructor and six faculty members from WWCC. The committee was informed of the NATEF accreditation that took place at WWCC in October and how smoothly the accreditation went. The accreditation is good for five years. Committee members also discussed the revision of the Associate of Applied Science in Automotive Technology at WWCC. There was also a discussion on the retention of students in the automotive programs throughout the state and how many districts are closing their programs for various reasons. Other areas of discussion included items that had been purchased with Perkins funding throughout the school year and professional development opportunities that took place within the department.

Business Advisory Meeting- The Business advisory meeting was held on Nov. 2, 2017 at Western Wyoming Community College. The faculty members in the business department at WWCC introduced a new certification being offered through the college in Application Software Specialist. The certification will be a two-semester option or a four-semester option. This certificate may be obtained taking all online courses. The advisory members were also informed of a name change for Business Information Systems, the new name for this course is Office Information System. Bill Formanek spoke about the A.S. degree in Business Administration along with the A.A.S. degree in Business Management. These degrees may be obtained all online and as a part-time student. A customer service course is being re-developed. The course should be meaningful and cover important topics.



DEPARTMENT OF EDUCATION

Industrial Advisory Meeting- The industrial advisory meeting was held on Nov 3, 2017 at WWCC. In attendance were six teachers from RSHS, six faculty and staff members from WWCC and two business partners. Industrial teachers from Rock Springs High School and Green River High School discussed with WWCC faculty members different ways to recruit students from the community to enroll into the programs offered at Western Wyoming Community College. One of the concerns from the committee was the lack of qualified applicants for open positions within the industry.

Teaching and Training Advisory Meeting – The Teaching and Training advisory meeting was held on Oct. 19, 2017. In attendance were two teachers from RSHS, five faculty and staff members from WWCC, one business partner, and one WWCC Early Childhood education student. Dr. Kim Farley started off the meeting by discussing the requirements of Perkins funding and explained to the advisory council that advisory meetings are to be held every semester in order to be in compliance with the Perkins grant requirements. Committee members reviewed the course syllabus for the EDCI 2440 Classroom Management Class being taught at WWCC. The faculty members at WWCC introduced a new course they would like to propose to the Board of Education. It would be a 2-credit class offered to freshman students who are interested in the Teaching and Training Pathway. After a brief discussion concerning the course, advisory members were told that the course is not being offered at the University of Wyoming and the university would like for them not to offer it at WWCC either.

The second Teaching and Training advisory meeting was held in the Spring on April 19, 2018. In attendance were three teachers from Sweetwater School District #1, three faculty and staff members from WWCC, one business partner, and one WWCC Early Childhood education student. Committee members compared and contrasted two syllabus that were being used by different instructors. Committee members were asked to choose the best option of the two in each topic on the syllabus. The course descriptions were identical but the way the course was being taught was different.

3. CTE Program Activities: *Describe the CTE activities completed during the program year in detail, including program accomplishments. (HINT: This is your chance to really highlight the great things happening in CTE in your district!)*

In 2017-2018, each CTE program at Rock Springs High School and Farson-Eden High School continued to be a pulling force in career readiness which aligns with our district strategic plan. All programs focused on preparing students for future careers in the workforce with the career academies being a primary force in the following areas: Energy, Health and Science, and Fire, Law & Leadership. The following CTE program accomplishments happened in 2017-2018:

- The academies at RSHS had 310 students enrolled in their programs which is approximately 23% of our total student population.
- The following Rock Springs High School students and staff were recognized for their efforts in making of the District Crest in their welding and drafting classes: Isaac Alphin, Brady Calvert,



DEPARTMENT OF EDUCATION

Greg Buel, Jeff Castagna, Austin Krasowsky, Kolin McIrvin, Chance Morgan, Thomas Murphy, Gregory Reese and Bicente Weiss.

- Katie Nash, RSJH was awarded the Culinary Scholarship to attend culinary training in Jackson Hole, Wyoming.
- Skills USA had 14 students participate in state Skills USA, one qualified for nationals in Louisville, Kentucky in Medical Terminology.
- RSHS met all but two indicator targets, Core Indicator 1S1-Academic Attainment: Reading/Language Arts and Core Indicator: 6S2: Non-Traditional Completion. We have adopted a new reading program, *SpringBoard* to assist with attaining core indicator 1S1 and are continuing to work on an improvement plan to address core indicator 6S2.
- Some of our concentrators received national certifications, while others completed the NOCTI online technical skill assessments.
- District CTE teachers continued to grow through various professional development opportunities including: SkillsUSA state and national conferences, Jackson Hole culinary training and ACTE National Conference in Nashville, Tennessee.
- The Fire Law and Leadership Academy teachers visited West Ada School District in Meridian, Idaho and other similar programs to analyze future purchases and resources for the academy and obtain knowledge on future academy needs.
- Perkins funds were used to purchase the following items during the 2017-2018 academic school year: for Rock Springs Junior High (RSJH) and Rock Springs High School (RSHS) , new stoves in the culinary programs and various kitchen equipment; for our RSHS welding department, we purchased a blasting cabinet; for RSHS childcare program, we purchased infant simulation dolls and supplies; health supplies for our Health Academy and tools for the Fire Law Leadership Academy; for RSHS business department, we purchased accounting software and financial learning materials; for the RSHS auto department, we funded the auto hoist inspection; for Farson-Eden High School's woodshop program, we purchased a band saw, workbenches, tools and wood supplies.
- Career and Technical Education teachers had the opportunity to participate in summer academies. This allowed them to continue and improve curriculum in career academies and in other CTE programs.
- Perkins was used to purchase materials and equipment to enable and support CTE classes and articulated programs.
- All CTE programs and the career academies continue to teach soft skills and career and college readiness skills through special activities organized by CTE teachers collaborating with various business partners.

4. Disaggregated Data:

- a. Please provide information disaggregated by categories of students (may include tables, charts, etc.). (*HINT: Export the disaggregated report from Fusion and re-upload it as an attachment in GMS for this section.*)
- b. Identify any disparities or gaps in performance among all students and disaggregated categories of students. (*HINT: Do you notice any glaring discrepancies among certain populations of students? Is one particular subpopulation under- or over-performing?*)



According to the 2017-2018 Perkins Disaggregated Result Report, 121 students in Sweetwater School District #1 took the reading and math assessment. In reading, 47 students (39%) passed with proficiency and in math 36 students (30%) passed with proficiency. Of these numbers, the two largest groups of students not reaching proficiency in reading were self-identified as white (39%) and Hispanic (17%). The same two groups were not proficient in math with 47% of the white population and 17% of the Hispanic population not meeting proficiency. These two groups also comprise a majority of the student population. Of the nontraditional students, 17 students were proficient in reading and 9 proficient in math. One difference in 2017-2018, were that female students exceeded males in both reading and math. This is in contrast to the previous year reports where the statistics were just reversed in the same categories. Reported statistics:

Math Proficiency		
	Male	Female
Total Number of Students	55	66
Reading Proficiency		
	Male	Female
Percent Proficient	25%	50%
Total Number of Students	55	66
Number of Students Proficient	14	33
Percent Proficient	25%	50%

c. Describe your proposed strategy(ies) for addressing each of the identified disparities or gaps.

We continue to hold students accountable for tracking their Hathaway curriculum success and their credits earned for graduation purposes, as studies have shown that this increases student's interest in taking ownership of their own education. We hope that this will also improve the school's readiness rating as measured by the state accountability performance ratings.

Adding a syllabus to the College and Career Readiness (CCR) class has allowed for teachers to continue to implement weekly grade checks and discuss credits needed to be on track for graduation. Teachers are working to improve students ACT and WY-TOPP scores during CCR classes by encouraging collaboration amongst all the teachers, thus allowing additional time for students to work in each core area where they need to succeed. In addition, all secondary schools offer credit recovery, extended day and summer programs to support student success.

Beginning in 2017-2018, the district adopted a new reading program, *SpringBoard*. This provides additional resources to align materials with the state standards and district curriculum. It also gives the district resources to measure student outcome by evaluating an increase in student growth in



DEPARTMENT OF EDUCATION

reading, and increased test scores on the WY-TOPP and ACT performance indicator, as well as local assessments.

With the adoption of *Big Ideas Math* for the Algebra I, Geometry and Algebra II classes, students and teachers have been adapting to these new resources that are more aligned with the state and district standards. The online assessment portion of this program has allowed for teachers to spend additional one-on-one time with students. As teachers adapt and use the full capabilities of this resource, we hope to see an increase in test scores in the future.

- 2. Sustainability & Recommendations:** Based on fiscal and resource considerations for the program year and future years, identify how the programs will be sustained and make recommendations for future activities to be completed.

Sweetwater County School District #1 CTE programs directly align to a newly adopted district strategic plan. As the plan indicates, the district will create and foster academic success through partnerships with its schools, community and families, increase student and family awareness of educational and career opportunities and instill and reinforce employability skills and a drive for learning. The CTE programs continue to follow this plan through internship opportunities for students, guest speakers from within the industry, regularly semi-monthly advisory meetings, and offering national certifications opportunities to students enrolled in one of the three academies. Our career academies continue to allow us see much success within the community. Over the course of the school year, students completed thousands of hours of community service, as well as job shadowed nearly as many hours and have continued to add business partners who provide job shadowing experiences. These statistics continue to increase and we feel the volunteering that our students do within the community allows us to sustain the programs through giving back to the community.

Our CTE department added one full-time position in 2017- 2018 which partially made up for the loss of three teachers in 2016-2017. We are still concerned about funding within our district as educational funding is projected to decline significantly over the next few years, and more teachers are predicted to retire. Our team does expect to advocate for each program as teachers retire and will continue to look to the state for support.

Collaboration continues to be an integral part of the CTE program as teachers met weekly in 2017-2018 to assess negotiated targets, disaggregated results, evaluate data, develop formative assessments, and work on curriculum mapping.

Project based learning continues to be implemented in all CTE programs and with all of our academies in cross-curricular teams.

The CTE department continues to align career and technical education curriculum with articulated programs at Western Wyoming and Sheridan College to ensure that graduates are prepared for



DEPARTMENT OF EDUCATION

success in college and other rigorous programs. We have also developed pathways for all programs to ensure a smooth transition from high school to post- secondary programs.