**Envision 2030:**

**Building Capacity and Strengthening Innovation**



**Aretha Taylor-Paydock, M. Ed.**

**Chief Leadership Consultant**

Friday, December 18, 2020

**To the Faculty, Staff, Students, Parents, Guardians, and Citizens of Sandusky:**

The Sandusky City Schools has experienced significant transformation over the last eight years. We introduced the district’s first Transformation Plan in 2015 as a strategy to energize, motivate and inspire greatness in our educational programs. Evidence of this transformation has resulted in significant academic improvement and a wave of innovation in the district. We are proud of our innovative programs, which include Blue Streak University, the Regional Center for Advanced Academic Studies, Global Internship Program, Sandusky Digital Leadership Academy, and the Great Lakes Visual and Performing Arts Academy at Sandusky High School. In addition to these innovative programs, under the leadership of our Board of Education, we embarked on the largest construction project in the history of our schools. The result of this effort introduced the Sandusky Primary School (grades 1st and 2nd) and the Sandusky Intermediate School (grades 3rd through 6th), which includes the Global Education Center. The Sandusky Early Learning Academy (grades Pre-Kindergarten through Kindergarten) will be complete in 2022. We are also excited about our upgrades to the Frohman Planetarium, and the total renovation of the science, physics and chemistry laboratories at Sandusky High School for the first time in over sixty years. Without question, our progress on innovation and creativity has improved significantly. Our goal is to provide amazing educational experiences for every child enrolled in the Sandusky City Schools.

As we reflect on our work, it becomes critical that we provide a framework for success for at least the next ten years. Successful organizations have the leadership capacity to provide clear goals to achieve yearly objectives but to also provide a sense of ensuring we are prepared for the future. Our ability to make significant adjustments for the impact of the pandemic resulted in some shifting of our ten-year vision for the district, especially in the area of technology. I am extremely proud that we were able to advance our one-to-one computer initiative for every student in the district with the help of the Mylander Foundation and the Dorn Foundation.

The vision for our ten-year plan is **entitled “Envisioning 2030: Building Capacity and Strengthening Innovation**. Our Chief Academic Officer, Dr. Vilicia Cade, has provided the district with our Academic Theory of Action. This approach is an ongoing effort aimed at building capacity for all staff’s understanding of how the district’s collective efforts support increased learning outcomes for students. The school improvement vision includes providing 21st century student-centric opportunities designed to give students an advantage on their post-secondary dreams and aspirations. Building capacity and strengthening innovation in programs ensures that the district remains competitive and vibrant. However, the heart of what we do stem from strong core academic programs.

Sandusky City Schools will continue to operationalize the Academic Theory of Action, launched in August 2018 and outlined below, while embracing our fundamental core beliefs and assumptions:

Theory of Action functions by the assertion that “**Schools Are at the Center of our Organization”**

* If we streamline human capital and resources by “shifting” our service delivery model, then we can advance a culture of learning rooted in data-driven decision-making.
* If we provide teachers and administrators with differentiated services and supports, then we will significantly increase student achievement

Our underlining assumptions and beliefs include the following:

* The belief that every student can learn and achieve excellence
* The belief that adults will own and value learning while connecting their effectiveness to student outcomes
* The belief that authentic collaboration and honoring our prior work will advance transformation and prepare us for the next ten years
* The belief that success is measureable and obtainable for Sandusky City Schools

In order to advance academic achievement and instructional improvement for our schools, the following eight components below will be pivotal to the district’s school improvement framework for the next five to ten years. The Office of the Chief Academic Officer and the Instructional Leadership Team will focus on manifestesting these components by focusing on the four C’s (**Communication, Connections, Consistency, and Capacity).**

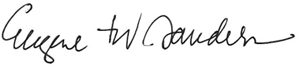
**A Vision with Eight Components for Academic Achievement and Instructional Improvement**

1. Ensuring that all instructional staff function in the capacity as instructional leaders.
2. Creating a vertically and horizontally aligned professional learning plan that addresses the differentiated needs of employees in two groups: Group 1 are employees that directly impact the instructional core and Group 2 consist of employees that create a readiness for learning.
3. Advancing a collaborative data-driven culture outlined in the Collective Efficacy: Academic 5K and Sandusky Academic Transformation Strategies
4. Building the capacity for a significant role in technology so all students and adults may learn
5. Ensuring the infrastructure is in place and become a Google certified district with one to one access for students, teachers and principals. Modern Teaching and 21st century learning for all (student-led conferences, digital portfolios with budgets and data dashboards.

1. Utilization of a student information management system that connects all data (academic, attendance, and behavior, along with professional learning, and walk-throughs) which warehouses benchmark assessments that are aligned to the Ohio State Tests.
2. Implementing Project-Based Learning with Science, Technology, Engineering, Arts and Mathematics (STEAM) through preparing students for success in their post-secondary choices.
3. Scale up with a vision that incorporates “voice and choice” for students, teachers and principals by building a more personalized infrastructure that speaks to equity as a key lever on our road to excellence.

We are excited about the future of the Sandusky City Schools. A comprehensive effort of this nature cannot be completed without the assistance of several leaders. I would like to express my sincere appreciation to Mrs. Aretha Taylor-Paydock, Chief Leadership Consultant for Taylor Consulting. Her diligence in working with our team as the key leader in compiling data and key information for this project is sincerely appreciated. She did an outstanding job with this project. Also, thank you to Dr. Stephen Sturgill, Chief of Staff and Transformation Officer, who was charged with the coordination role for this project. I also appreciate the staff leaders responsible for contributing information for critical analysis for this project. Your hard work will be the appreciated for years to come. I would like to thank our Board President, Mrs. Martha Murray and the members of the Board of Education for their consistent support to the vision of this district. Finally, thank you to the faculty and staff of the Sandusky City Schools. Our children will be better prepared for success with the implementation of Envisioning 2030: Building Capacity and Strengthening Innovation.

Go Blue Streaks,



Eugene T. W. Sanders, Ph.D.

Chief Executive Officer and Superintendent

**Envisioning 2030: Building Capacity and Strengthening Innovation**

In the Fall of 2019, Dr. Eugene Sanders, Chief Executive Officer and Superintendent of Sandusky City Schools (SCS) charged Dr. Stephen Sturgill, Chief of Staff and Transformation Officer with coordinating the evaluation of the district’s eight innovative programs outlined in The Transformation Plan. Under Dr. Sturgill’s leadership, Aretha Taylor-Paydock, M. Ed., Chief Leadership Consultant, Taylor Leadership and Management Consulting Services, launched a comprehensive program appraisal of eight SCS Innovative Programs.

The core academic programs remained under the guidance of Dr. Vilicia Cade, Chief Academic Officer (CAO) whose office began vetting the district’s Academic Theory of Action in August 2018. SCS’s vision for academic and instructional improvement continues to be an ongoing effort aimed at building capacity for all staffs’ understanding of how the district’s collective efforts support increased learning outcomes for students.

The school improvement vision includes providing 21st-century student-centric opportunities designed to give students with a leg up on their post-secondary dreams and aspirations. Building capacity and strengthening innovation in programs ensures that the district remains competitive and vibrant. However, the heart of what we do stems from strong core academic programs.

SCS will continue to operationalize the Academic Theory of Action, launched in August 2018 and outlined below, while embracing our fundamental core beliefs and assumptions.

**Theory of Action -** “**Schools Are at the Center of our Organization**”.

* **If** we streamline human capital and resources by *“shifting”* our service delivery model, **then we can advance a culture of learning rooted in data-driven decision-making.**
* **If** we provide teachers and administrators with differentiated services and supports, **then we will significantly increase student achievement.**

Our underlying assumptions and beliefs include the following:

* The belief that every student can learn and achieve excellence
* The belief that adults will own and value learning while connecting their effectiveness to student outcomes
* The belief that authentic collaboration and honoring our prior work will advance transformation
* The belief that success is measurable and obtainable for Sandusky City Schools

In order to advance academic achievement and instructional improvement for SCS the following eight components below will be pivotal to the district’s school improvement framework for next 5-10 years. The office of the Chief Academic Officer will focus on manifesting these components by focusing on the **four “C’s” – Communication, Connections, and Consistency leads to Capacity.**

**A Vision with Eight Components for Academic Achievement and Instructional Improvement:**

1. Ensuring that all instructional staff function in the capacity as **instructional leaders.**
2. Creating a vertically and horizontally aligned professional learning plan that addresses the differentiated needs of employees in group 1 (***employees that directly impact the instructional core***) and group 2 (***employees that create a readiness for learning***).
3. Advancing a **collaborative data-driven culture** outlined in the Collective Efficacy: Academic 5K and Sandusky’s Academic Transformation Strategies.
4. **Building capacity for significant role of technology** — for learning for all (students and adults).
5. Ensuring the infrastructure is in place (*along with the hardware*) to be a Google -certified district with one to one access for students and teachers/principals —Modern Teaching and 21st-century learning for all (*student-led conferences, digital portfolios with badges and data dash boards that students, teachers and administrators*).
6. Utilization of a student information management system that connects all data (academic, attendance and behavior) Professional Learning, and walk-throughs which warehouses benchmark assessments that are aligned to OST.
7. Implementing project-based learning while connecting Project-Based Learning (PBL) and STEAM (Science, Technology, Engineering, Arts and Mathematics) to our efforts to improve reading through preparing students for success in their post-secondary choices.
8. Our primary focus will be to scale up with a vision that incorporates “Voice and Choice” for students, teachers, and principals by building a more personalized infrastructure that speaks to equity as a key lever on our road to excellence .

**Sandusky City Schools Innovative Programs Evaluation**

**Executive Summary**

Aretha Taylor-Paydock, M. Ed.

Chief Leadership Consultant

**Overview of Innovative Programs Review**

The Innovative Programs Review summarizes the scope of research reports that were recently completed for eight innovative programs launched within the Sandusky City Schools. Specifically addressed here is the degree of progress program administrators have made toward reaching the goals of those programs. The programs under review are: (1) Blue Streak University, (2) The Adult Education Program, (3)The Global Internship Experience, (4) The Sandusky Digital Academy, (5) The Career Tech Education Program, (6) The Regional Center for Advanced Academic Studies, (7) The Food Service and Nutrition Program, and (8) The Great Lakes Visual and Performing Arts Academy.

Following are the contents of each section of the summary: **Section 1** is a review of the Year 2030 Program Review Initiative and its relevance to the Transformation Plan. **Section 2** provides an overview of the goals of each of the innovative programs. Finally**, Section 3** presents the model from which the standards of the 2030 Initiative are based (the “Dickeson” model) and gives a general overview of how it will serve to evaluate the progress of each program’s goals.

**SECTION I. Academic Priorities and Academic Theory of Actions**

**SECTION II. Using the Initiative to Confront the Plan**

1. **Review of Goals of the 2030 Initiative**

In May 2019, the Sandusky City School District, through the board of education’s endorsement of Superintendent Eugene T. W. Sanders’ vision to maximize all levels of student engagement, rolled out “The 2030 Initiative”. It identifies 12 essential components (“pillars”) that collectively comprise the educational experience for every category of student in the Sandusky City School district. The primary purpose of the 2030 Program Review Initiative is to provide a basis by which each set of goals for all eight innovative programs could be analyzed. That analysis would then be utilized to determine the viability of each program to continue to operate and maintain effectiveness through the 2029-2030 school year. It is within these standards and principles, established around 10 criteria from renowned education consultant Robert Dickeson, that our district’s evaluation team will pursue its work. The following additional objectives would then be taken into consideration as the evaluation process unfolds.

1. To affirm that every Sandusky City Schools student has an unparalleled school experience while attending an SCS school
2. To maintain a grade of “C” or higher on the Ohio Department of Education’s report card
3. To operate with a transformational mindset
4. To classify all elements of the program as those that should be maintained in their current form, those that require modifications, and those that require significant change

(1) To determine if the program’s goals are being met

(2) To determine the program’s plan for long-range leadership

1. To ensure that all SCS programs are relevant, competitive, cutting edge, and worthy of continuation
2. To determine if the results justify the invested time and labor to continue the program
3. **Relevance to the Transformation Plan**

The Transformation Plan’s 12-pillar model was designed and continues to operate under an assumption of transparency and involvement for all stakeholders and concerned persons within the community. The pillars address student support, academic achievement, mental and physical wellness, technological readiness, post-secondary school options, and healthy community connections. As such, the 2030 Initiative will use a set of metrics to measure how effectively each member of the school family – students, teachers, administrators, and in some cases, community professionals and/or volunteers – is not only engaging his/her role in a given program, but whether or not (s)he is achieving the desired outcome. These details are provided in a later section of this document.

The Transformation Plan has relevance to all members of the education community. As the delivery of education standards continues to undergo rapid change in our world, we are all directly and more affected than at any time in history. Since our participation in a global economy is inescapable, this figured heavily into the construction of this evaluation tool. We are concerned with every aspect of the growth of our youth. They will be the leaders of this world; and we are responsible for not only preparing them, but also transferring to them, a sense that the Sandusky metro area must continue to grow under their eventual leadership. The 10-point model around which the 2030 Program Review Initiative operates provides a means of addressing this combined vision. We encourage everyone to find a place in the conversations that will guide our process.

**SECTION III. Programs Under Review**

Eight innovative programs are under review using the instrumentation described in Section 1 and described in more detail in the next section. Each program was established with clearly written goals and smaller objectives within those goals. The goals were based on the following ranges of time: 1-year to 3-year goals, 3-year to 5-year goals, and 5-year to 10-year goals.

1. **Blue Streak University**

This program was designed in response to the State of Ohio’s mandate to provide the option for secondary level students to get a head start on their pursuit of a college career without taking time away from the pursuit of their high school graduation requirements. In the program description is the statement “The CCP (College Credit Plus) program…is designed to provide qualified students in grades 7-12 the opportunity to earn both college and high school credits at the same time by enrolling in courses through primarily Ohio universities and colleges.” It further states “Another primary aim of the CCP program is to provide qualified students with rigorous coursework that helps further enhance their college readiness and critical thinking abilities before enrolling full-time in college after high school.”

1. **1-year to 3-year goals** – Six components drawn from research findings by political analyst Jennifer Zinth are listed as a backdrop for the initial 3-year analysis of the Blue Streak University program. They collectively remind those who implement this type of program of some key support parameters that guide the operation of a post-secondary school program at the high school level. The singular objective for this period is described in the following way:
2. Increase participation among black, biracial, Hispanic, and other minority students who are under-represented in the CCP program based upon the overall population in the Sandusky City Schools.
3. **3-year to 5-year goals** – Two pieces of research-based evidence provide the framework for the objectives during this next range of time. The first piece provides information on evaluating a school district’s college credit program. The second article reported on the increase in ACT scores from students who have participated in CCP.

The singular objective for this period is described as follows:

1. Increase college readiness scores (ACT, Accuplacer, state assessment, etc.) so students are prepared for the rigorous coursework and schedule required in college and university settings.
2. **5-year to 10-year goals** – The objective listed in this final timeframe is preceded by a research article that reported on the policy of two Ohio high school’s college credit programs in the first year of existence. The lone objective reads: “Develop an Associate Degree Pathway that allows CCP students to gain a clear understanding of the specific courses that are required and that can be taken without leaving the building at SHS. This will allow students to see a clear path to achieving the goal of earning an Associate of Science Degree.”
3. **Career Center Adult Education Program**

This program provides adults with a variety of career enhancement options once they have finished high school or if they never received a diploma but desire to obtain one. Having realized some measurable successes since the program’s inception (such as 19% enrollment increase, an increase in the state rankings from 14th to 7th among similar programs, etc.), program administrators realize greater gains are possible, especially if one key change is made: moving the program from its shared space at SHS to a free-standing location.

Additionally, as stated in the data analysis, an overhaul is needed in the MA and Phlebotomy programs. They have been in decline while demand in the industry has risen. In addition, embedded in the next three subjections are a series of foreseen enhancements that are being treated as attainable objectives, again following the proposed move. They are listed in detail under the sections entitled “Capacity for Growth of Programs”, “New Program Opportunities” and “Proposals to Enhance Programs”.

1. **1-Year to 3-Year Goals** – Five objectives are listed for completion during the first three-year period. Generally stated, they are rebranding, establishing barber education, MA and Phlebotomy overhauling, recruitment and retention, and professional development assessment.
2. **3-Year to 5-Year Goals** – There are three objectives listed for fulfillment in the next time range; specifically (1) creating a hospitality program, (2) creating an unobstructed path to any number of bachelor’s degrees, and (3) hiring a student services coordinator.
3. **5-Year to 10-Year Goals** – Two objectives are listed in the final time range: (1) the creation of a Commercial Driving License program, and (2) build a reputation for producing standard-bearing graduates within the geographical region.

1. **The Global Internship Experience** – The Global Internship Experience program (GIE) exists to immerse high school seniors in the work world related to their long-term post-secondary school goals. This program relies heavily on the cooperation of established community business leaders who willingly open their ventures to SCS students. The students consequently operate firsthand within the mindset and skill set of that professional environment. Vital to the continued success of the GIE is the opportunity for students to be financially compensated for their time working as interns. In addition to the primary goals, the GIE administrators anticipate smaller but necessary enhancements that are listed in the “Proposals to Enhance Programs” section.
2. **1-Year to 3-Year Goals** – The administrators have identified four objectives to

be met within the first three years of the program: (1) establishing a prerequisite

course of “soft skill” development, (2) creating a strong advisory board, (3)

Realizing a 200% increase in paid interning opportunities, and (4) realizing a 500-percent increase in year-long internships for seniors.

1. **3-Year to 5-Year Goals** – There are two objectives under the three-to-five-year time range. They were established in the context of research reports that itemized the traits of an effective high school internship program model. The two objectives are: (1) to align college credit for all interning students, and (2) providing at least one student with an international internship opportunity that promotes global thinking.
2. **5-Year to 10-Year Goals** – The lone objective in this period is to place five students in paid internships provided by major corporations, preferably that have headquarters outside of Ohio.
3. **The Sandusky Digital Academy (SDA)** - This program provides students a digitally-based alternative to the traditional physical classroom setting. It was established under the premise that if a student who is exhibiting any number of counterproductive behaviors receives an opportunity for self-paced instruction, (s) he will more cooperatively engage in the learning process and greatly reduce those instances of misbehavior.

The programs’ administrators seek to build on the successes the program has realized since its inception. Critical to that realization is an improvement in the student-teacher ratio so that each student will have access to the personal assistance needed. Therefore, priority is given to enhancing teacher training so that new qualified staff may be added. In addition, in the section “Capacity for Growth of Programs” is the explicit aim of adding a minimum of four in-house credential programs. Expressed later in the same section is the need to create an elementary and middle school program. Finally, under the section entitled “Proposals to Enhance Programs”, there is a list of 18 smaller objectives around the idea of program renewal and rebranding.

1. **1-Year to 3-Year Goals** – The first set of objectives, appearing under the initial three-year range of time, were derived from a collection of six articles that focus on various principles of alternative education – from the emotional domains of student participants to the career options available to program graduates. The following three objectives are presented: (1) to create and implement a non-traditional middle school program, (2) to re-implement the STNA Credential Program as an integral component of the SDA program, and (3) to partner with SHS to design a protocol for SDA students to enroll in Career Technical Education Programs.

1. **3-Year to 5-Year Goals** -- The context of the singular objective in this second range of time is from four research articles that focus on leadership traits and behaviors among teachers involved with students in alternative education settings.
2. **5-Year to 10-Year Goals** – There is a lone objective for the final five-year time span. It is presented in the context of research that highlights what causes career pathways to be effective among diverse populations of students. The objective is (1) to develop 2-3 career technical programs to supplement the SDA curriculum, and would be applied to specific SDA programs.
3. **Career Technical Education** – The Career Tech Ed (CTE) programs allow students to explore those vocations that emphasize blue-collar or labor-intensive skill sets. However, offerings in this area have become increasingly available to both academically and non-academically inclined students. The most pressing concern is to curb the steady enrollment decline that has plagued the program over the last five years. Under “Program Strengths”, administrators confidently anticipate growth in the number of courses and the students who decide to enroll, presuming that the current number of enrollees holds. There is also the desire for rebranding of certain segments of the program so that more flexibility is available for students with different learning styles.
4. **1-Year to 3-Year Goals** – Listed in a context that de-stigmatizes CTE students as reputedly misbehaving, the prevailing literature reflects the beneficial results of offering CTE programs to students of every demographic and track record. Six such research articles provide the foundation of seven objectives. These are (1) examine the relevance of current programs, (2) rebranding for the increased involvement of community partners, (3) increase WebXam scores to 80 percent, (4) increase credentials across the board to 25 percent, (5) reexamine advisory committees, (6) utilize Ohio’s quality program standards to guide our pursuit of exemplary status, and (7) compare the SCS operation to those in other districts.
5. **3-Year to 5-Year Goals** – There are four objectives that were deemed critical based on national trends toward certain specific high-demand CTE programs. In order, they are: (1) establish new relevant CTE programming along the principles of four exemplary schools, (2) investigate and establish student apprenticeship opportunities, (3) 100% internship participation, and (4) align college credit through articulation agreements.
6. **5-Year to 10-Year Goals** – One objective is identified around the premise that a progressive CTE program model must start with high quality accessible resources and facilities. That objective is (1) to provide teacher-driven input on the renovation and expansion of SCS’s CTE facilities.

1. **Regional Center for Advanced Academic Studies (RCAAS)** - This program is scheduled to open and rebrand itself in the fall of 2020 and will offer classes in all major arts categories. These will include dance, theater, visual arts, and music. There will also be academic concentrations in critical thinking ability and social studies. With the re-establishment of this program, administrators expect to realize a higher enrollment in all areas of gifted education due to expanding the definition of “gifted” among the entire student population. Many who would not have qualified in the past, due to low test scores or percentile rankings, will receive an opportunity to maximize their giftedness through the offerings within the RCAAS.
2. **1-Year to 3-Year Goals** – The goal-setting context in the first three-year period centers on research about a diversity of arts disciplines, and how they may help gifted students of all kinds realize their potential. The objectives are listed as (1) increasing gifted identification across the district, (2) increasing gifted services across the district, and (3) increasing open enrollment to gifted programs across the district.
3. **3-Year to 5-Year Goals** – There are two objectives drawn from a context of eight research articles in the middle timeframe. These focus on best practices and service guidelines for arts and academic disciplines in the operation of gifted programs. The objectives are: (1) increasing gifted services to under-represented populations, and (2) improving gifted indicator for district and individual buildings.
4. ***5-Year to 10-Year Goals*** – The same research reports from the 3-to-5-year goal period are repeated here for the final five-year span of time. They provide the context for the lone objective: (1) all students identified as gifted receive gifted services.
5. **Food Service Department** – The food service program is seeking major improvements, not only in the provision of nutritious options for breakfast and lunch, but as a hub for modeling and promoting a nutrition education program that will be the basis for culinary career preparation. All food service stakeholders from the state level to building administrators are in favor of innovative practices that eliminate financial barriers to adding more food-related programs and enhancing existing ones.
6. **1-Year to 3-Year Goals** – The context is a slate of three research articles that explain innovative food service improvement ideas, with an emphasis on nutritional education. The three objectives listed are: (1) rolling out a breakfast-in-the-classroom plan, (2) create a Cafe Dining Experience in The Sandusky Intermediate School (grades 3-6) , and (3) consider an assistant in the food service program to help with all aspects of the department.
7. **3-Year to 5-Year Goals** –There were two objectives listed under this timeframe within a context of scratch ingredient food preparation and supporting local food-growing opportunities. The two objectives are: (1) Semi Scratch/Scratch Cooking, and (2) Farm-to-School Local Community Food Day.
8. **5-Year to 10-Year Goals** - As with the middle timeframe, the final one contains two objectives drawn from a two-part context finding students' needs through surveys and learning from food-related trade shows. The final two objectives are: (1) surveying students and (2) an afterschool Mini Food Show for students hand-selected by principals, to include their parents.

1. **Great Lakes Visual and Performing Arts Academy (GLVPAA)** – This program has enjoyed immense success since its inception as evidenced by its steadily rising enrollment, participation, operations standards and rate of graduation. It has earned a reputation throughout the district as bearing the highest standards for nurturing the artistic gifts of students from all walks of life. Plans are underway to position GLVPAA to be the only comprehensive arts education program in the county with a Gifted and Talented Academic and Fine Arts School. There are also plans to move the Junior Arts Academy to the intermediate building, thereby opening more opportunities for elementary students to be exposed to a variety of arts-related programs that they will continue to pursue at the high school level.
2. **1-Year to 3-Year Goals** – Four principles are at work as the context to the three (3) objectives listed in the first three years of operation for the program.

The principles are centered around the continued growth of an already premiere fine and performing arts program. The need to extend the program’s specialties to students of non-traditional (non-academic) areas of giftedness is a key focus. Here are the three objectives: (1) create a school day 3rd- 6th grade visual and performing arts program where arts integration is the foundation of academic studies, (2) focus on partnership development and maintaining a network of support, (3) foster a collaborative relationship between students and the programs available at all grade levels.

1. **3-Year to 5-Year Goals** – As in the first timeframe, the context here comes from four principles. The emphasis of these principles is growth of the participating student through exposure to the plentiful slate of arts offerings within the program. Some of these translate into extracurricular activities, but many are part of the regular educational structure. From these principles come the following three objectives: (1) extend the GLVPAA to include 7th and 8th grade, (2) identify CCP arts offerings for GLVPAA students, (3) create extracurricular arts activities to enhance social interactions with non-GLVPAA students and offer other creative opportunities.
2. **5-Year to 10-Year Goals** – Under the final timeframe, three objectives are presented within the context of arts as a tool for education. That includes using art education as a basis for students who have previously only explored intellectual interests to develop their artistic side. The three objectives are: (1) to prepare students to pursue Arts Management/Business with an emphasis on entrepreneurship, (2) students will have the skills, experience and knowledge to be the most sought-after candidates for college acceptance and scholarship offerings, (3) Develop Arts School Network (ASN) classify SCS Fine Arts Programs as an Exemplary School in recognition of outstanding effort in strategically reevaluating our purpose, operations, plans, and educational programs.

**SECTION IV – The Evaluation Tool and Method**

Each of the programs will undergo an internal review and evaluation of how close their administrative teams have come to reaching the goals they set. Certainly, there are advantages to submitting any academic program to an external evaluation, in which an outside entity in the field of education (a consulting group, a K-12 peer group, a team of college/university instructors, etc.) observes all phases of one’s own programs. Oftentimes, that entity may use its own set of metrics. However, these eight SCS programs will be subjected to an internal evaluation using an industry standard: the Dickeson Program Prioritization Model. It was designed by renowned educational consultant Robert Dickeson and employs 10 criterion.

Although we will utilize Dickesons model within the Sandusky City School District, there is variance due to the COVID-19 pandemic. The initial plan of action to complete the program reviews included more contact with the external evaluator, as well as students and staff. Due to the closing of schools, and the need to complete the review in a timely manner, adjustments were made to include additional internal, faculty-driven self-study. The benefit of the adjustment allowed the external evaluator to dig deeper into the knowledge base of the leaders of each program, and to better understand how well they know their programs as well as the vision for the program.

The justification for using the Dickeson 10-point model is that it is holistic in its approach to program evaluation. Just as the SCS slate of programs has at its core, the intent to develop the entire student – academically, emotionally, vocationally and civically – there is at least one criterion in the Dickeson model that addresses that aspect of the program.

For example, the food service program seeks to not only increase the standards of food quality in its provision of breakfast and lunch, but also to become a leader in the role of nutrition in the development of school-age children. One of the criteria in the Dickeson model evaluates opportunities for student growth (“Opportunity Analysis”) that takes into consideration “alternative delivery mechanisms” and “potential for interdisciplinary programs”. The latter of the two, for example, could serve as the basis whereby food security issues may be discussed as a topic in a health class, having been derived specifically from the goal of providing healthier cafeteria foods during breakfast and lunch.

The 10 criteria that comprise the Dickeson model are listed below. It is important to note that each one is further broken down into anywhere from three-to-five additional guidelines by which any one specific objective among the SCS programs may be guided:

The criteria are:

1. History, Development and Expectations; (five additional considerations follow)
2. External Demand; (four additional considerations follow)
3. Internal Demand; (four additional considerations follow)
4. Quality of Program Inputs and Processes; (three additional considerations follow)
5. Quality of Program Outcomes; (four additional considerations follow)
6. Size, Scope and Productivity; (four additional considerations follow)
7. Revenue and Other Resources Generated; (five additional considerations follow)
8. Costs and Other Expenses; (three additional considerations follow)
9. Impact, Justification and Overall Essentiality; (four additional considerations follow)

(10) Opportunity Analysis; (five additional considerations follow)

Each member of the evaluation teams will have an opportunity to gauge their role and how it is executed given the parameters set forth in the Dickeson model. Without eliminating flexibility, this model promises to streamline and ultimately add substance to the 2030 Initiative in its purpose of identifying the strengths and challenges of all eight SCS programs.

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**Sandusky City Schools: Sandusky High School**

**Department: Blue Streak University**

**Dr. Richard Koonce**

College and Career Readiness Coach

**Program description**

Blue Streak University (BSU) is SCS’ means of implementing the state-mandated College Credit Plus program that began five years ago. The primary aim of this initiative is to implement a more inclusive form of what previously was Ohio’s dual enrollment program. The former dual enrollment program, also referred to as the Post-Secondary Education Options Program (PSEOP), limited the ability of many of our district’s brightest students by limiting enrollment to students based on high GPAs (generally 3.5 and higher) and a teacher or counselor’s recommendation. The CCP program, however, is designed to provide qualified students in grades 7-12 the opportunity to earn both college and high school credits at the same time by enrolling in courses through primarily Ohio universities and colleges.

Any student in the district can qualify by initially requesting to take the Accuplacer tests in Reading, Writing, and Math. Once students qualify for the program, they must submit a Letter of Intent with a parent or guardian’s permission to participate. Another primary aim of the CCP program is to provide qualified students with rigorous academic coursework that further enhances their college-readiness and critical thinking abilities before enrolling full-time in college after high school.

In a high school where more than 60% of students qualify for free or reduced lunch, BSU provides hard-working, creative and talented students from low-income to modest-income backgrounds the opportunity to save their families thousands of dollars in the pursuit of an associate or bachelor’s degree. Those who earn associate degrees by the time they graduate from SHS can save their families at least $45,000 to $50,000 at colleges like Bowling Green State University (BGSU), the University of Toledo, Kent State University, and Cleveland State University. We have many students who have already achieved this goal in our school district.

**Analysis of data from the datasheet**

From the inception of BSU five years ago, one of the primary goals was to encourage qualified participants to not only begin taking a couple of CCP courses along that path but also to assist as many of those as possible to strive to earn associate degrees by the time they graduate from SHS (SHS). Within three years of the start of CCP (2017-2018), one student had accomplished this goal by earning an associate of science degree at BGSU Firelands and is currently enrolled in college at the University of Cincinnati (UC). The student will be considered a senior after completing the Spring 2020 semester. This was accomplished after the second year at UC and was made possible by not only exercising diligence and work ethic in pursuit of this goal, but also by the continuous guidance received along the path to achieving this remarkable feat.

During the next academic year (2018-2019), another student also earned an associate of arts degree from BGSU Firelands while another earned 58 college credits in that same year (2018-2019), just 4 credits short of earning an associate degree. In 2019-2020, five students at SHS are on track to earn associate degrees. There is at least one other student who will have earned 58 college credits, just four credits short of what is required (62) to earn an associate degree. These are great accomplishments for SCS students and will help promote BSU and CCP among students who are not yet enrolled in the program.

The rising trend indicates that more students are aiming to earn associate degrees while they are at SHS. There are nine current students taking classes at the BGSU Firelands campus in the Spring 2020 semester. More students choose this option because it puts them in a much better position to earn their associate degrees while still considered a student at SHS.

**Alignment with district mission, strategic plan**

Based on the district’s Transformation Plan, BSU has been able to accomplish what no other program before its implementation was able to achieve, and that is providing rigorous academic pursuits at the college/university level while at the same time honing each student’s college-readiness level and critical thinking ability. Of course, the bonus for a district like Sandusky is that full participation in the CCP program saves our qualified students tens of thousands of dollars in the pursuit of their higher education goals. Finally, CCP students have the opportunity to pursue not only rigorous coursework that is outlined in their 15- to 30-hour Pathways, but they also have expanded opportunities beyond those typically offered to traditional high school students. BSU students are also able to pursue specific courses that are not only related to their chosen majors, but these students are able to enroll in classes that allow them to heighten their knowledge in other areas they are either curious or passionate about pursuing.

**Program distinctiveness**

* BSU the only program in the district aimed at not only providing rigorous college academic coursework, but it also provides the most significant opportunity for qualified students interested in pursuing a college degree to save thousands of dollars while still in high school. The AP program might be the next best option after the CCP program, but students must not only excel in AP courses to be successful, they also must pass the final examination with a score of 3 or higher in order to receive college credit for the equivalent college course at the college or university they plan to attend. There is no guarantee that most of these students will pass the AP exam with a 3 or above.
* BSU is the only program that provides the opportunity for qualified students to complete an associate degree without combining aspects of other academic programs in order to do so. For example, students taking AP courses cannot complete an associate degree at colleges or universities by only passing end-of-course AP exams. Students in AP classes, however, can combine their success in that program by enrolling in and passing college courses through the CCP program to earn an associate degree. CCP students can complete an associate degree, as well as a bachelor’s degree if they so choose, by earning at least 62 hours of college credits in specific academic areas. These students can achieve this goal by participating in BSU only.
* Students enrolled in BSU have a unique space (restricted to CCP students ONLY): A room similar to those that can be found on college and university campuses, where students can complete online college classwork, work quietly on coursework while listening to their iPods, use the time to complete work for other classes and have the opportunity to be advised by the College and Career Readiness Coach regarding a range of issues related to college preparation. Part of the vision was for our CCP students enrolled in online college courses to be able to complete course work for classes in a lab setting, similar to one you might find on a college campus. After making the request, Dr. Sanders initiated the process to refurbish Room 128, to provide a laptop cart with 30 computers, and to provide a well-lit space for quiet study and the completion of college coursework. The CCP Lab was ready before the start of the 2017-18 academic year. This has enabled hundreds of students to complete online college coursework in a relaxed and college-like atmosphere.
* Seven students at SHS will have earned associate degrees through BSU by the end of the 2019-20 academic year.
* Students have transferred from other school districts to take full advantage of the CCP program at SHS. Out of district students, seem to like the flexibility offered them to participate at the level they desire. At least one local school district limits its program to high school students only. Although only about 12 to 15 middle school students are enrolled in college courses via BSU, it is the practice of various area districts to restrict participation of middle school students. This is not a goal at Sandusky City Schools, and indeed, it is contrary to the aim of our district’s Transformation Plan.

**Recognitions of quality of the program**

* At least five CCP students earned entrance into the Ohio State University Academy program, which is highly competitive and based upon ACT scores, participation in school academic activities, leadership programs, and cumulative GPA.
* One CCP student earned two associate degrees as a result of the focused commitment to learning at the college level. This student will earn an associate of science degree and an associate of general business management at the end of the current academic year, 2019-2020.
* The above-mentioned student also surpassed all CCP students for most college credits earned while at SHS and leads all BSU students with a total of 87 credit hours. This represents nearly three years of full-time coursework for a student enrolled in at least 15 credit hours per semester or 30 credit hours per year.

**Program learning outcomes**

As BSU is the vehicle by which CCP students are able to achieve their goals of earning as many college credits as possible through enrollment in college classes of various academic disciplines, it is difficult to fully assess the learning outcomes for every single student in every CCP course. However, students who continued to enroll in college courses in subsequent semesters since taking their first CCP courses traditionally performed at higher levels than those who gradually discontinued participation in BSU. This assessment is based upon qualitative observation of CCP students, their college course grades, and their high school GPAs and ACT scores.

**Major curricular changes since last review (or past five years)**

* Expanded the number of college courses taught at SHS by agreeing to teach two of them (Introduction to Public Speaking through BGSU and Strategies for College Success through Lorain County Community College) since 2016-17. Other course expansions include BGSU Writing 1110/1120 (first-year college English courses), Journalism 2000, BGSU Math 1280 (College Algebra and Pre-Calculus), English 2060 (English Literature), for the CCP program and ENGT (Engineering Technology) through BGSU for transcript credit for the career-tech program.
* Established a relationship with two current CCP instructors to offer SOCY 151 (Introduction of Sociology) and PSYH 151 (Introduction of Psychology) through Lorain County Community College (LCCC) in 2017-18. Those courses continue to be filled by between 12 to 18 of our students during each semester
* A BGSU Firelands professor teaches CCP students Ethnic Studies course for college credit. This is one of the required BG Perspective courses taught at BGSU Firelands. There were also students in the past enrolled in Black Popular Culture course.
* An adjunct professor of Chemistry at BGSU Firelands has been teaching Chemistry 1000, 1090, and 1100 (lab section for 1090) for the past two years. This unique course offering allows our students, particularly those interested in careers in science and the medical field, to earn their first year of college credits in chemistry while they are still in high school.

**Description of how programs and curricula are “mission critical” to the core Sandusky City School district’s educational experience**

**Primary aims of Blue Streak University that have been achieved include the following:**

* Fostering and cultivating a college- and career-ready culture at SHS, one that promotes the ideal goal of striving to achieve the student’s best performance, whether in pursuing a college degree or the critical skills needed to excel in any chosen career or endeavor
* Increasing the numbers of low‐ to moderate-income students enrolled in BSU, who, as a result, are prepared to enter and succeed in post-secondary education
* Engaging CCP students in rigorous academic courses in order to increase their performance and critical thinking skills, thus better preparing them to succeed at the college/university level or chosen career path
* By creating a college- and career-ready culture at SHS among qualified CCP students, the BSU helps fulfill a “critical” aim of the school district to achieve successful rates of high school graduation, increased enrollment in post-secondary education among BSU students, and helping to expand the knowledge of CCP students and their families with regard to post-secondary options, college admissions procedures, scholarship application procedures, and various options for college financing.

**Programs and areas of recognized excellence with supporting evidence**

* Dr. Koonce was to be recognized at the annual conference and awards banquet for the Ohio Alliance of Black School Educators on April 18, 2020 in Columbus for his work with students enrolled in BSU. The conference and banquet were subsequently canceled because of COVID-19 emergency and safety mandates from the governor’s office.
* Each student who earned associate degrees at the end of their senior years entered college with average GPAs of at least 3.5, average ACT composite scores of 25 and no need for enrollment in remedial courses once they entered the colleges/universities of their choice.
* To date, seven students have earned associate degrees. Five students have been accepted to The Ohio State University (OSU) Academy program, and one student has earned 87 college credits, which is about 35 college credits short of earning a bachelor’s degree. The aforementioned student will earn TWO associate degrees. One is an associate of science, and the other is an associate of arts in general business management.

**Capacity for growth of programs**

One effort being considered is to provide a direct pathway that is course-specific with regard to students earning either an associate of science degree or associate of arts degree. For example, all students interested in earning an associate of science degree (62 credits, or roughly 21 courses) would receive an outline of all specific classes needed to earn the degree while at SHS. The general idea is that even more students would be willing to participate in BSU if they are able to see the clear path and courses they must take to earn the associate degree.

**New program opportunities**

Our school district has been asked to consider starting an Air Force ROTC program, another suggestion brought forward by state legislators because of the population that our district serves. Congresswoman Marcy Kaptur has shown a keen interest in helping to enhance our students’ growth and experience with regard to the various programs we offer, especially the GIE and BSU initiatives.

**Proposals to enhance programs**

Some of the objectives identified above, particularly the one regarding development of Associate Degree Pathways, are noteworthy areas to pursue. We currently advise students and introduce them to our own 15- and 30-credit-hour Pathways. These Pathways allow students to see the kinds of courses in which they can enroll in order to earn 15 or 30 credit hours while they are still in high school. The majority of courses on the Pathway sheet can be earned without leaving the high school building. The aim of providing an Associate Degree Pathway would be to show students the goal could be achieved without leaving SHS. All seven of our students who have been able to earn associate degrees at the end of their senior years have had to enroll in college courses at the BGSU Firelands campus during their senior year. The creation of an Associate Degree Pathway, one specifically designed to provide all of the courses needed that can either be delivered online or with in-class instruction at SHS, could potentially help increase the number of students interested in participating in BSU, as well as others who become enthusiastic about earning an associate degree.

**Program Strengths**

Within the last five years, hundreds of students in the CCP program were able to enroll in rigorous coursework and complete college courses with above-average or excellent grades.

On average, CCP students traditionally score at or above the national college readiness standard on their ACT exams. Their average ACT scores also outpace those of traditional students. In the past five years of the program, only students involved in CCP have been valedictorians, and most of our students in the top 204% academically are CCP students. CCP students also have led the way with the highest scores on the ACT, with the highest being a 35 composite for at least two students.

Within five years of the start of CCP, seven students earned associate degrees by their senior year of high school. At least three more students have been within four college credits of earning their Associate Degrees by the time they were finishing their senior year as well.

Qualified middle school students have been able to enroll in CCP courses, a practice that some surrounding school districts prohibit.

The CCP program provides the most effective way of not only earning college credits while in high school, but it also is the best way for students in economically disadvantaged school districts to save money toward their college costs after high school graduations.

**Program Challenges**

While more than 60% of the student body in SCS is black, biracial or another minority, they represent approximately 40% of the CCP population. White students represent about 60% of CCP participants. More must be done to address this shortfall in the school district.

A major difficulty with regard to establishing definitive learning outcomes and appropriate assessments for college courses is that roughly between 110 to 125 or more CCP students are enrolled in college courses each year at Sandusky High School (SHS). A major component of this scenario is that most of the college courses are offered through partner universities and not our own teachers. One problem is these CCP students literally can enroll in a multitude of first- and second-year online college classes through primarily BGSU and LCCC. There have been five or six additional students enrolled in college courses through the OSU Academy (the university’s CCP program), and they tend to perform better than the average CCP student at SHS. OSU selects students for their program based upon a number of factors, one of which is the ACT exam. From my perspective, the best predictor of how well students are performing in terms of meeting their course objectives is the professor’s evaluation, which ultimately is the student’s final grade. For SCS purposes, the best predictor that helps us guide our students is how well they perform on ACT exams when compared to other students on a state and national level.

One difficulty in compiling the above information (average grades, ACT scores, those students meeting or exceeding national college readiness benchmarks, etc.,) is the multitude of responsibilities that limit the ability to complete these tasks in a more timely fashion. The College and Career Readiness Coach is responsible for teaching two college courses each semester. Major components of this responsibility, of course, involve preparing lesson plans, developing exams, and providing continuous feedback to those students. In addition to those responsibilities, the College and Career Readiness Coach must assist and advise all CCP students in enrolling for college courses, as well as advise students about Accuplacer testing at BGSU Firelands and/or coordinating testing opportunities for many of our students to take Accuplacer exam at least twice per year at SHS. As the CCP students’ primary advisor with regard to college and career readiness, another responsibility that involves considerable time and patience is monitoring and assisting students with regard to the courses in which they are enrolled. This involves answering questions and clarifying information that may have already been shared with students. Another significant aspect of the College and Career Readiness Coach’s job involves taking time to prepare for upcoming semesters, planning information sessions with parents by hosting College Credit Plus Nights in order to explain the benefits and potential detriments of the CCP program, planning college tours at least three to four times per year. Most of this work is completed during at least four periods per day (out of eight periods per day) in Room 128, the College and Career Resource Center. Two more of the eight periods of the day are dedicated to teaching college courses, Introduction to Public Speaking (BGSU), and Strategies for College Success (LCCC). This leaves two periods to plan for courses, order CCP textbooks, meet with students who schedule appointments for advising in the Guidance Office, and overall meeting the needs of BSU administrative duties.

Another major challenge of the CCP program is the very limited number of teachers who can teach college courses at SHS. Currently, there are six who can teach and have taught college courses. This poses a challenge for students who aspire to earn as many college credits as possible toward earning at least a year or more of college courses (with 30 credits representing one year, and 62 credits representing the standard to earn an associate degree) without leaving SHS. It is NOT a challenge for CCP students who are not as concerned about having an in-class professor. Most of those students will opt to add online courses to their schedules to fulfill their goals. SCS has dozens of students who have completed at least a year or more of college courses by employing this method. I must note, however, the challenge of having more teachers qualified to teach CCP courses is a problem among the majority of school districts throughout our state.

The COVID-19 international pandemic has led to mounting challenges, and one that definitely cannot be overlooked is the significant impact that the mandated closure of schools has had upon the ability for all students to learn and meet college and career readiness objectives. The crisis has created the need for our leadership to look ahead and possibly develop plans to curb the level of CCP participation, primarily because of tight budgetary constraints that may not be feasible during an economy that is fast approaching Great Depression Era proportions.

**Program Opportunities**If/when there is a return to what was once considered normal in our school district, the creation of an Associate Degree Pathway, one with a more clearly defined route toward completion, will be worthy of development. This Pathway will be specifically designed to provide all of the courses needed that can be delivered either online or with in-class instruction at SHS. This is not currently possible with the types of courses that are required to earn the Associate of Arts or Science Degree. Our seven students who have been among those who earned enough credits to be awarded an associate degree were only able to do so because they enrolled in on-campus classes at BGSU Firelands. A more clearly defined Associate Degree Pathway potentially could help increase the number of students interested in participating in BSU, as well as others who would like to become more actively engaged in a process that helps them become better prepared for college life or the transition into a rewarding career experience. The Associate Degree Pathway can be developed within the next couple years, but it should be listed as a long-range goal (5-10 years) because of the other objectives that can be achieved as a result of having this Pathway in place. Ultimately, creating an effective Associate Degree Pathway will help students and families in saving the families in our school district tens of thousands of dollars, a task that is particularly important for such families to avoid debt, while at the same time providing the opportunity for them to truly afford a college education.

Increase the number of students who are more likely to enroll in the CCP program, including more black, biracial and other minority students specifically. We have an opportunity to increase the number of black, biracial and minority students who are traditionally lagging behind white students with regard to being enrolled in more rigorous academic work, including CCP, AP and Honors courses. As a district high school with a student demographic that includes about 60% of students who are considered black, biracial, and minority, the enrollments of students in that same demographic are not aligned equally with that percentage of students enrolled in the CCP program. For example, there are roughly 41% of the current CCP students who are considered black or other minorities, while 59%of CCP students are white. Traditionally, the district has experienced this gap between the racial demographics with regard to rigorous high school and college courses. Much of the research indicates that a priority must be placed upon increasing the ability of black, biracial, Hispanic, and other minority students to qualify as “College and Career Ready” consistently over the next 10 years, and this is why establishing a clear route to enroll in more rigorous college courses will help achieve the above goals.

Assist our district in boosting the average ACT scores among CCP students, thus enabling them to become more college-ready through the process. Part of this process also involves the guidance that CCP students receive from the College and Career Readiness Coach with regard to preparing for the ACT. This involves supplying each CCP student in 7th-12th grades with an ACT Practice booklet and information regarding how to engage in online and free ACT Prep classes and/or services. This process also can lead to the opportunity to work with all SCS stakeholders to help create a process by which we can help not only CCP students, but also students across the school district to be better prepared to test college-ready upon graduation from SHS.

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| **Measure** | **Score**  **3-D, 2-E, 1-RFI** | **Justification** |
| **Alignment with district mission, vision, and strategic plan** | 3 - Developed | CCP students traditionally score at or above the college readiness standard on the ACT exams. Their average ACT scores also outpace those of traditional students. They are consistently engaged in more rigorous college courses. |
| **Program quality, distinctiveness, and recognition** | 2 -Emerging | Within five years of the start of CCP, seven students have earned associate degrees by their senior year. In addition, qualified middle school students have been able to enroll in CCP, a practice that some area school districts have not supported. Qualified students from 7th-12th grade are not prohibited from participating. |
| **Learning outcomes and assessment** | 2 -Emerging | A major difficulty with regard to establishing definitive learning outcomes and appropriate assessments is that a multitude of professors and instructors determine what those needs are for their students. With regard to the CCP students at SCS, the best predictor of college and career readiness is how our CCP students perform on the ACT, particularly during their senior year. More planning and strategies must be implemented to meet the demands of better assessing these objectives and how well our students are performing. |
| **Program development and growth plan-relevant curriculum and assessment updates** | 3 -Developed | While a couple career-specific courses have been discontinued as part of CCP (Early Childhood Education and Health Careers), SCS has added other important college courses that help strengthen our students’ academic abilities and prowess. These include Chemistry 1000, 1090, and 1100, Writing 1110 and 1120 (College Writing) Math 1280 (College Algebra and Pre-Calculus). We also have college instructors who meet with our students for specific sections set aside for our students earning credits through LCCC (Introduction to Psychology and Introduction to Sociology). |
| **Innovative and transformative attributes** | 2 -Emerging | Professors engage our CCP students in a variety of methods that enhance learning, and most of those are not used in the traditional high school classroom. For example, students enrolled in the Strategies for College Success class were introduced to the “Top Hat”, an interactive tool that allows immediate feedback from ALL students and the professor. It is difficult for me to assess the other methods, strategies, and tools used in the multitude of classes taught by other professors, so I am limited in providing a rating higher than 2. |
| **Capacity for growth and enhancement-**  **Evidence of recruitment and retention for program** | 2 -Emerging | One of the primary reasons to expand resources in this area is to widen the gateway for our most dedicated students (particularly those from minority groups) to be engaged with rigorous curricula and college professors who help foster their critical thinking skills. CCP provides the most direct path toward these goals. |
| **Quality Teaching** | 2 - Emerging | Difficult to assess this beyond my own experience in the classes that I teach and the teacher evaluation assessments that I have received. My evaluations have been rated “excellent” each year. However, I have not had the opportunity to be engaged in the process of assessing the quality of teaching for other professors. |
| **Academic Assessment** | 2 -Emerging | These outcomes and assessments are defined primarily by the college departments for the individual classes taught. For example, all professors issue their students’ course syllabi, which generally outline specified outcomes and how students are to be assessed. However, I cannot rate the quality of such academic assessments without being engaged in them personally or being privy to the specifics that college used to assess them. |
| **Leadership knowledge of programs** | 3 -Developed | While I have not developed a tool for my own evaluation in these areas, I am confident that my work exceeds expectations in terms of leadership and knowledge of programs. |
| **Program Sustainability** | 2 -Emerging | As a result of the COVID-19 international pandemic and its impact upon not only the future of education in our nation but throughout the world, it is very difficult to provide a definitive response regarding program sustainability. My honest perspective is that the ability of the school district to fund the initiative may be hampered by the budgetary constraints that face our district and others throughout America. |

**Rubric Score Justification**

**Goals for Blue Streak University-2030 Plan**

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| 1-Year to 3-Year Goals - Blue Streak University | | | | | | |
| **Program Name: Blue Streak University**  *Context (Indicators or Research Based Evidence that led to the selection of the goal):*  “Rethinking Dual Enrollment to Reach More Students” This article, reports the findings of researcher Jennifer Zinth, Senior Policy Analyst at the Education Commission of the States. Her research from 2013 revealed six key components to making early college credit programs more attractive to underserved students. They are:  (1) Informing students of their academic eligibility who may be otherwise unaware of it  (2) Eligibility requirements are not strictly academic, not difficult to understand or overly legalistic in language and not applied the same way to each student given personality differences.  (3) Increasing the course offering options in early college or college credit programs  (4) Students earn both secondary and postsecondary credits as a statewide policy in case he/she considers transferring school districts within the state.  (5) All students and their parents should be provided updated CCP information annually. However, this is not always provided.  (6) Counseling is continually available throughout the entry and program advancement process. | | | | | | | |
| **Goal or Objective**  **1-Year to 3-Year goals** | **Research Based Evidence addressed** | **Action Steps** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Increase participation among black, biracial, Hispanic, and other minority students who are under-represented in the CCP program based upon the overall population in SCS.** | 1-6 | Communicate the significance of CCP and the opportunities that enable students to be better prepared for college. Students and their parents at the intermediate school level (grades 3-6). Stress the importance of committing to their best academic work on a daily basis.  Target the above-average to high-achieving black and other minority students to test and qualify for the CCP program upon entering 7th grade. This will be based upon academic records, assessments on behavior, and teachers’ and guidance counselors’ comments. Continue previous efforts to reach white students. | The College and Career Readiness Advisor/Coach  SHS Counselors and Middle School Counselors | Research regarding the success and shortcomings of CCP throughout Ohio, enrollment statistics, and review of college and career-readiness benchmarks  Internet visibility focused on SCS Homepage  Individual/group communications, and correspondence via handouts  Ongoing school announcements and multiple parent/student meetings. (An examination of midterm academic progress provides ample time to help identify students making steady gains academically and who also show a genuine desire to participate in the CCP Program. Such students will be targeted for Accuplacer testing and participation for the next academic year.) | Progress will be assessed after the midterm and the end-of-year semesters | Academic progress (GPAs in high school for those showing the greatest potential)  ACT scores (traditionally, the average student takes the ACT as a junior)  Review of grades (GPA) in all rigorous courses, including AP, Honors |
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| 3-Year to 5-Year Goals - Blue Streak University | | | | | | |
| **Program Name: Blue Streak University**  Context (Indicators or Research Based Evidence that led to the selection of the goal):   1. “Evaluation of College Credit Plus: Dual Enrollment in Ohio” (2018), by Kristin J. Harlow, the Ohio State University 2. Evidence indicates that CCP students, on average, score higher on the ACT than do students who are not enrolled in the early college credit program (This must be an ongoing objective in order to increase the ACT scores of all CCP students, but particularly those who are African American and/or members of other minority groups. | | | | | | |
| **Goal or Objective**  **3-Year to 5-Year goals** | **Research Based Evidence addressed** | **Action Steps** | **Responsible**  **Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Increase college readiness scores (ACT, Accuplacer, state assessments, etc.) so students are prepared for the rigorous coursework and schedule required in college and university settings.** | 1-2 | Review and compare the ACT scores of CCP students from the first exams they took to the final exams they took before graduating from high school. Compile their highest scores in each individual category including English, Reading, Science, Math, and STEM.  Review all CCP course grades from each student’s initial enrollment into the program until their very last classes taken before their high school graduation.  Review and evaluate grades for all rigorous high school courses designed to meet the needs of the highest achieving students. Those include primarily AP courses, but Honors classes are worthy of evaluation for the purposes of this objective. | College and Career Readiness Coach/Advisor  High School Counselors  Middle School Counselors | ACT scores  AP exam scores  High school Honors courses | Progress will be assessed after the midterm and the end-of-year semesters | Increasing ACT scores among the CCP population, particularly among black, biracial and other minority students.  Passing rate of CCP students also enrolled in AP courses  Average GPA (including high school and college courses) of each CCP student who meets or exceeds college-readiness benchmark |
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| 5-Year to 10-Year Goals - Blue Streak University | | | | | | |
| **Program Name: Blue Streak University**  Context (Indicators or Research Based Evidence that led to the selection of the goal):   1. “Ohio College Credit Plus: A Policy Analysis of Two Central Ohio Public High Schools in the First Year of Implementation,” (2016), by Pamela G. Wilson   A few overarching themes were identified in this analysis. The study indicated “confusion regarding the regulations exacerbated inconsistent application and compliance across institutions. No explicit process is defined for assessing or reporting on compliance.” The analysis additionally indicated, “inconsistency is evident in program offerings based on district cultures, location, and size. Course offerings differ in number, quality, delivery, and subject orientation.” Finally, one familiar aspect of CCP programs that is consistently identified in multiple studies, as was the case in this analysis is that “preliminary enrollment information from the two case study sites indicates potential continuation of historic trends limited minority participation”. | | | | | | |
| **Goal or Objective**  **5-Year to 10-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Steps** | **Responsible**  **Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Develop an Associate Degree Pathway that allows CCP students to gain a clear understanding of the specific courses that are required and that can be taken without leaving the building at SHS. This will allow students to see a clear path to achieving the goal of earning an Associate of Arts or Associate of Science Degree.** | 1 | Review the current 15- (one semester of college credits) and 30-hour (one year’s worth of college credits) Pathway mandated by the state for Ohio school districts implementing CCP for qualified students. Determine how many of the courses can be included in the Associate Degree Pathway.  Collaborate with University/College Program Deans to establish the additional courses needed to complete the Associate Degree.  Determine the level of qualifications for in-house teachers with at least a Master’s Degree to teach some of the additional courses at SHS.  Gradually work with teachers to help them earn credentials to teach some of the classes needed to earn the Associate Degree. | College and Career Readiness Coach/Advisor  High School and Middle School Guidance Counselors  University/College Program Deans, Directors and CCP Coordinators | Research and enrollment data for past and current CCP participants.  The guidance of University/College Partners in assisting with development of a viable Associate Degree Pathway. | Progress will be assessed after the midterm and the end-of-year semesters | Gradual inclusion of courses identified as part of the Pathway.  Steady increase in the number of high school teachers that can teach CCP courses.  The rate at which students are able to follow the Pathway and achieve success.  Increased adherence by participants identified as those with the desire to earn Associate Degrees. |
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**Sandusky City Schools: Sandusky Career Center**

**Adult Education**

**Nancy Hall**

Director of Career Tech and Adult Education

**Program description**

Sandusky Career Center (SCC) Adult Education provides post-secondary training to adult learners seeking to upgrade their present skills and employment, enter a new career field, or reenter the job market. Adult Education provides students with a seamless path from high school through a bachelor’s degree while earning industry-recognized credentials and varying exit points along the way.

SCC Adult Education also provides adults the opportunity to earn a high school diploma, study for the United States Citizenship exam, improve language skills for non-English speakers, prepare for post-secondary education, and explore career pathways.

SCC is one of Ohio’s 56 Ohio Technical Centers (OTC) chartered by the Ohio Department of Higher Education and accredited by the Commission of the Council on Occupation Educations.

**Analysis of Data**

SCC Adult Education has experienced tremendous growth overall in student enrollment in the last four years. Deep analysis at the program level shows some programs have declined in enrollment, while others have been stagnant.

The Aspire program realized a 19% growth in enrollment during a time when SCS introduced a new program, 22+ Program. Both the Aspire and 22+ enable adults to earn high school diplomas. In response to direct competition for the same student, the Aspire program began to focus on preparing students for post-secondary enrollment, assisting English speakers of other languages with written and spoken language development, preparing students for the United States Citizenship exam, career assessments, and pathway exploration. In 2018, there were 54 Aspire programs in Ohio, Sandusky ranked #14, and in 2020, there are 49 programs and Sandusky ranks #7. The Aspire program must continue to react to the needs of the community and its students.

The Advanced Cosmetology enrollment over the last four years has been inconsistent and relatively low. The passing rate on the Ohio State Board of Cosmetology exam in all areas (hair, nails, and esthetician) has been consistent at 100%. The Advanced Cosmetology program shares lab space with the high school program, making it difficult to accommodate the adult student’s schedule. Adult students are unable to occupy the lab before 3:30 p.m. This constraint forces the class hours to be shorter than other cosmetology programs and increases the program calendar length. Moving to the new adult facility will allow the Career Center to offer both a day and evening program and provide students with more scheduling options. Adding separate Nail Technician and Esthetician programs will provide students other career options; many students in the Advanced Cosmetology program only desire to be nail technicians or estheticians. The growth of the tourist industry and 12-month resorts has created more job opportunities locally for nail technicians and estheticians.

Individuals wishing to be barbers must go to Toledo, Akron, or Columbus for training, as there are no barber schools within the Sandusky area. A barber program could be added under the responsibility of the Advanced Cosmetology program coordinator.

The Facilities Maintenance program enrollment over the last four years has been steady and in line with other similar programs throughout the state. Trades programs typically cap class size to 15 due to the type of equipment and amount of hands-on practice needed to master the skills.

Enrollment for the Sandusky Police Academy has remained strong typically at 90% capacity. The maximum cadet capacity is 20. Most police academies throughout the state have seen a decline in enrollment as the national opinion of police officers along with the starting pay has declined.

Declining enrollment in Medical Assisting (MA) and Phlebotomy has been a four-year trend, yet the labor market demand is high. The MA and Phlebotomy program needs a significant overhaul where students graduate with licenses in STNA, MA, Phlebotomy, and EKG. This will allow students flexibility in job placement and career changes. Two area hospitals are looking to hire patient care technicians with these credentials. The Career Center can design the program so students have various entry and exit points to meet the needs, backgrounds and desires of students. A student who already holds an STNA license would start at a later point than one who does not.

Practical Nursing enrollment has been steady and relatively strong. However, there has been a decline in the percentage of students passing the NCLEX-PN license exam. In January 2020, the Career Center offered a part-time practical nursing program, allowing students two years to complete the program instead of one year. Data is not available to determine the effect of this program change on NCLEX-PN license passing rate. In addition, instructor roles were realigned.

The Practical Nursing to Registered Nursing Diploma program launched its first class in January 2018. Student enrollment has been at capacity. The Career Center is now enrolling students in the Practical Nursing program with the goal of immediately enrolling in the Registered Nursing program. The passing rate for the NCLEX-RN license exam has been at 90%, which is significantly higher than the national average of 76 SCC. Earning the Registered Nursing program a ranking in the top 25% of programs in Ohio.

**Alignment with District mission, strategic plan**

Adult Education’s mission is in direct alignment with the mission of Sandusky City Schools: “To provide a diverse educational experience where all students will become respected, productive and valued members of the community”. Adult Education is providing adult learners high-quality certificate programs and customized education experiences to prepare them for tomorrow’s economic competitiveness. Adults must be prepared to accept changes and challenges in their chosen careers to possess the necessary skills to adapt to new requirements and demands of their career endeavors throughout life.

SCC is mindful of the fact that enrollment into adult education technical programs can make the difference between well-paying jobs and the unemployment lines for many. Therefore, the SCC will strive continuously to extend and expand opportunities to those it serves.

**Program distinctiveness**

* 60% of students reside outside of the Sandusky area
* High rates of student retention, completion, and placement
* Programs lead to industry-recognized credentials
* Personalized attention through low student to instructor ratios
* Instructors have direct professional experience

**Recognitions of quality of the program**

* Two years of significant growth in retention, completer, credentials earned and job placement
* Aspire program top 15% in Ohio, ranked #7 out of 49 by the Ohio Department of Higher Education
* Practical Nursing to Registered Nursing Diploma program top 25% of programs in Ohio, ranked #22 out of 96 by RegisteredNursing.org

**Program learning outcomes**

OTC calculates program enrollment by clock hours and full-time equivalents (FTE). One FTE is equivalent to 450 clock hours. OTC performance measures include retention, completion, credentials-earned, and post-program placement. Retention includes a student who completes more than 50% of a program, and completion means the student completed the entire program with a passing grade of a C or better. Credentials earned must align with the approved training program and an approved industry-based list. Post-program placement includes employment, military, public service, or additional post-secondary education.

**Description of learning outcomes assessment program**

Student enrollment data is entered each fiscal year through the Higher Education Information (HEI) system. Student demographics, attendance hours, WorkKeys scores, credentials earned and post-program placement information is entered for each student. In March, the Ohio Department of Higher Education Office of College and Career Access & Success released the finalized OTC performance data for the prior fiscal year.

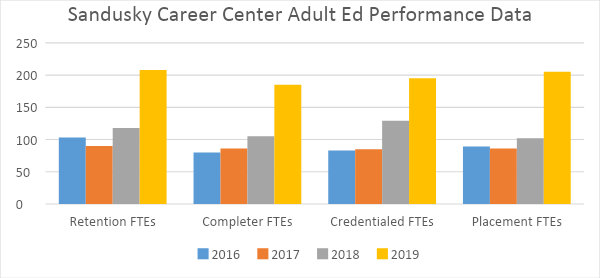
**Summary of assessment findings for the past five years (OST, WK, AP, CCP, Credentials, etc.)**

Retention includes students who complete more than 50% of a program. While there was a 14% decrease in the retention FTEs from 2016 to 2017, there has been a significant increase in the subsequent two fiscal years. There was a 31% increase from 2017 to 2018 and 76% from 2018 to 2019. This is due to an increase in student enrollment and intervention efforts to retain students.

Students who complete an entire program with a passing grade of a C or better are the bases of completion rate. There is a three-year significant increase in the number of students completing programs: 8% from 2016 to 2017, 21% for 2017 to 2018, and 77% from 2018 to 2019. This is due to an increase in student enrollment and intervention efforts to retain students with passing grades.

Credentials earned must align with the approved training program and an approved industry-based list. These are third-party created assessments and meet licensing board standards. There is a three-year significant increase in the number of students earning credentials: 3% from 2016 to 2017, 52% for 2017 to 2018, and 50% from 2018 to 2019. This is due to an increase in student enrollment and intervention efforts to prepare students for the credential assessment.

Post-program placement measures the number of students who enter the workforce, military, public service or pursue additional post-secondary education. While there was a 4% decrease in the post-program placement FTEs from 2016 to 2017, there has been a significant increase in the subsequent two fiscal years. There was a 19% increase from 2017 to 2018 and 100% from 2018 to 2019. This is due to an increase in student enrollment, an increase in students who earn credentials and an improved economy.



**Major curricular changes since last review (or past five years) Maximum four items**

* Practical Nursing to Registered Nursing Diploma program added in 2017. First class began in January 2018.
* Nursing Assistant (STNA) program added January 2018. First class began in October 2018.
* Diversified Office Specialist program deleted in September 2018 due to a lack of enrollment.
* Practical Nursing part-time program added January 2020 splitting the program into two years each with 605 hours. The previous “part-time” program consisted of 210 hours during year 1 and 1,000 hours during year two.

**Programs and Areas of recognized excellence with supporting evidence**

* The Sandusky Aspire program ranked #7 in the state, moving up from #13. Ohio served approximately 29,000 adults through 49 Aspire programs located in all 88 counties with over 500 different sites. The Sandusky Aspire program served 176 students during the 18-19 fiscal year. The Sandusky Aspire program earned an overall 80% performance rating, which is in the top tier of program performance for the state. The Sandusky Aspire program met or exceeded all state performance targets. Sandusky program highlights include an 85% retention rate, 56% obtained employment, 14 earned their high school equivalence, and 29 transitioned to post-secondary education.
* The Sandusky Practical Nursing to Registered Nursing Diploma program ranked in the top 25% for the 2020 Best Nursing Schools in Ohio by RegisteredNursing.org. The Sandusky Practical Nursing to Registered Nursing program placed #22 out of 96. The percentage of graduates who passed the NCLEX-RN exam was the determining factor in ranking.

**Capacity for growth of programs**

The constraints of the current facilities limit adult education program expansion, the relocation of adult education to the Venice Elementary building opens up many more program options. All adult education programs including Aspire will move to the new facility except for trades programs. The cost of duplicating labs such as welding, construction, HVAC, and automotive is cost-prohibitive at this point. As revenues increase, the Venice property allows for building expansion as a strong possibility. The Venice facility will not only provide more square footage to allow for additional programs, but programs can also be offered as both a daytime and an evening option, meeting the needs of students’ schedules.

All programs with the exception of the Practical Nurse to Registered Nurse, have the capacity to add students. Adult education needs to expand marketing and recruiting efforts. Customized, contracted, and continuing education training has significant capacity for growth.

**New program opportunities**

New programs aligned with local projected labor market data and associated credential include:

* Barber – Ohio State Barber License
* Nail Technician – Ohio State Board of Cosmetology Manicuring License
* Power Lineman – Class D Power Lineman Certification
* Truck Driving – Commercial Driver License
* Auto Mechanics – ASE Certifications
* Patient Care Technician – STNA, EKG, MA and Phlebotomy
* Direct Support Professional – DSPaths Certificate, Ohio Department of Developmental Disabilities Medication Administration Certifications
* Hospitality – ProStart Certificate of Achievement, Responsible Alcohol Server Course Certification
* Entrepreneurship – Entrepreneurship and Small Business Certiport Certification, QuickBooks Certification
* Corrections Officer – Ohio Corrections Basic Training
* Private Security – Ohio Department of Public Safety Private Investigator Security Guard
* Drone Pilot – FAA Part 107 Certification

**Proposals to enhance programs**

SCC Adult Education has the opportunity to rebrand itself as a separate adult facility no longer buried within SHS. The current combined facilities model is difficult to sell to adult students seeking post-secondary education. The new facilities with expanded space will allow SCS to enhance the student experience and provide better services to students by providing:

* Student resource center and library
* Student break area and peer study groups
* Two separate simulation labs for health programs
* Physical defensive training facilities for safety programs
* Professional Learning Center for staff
* Addition of an adult counselor
* Addition of a job placement coordinator
* Addition of continuing education courses for professional licenses

Adopting an online student portal for registration, transcripts and account access will also enhance programs by making it easier for students to enroll, track grades and attendance and take care of financial obligations.

Developing pathways providing students with a seamless path to bachelor’s degrees, while earning industry-recognized credentials with varying exit points along the way, must be the focus of taking current programs to the next level and a key aspect of developing new programs.

**Program Strengths**

* 60% of students reside outside of the Sandusky area
* High rates of student retention, completion, and placement
* Programs lead to industry-recognized credentials
* Personalized attention through low student to instructor ratios
* Instructors have direct professional experience
* SCC Adult Education has experienced a tremendous growth overall in student enrollment in the last four-years.
* The Aspire program realized a 19% growth in enrollment during a time when Sandusky City Schools introduced a new program, 22+ Program. Both the Aspire and 22+ enable adults to earn high school diplomas. In response to direct competition for the same student, the Aspire program began to focus on preparing students for post-secondary enrollment, assisting English speakers of other languages with written and spoken language development, preparing students for the United States Citizenship exam, career assessments and pathway exploration.
* The Facilities Maintenance program enrollment over the last four years has been steady and in line with other similar programs throughout the state. Trades programs typically cap class size to 15 due to the type of equipment and amount of hands-on practice needed to master the skills.
* Enrollment for the Sandusky Police Academy has remained strong, typically at 90% capacity. The maximum cadet capacity is 20. Most police academies throughout the state have seen a decline in enrollment as the national opinion of police officers has declined.
* Practical Nursing enrollment has been steady and relatively strong. However, there has been a decline in the percentage of students passing the NCLEX-PN license exam.
* Practical Nursing to Registered Nursing Diploma program launched its first class in January 2018. Student enrollment has been at capacity. The Career Center is now enrolling students in the Practical Nursing program with the goal of immediately enrolling into the Registered Nursing program. The passing rate for the NCLEX-RN license exam has been at 90 percent, which is significantly higher than the national average of 76 percent. Earning the Registered Nursing program a ranking in the top 25% of programs in Ohio.
* Retention includes students who complete more than 50% of a program. While there was a 14% decrease in the retention FTEs from 2016 to 2017, there has been a significant increase in the subsequent two fiscal years. There was a 31% increase from 2017 to 2018 and 76% from 2018 to 2019.
* Students who complete an entire program with a passing grade of a C or better are the bases of completion rate. There is a three-year significant increase in the number of students completing programs: 8% from 2016 to 2017, 21% for 2017 to 2018 and 77% from 2018 to 2019.
* Credentials earned must align with the approved training program and an approved industry based list. These are third party created assessments and meet licensing board standards. There is a three-year significant increase in the number of students earning credentials: 3% from 2016 to 2017, 52% for 2017 to 2018 and 50% from 2018 to 2019.
* Post-program placement measures the number of students who enter the workforce, military, public service or pursue additional post-secondary education. While there was a 4% decrease in the post-program placement FTEs from 2016 to 2017, there has been a significant increase in the subsequent two fiscal years. There was a 19% increase from 2017 to 2018 and 100% from 2018 to 2019.

**Program Challenges**

* Current facilities limit Adult Education program expansion due to lack of physical space and scheduling issues with shared classrooms with high school programs.
* Being embedded in a high school and middle school facility makes it difficult to recruit adult students and overcoming the negative image of still being in high school.
* The Advanced Cosmetology enrollment over the last four years has been inconsistent and relatively low. The passing rate on the Ohio State Board of Cosmetology exam in all areas (hair, nails, and esthetician) has been consistent at 100%. The Advanced Cosmetology program shares lab space with the high school program, making it difficult to accommodate the adult student’s schedule. Adult students are unable to occupy the lab before 3:30 p.m. This constraint forces the class hours to be shorter than other cosmetology programs and increases the program calendar length. Moving to the new adult facility will allow the Career Center to offer both a day and evening program and provide students with more scheduling options. Adding separate Nail Technician and Esthetician programs will provide students other career options, many students in the Advanced Cosmetology program only desire to be nail technicians or estheticians. The growth of the tourist industry and 12-month resorts has created more job opportunities locally for nail technicians and estheticians.
* Declining enrollment in MA and Phlebotomy has been a four-year trend, yet the labor market demand is high. The MA and Phlebotomy program needs a significant overhaul where students graduate with licenses in STNA, MA, Phlebotomy and EKG. This will allow students flexibility in job placement and career changes. Two area hospitals are looking to hire patient care technicians with these credentials. The Career Center will design the program so students have various entry and exit points to meet the needs, backgrounds, and desires of students. A student who already holds an STNA license would start at a later point than one who does not.

**Program Opportunities**

* The constraints of current facilities limits adult education program expansion, the relocation of adult education to the Venice Elementary building opens up many more program options. All adult education programs including Aspire will move to the new facility except for trades programs. The cost of duplicating labs such as welding, construction, HVAC and automotive is cost prohibitive at this point. As revenues increase, the Venice property allows for building expansion as a strong possibility. The Venice facility will not only provide more square footage to allow for additional programs, programs can be offered as both a daytime and an evening option meeting the needs of students’ schedules.
* Adult Education has the opportunity to rebrand itself as a separate adult facility no longer embedded within SHS. The current combined facilities model is difficult to sell to adult students seeking post-secondary education, as adult daytime programs are located within close proximity to Sandusky Middle School classes. The new facilities with expanded space will allow us to enhance the student experience and provide better services to our students by providing:
  + Student resource center and library
  + Student break area and peer study groups
  + Two separate simulation labs for health programs
  + Physical defensive training facilities for safety programs
  + Professional Learning Center for staff
  + Addition of an adult counselor (Carl D. Perkins grant available for FY21)
  + Addition of a job placement coordinator
  + Addition of continuing education courses for professional licenses

**Rubric Score Justification**

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| **Measure** | **Score**  **3-D, 2-E, 1-RFI** | **Justification** |
| **Alignment with district mission, vision and strategic plan** | 3 | Adult Education’s mission is in direct alignment with the mission of Sandusky City Schools, “to provide a diverse educational experience where all students will become respected, productive and valued members of the community”. Adult Education is providing adult learners high quality certificate programs and customized education experiences to prepare them for tomorrow’s economic competitiveness.  SCC is mindful of the fact enrollment into adult education technical programs can make the difference between well-paying jobs and the unemployment lines for many. Therefore, SCC will strive continuously to extend and expand opportunities to those it serves. |
| **Program quality, distinctiveness, and recognition** | 2 | The Sandusky Aspire program ranked #7 in the state, moving up from #13. Ohio served approximately 29,000 adults through 49 Aspire programs located in all 88 counties with over 500 different sites. The Sandusky Aspire program served 176 students during the 18-19 fiscal year. The Sandusky Aspire program earned an overall 80% performance rating, which is in the top tier of program performance for the state. The Sandusky Aspire program met or exceeded all state performance targets. Sandusky program highlights include an 85% retention rate, 56% obtained employment, 14 earned their high school equivalence, and 29 transitioned to post-secondary education.  The Sandusky Practical Nursing to Registered Nursing Diploma program ranked in the top 25% for the 2020 Best Nursing Schools in Ohio by RegisteredNursing.org. The Sandusky Practical Nursing to Registered Nursing program placed #22 out of 96. The percentage of graduates who passed the NCLEX-RN exam was the determining factor in ranking. |
| **Learning outcomes and assessment** | 3 | Retention includes students who complete more than 50% of a program. While there was a 14% decrease in the retention FTEs from 2016 to 2017, there has been a significant increase in the subsequent two fiscal years. There was a 31% increase from 2017 to 2018 and 76% from 2018 to 2019. This is due to an increase in student enrollment and intervention efforts to retain students.  Students who complete an entire program with a passing grade of a C or better are the bases of completion rate. There is a three-year significant increase in the number of students completing programs: 8% from 2016 to 2017, 21% for 2017 to 2018 and 77% from 2018 to 2019. This is due to an increase in student enrollment and intervention efforts to retain students with passing grades.  Credentials earned must align with the approved training program and an approved industry based list. These are third party created assessments and meet licensing board standards. There is a three-year significant increase in the number of students earning credentials: 3% from 2016 to 2017, 52% for 2017 to 2018 and 50% from 2018 to 2019. This is due to an increase in student enrollment and intervention efforts to prepare students for the credential assessment.  Post-program placement measures the number of students who enter the workforce, military, public service or pursue additional post-secondary education. While there was a 4% decrease in the post-program placement FTEs from 2016 to 2017, there has been a significant increase in the subsequent two fiscal years. There was a 19% increase from 2017 to 2018 and 100% from 2018 to 2019. This is due to an increase in student enrollment and an increase in students who earn credentials. |
| **Program development and growth plan-relevant curriculum and assessment updates** | 2 | SCC Adult Education has experienced a tremendous growth overall in student enrollment in the last four-years. Deep analysis at the program level shows some programs have declined in enrollment, while others have been stagnant.  The Aspire program realized a 19% growth in enrollment during a time when Sandusky City Schools introduced a new program, 22+ Program. Both the Aspire and 22+ enable adults to earn high school diplomas. The Aspire program must continue to react to the needs of the community and their students.  Programs that have seen steady enrollment and completion are Practical Nursing and Facilities Maintenance. While the Police Academy is consistently on a strong growth path and a 75% passing rate over the last four years. Two programs below will be a part of the growth plan for Adult Education.  The Advanced Cosmetology enrollment over the last four years has been inconsistent and relatively low. The passing rate on the Ohio State Board of Cosmetology exam in all areas (hair, nails, and esthetician) has been consistent at 100%, therefore, there needs to be a closer look at this program.  Declining enrollment in MA and Phlebotomy has been a four-year trend, yet the labor market demand is high. The MA and Phlebotomy program needs a significant overhaul where students graduate with licenses in STNA, MA, Phlebotomy and EKG. This will allow students flexibility in job placement and career changes. Two area hospitals are looking to hire patient care technicians with these credentials. The Career Center will design the program so students have various entry and exit points to meet the needs, backgrounds, and desires of students. A student who already holds an STNA license would start at a later point than one who does not. The passing rate for the MA or Phlebotomy license exams has exceeded 75% over the last four years. |
| **Innovative and transformative attributes** | 2 | LPN to RN Diploma program is the only one in the area and was the first 45-week program approved in Ohio. Students can start their bachelor’s degree while still enrolled through our partnership with Chamberlain University. Students can complete two classes for a total of seven credits at no additional cost.  The Facilities Maintenance program is the only modularized program around, students can take the entire program or take individual classes. Other programs required students to take the program in its entirety. |
| **Capacity for growth and enhancement-**  **Evidence of recruitment and retention for program** | 3 | Four-year performance measures trend data shows continued growth in retention, completion, credentials earned and job placement for current programs. |
| **Quality Teaching** | 2 | Adult coordinators and instructors meet the needs of students who enroll with strong academic skills but struggle to identify and assist students who enter with minimum academic abilities. Students who score above the minimum ACT WorkKeys admissions requirements complete programs, pass licensure exams and secure employment or enroll in high education upon completion. Students who enter with minimum ACT WorkKeys scores have a significantly lower retention, completion and licensure-passing rate and are unable to secure employment or move onto higher education. Adult coordinators and instructors are recruited directly from business and industry and are not qualified to recognize students with disabilities, trauma or low academic aptitude. |
| **Academic Assessment** | 2 | The ACT WorkKeys tests Applied Mathematics, Workplace Documents and Graphic Literacy are program admission requirements. The minimum scores needed for admission are based on ACT WorkKeys job profiling studies and differ among programs. Students who enter with minimum ACT WorkKeys scores have a significantly lower retention, completion and licensure-passing rate and are unable to secure employment or move onto higher education. Adult coordinators and instructors are recruited directly from business and industry and are not qualified to recognize students with disabilities, trauma or low academic aptitude.  Each student who completes a program also takes a third-party licensure exam to earn the associated credential needed for employment in the program field. Adult coordinators and instructors need professional development in the areas of formative and summative assessment development and interpretation so students are well prepared to pass the licensure exams. |
| **Leadership knowledge of programs** | 3 | Adult education leadership has a wealth of knowledge concerning the Adult Education Program. During the process of the Program Review, it was very clear that leadership was aware of trends and data points to improve the program, as well as researched information to show growth in the very near future. Leadership acknowledged threats to the program as well as opportunities to not only address threats, but also remove barriers to success. The goals for the Adult Ed program are very well thought out as well as being realistic in terms of achieving each goal within the stated timeframes. |
| **Program Sustainability** | 2 | SCC Adult Education has experienced a tremendous growth overall in student enrollment in the last four-years. Deep analysis at the program level shows some programs have declined in enrollment, while others have been stagnant.  The Aspire program realized a 19% growth in enrollment during a time when Sandusky City Schools introduced a new program, 22+ Program. |

**Goals for Adult Education Program - 2030 Plan**

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| 1-Year to 3-Year Goals - Adult Education Program |
| Program Name: Sandusky Career Center – Adult Education Goals:  1. Rebrand Adult Ed as a separate entity  2. Create a Barber Program  3. Redesign Medical Assisting and Phlebotomy Program to Patient Care Technician  4. Recruiting and retention  5. Provide formative and summative assessment professional development |

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| **Goal or Objective**  **Years 1-3** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Rebrand Adult Ed as separate entity** | Hanover Research. (2018) Best Practices for Marketing to Adult and Non-Traditional Students. [Internet]. [cited 2020 May 14]  St. Amour, Madeline. (2019). 4 Personals of Adult Learners. *Inside Higher Ed.* [Internet] October 21, 2019 [cited 2020 May 14]  Strada, Gallup, Lumina. (2018). Certified Value: When do Adults without Degrees Benefit from Earning Certificates and Certifications? *Strada-Gallup Education Consumer Survey.* [Internet] [cited 2020 May 14] | Develop marketing and communications plan  Implement marketing and communications plan | Adult Ed Director  Marketing and Communications Specialists  Program Coordinators  Financial Aid and Admissions Assistant | Enrollment data  Research  Financial | Progress will be assessed quarterly  Progress will be assessed on program start dates | Enrollment data  Customized training contracts delivered |
| **Create a Barber Program** | U.S. Department of Labor, Bureau of Labor Statistics. (2019). Librarians. Occupational outlook handbook, 2019. [Internet] <http://bls.gov.ooh.education-training-and-library/librarians.htm> [cited 2020 May 14]  Reuzel. (2018). Ruezel Join the Revaluation [Internet]. 2018 Sep [cited 2020 May 10]; 141(9); 33-43.] | Research curriculum models and licensing requirements  Develop barber school curriculum map  Create barber school lab and related classroom space  Develop barber school student handbook  Implement a barber school | Adult Ed Director  Cosmetology Coordinator  Financial Aid and Admissions Coordinator  Advisory Committee | Research  Ohio State Cosmetology and Barber Board requirements, curriculum, and protocols.  Staffing  Financial | Progress will be assessed every month | Enrollment data  Completion rate  Credentials earned  Post-program placement |
| **Redesign Medical Assisting and Phlebotomy program** | U.S. Department of Labor, Bureau of Labor Statistics. (2019). Librarians. Occupational outlook handbook, 2019. [Internet] <http://bls.gov.ooh.education-training-and-library/librarians.htm> [cited 2020 May 14]  *U.S. News and World Report.* (2020) Best jobs without a college degree [Internet]. 2020. [cited 2020 May 14]  Senecal, Megan Benner, et al. (2019). State tested nursing assistants’ workplace experiences that threaten or support intent to stay. *Rehabilitation Nursing: The Official Journal of the Association of Rehabilitation Nurses, [Internet]* 2019 May. [cited 2020 May 14]  Woo, Wee Hung (2016). Using Gagne’s instructional model in phlebotomy education. *Advances in Medical Education and Practice*, [Internet] vol. 7, Aug. 2016, pp. 511-516 [cited 2020 May 14] | Research curriculum models and licensing requirements  Develop curriculum map  Implement curriculum map | Adult Ed Director  Allied Health Coordinator  Financial Aid and Admissions Coordinator  Advisory Committee | Enrollment data  Research  Financial | Progress will be assessed every month | Enrollment data  Completion rate  Credentials earned  Post-program placement |
| **Maintain enrollment for programs with enrollment at capacity and increase enrollment for programs under capacity** | Sanchez, Dwight B. (2018). Success formula for student recruitment and retention. *Diverse: Issues in Higher Education* [Internet]. March 22, 2018 [cited 2020 May 18]  Hanover Research. (2018) Best Practices for Marketing to Adult and Non-Traditional Students. [Internet]. [cited 2020 May 14]  St. Amour, Madeline. (2019). 4 Personas of Adult Learners. *Inside Higher Ed.* [Internet] October 21, 2019 [cited 2020 May 14]  Strada, Gallup, Lumina. (2018). Certified Value: When do Adults without Degrees Benefit from Earning Certificates and Certifications? *Strada-Gallup Education Consumer Survey.* [Internet] [cited 2020 May 14] | Develop marketing and communications plan  Implement marketing and communications plan  Redesign Advanced Cosmetology program calendar and timeline | Adult Ed Director  Program Coordinators  Financial Aid and Admissions Assistant | Enrollment data  Staffing  Financial | Progress will be assessed every month | Enrollment data  Completion rate  Credentials earned |
| **Professional Development** | Chappuis, Stephen; Chappuis, Jan; Stiggins, Rick. (2009). The Quest for Quality. *Educational Leadership, Multiple Measures v67 n3 p14-19*.[Internet] November 2009. [cited 2020 May 29]  Huebner, Tracy. (2009) What Research Says About Balanced Assessment. *Educational Leadership, Multiple Measures v67 n3 p14-19*.[Internet] November 2009. [cited 2020 May 29] | Develop Formative and Summative Professional Development Plan  Implement Formative and Summative Professional Development Plan | Adult Ed Director  Program Coordinators | Program calendars  Research | Progress will be assessed quarterly | Retention rate  Completion rate  Credentials earned  Post-program placement |

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| 3-Year to 5-Year Goals |
| Program Name: Sandusky Career Center – Adult Education Goals:   1. Create a Hospitality Program 2. Develop seamless pathway through a bachelor’s degree for all programs 3. Hire Student Services Coordinator |

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| **Goal or Objective** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Party** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Create a Hospitality Program** | U.S. Department of Labor, Bureau of Labor Statistics. (2019). Librarians. Occupational outlook handbook, 2019. [Internet] <http://bls.gov.ooh.education-training-and-library/librarians.htm> [cited 2020 May 14]  *U.S. News and World Report.* (2020) Best jobs without a college degree [Internet]. 2020. [cited 2020 May 14] | Hire hospitality program coordinator  Research curriculum models and licensing requirements  Develop hospitality program curriculum map  Create hospitality lab and related classroom space  Develop hospitality program student handbook  Implement a hospitality program | Adult Ed Director  Financial Aid and Admissions Coordinator  Advisory Committee | Research  Staffing  Financial | Progress will be assessed every month | Enrollment data  Completion rate  Credentials earned  Post-program placement |
| **Develop seamless pathway through a bachelor’s degree for all programs** |  | Establish partnerships with colleges and universities  Develop seamless pathways with multiple exit points for all programs | Adult Ed Director  Program Coordinators | College and university requirements, curriculum, and protocols | Progress will be assessed quarterly | Post-program placement |
| **Hire Adult Student Services Coordinator** | Sanchez, Dwight B. (2018). Success formula for student recruitment and retention. *Diverse: Issues in Higher Education* [Internet]. March 22, 2018 [cited 2020 May 18]  St. Amour, Madeline. (2019). 4 Personas of Adult Learners. *Inside Higher Ed.* [Internet] October 21, 2019 [cited 2020 May 14] | Hire Adult Student Services Coordinator | Adult Ed Director  Director of Student Services and Family Support | Job description  Research  Financial | Progress will be assessed quarterly | Retention rate  Completion rate  Credentials earned  Post-program placement |

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| 5-Year to 10-Year Goals |
| Program Name: Sandusky Career Center – Adult Education  Goals:   1. Create a Truck Driving Program 2. Be the premier adult career center for Erie and surrounding counties by graduating high quality students for the workforce or entrance into higher education with advanced standing |

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| **Goal or Objective** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Party** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Create a Truck Driving Program** | U.S. Department of Labor, Bureau of Labor Statistics. (2019). Librarians. Occupational outlook handbook, 2019. [Internet] <http://bls.gov.ooh.education-training-and-library/librarians.htm> [cited 2020 May 14]  *U.S. News and World Report.* (2020) Best jobs without a college degree [Internet]. 2020. [cited 2020 May 14] | Hire truck driving program coordinator  Research curriculum models and licensing requirements  Develop truck driving program curriculum map  Create truck driving lab and related classroom space  Develop truck driving program student handbook  Implement a truck driving program | Adult Ed Director  Financial Aid and Admissions Coordinator  Advisory Committee | Research  Staffing  Financial | Progress will be assessed monthly | Enrollment data  Completion rate  Credentials earned  Post-program placement |
| **Be the premier adult career center for Erie and surrounding counties by graduating high quality students for the workforce or entrance into higher education with advanced standing** | Sanchez, Dwight B. (2018). Success formula for student recruitment and retention. *Diverse: Issues in Higher Education* [Internet]. March 22, 2018 [cited 2020 May 18]  Hanover Research. (2018) Best Practices for Marketing to Adult and Non-Traditional Students. [Internet]. [cited 2020 May 14].  St. Amour, Madeline. (2019). 4 Personals of Adult Learners. *Inside Higher Ed.* [Internet] October 21, 2019 [cited 2020 May 14]  Strada, Gallup, Lumina. (2018). Certified Value: When do Adults without Degrees Benefit from Earning Certificates and Certifications? *Strada-Gallup Education Consumer Survey.* [Internet] [cited 2020 May 14]  U.S. Department of Labor, Bureau of Labor Statistics. (2019). Librarians. Occupational outlook handbook, 2019. [Internet] <http://bls.gov.ooh.education-training-and-library/librarians.htm> [cited 2020 May 14] | Monitor marketing and communications plan  Monitor data and make adjustments to programming and offerings as needed | Adult Ed Director  Program Coordinators  Financial Aid and Admissions Assistant  Student services Coordinator  Advisory committees | Research  Staffing | Progress will be assessed every quarter | Enrollment data  Completion rate  Credentials earned  Post-program placement  Customized training contracts delivered |

**Sandusky City Schools: SHS**

**Department: The Global Internship Experience**

**Brandy Bennett**

Global Internship Coordinator

**Program description**

The Global Internship Experience (GIE) provides an opportunity for high school seniors to participate in an internship, which teaches candidates about potential career choices and the global impact of these careers. While interning with a vast group of business partners, students experience a valuable learning opportunity that ensures preparedness for careers in a global society.

Integral to this program are educational seminars that teach real life skills including, but not limited to: resume writing, interviewing, communication soft skills, work ethic, teamwork, leadership, networking and mentorship, budgeting and tax knowledge, and college and career research (including applying for financial aid).

Students are not simply given an internship. They must apply and interview with business partners. The internship is specifically designed to focus on STEAM (Science, Technology, Engineering, Arts, and Mathematics). All SHS (SHS) seniors who are in good academic standing are eligible to participate in this unique program. Students have been offered paid internships or jobs as a result upon graduation. We believe in preparing students for college, career and military readiness to compete in a global society. By forming strong bonds in our community, students gain a sense of pride and develop positive relationships that will help strengthen our community.

**Alignment with District mission, strategic plan**

The GIE provides the “diverse” educational experience noted in our district’s mission by not only teaching real life skills, but applying those real life skills outside of the classroom. GIE is directly correlated with SCS Transformation Plan Pillar 2, “College and Career Readiness” in that students have the opportunity to research, prepare for and experience their career choices. Students have the unique hands-on opportunity to explore their desired career to determine if it is a good fit before entering college or the workforce (which often involves making a significant financial contribution in college only to switch majors). Further, GIE is directly correlated with Pillar 11, “Parent & Community Involvement”- by integrating students into our business community and establishing mentoring relationships that are critical to students’ future success. There is also the opportunity for the community to become invested in SHS by providing feedback on skills youth must acquire to be deemed career ready.

**Program distinctiveness**

\* Allows students to network with business professionals and benefit from their knowledge and resources

\* Allows students to fully experience their career choice

\* Exposes students to soft skills needed to be successful in the workforce.

\* Often results in paid internship opportunities and permanent employment

\* Allows students to relate real-world experience to the elements in the classroom – project based learning

\* Allows students to set themselves apart from their peers on college applications and job resumes

\* Allows the community to provide feedback on critical elements we should incorporate in our curriculum to truly produce career ready students

**Recognitions of quality of the program**

\* Received national recognition as a District of Distinction by the District Administration Leadership Institute of Trumbull County Connecticut

\* Commitment by local foundations to support internships

\* Commitment of community leaders including government officials and business administrators to serve as host companies/organizations for sequential years

**Program learning outcomes**

The following has been established as the program’s learning outcomes:

The GIE is intended to provide learning opportunities for students to:

1) Apply their knowledge and skills acquired in the life skill seminars in a professional context

2) Identify and understand the practices and protocols of the particular company and industry in which they are working and learn new relevant skills

3) Successfully reflect on the quality of the contribution they have made to the organization

4) Refine and reassess their own career goals as a result of the experience

5) Develop strong networking/mentoring relationships

**Description of learning outcomes assessment program**

At the conclusion of the internship, both the student and employer complete an evaluation of the internship experience. While the student evaluation is focused on all five learning outcomes, the employer evaluation focuses on learning outcomes 1-3 with a strong emphasis on student’s demonstration of life skills taught in the introductory educational seminars.

**Summary of assessment findings for past five years**

The acquisition of evaluations will be conducted over the next two months; however, accurate data reporting may be hindered by our abrupt school closing in light of the COVID-19 pandemic.

The only empirical data available to share is the number of students participating in the internship program and those who were eventually placed in internships. The data follows:

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| **GIE SCHOOL YEAR** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **NUMBER OF STUDENTS WHO PARTICIPATED IN GIE** | **41** | **61** | **139** | **85** | **88** |
| **NUMBER OF STUDENTS PLACED IN INTERNSHIPS** | **37** | **57** | **36** | **64** | **82** |

**Major curricular changes since last review (or past five years)**

Curriculum changes have been minor; however, this year:

1) Dale Carnegie elements to the educational seminars were added.

2) A more flexible approach with businesses and students regarding the parameters of internships (in order to better meet the needs of businesses and students) were implemented.

3) Summer internships were added (one student will be interning with the Cleveland FBI and two students have applied for Google internships). A myriad of internships are available to seniors during the summer following graduation; we will continue to take advantage of these opportunities

4) A curriculum change is not necessary but a philosophy change: An open door policy for students to discuss career and college concerns in order to establish relationships, better serve students, and create a supportive environment.

**Description of how programs and curricula are “mission critical” to the core Sandusky City School districts educational experience**

The GIE helps all students, but particularly at-risk students, connect the dots between work and school, and envision college and career pathways that many never knew existed. If SCS are truly providing a diverse educational experience where all students will become respected, productive, and valued members of the community, we MUST graduate high school students with a clear plan for the future – whether that is college or career, while providing them with real life skills for success.

**Programs and areas of recognized excellence with supporting evidence**

While empirical data is relatively limited to the number of participants, let’s provide context for the excellence of the GIE by sharing the following student experience. Names have been abbreviated for confidentiality purposes.

B.W.’s Story: In B.W.’s own words, “as a young child, I experienced some of the worst that life could bring-from being taken from my mom, to being exposed to drug abuse, domestic abuse, and the abuse of alcohol.” Coming into the internship program, B.W. expressed an interest in medicine and politics. He had little family support and was in dire need of direction. His internship was established at the Erie County Health Department where the Health Director immediately became a strong mentor. Recognizing B.W.’s potential and work ethic, Firelands Regional Medical Center was contacted and recommended B.W. for a job with the hospital. With his work at the hospital, his internship at the health department and the knowledge he obtained in the educational seminars regarding colleges and financial aid, he now has a clear plan for the future - to become a Doctor and Health Commissioner. B.W. was just accepted to The Ohio State University. The university has agreed to allow B.W. to have his car on campus so he can maintain his employment with Firelands Regional Medical Center. The Health Director has committed to be a lifetime mentor for B.W. and a source of employment for the future.

On a side note, because of B.W.’s unique interest in both politics and health, U.S. Representative Marcy Kaptur agreed to allow him to intern alongside her in Washington D.C. Because of the “For Love, With Love” Foundation’s belief in the GIE and in B.W. (they met with him in person), they were willing to fund the travel expenses for B.W. to travel to Washington D.C. Unfortunately, due to COVID-19, the internship has been temporarily postponed; however, we are hopeful it will be rescheduled for later this summer. That will be B.W.’s first trip on an airplane.

J.S.’s Story: As noted previously, in order to stay in the internship program, students must be in good academic standing to participate. J.S., a student in the Advanced Auto Repair Program, had a paid internship with Kasper Auto Group. J.S. often noted he only came to school to attend his internship. According to his boss and mentor, J.S. was like his own son. He considered him part of his family. Unfortunately, J.S.’s English grades began to flounder and he was in jeopardy of failing English and losing his internship. J.S. committed like he has never committed to school before. One day, I received a message, “I did it!!! I passed English…I get to keep my internship!” I took a trip to Kasper Auto Group to meet with his mentor and assure him that J.S. was able to continue his internship, I was then informed that there was an incredible opportunity for J .S. to become a Toyota Master Diagnostic Technician by attending Stark State College and participate in their apprenticeship program. The best part...Kasper Auto Group would help pay for J.S.’s tuition! J.S. is still working at Kasper Auto Group and exploring the opportunity to attend Stark State College.

**Capacity for growth of programs**

With 82 students and one teacher assigned to teach coursework and establish/oversee all internships, the capacity of the program is somewhat limited. However, there is the opportunity for seminars to be taught as CTE courses so that students take classes with a curriculum designed around real life skills. This would provide the opportunity for funding of those students who are not already in CTE programs (approximately 50% of the participants in the GIE). The additional funding stream may allow for two teachers: A life skills teacher and an internship coordinator to better meet the expanding needs of the program.

**New program opportunities**

\* Paid internships: During the 2019-2020 school year were obtained with the following host companies: Cabinet Makers, JBT, Matthews Ford, Kasper Auto Group, Center for Practical Management, Thorworks and EHOVE. Many under-represented students must work throughout high school and don’t have the luxury to accept unpaid internships. We must continue to grow this group of work-based learning.

\* Apprenticeship programs: A federal order called for private companies to create apprenticeship programs for students to address both workforce needs and a “skills gap”. The Toyota Master Diagnostic Technician mentioned above is a perfect example of this apprenticeship program. The Toyota T-Ten Program at Stark College is a 20-month apprenticeship program that relies on a partnership between dealerships, Toyota and Stark State College. The purpose of the program is to develop candidates into expert level Toyota technicians in a short period of time, developing the next generation of Toyota Master Diagnostic Technicians. Similarly, LCCC has unveiled a new apprenticeship partnership with the International Brotherhood of Boilermakers. There is the opportunity for our student welding interns to take part in this partnership while attending high school. We must not only take advantage of these apprenticeship opportunities but also seek out additional opportunities.

\* Committed and expanded number of internship host sites: Many local companies are becoming repeat host companies for our interns and have expressed interest in longer internships. We are also seeing expansion of our internship sites across Ohio and the United States with interns going to FBI internships in Cleveland, interning with the Cleveland Cavaliers, interning with Hyland Software Development in Avon Lake and even interning in Washington D.C.

**Proposals to enhance programs**

The life skills seminars should be “classes”, as opposed to all-day seminars. Further, these classes should be taught during junior year of school as opposed to senior year (doing career and college exploration during senior year is too late). Classes would not only provide more in-depth college and career exploration but also provide students with more opportunity to acquire the soft skills they need to succeed and feel confident on the job.

Internships should take place senior year. It would be very advantageous if students participated in their internships for at-least a half a day throughout their senior year; however, this would take buy-in and commitment from businesses (often, businesses do not want to have interns long-term). There is also a need for a strong advisory group to assist in getting students longer internships.A full academic year at a host company would enable a student to get the skills, training, and form the mentoring relationships they need to get the most from their internship. However, we must be prepared that not all businesses will be willing to commit this long and must work with the guidance counseling department on scheduling alternatives.

A strong advisory board should be step #1. We may have our formula backwards. Now, interested students sign up for the GIE and then we scramble to find internship sites that will take our students. Instead, a strong advisory group needs to be built with a variety of community business professionals (from the various STEAM categories), school administration and board members. The advisory group should hear a presentation regarding not only the procedures of the internship but the importance of internships to our community. We must create buy-in from businesses regarding the importance of GIE. (This could be done simultaneously with discussion regarding the Ohio Means Jobs Readiness Seal). At this time, we can express the need for year-long internships.

Quality over quantity: In an effort to provide a good experience for our business partners and to not overburden businesses with sheer numbers, we should consider taking a more selective group of students based on criteria such as work ethic/attendance, and behavior/accountability (not necessarily GPA).

Expansion of host companies: It is in the best interest of our students to grow our network of host companies *outside* of our local area. Representatives of these businesses should be invited to participate on the advisory group. We must look toward Cleveland, Toledo, Columbus and beyond for larger opportunities. Of course, these internships might not look the same as our local internships. These may be long-term or short-term and highly customized depending on the attributes of the student and the needs of the business.

**Program Strengths**

* Desire to participate in the GIE has increased 115% over the course of 5 years
* Incredible community support with over 60 community business participating in the program
* Expansion of internship sites outside of surrounding areas (Cleveland, Columbus, Washington D.C.)
* Support from foundations to cover the traveling expenses of internships
* Preliminary evaluations (results are still forthcoming) show that in 2019-2020 learning outcomes are being exceedingly met

**Program Challenges**

* Currently life skills are taught as seminars instead of classes. A year-long class would allow for greater development of life skills.
* Currently life skill seminars are taught senior year. Much of the information explored (particularly college and career search, financial aid) is irrelevant by senior year.
* Internships take place during the second half of senior year. Research shows that a full academic year at a host company would enable a student to get the skills, training and form the mentoring relationships they need from their internship.
* A strong advisory board does not exist. There is a need for an advisory group with a variety of community business professionals (from the various STEAM categories), school administration and board members.
* We are continuing to grow our numbers with one individual teaching the program and creating/monitoring the internships. For 2019-2020, there were 82 students placed in internships. Capacity will soon be reached.

**Program Opportunities**

* Paid internships: During the 2019-2020 school year, paid internships were obtained with the following host companies: Cabinet Makers, JBT, Matthews Ford, Kasper Auto Group, Center for Practical Management, Thorworks and EHOVE. Many under-represented students must work throughout high school and do not have the luxury to accept unpaid internships. We must continue to grow this group of work-based learning.
* Apprenticeship programs: There is a federal call for private companies to create apprenticeship programs for students to address both workforce needs and a “skills gap”. The Toyota Master Diagnostic Technician mentioned above is a perfect example of this apprenticeship program. The Toyota T-Ten Program at Stark College is a 20-month apprenticeship program that relies on a partnership between dealerships, Toyota and Stark State College. The purpose of the program is to develop candidates into expert level Toyota technicians in a short period of time, developing the next generation of Toyota Master Diagnostic Technicians. Similarly, LCCC has unveiled a new apprenticeship partnership with the International Brotherhood of Boilermakers. There is the opportunity for our student welding interns to take part in this partnership while attending high school. We must not only take advantage of these apprenticeship opportunities but also seek out additional opportunities.
* Committed and expanded number of internship host sites: Many local companies are becoming repeat host companies for our interns and have expressed interest in longer internships. We are also seeing expansion of our internship sites across Ohio and the United States with interns going to FBI internships in Cleveland, interning with the Cleveland Cavaliers, interning with Hyland Software Development in Avon Lake and even interning in Washington D.C.

**Rubric Score Justification**

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| --- | --- | --- |
| **Measure** | **Score**  **3-D, 2-E, 1-RFI** | **Justification** |
| **Alignment with district mission, vision and strategic plan** | 3 | The GIE provides the “diverse” educational experience noted in our district’s mission by not only teaching real life skills, but also applying those real life skills outside of the classroom. GIE is directly correlated with our Transformation Plan’s Pillar 2, “College and Career Readiness”- in that students have the opportunity to research, prepare for and experience their career choices. Students have the unique hands-on opportunity to explore their desired career to determine if it is a good fit before entering college or the workforce (which often involves making a significant financial contribution in college only to switch majors). Further, GIE is directly correlated with Pillar 11, “Parent & Community Involvement”- by integrating students into our business community and establishing mentoring relationships that are critical to students’ future success. There is also the opportunity for the community to become invested in our school by providing feedback on skills youth must acquire to be deemed career ready. |
| **Program quality, distinctiveness, and recognition** | 3 | Received national recognition as a District of Distinction by the District Administration Leadership Institute of Trumbull County Connecticut; Commitment by local foundations to support internships; Commitment of community leaders including government officials and business administrators to serve as host companies/organizations for sequential years. |
| **Learning outcomes and assessment** | 3 | Based upon end-of-year evaluations:   1. 92% of students applied their knowledge and skills acquired in the life skill seminars to a professional context   2) 87% of students Identified and understood the practices and protocols of the particular company and industry in which they were working and learned new relevant skills  3) 96% of students successfully contributed to the organization  4) 92% of students refined and reassessed their own career goals as a result of the experience  5) 92% of students developed strong networking/mentoring relationships |
| **Program development and growth plan-relevant curriculum and assessment updates** | 2 | The curriculum, through the school year typically focuses on academic information, with very few opportunities for students to focus on developing cognitive life skills. A primary purpose of high school is to prepare students for college or other further studies, but successful young adults must also perform in real-world situations. The added opportunity to enrich life skills in a seminar, with nationally recognized curriculums centered around the development of cognitive life skills would be extremely beneficial. Up to this point, the program has relied on what has been taught in the past, but there are more relevant, engaging curriculums that can be developed for the future. |
| **Innovative and transformative attributes** | 3 | Based upon the program opportunities mentioned above, the GIE is innovative and transformative. The program also garnered SCS the title of “District of Distinction” from the District Administration Leadership Institute. |
| **Capacity for growth and enhancement-**  **Evidence of recruitment and retention for program** | 3 | Program has ample reasons to have resources to grow or enhance and solid evidence of recruitment and retention to the program because the GIE’s growth rate in five years has been 115%. Further, The companies committed as internship sites have not only expanded to approximately 60 locally but also a growing number outside of the Sandusky area. Finally, the opportunity for apprenticeships with LCCC and Toyota as well as paid internships with community businesses has manifested. |
| **Quality Teaching** | 2 | The GIE provides examples of quality teaching and curricular innovation (as evidenced by our “District of Distinction” status and student success); and the exceeding of learning outcomes. An area of improvement would be the time and curriculum to explicitly teach soft skills to enhance the student/employer experience. |
| **Academic Assessment** | 1 | At the present time, there are no grades associated with the Global Internship Experience. However, it would be most beneficial for the life skill seminars to be configured into CTE courses. This would also allow for an additional funding stream. Similarly, the internship portion can be aligned with college credit with an affiliation agreement with BGSU. |
| **Leadership knowledge of programs** | 2 | The GIE was initiated by the extraordinary vision of our Superintendent, Dr. Sanders. Therefore, leadership not only knows but also wholeheartedly believes in the strengths of the program. However, leadership may not know the weaknesses that need to be addressed for the program to be at its most exquisite form. |
| **Program Sustainability** | 3 | There is clear evidence based upon the number of interested students and businesses that the GIE is sustainable; however, more importantly, the GIE helps all students but particularly at-risk students connect the dots between work and school, and envision college and career pathways that many never knew existed. If we are truly providing a diverse educational experience where all students will become respected, productive, and valued members of our community, we MUST graduate high school students with a clear plan for the future – whether that is college or career, while providing them with real life skills for success. |

**Goals for Global Internship Experience - 2030 Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| 1-Year to 3-Year Goals - Global Internship Experience | | | | | | |
| Program Name: **GLOBAL INTERNSHIP EXPERIENCE**  Context (Indicators or Research Based Evidence that led to the selection of the goal): The goals identified below are the result of research conducted identifying the characteristics of highly effective high school internship programs which include: students must have proper training; meaningful experiences make the difference; long-term programs with flexible scheduling are most effective; students need support from mentors; programs must include college and career coaching in the mix; and, compensation is a must. Because SHS understands a new generation of students requires different skills from the generations that came before, we will include the need of a global perspective as well. This research was leveraged to identify goals to ensure the Global Internship Experience’s designation as highly effective.  **Soft skills to be taught as a career technical course as a prerequisite for GIE junior year** - Before they step into a work environment, it is critical for students to have had the opportunity to hone the technical and professional skills they need to succeed and feel confident on the job — and this is especially important for disadvantaged students (Hilstead, 2017). In the new service- and knowledge-based economy, soft skills are cited as a greater need by today's employers. Increasingly sought across all industry sectors, these skills allow employees to work independently and interdependently, respond rapidly to customer needs, and adjust to changing market conditions (Beardmore, 2019). These skills include qualities like perseverance, conscientiousness, and self-control, as well as social skills and leadership ability. They are not only important for the work environment but also are integral to educational performance such as standardized tests (Bauer, Breitwieser, Muford, Nunn & Schanzenbach, 2016). To be truly aligned with our district mission of providing a “diverse” educational experience, it is imperative to incorporate soft skills into our curriculum.  **Creation of a strong GIE Advisory Board** -To create highly effective internships, networking and collaboration opportunities are vital. Highly effective programs like Construction Tech Academy, on the Kearny High School campus in San Diego, Calif., have an advisory board of industry professionals that facilitate visits to construction sites, connect teachers with potential mentors and internship opportunities, fundraise for supplemental funds, and give valuable insight into grade-level projects (Darling-Hammond, L. & Rogers-Chapman, M., 2013). A GIE Advisory Board composed of business persons from the various STEAM categories would provide an opportunity for schools and businesses to work together to promote *meaningful* experiences. Life-changing internships are more than filing or data entry; they empower students to do meaningful work that allows them to problem solve, be on a team and see their contributions to a tangible product or outcome (Hilestead, 2017). Members of this advisory board can also serve as mentors to students, sharing their own college experiences and/or career path.  **Increase paid internships 200% (24 students)-**Collaboration with ApprenticeOhio Program-Many under-represented students must work throughout high school and do not have the luxury to accept unpaid internships. Compensating interns frees them up to fully engage in a valuable workplace learning experience while being able to meet their basic needs (Hilestead, 2017). Members of the GIE Advisory Board above will be encouraged to pay interns. For skilled trade internships, members will also be encouraged to form ApprenticeOhio programs with SHS-in which students earn a 12 point credential and employers may become eligible for WIOA funding (“Apprenticeship in Ohio”, 2012).  **Increase number of senior year-long internships 500% (20 students)**-Students spend a full academic year at their host company, enabling them to access additional skills training, form relationships with mentors and colleagues and begin to sharpen an expertise in an area that interests them (Hilestead, 2017). Where schedules permit and advisory members are willing to expand internships for students, internship length will be expanded. | | | | | | |
| **Goal or Objective**  **1-Year to 3-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Soft skills to be taught as a Career Tech course and prerequisite for GIE junior year** | Hilestead, K. (2017). *Teacher Voice: Six Ways to Build a High School Internship Program that Changes Low-Income Students’ Lives.* In: *Heflinger Report.* New York: Columbia University.  Beardmore, W. (2019). *Soft Skills Old and New.* Ed. D. Dissertation, University of Kentucky, Lexington, KY.  Bauer, L., Breitweiser, A., Mumford, M., Nunn, R. & Schanzenbach, D. (2016, October). *Seven Facts on Non-Cognitive Skills from Education to the Labor Market.* Washington, S.C.: The Hamilton Project.  Polirstok, Susan. “Strategies to Improve Academic Achievement in Secondary School Students: Perspectives on Grit and Mindset.” SAGE Open, vol. 7, no. 4, 2017, p. 215824401774511., doi:10.1177/2158244017745111. | Identify teacher for soft skills course  Create curriculum consistent with learning outcomes of GIE and CTE standards  Embed course in master schedule  Recruit students  Ensure students participating in GIE are registered for soft skills course | Principal  Soft skills  teacher  Internship Coordinator | CTE standards to align soft skill curriculum  GIE learning outcomes to  align soft skills curriculum | Teacher identified  Curriculum created  Course in master schedule  Students participating in GIE signed up for soft skills course | Student grades  Business evaluations of intern reflect mastery of learning outcomes |
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|
| **Creation of a strong GIE advisory board** | Darling-Hammond, L. & Rogers- Chapman, M. (2013, August). *Preparing 21st Century Citizens for the Role of Work-Based Learning in Linked Learning.* Stanford, Connecticut: Stanford Center for Opportunity Policy in Education- Knowledge Brief.  Hilestead, K. (2017). *Teacher Voice: Six Ways to Build a High School Internship Program that Changes Low-Income Students’ Lives.* In: *Heflinger Report.* New York: Columbia University. | Identify key community partners representing different segments of STEAM  Identify the purpose of the advisory board  Recruitment of community/business partners | Administration  Soft skills teacher  Internship Coordinator | Knowledge of potential partnerships to serve both the interests of SHS students and community/ business needs | Purpose/Mission statement of GIE Advisory Board defined  A number of key community/business partners (representing different areas of STEAM) committed to advisory board | Greater  buy-in and understanding of GIE’s learning outcomes from community/business partners (including need for strong mentors)  Community/  business partners view the GIE as a benefit to their organization  Community  /business  partners create meaningful internship experiences.  Soft skills teacher gains greater insight into community/ business  partners’ needs. |
| **Increase paid internships 200% (24 students**) | Hilestead, K. (2017). *Teacher Voice: Six Ways to Build a High School Internship Program that Changes Low-Income Students’ Lives.* In: *Heflinger Report.* New York: Columbia University.  “Apprenticeship in Ohio.” *Apprenticeship in Ohio*, Sept. 2012, apprentice.ohio.gov/index.stm. | Present to the  GIE advisory board  the compelling need  for paid internships  Work with Ohio  Means Jobs to register business as  apprenticeship  programs  Recruit students  to participate in apprenticeship  programs | Internship Coordinator  Community/ business  partners  Representative  of Ohio Means Jobs  Soft Skills  teacher | Standards for becoming  an Ohio  Apprenticeship program as  defined by Ohio Means Jobs | Establishment of Paid Internships  Establishment of Apprenticeship  programs | 24 students in paid internships (200% increase from 2019-2020) |
| **Increase number of senior year-long internships 500% (20 students)** | Hilestead, K. (2017). *Teacher Voice: Six Ways to Build a High School Internship Program that Changes Low-Income Students’ Lives.* In: *Heflinger Report.* New York: Columbia University. | Express benefits to the advisory board of  longer internships  Work with guidance counselors to ensure scheduling is possible  and all courses for graduation are accounted for | Internship Coordinator  Community/ business  partners  Guidance counselors | Flexible  Scheduling | Buy-In from community/ business partners to lengthen internships | 20 students in year-long internships (500% increase from 2019-2020) |

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| 3-Year to 5-Year Goals - Global Internship Experience | | | | | | | |
| Program Name: **GLOBAL INTERNSHIP EXPERIENCE**  Context(Indicators or Research Based Evidence that led to the selection of the goal): The goals identified below are the result of research conducted identifying the characteristics of highly effective high school internship programs which include: students must have proper training; meaningful experiences make the difference; long-term programs with flexible scheduling are most effective; students need support from mentors; programs must include college and career coaching in the mix; and, compensation is a must. Because SHS understands a new generation of students requires different skills from the generations that came before, we will include the need of global perspective as well. This research was leveraged to identify goals to ensure the Global Internship Experience’s designation as highly effective.    **Align College Credit for all students in internships-**BGSU has a number of courses (UNIV 1290 Career Planning, UNIV 1300 Job Search, Career and Life Planning and Internship) in which an articulation agreement can be made for students to obtain college credit while pursuing their internship(see BGSU course catalogue website below).  **At least one student per academic year placed internationally in an internship experience, GIE learning outcomes re-defined to reflect students’ knowledge of the global implications of internships-Success in career,** and life will depend on global competence, because career and life will play out on the global stage*.* Already, government, business and cultural institutions are called to solve the world’s problems cooperatively. Engaging in these challenges requires high-order knowledge and thinking skills, as well as shared language and cultural understanding. In a globally focused curriculum, students prepare to approach problems from multiple perspectives and to thrive in a global future (Ark, 2017). | | | | | | | |
| **Goal or Objective**  **3-Year to 5-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | | **Evidence used to Determine Effectiveness** |
| **Align College Credit for all students participating in internships** | <https://services.bgsu.edu/ClassSearch/search.htm?searchType=keyword&keyword=CAREER%20AND%20LIFE%20PLANNING> | Discuss with BGSU’s College  Credit Plus department the possibility of articulation agreements so that students’ internships will result in college credit. | Administration  Internship Coordinator  College Credit Plus personnel | BGSU course standards to align with internship placements | Approval of internship articulation agreement | All students participating in an internship receive college credit | |
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| **At least one student per academic year placed internationally in an internship experience and GIE learning outcomes re-defined to reflect students’ knowledge of the global implications of their internship** | Ark, Tom Vander, et al. “Educating for Global Competence: 6 Reasons, 7 Competencies, 8 Strategies, 9 Innovations.” *Getting Smart*, 5 Sept. 2017, www.gettingsmart.com/2017/09/educating-for-global-competence-6-reasons-7-competencies-8-strategies-9-innovations/. | Research opportunities for international travel and  internship alignment  Convey need for global perspective to advisory board  Add global implications of internship site to GIE learning outcomes and business owner evaluations of intern | Internship Coordinator  Community/  business partners  Soft skills teacher | Funding for international travel  Retention of community/  business partners  with global presence/ implications | Adequate  funding for  overseas travel secured  Need for global perspective conveyed to advisory board  Learning  outcomes and business  evaluations of interns rewritten  to reflect student knowledge  of global implications | At least one student  per academic year placed internationally  in an internship experience  All student evaluations reflect student knowledge of global implications of  internship | |

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| 5-Year to 10-Year Goals - Global Internship Experience | | | | | | |
| Program Name: **GLOBAL INTERNSHIP EXPERIENCE**  Context(Indicators or Research Based Evidence that led to the selection of the goal): The goals identified below are the result of research conducted identifying the characteristics of highly effective high school internship programs which include: students must have proper training; meaningful experiences make the difference; long-term programs with flexible scheduling are most effective; students need support from mentors; programs must include college and career coaching in the mix; and, compensation is a must. Because SHS understands a new generation of students requires different skills from the generations that came before, we will include the need of global perspective as well. This research was leveraged to identify goals to ensure the Global Internship Experience’s designation is highly effective.  **Place 5 students in nationwide internships with large corporations-**Minnesota’s Brooklyn Center Community school district, has partnered with Genesys Works, a nonprofit organization that trains and places disadvantaged high school students in internships. The internships kick off with a summer training program, where students learn technical skills and business operations alongside professional skills like communication, cooperation and punctuality. After their training, students advance to a paid, year-long internship at companies such as 3M, Medtronic, Target and UnitedHealth Group, where they gain access to valuable work experience, mentors and college and career coaching (Hilstead, 2017). | | | | | | |
| **Goal or Objective**  **5-10 Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Place 5 students in paid, nationwide, year-long internships with large corporations** | Hilestead, K. (2017). *Teacher Voice: Six Ways to Build a High School Internship Program that Changes Low-Income Students’ Lives.* In: *Heflinger Report.* New York: Columbia University. | Research Genesys Works to learn more about the internship opportunities they provide  Conduct student/parent surveys to gauge interest in these programs  Garner Board support  Seek funding to support placements | Administration  Internship Coordinator | Policies, procedures and agreements associated with Genesys Works  Funding to utilize Genesys Works’ services | Initial discussions with Genesys Works   * Parent and student interest confirmed   Funding secured  Board approval obtained | * Five students participating in paid, nationwide, year-long internships with large corporations |
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**Sandusky City School: Sandusky Digital Academy**

**Sherry Smith**

Alternative Education Coordinator

**Program description**

The Sandusky Digital Academy (SDA) is a non-traditional school program designed to serve students in an alternative educational environment. SDA is a distance learning online school; the ability of its students to learn independently, using an online educational program, is an essential element of SDA. SDA serves students from grades 3-6 and 7-12.

SDA was created for students who require non-traditional education opportunities. It focuses on each student’s individual needs and provides a campus-like atmosphere where students can develop the skills necessary to pursue college, the military, or a career.

Online learning is increasingly common. Today, millions of students at all levels access digital learning both inside and outside the walls of their schools. While many may think online schools are geared solely toward high school students and beyond, elementary school students can also benefit from supplemental or full-time online school programs.

At SDA students receive personalized learning schedules, monitored by a highly qualified teacher. Teachers are committed to providing immediate feedback on their progress through course management systems, emails, and/or phone calls. SDA offers self-paced learning, allowing students to progress quickly through subjects they have mastered and spend more time with difficult subjects or topics that engage their interest.

Any student in the district can qualify for SDA by requesting a change of placement from their school to the academy. The parent and student must request a meeting with the school counselor and principal to discuss possible placement. Students may also be placed by the Chief of Staff in lieu of suspension or expulsion.

**Analysis of data from data sheet**

SDA was created seven years ago for two reasons; to stop the exodus of students from the high school to a local community school (the first year the district lost 300 students), and to improve the graduation rate. The original design was created to appeal to non-traditional and at-risk students, with a campus-like setting, where students were free to come and go according to their work schedules and/or personal obligations. According to the last five years of data, SDA has seen a rise in students who are recruited back to SCS, new enrollments, and vast improvements in the graduation rate.

The enrollment at SDA has increased 42% in the last five years. Currently, the enrollment of students at SDA accounts for 26% of the district’s enrollment with 13 students from grades 3-6, 33 middle school students, 102 from grades 9-11, 68 seniors, and 5 students who are considered 5th year or above. This is attributed, in part, to the recruitment and retention procedures, which have been put into place within the last two years. These procedures include and are not limited to, allowing students to transfer to SDA from any SCS building, and continued mailings and phone calls to parents and students who may have left SCS. The 2030 Vision indicates the rising trend in enrollment, along with requirement and retention procedures that show that SDA will continue to show a 20% yearly increase in enrollment.

Therefore, as the enrollment rate increases, the teacher-to-student ratio has continued to raise alarms. Currently, the data shows there is one teacher per 44 students. With enrollment projected to increase, the 2030 Vision would mandate an increase in highly qualified teachers to reduce the teacher to student ratio to align with the district’s mission.

With respect to the graduation rate, since 2015 the graduation rate has steadily increased and averages 20%-25% of the graduating cohort per year, with SDA graduating an average of 90% of its students. This year is no exception, with SDA on track to graduate 98% of its students. In the last five years, SDA has graduated 244 students (including this cohort).

In keeping with the 2030 Vision, and to maintain the graduation rate’s percentage, SDA has analyzed the current and forecasted graduation requirements and has proposed the creation and implementation of no less than four credential programs to meet the graduation requirements as outlined through the Ohio Department of Education.

**Alignment with district mission, strategic plan**

SCS Mission: To provide a diverse educational experience where all students will become respected, productive, and valued members of our community.

Student achievement is the goal of the SDA and can be measured in a variety of ways. Our mission is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society. Student achievement is a necessary principle in order to accomplish our mission. Provided is a summary of the ways SDA aligns with the district’s mission and strategic plan.

Academic Pillar:

* Achievement and progress - Improve student performance (online platform chosen for rigor and fidelity)
* Prepare for success - Students for college or career
* Gap Closing - close the achievement gap among subgroups of students (access to highly qualified teachers, test prep and enrichment activities, one-to one assistance)
* School attendance – opportunities to provide educational choices (independent or blended learning) to enhance attendance

College and Career Readiness Pillar:

* STNA Program has graduated 12 students who have earned this credential
* SDA students can participate in CCP courses
* SDA students can participate in the Global Internship Program

**Program distinctiveness**

* Centrally located facility
* Multi-county enrollment
* Multiple daily Success Labs
* Highly qualified teachers
* Students can participate in extracurricular activities
* Students work at their own pace
* Several credential programs are available
* Wi-Fi hotspots and laptops are available to all students
* Parents and guardians have 24/7 access
* Students receive individualized instruction
* Working students may earn work credit
* Students receive job placement

**Program learning outcomes**

The online digital curriculum from Odysseyware provides the key elements SDA needs to support a competency-based learning program. Teachers are able to meet the needs of all students with personalized learning paths that allow them to guide instruction, while students are able to steer elements of their learning, including pace and place. Students’ progress forward once they have demonstrated success, allowing them to spend more time on concepts and skills they find more challenging. When students can set goals for themselves and review their progress, engagement and achievement levels rise!

SDA was designed to assist students in reaching their goal of graduation. Many students who enroll in SDA are severely credit deficient. To combat this barrier to graduation, it is imperative that students have unlimited access to the program. Students know that they can access the program 24/7, 365 days a year. Therefore, students drive their learning, thus earning credit and graduating. To date, students have earned 701.75 credits at 83.04 %. Seniors have completed 318.25 credits.

**Description of learning outcomes assessment program**

As a foundational scaffold, the Odysseyware curriculum is designed with a consistent design principle of integrating both text and media elements into lessons throughout the courses to help students achieve success. A variety of instructional strategies are embedded throughout the lesson content, guided and independent practices, quizzes and assessments. This program was chosen for its rigor and fidelity.

Students are required to complete teacher-led daily test prep activities and complete all mandated testing. Ultimately, 98% of students have sat for testing and 95% have raised test scores, shown by the testing data.

80% of students are on-track per grade bands, and 48 students have met the graduation requirements.

**Summary of assessment findings for the past five years (OST, WK, AP, CCP, Credentials, etc.)**

The STNA program was added in 2018 to assist students in meeting the requirements needed to graduate. To date, the program has assisted nine students in earning this credential. An area that needs further review and discussion would be the success of students in passing the Ohio State Assessments. Currently there are no real strategies in place to assist students in passing the state assessments besides test-taking strategies. Students work on the standards assigned to them via computer based programs and teachers facilitate the computer learning process, which could result in students not having access to on-level standards based instruction.

**Major curricular changes since last review (or past five years) Maximum 4 items**

* **I**mplemented the STNA Credential program in partnership with Career Tech.
* Implemented an online program which was chosen for its alignment with Ohio Standards, its rigor and fidelity.
* Implemented a test-prep activity mandate
* Implemented a community service program
* Added socio-emotional learning with mental health component

**Description of how programs and curricula are “mission critical” to the core Sandusky City School districts educational experience**

The Goals Achieved by SDA:

* Assisted in raising the graduation rate
* Assisted in gap closing
* Improved test scores
* Improved attendance
* College and Career Readiness
* Requirement and retention
* Non-traditional program to meet the needs of at-risk students

**Programs and areas of recognized excellence with supporting evidence**

Awarded the Momentum Award, in conjunction with SHS for years 2018 and 2019.

**Capacity for growth of programs**

An aim for the 2030 Vision is to add, at minimum, four in-house credential programs. Self-discovery is a journey that is different for everyone but an important one. Discovering ones’ unique skills, talents and interests is the path that intrinsically motivates students to find their success in school, college, career and life. When students make a connection with school to work, they are more engaged, empowered and feel like a valued part of the community. At SDA, tools such as an in-house job placement program, and working in conjunction with the Global Internship Experience to place SDA students in 21st-century internships add to the value of the program. In addition, SDA students will have access to a career technical program, which is housed at the high school, and military recruiters who are scheduled throughout the year to meet with students.

The growth of grades K-8 shows capacity for growth. The program is moving to a larger and more inviting environment which lends itself to creating an elementary and middle school program. All programs will be designed to meet the needs of students using trauma-informed care classrooms and school models with mental health supports.

**Proposals to enhance programs** (Rebranding)

Making SDA New Again:

* Moving in the fall of 2020 to a larger and brighter environment (plants, murals, paint, cleanliness)
* Adding several classrooms
* Adding spaces for privacy (counselor and mental health private office space)
* Adding administrative office
* Additional security in the forms of security cameras
* Adding a functional cafeteria with staff
* Implementation of mentoring program
* Partnership with SHS and career technology to enhance utilization of program’s availability to SDA students
* Adding one credential program every two years as part of the 2030 vision – total four credential programs
* Partnering with Sandusky transit and cab companies to provide student transportation
* Seeking out and implementing high-quality professional development focusing on trauma informed care and academic achievement

Plan to Rebrand:

* Appeal to a new demographics (surrounding counties)
* Create a positive image by incorporating community service opportunities, projects and internships
* Distinguish the program from competitors (Townsend and K-12)
* Brand with logo
* Reevaluate Mission/Vision statement
* Promote enhanced image and reputation
* Online learning product
* Update website, social media, letterhead, brochures and business cards

Bring stakeholders on board. It is important to have the support of all parties with the rebranding effort before moving forward.

* Create an advisory committee with parent, court, and social services input
* Schedule and facilitate meetings with instructional insiders (staff, students, parents, maintenance, marketing committee and recruitment and retention committee)
* Schedule and facilitate meetings with instructional outsider (social services, courts, and other agencies

Promotion and implementation will be in accordance with an established plan. The plan will include a well-publicized event or series of events that promoted the name, image and program to the community.

**Program Strengths**

SDA was created seven years ago for two reasons: 1) To stop the exodus of students from the high school to a local community school (the first year the district lost 300 students) and 2) to improve the graduation rate. The original design was created to appeal to non-traditional and at-risk students, with a campus-like setting, where students were free to come and go according to their work schedules and/or personal obligations. According to the last five years of data, SDA has seen a rise in students who are recruited back to SCS, new enrollments, and vast improvements in the graduation rate.

The SDA program is staffed by four highly qualified teachers with combined 60 years of experience, and a part-time school counselor with 30 years of service to the district. The current administrator has 12 years’ experience in non-traditional education settings and is dedicated to serving at-risk students. The program also has two part-time mental health professionals, and students have access to a licensed social worker to assist in removing the barriers to graduation.

The program is moving into a different facility. This facility will allow the program to remain centrally located-connecting the community to the program. This will increase the number of classrooms, which will allow the program to increase the number of credential programs, thus increasing enrollment.

Enrollment has also continued to increase due to the program’s ability to provide appropriate online learning opportunities for students, including utilizing a Professional Learning Community approach to collaboration and communication in a safe, secure and positive learning environment. Course options include technical training in cooperation with the high school, and has a STNA program, which has successfully graduated 12 students.

With respect to the graduation rate, since 2015 the graduation rate has steadily increased and averages 20%-25% of the graduating cohort per year, with SDA graduating an average of 90% of its students. This year is no exception, with SDA on track to graduate 98% of its students. In the last five years, SDA has graduated 244 students (including this cohort).

**Program Challenges**

SDA is an innovative program of SCS, and therefore it is under the negotiated contract. This means that teachers can bid into teaching positions within the program. This may not be best practice as often teachers who bid are not quite prepared to manage challenging students, and have not had training in trauma-informed care practices. Teachers often do not understand the difference between teaching and facilitating, which is what we strive to do as SDA. The program uses two-full time substitutes for math and science, and two part-time counselors. The current staff to student ratio is 1/44, which may lead to teacher burnout.

The lack of communication between the high school and the program is evident. Students who attend SDA are not permitted to take band, choir or technical classes at the high school. In addition, SDA students are not allowed to participate in pep rallies and assemblies, therefore altering their high school experience beyond their need for a non-traditional academic experience.

**Program Opportunities**

* To seek out and implement professional development in the areas of socio-emotional health and online learning
* To rebrand the program's image
* To create an inviting environment to enhance learning
* To create a cooperative environment with the high school
* To cooperate with Sandusky Education Association to create relevant job descriptions and expectations for staff
* To increase enrollment from neighboring counties
* Address transportation issues of students
* Create a one-to-one initiative-where every student has a device for at home use

**Rubric Score Justification**

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| **Measure** | **Score**  **3-D, 2-E, 1-RFI** | **Justification** |
| **Alignment with district mission, vision and strategic plan** | 2 | SDA is aligned with the current district mission, vision and strategic plan through its academic achievement and progress through an online platform which was chosen for its’ rigor and fidelity. Students are prepared for success by ensuring students are college or career ready.  **College and Career Readiness:**  STNA Program has graduated 12 students who have earned this credential  SDA students can participate in CCP courses  SDA students can participate in the Global Internship Program  The above-mentioned CCR initiatives can be improved upon by increasing the number of students who participate in each of the programs listed above. |
| **Program quality, distinctiveness, and recognition** | 3 | Centrally located facility  Multi-county enrollment  Multiple daily Success Labs  Highly qualified teachers  Students can participate in extracurricular activities  Students work at their own pace  Several credential programs are available  Wifi hotspots and laptops are available to all students  Parents and guardians have 24/7 access  Students receive individualized instruction  Working students may earn work credit  Students receive job placement  Momentum award for 2018 and 2019 (shared with the high school) |
| **Learning outcomes and assessment** | 3 | The online digital curriculum from Odysseyware provides the key elements SDA needs to support a competency-based learning program. Teachers are able to meet the needs of all students with personalized learning paths that allow them to guide instruction, while students are able to steer elements of their learning, including pace and place. Students’ progress forward once they have demonstrated success, allowing them to spend more time on concepts and skills they find more challenging. When students can set goals for themselves and review their progress, engagement and achievement levels rise!  As a foundational scaffold, the Odysseyware curriculum is designed with a consistent design principle of integrating both text and media elements into lessons throughout the courses to help students achieve success. A variety of instructional strategies is embedded throughout the lesson content, guided and independent practices, quizzes and assessments. This program was chosen for its rigor and fidelity. |
| **Program development and growth plan-relevant curriculum and assessment updates** | 2 | An aim for the 2030 Vision is to add, at minimum four in-house credential programs. Self-discovery is a journey that is different for everyone but an important one. Discovering ones’ unique skills, talents, and interests is the path that intrinsically motivates students to find their success in school, college, career, and life. When students make a connection with school to work, they are more engaged, empowered, and feel like a valued part of the community. At SDA, tools such as an in-house job placement program, and working in conjunction with the Global Internship Program to place SDA students in 21st-century internships. SDA students will also have access to a career technical program, which is housed at the high school, and military recruiters who are scheduled throughout the year to meet with students.  The growth of grades K-8 shows capacity for growth. The program is moving to a larger and more inviting environment, which lends itself to creating an elementary and middle school program. All programs will be designed to meet the needs of students using trauma-informed care classroom and school models with mental health supports.  The STNA program was added in 2018 to assist students in meeting the requirements needed to graduate. To date, the program has assisted nine students in earning this credential. |
| **Innovative and transformative attributes** | 2 | SDA is a non-traditional school program designed to serve students in an alternative educational environment. SDA is a distance learning online school; the ability of its students to learn independently, using an online educational program, is an essential element of SDA. SDA serves students from 3-6 and 7-12.  Online learning is increasingly common. Today, millions of students at all levels access digital learning both inside and outside the walls of their schools. While many may think online schooling is geared solely toward high school students and beyond, elementary school students can also benefit from supplemental or full-time online school programs. |
| **Capacity for growth and enhancement-**  **Evidence of recruitment and retention for program** | 3 | The enrollment at SDA has increased 42% in the last five years. Currently, the enrollment of students at SDA accounts for 26% of the district’s enrollment with 13 students from grades 3-6, 33 middle school students, 102 from grades 9-11, 68 seniors, and 5 students who are considered 5th year or above. This is attributed, in part, to the recruitment and retention procedures that have been put into place within the last two years. These procedures include and are not limited to allowing students to transfer to SDA from any SCS building, and continued mailings and phone calls to parents and students who may have left SCS. |
| **Quality Teaching** | 2 | Teachers are highly qualified in the areas they teach. Additional training is needed in the areas of socio-emotional health and trauma-informed care. |
| **Academic Assessment** | 2 | Students are assessed through the online platform and state tests. Students receive tutoring to improve scores. |
| **Leadership knowledge of programs** | 3 | As the leader of this program, I continue to seek out ways to improve my leadership. I am currently enrolled in a doctorate program, and I am concentrating my field of study on invitational leadership. |
| **Program Sustainability** | 3 | The data shows that SDA enrollment numbers continue to increase, which is clear evidence that the program is sustainable. The program can operate with one core teacher per subject area, which in itself is cost-effective. The SDA helps all students earn the necessary requirements to graduate.  With respect to the graduation rate, since 2015 the graduation rate has steadily increased and averages 20%-25% of the graduating cohort per year, with SDA graduating an average of 90% of its students.  In keeping with the 2030 Vision, and to maintain the graduation rate’s percentage, SDA has analyzed the current and forecasted graduation requirements and has proposed the creation and implementation of no less than four credential programs to meet the graduation requirements as outlined through the Ohio Department of Education. The 2030 Vision indicates the rising trend in enrollment, along with requirement and retention procedures that show that SDA will continue to show a 20% yearly increase in enrollment. |

**Goals for Sandusky Digital Academy - 2030 Plan**

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| 1-Year to 3-Year Goals - Sandusky Digital Academy | | | | | | | | | | | |
| **Program Name: Sandusky Digital Academy**  Context(Indicators or Research Based Evidence that led to the selection of the goal):  1.Duffield, S. K. Stacy. (2018). Alternative middle school models: An exploratory study. *Preventing School Failure*, *62*(2), 83–93.  2.Kennedy, B. L. (2011). Teaching Disaffected Middle School Students: How Classroom Dynamics Shape Students’ Experiences. *Middle School Journal*, *42*(4), 32–42.  3.Maillet, A. L. (2017). Six powerful practices for alternative education programs. *Preventing School Failure*, *61*(3), 234–238.  4. *U.S. Department of Education, Office of Vocational and Adult Education.* (2012). Investing in America’s future: A blueprint for transforming career and technical education.  5. *National Center for Education Statistics. (2011).* Postsecondary and labor force transitions between public high school career and technical education participants.  6. Plank, S., DeLuca, S., & Estacion, A. (2005). Dropping out of high school and the place of career and technical education: A survival analysis of surviving high school. St. Paul, MN: *National Research Center for Career and Technical Education.* | | | | | | | | | | | |
| **Goal or Objective**  **1-Year to 3-Year goals** | **Research Based Evidence addressed** | | **Action Steps** | | **Responsible Parties** | | **Resources Needed** | | **Checkpoints to Assess Progress** | | **Evidence used to Determine Effectiveness** |
| **To create and implement a non-traditional Middle School Program.** | 1-3 | Develop protocols and procedures to govern the middle school program  Develop a middle school curriculum  Implement a middle school arts program | | Administrator and Advisory Committee  Administrator and teachers  Administrator, Art Academy  Administrator, teachers | | Research, enrollment, and transition protocols  Middle school standards and test prep curriculum | | Progress will be assessed every quarter | | Academic progress  Behavior referrals  Attendance | |
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| **To re-implement the STNA Credential Program as an integral component of the SDA Program.** | 4 | Develop protocols and procedures to align the STNA program with SDA  Develop the STNA curriculum to ensure success  Implement STNA Credential as high school credit | | Administrator and Advisory Committee  Administrator, Internship Coordinator, CTE Coordinator, STNA Instructor | | Research and enrollment.  STNA and CTE Standards | | Progress will be assessed from attendance and assessments given throughout the STNA program  Passing rate | | Academic progress  Passing rate  Behavior referrals  Attendance | |
| **To collaborate with SHS to design a protocol for SDA students to enroll in Career Technical Education Programs. Career Technical Education Program earned and academics through SDA.** | 5-6 | Develop protocols and procedures to align the Career Technical HS Programs with SDA Curriculum  Coordinate schedule to incorporate Career Technical Training and SDA as the academic site  Coordinate transportation to and from SHS | | Administrator and Advisory Committee  Administrator, HS Principal, CTE Coordinator. | | Research and enrollment  CTE standards | | Progress will be assessed from attendance and assessments given throughout the CTE program  Passing rate | | Academic progress  Passing rate  Behavior referrals  Attendance | |

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| 3-Year to 5-Year Goals - Sandusky Digital Academy | | | | | | |
| **Program Name: Sandusky Digital Academy**  Context(Indicators or Research Based Evidence that led to the selection of the goal):   1. Anderson, C. J. (2019). A Leader’s Emotional Self-Control and Management of Others Impacts a School’s Climate. *Journal of Invitational Theory & Practice*, *25*, 39–59. 2. Egley, R. (2003). Invitational Leadership: Does It Make a Difference? *Journal of Invitational Theory & Practice*, *9*, 57–70 3. Sprick, R., & Knight, J. (2018). INVOLVING TEACHERS in SchoolSchool-Wide Behavior Policy: For your overall student behavior management strategy to work, give teachers a voice--and some autonomy--in the process. *Educational Leadership*, *76*(1), 48. 4. Wilhelm, T. (2017). Leading school climate from turmoil to tranquility. *Leadership*, *47*(1), 12. | | | | | | |
| **Goal or Objective**  **3-Year to 5-Year goals** | **Research Based Evidence addressed** | **Action Steps** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **To create an inviting environment to enhance learning by incorporating Career Technical Program in cooperation with SHS.** | 1-4 | Develop protocols and procedures to govern an improved SDA  Develop curriculum  Implement CTE Programs | Administrator and Advisory Committee  Administrator and teachers  Administrator, teachers, HS Principal, CTE Supervisor | Research, enrollment and transition protocols.  CTE standards and test prep curriculum | Progress will be assessed every quarter | Academic progress  Behavior referrals  Attendance  Passing rate |
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| 5- Year to 10-Year Goals - Sandusky Digital Academy | | | | | | |
| **Program Name: Sandusky Digital Academy**  Context(Indicators or Research Based Evidence that led to the selection of the goal):   1. Draeger, M. (2006). How students benefit from high-tech, high-wage career pathways. *New Directions for Community Colleges, 2006(135), 81–89.* <https://doi-org.ezproxy.findlay.edu/10.1002/cc.250> 2. Lewis, M. V. (2008). Effectiveness of Previous Initiatives Similar to Programs of Study: Tech Prep, Career Pathways, and *Youth Apprenticeships. Career & Technical Education Research, 33(3), 165–188.* https://doi-org.ezproxy.findlay.edu/10.5328/CTER33.3.165Invitational Theory & Practice, 9, 57–70. 3. Nietupski, J., McQuillen, T., Berg, D., Weyant, J., Daugherty, V., Bildstein, S., O’Connor, A., Warth, J., & Hamre-Nietupski, S. (n.d.). Iowa’s High School High Tech goes to a college program: Preparing students with mild disabilities for careers in technology*. JOURNAL OF DEVELOPMENTAL AND PHYSICAL DISABILITIES*, 16(2), 179–192. | | | | | | |
| **Goal or Objective**  **5-Year to 10-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Steps** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **In addition to the STNA Credential program, SDA will develop 2-3 career tech programs to supplement the SDA curriculum. These programs will be stand-alone career tech programs with the curriculum delivered at SDA. Examples of stand-alone programs: Web Design, Culinary Arts, and Hospitality.** | 1-3 | Develop protocols and procedures to incorporate stand-alone CTE programs delivered as part of the SDA curriculum  Develop curriculum and schedules to incorporate CTE and curriculum  Implement CTE programs  Locate staff and develop internships | Administrator and Advisory Committee  Administrator and teachers  Administrator, teachers, HS Principal, CTE Supervisor. | Research, enrollment and transition protocols  CTE standards and test prep curriculum  Dedicated space  Funding  Staffing | Progress will be assessed every quarter | Academic progress  Behavior referrals  Attendance  Passing rate |
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**Sandusky City Schools: SHS**

**Department: Career Technical Education**

**Nancy Hall**

Director of Career Tech and Adult Education

**Program description**

Career Technical Education (CTE) programs provide students the opportunity to explore careers and earn industry-recognized credentials while preparing to enter the workforce in high-wage, high-demand jobs or pursue college in advanced standing. SCS offers 12 CTE programs in eight different career pathways. Students may begin exploring career pathways in 7th grade.

CTE programs also provide students a graduation pathway through WebXams, ACT WorkKeys, and 12-point industry-recognized credentials.

**Analysis of Data from data sheet**

Overall, CTE program enrollment over the past three years has shown an increase. During FY18 there were 187 students enrolled in CTE programs. There was an increase of 23% in FY19 enrollment for a total of 230 students and a decline of 7% for a total enrollment of 213 students. Deep analysis at the program level shows some programs have strong enrollment while others have low enrollment.

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|  | FY18 | FY19 | FY20 |
| Total Career Tech Program | 187 | 230 | 213 |

The Aviation Technologies program started in FY17. Enrollment has been steady with a slight increase in FY20 but is significantly under program capacity. Total enrollment for FY18 was 13 students, FY19 12 students and FY20 17 students. Program capacity is 30, 15 students per level. The first year the Aviation Technologies program had program completers was FY18 with a 100% proficiency rate on the WebXam and 100% post-program placement.

The Automotive Technologies program has realized a significant growth in student enrollment over three years by more than 100%. Total enrollment for FY18 was 11 students while FY20 there were 25 students. Program capacity is 40, 20 students per level. Student performance on WebXam has been inconsistent over the last five years with only two of the five years having a 75% or greater proficiency rate. Post-program placement has shown significant improvement with 100% of the students placed in FY20.

The Business Management program grew significantly from FY18 to FY19 realizing a 48% increase from 25 to 37 students. In FY20 enrollment dropped to 19, 6 students less than the FY18 enrollment. Program capacity is 40, 20 students per level. Business Management WebXam proficiency rate has been greater than 70% for 4 out of 5 years. The WebXam administered in FY17 was a field test; therefore, a proficiency rate was not calculated as field-testing is used to establish benchmarks. Post-program placement was 100% in 4 out of 5 years, with 1 year at 94%.

The Construction Technologies program has realized a significant growth in student enrollment over 3 years by more than 100%. Total enrollment for FY18 was 15 students while in FY20 there were 31 students. Program capacity is 40, 20 students per level. Construction Technologies WebXam proficiency rates are inconsistent with only to out of five years having proficiency rates greater than 70%. Post-program placement ranges from 66% to 91%.

Education Pathways program has had low enrollment over a five-year trend. Total enrollment for FY18 and FY 20 was 11 students, while there were 22 students enrolled in FY19. Program capacity is 40, 20 students per level. Education Pathways has had a 90% or better proficiency rate with four out of five years at a 100% proficiency rate. Post-program placement was 100% for the last three years. The FY20 is the last year Education Pathways will be offered.

The Engineering Technologies program has realized a 25% decline in enrollment from FY18 to FY20. Program capacity is 40, 20 students per level. WebXam proficiency rates have been greater than 80% each year. Post-program placement has been 100% every year for five years. The Graphic Design program has nearly doubled in enrollment from FY18 to FY20, growing from 11 to 21 students. Program capacity is 40, 20 students per level. WebXam proficiency rates have been above 70% for the last three years. Post-program placements have been greater than 85%.

The Hair Design program enrollment has been consistent year after year. Program capacity is 40, 20 students per level. WebXam proficiency rates have been at 100% for the past three years. Post-program placement has been 90% or greater for the past three years.

The Health Careers program had a significant decline in enrollment in FY19, which can be contributed directly to a past instructor. A new instructor doubled student enrollment in FY20. Program capacity is 40, 20 students per level. WebXam proficiency rates have been 80% or greater four out of five years. Post-program placement has been at 90% three out of five years.

The Welding and Fabrication program enrollment realized a 32% decline in enrollment from FY18 to FY20. Program capacity is 36, 18 students per level. WebXam proficiency rates are unacceptable, with the highest at 60% in FY16. Post-program placement has been 100% the past three years.

Students were able to enroll in the Dance and Theater programs in FY18 for the first time. Both programs have struggled to attract students. WebXam proficiency and post-program placement rates are not available as FY20 would be the first year for program graduates. Both programs opened with twice as many students as entered the second year of the program. The Music Academy program was dismantled in FY19 due to low student enrollment.

**Alignment with district mission, strategic plan**

CTE programs align with the mission of SCS: “To provide a diverse educational experience where all students will become respected, productive and valued members of the community”. The eight different CTE pathways offered allow students to explore their own interests in the areas of transportation systems, engineering and science technologies, business and administrative services, arts and communications, construction technologies, health sciences, human services, and manufacturing. Family and consumer sciences are also available to students. Within each career pathway, all students have the opportunity to be successful including those with disabilities, whether their goal is to enter the workforce directly after graduation or pursue post-secondary education.

**Program distinctiveness**

* Instructors have direct professional experience within the career field they teach
* Students with disabilities perform at nearly the same level as their peers
* Four-year graduation rate significantly higher than school graduation rate
* Programs provide students with leadership opportunities and competitions through career tech student organizations
* Programs lead to industry-recognized credentials
* Programs provide students with graduation pathway

**Program learning outcomes**

Program learning outcomes include technical skill attainment, industry-recognized credentials earned and post-program placement for students who are program completers. A program completer is a student who takes more than 50% of the courses offered within a program pathway. Beginning in FY20 any student who completes two courses in a pathway will be determined a completer.

**Description of learning outcomes assessment program**

WebXams measure technical skill attainment. WebXams are written, administered and graded by The OSU Center on Education and Training for Employment (CETE). Each CTE pathway WebXam is updated every five years by industry professionals and CTE instructors. The first year after new WebXams are written, it is field tested to determine the appropriate benchmark scores. In a field-tested year, technical skill attainment score is not determined by the Ohio Department of Education (ODE). WebXams are computer-based assessments and scores are immediately available. Each student must take four WebXam tests, the cumulative score on all four tests determine if the student is proficient or advanced. Students take WebXams during both years they are enrolled in a program; if they score proficient or advanced in the first year, it is not necessary to take it again in the second year. WebXams also provide teacher effectiveness scores: Most effective, above average, average, approaching average, and least effective. Teacher effectiveness includes all students, not just the completers. WebXam scores load directly from OSU CETE to the local Information Technology Center then into the district’s EMIS system. WebXam scores can be accessed directly through the WebXam website at [www.WebXam.org](http://www.webxam.org). Beginning in FY21, student individual WebXam test scores will be entered by the district in each student’s EMIS record.

Industry-recognized credentials must align with the approved Ohio Department of Education list and are assigned a point value. Point value is between 1 and 12. The goal is a 12-point total credential and must be from the same career pathway. The credentials are third-party developed and scored and often regulated by a professional licensing board. The district must enter credential information manually into each student’s EMIS record.

Post-program placement tracks whether a student is employed, a member of the military, serving in a public service capacity, or enrolled in post-secondary education within six months of graduation. Teachers complete follow ups by February each year by connecting to students via phone calls, email and social media. The district must enter post-program placement manually into each student’s EMIS record.

**Summary of assessment findings for the past five years (OST, WK, AP, CCP, Credentials, etc.)**

**Aviation Technologies:** Boasts 100% proficient or advanced scores on their WebXam for FY 18 and FY 20, and of those students, 100% were placed after graduation. Students in Aviation Technologies have the opportunity to earn a Remote Pilot Certification as a six-point credential and are members of the Civil Air Patrol, which is a recognized civil branch of the U.S. Air Force. Students can earn the rank of Cadet Senior Airman.

**Automotive Technologies:** Over a five-year period saw an average of 48.2% of its students score proficient or advanced on the WebXam with an average placement of 55.8% over the same five years. Students in Automotive Technologies have the opportunity to earn six credentials. The ASE exams must be taken at an approved testing center and costs $45 per test per student. Mansfield is the closest testing center. FY20 would have been the first year students would have taken the ASE tests. OSHA and CPR First Aid credentials require certified instructors be brought in to teach and test students. This has been done over the past three years through SCC Adult Ed.

* + ASE Automotive Maintenance and Light Repair – 3 points
  + ASE Automotive Engine Performance – 3 points
  + ASE Automotive Suspension and Steering – 3 points
  + ASE Automotive Brakes – 3 points
  + OSHA 10 hour – 1 point
  + CPR First Aid – 1 point

**Business Management**: Over a five-year period had an average of 63% of its students score proficient or advanced on the WebXam with an average placement of 98% over the same five years.Business Management students can earn eight credentials. CPR First Aid credentials require certified instructors to be brought in to teach and test students. This has been done over the past three years through SCC Adult Ed.

* + Entrepreneurship and Small Business – 3 points
  + Rise Up Retail Inventory Fundamentals – 3 points
  + Rise Up Customer Service and Sales – 3 points
  + Rise Up Advanced Customer Service and Sales – 3 points
  + MOS – Word ’16 – 3 points
  + MOS – Excel ’16 – 3 points
  + MOS – PowerPoint ’16 – 3 points
  + CPR First Aid – 1 point

**Construction Technologies**: Over a five-year period had an average of 56.6% of its students score proficient or advanced on the WebXam with an average placement of 65.1% over the same five years.Students in Constructions Technologies can earn five credentials. The Career Connections Credentials are aligned to class projects that are submitted to the Ohio Carpenters Joint Apprenticeship Training Center. OSHA and CPR First Aid credentials require certified instructors be brought in to teach and test students. This has been done over the past three years through SCC Adult Ed.

* + Career Connections Level 1 – 4 points
  + Career Connections Level 2 – 4 points
  + Career Connections Level 3 – 4 points
  + OSHA 10 hour – 1 point
  + CPR First Aid – 1 point

**Education Pathways**: Over a five-year period saw an average of 98% of its students score proficient or advanced on the WebXam with an average placement of 75.2% over the same five years.Students in Education Pathways have the opportunity to earn CPR First Aid one point credential. CPR First Aid credentials require certified instructors to be brought in to teach and test students. This has been done over the past three years through SCC Adult Ed.

**Engineering Technologies**: Over a five-year period had an average of 87.2% of its students score proficient or advanced on the WebXam with an average placement of 100% over the same five years. Engineering Technologies students can earn four credentials.

* + Auto Desk User – 4 points
  + Auto Desk Professional – 6 points
  + Auto Desk Inventor User – 4 points
  + Auto Desk Inventor Professional 6 points

**Graphic Design**: Over a five-year period had an average of 69.4% of its students score proficient or advanced on the WebXam with an average placement of 72.6% over the same five years.Students in Graphic Design have the opportunity to earn four credentials:

* + Adobe Certified Expert Photoshop – 4 points
  + Adobe Certified Expert Illustrator – 4 points
  + Adobe Certified Expert PhotoshopCC – 4 points
  + Adobe Certified InDesign CS5 – 4 points

**Hair Design**: Over a five-year period had an average of 80% of its students proficient or advanced on the WebXam and of those students, there is an average placement of 70.4% over the same five years.Students in Hair Design have the opportunity to earn the Ohio State Board Cosmetology license, a 12-point credential. Students take the licensing exam in Grove City around the third week in June.

**Health Careers**: Over a five-year period had an average of 84% of its students proficient or advanced on the WebXam and of those students, there is an average placement of 68.6% over the same five years.Health Careers students have the opportunity to earn the National Health Institute MA license, a 12-point credential. FY19 was the first year students sat for this exam and 100% passed.

**Welding**: Over a five-year period had an average of 39.7% of its students proficient or advanced on the WebXam and of those students, there is an average placement of 75% over the same five years. Students in Welding and Fabrication can earn four credentials. OSHA and CPR First Aid credentials require certified instructors be brought in to teach and test students. This has been done over the past three years through SCC Adult Ed.

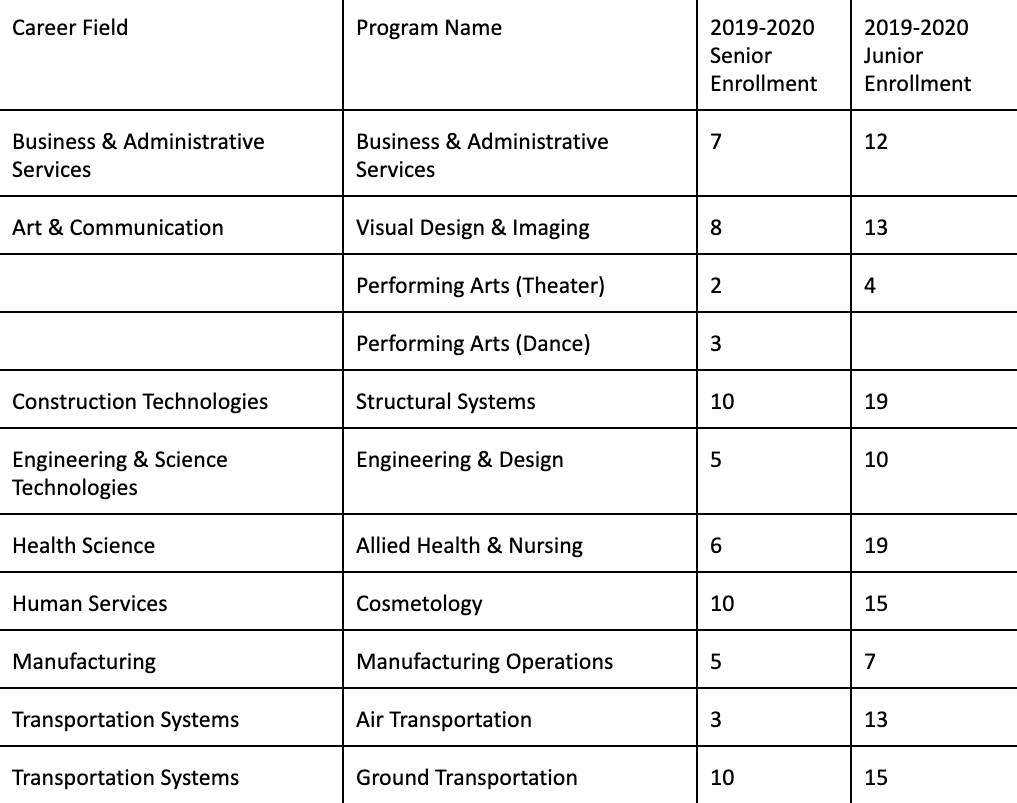
* + American Welding Society (two levels) – 12 points
  + OSHA 10 hour – 1 point
  + CPR First Aid – 1 point

**Major curricular changes since last review (or past five years)**

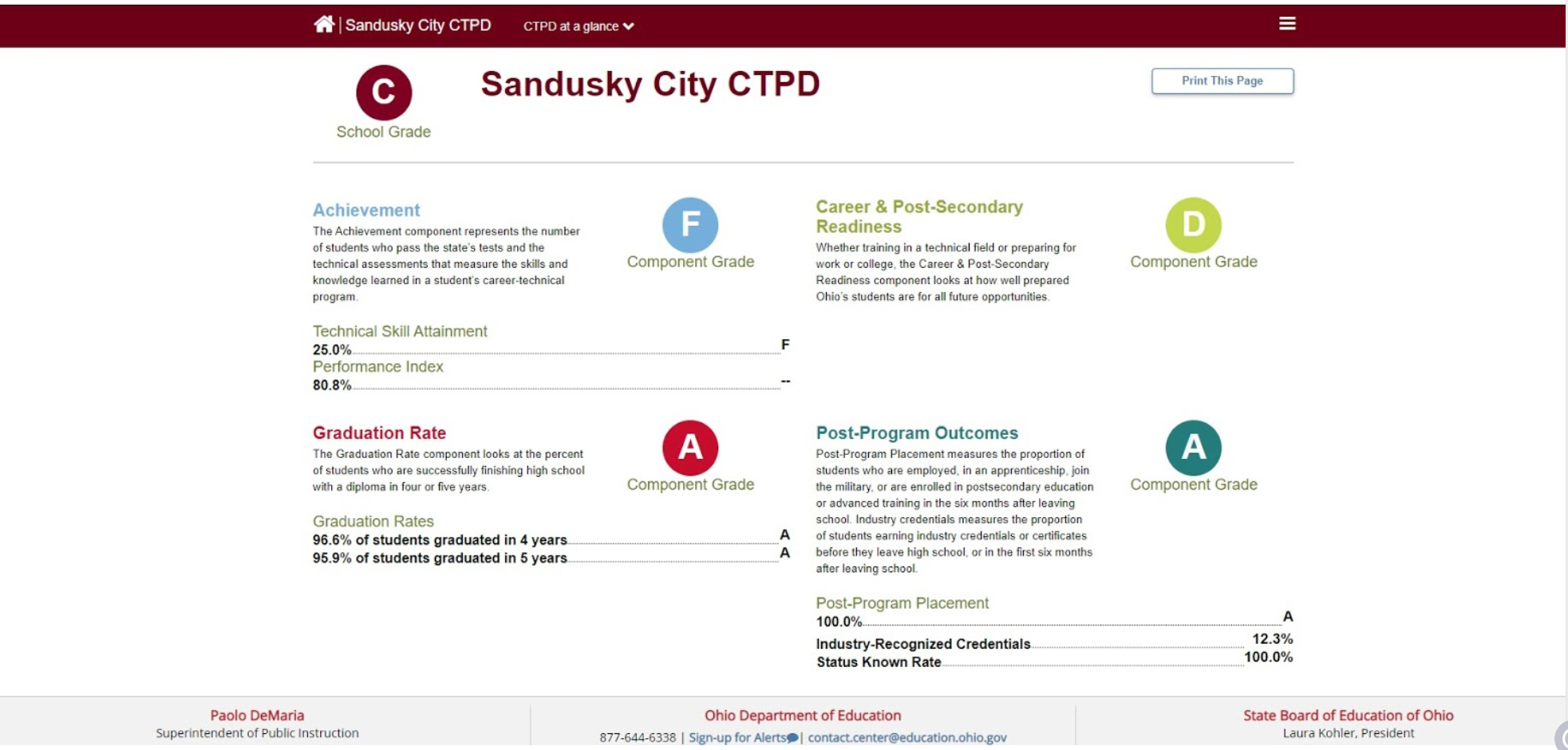
* In FY20 Education Pathways program only had two first-year students scheduled for the program, so the decision was made to eliminate the program due to low enrollment.
* In FY20 an new year long Intro to STEM class was offered to freshman students to expose students to STEM careers and CTE programs. This course consisted of six mini-courses where students in groups of 20 rotated to different teachers every six weeks.
* The FY19 was the last class of the Music Academy; the program was dissolved due to low enrollment. In the FY18 year there were three first-year and one-second year students in the program. Two of the first year students completed the program in FY19.
* In FY19 both the Dance Academy and Theater Production programs started with students. Two years prior dance and theater courses were offered to grades 8-10 to build CTE programs.
* In FY19 courses of studies were updated to align with ODE career pathway standards.
* In FY18 added STNA program to Sandusky Digital Academy.
* In FY17 Aviation Technologies program began.

**Program Strengths**

* **Projected Growth-** The CTE Program boasts a number of relevant programs with suggested growth for 2020-2021. Listed below are courses and senior enrollment for 2019-2020 versus junior enrollment for 2019-2020. Presuming the majority of students stay in these programs, we can anticipate growth.



* **Funding Stream -** The CTE Program continues to bring in a significant funding stream. For fiscal year 2020, $389,687.63 was allocated from the ODE (these figures are derived from our *number* and *classification* of CTE students as well as our *state* *index assignment* of .600227863). In addition, $86,879 was allocated from Federal Carl D. Perkins funds (these figures are derived from poverty levels and the total number of students we serve in the population).
* **Post Program Placement and Graduation Rates-** Our 2019 CTE report card boasted As on both Graduation Rate and Post-Program Outcomes:



**Program Challenges**

* **Courses with Low Enrollment**: We currently show two courses with relatively low junior enrollment in 2019-2020: Theater (4 students) and

Dance (3 students)

* **A Number of Non-Compliant Programs**: Allied Health & Nursing, Manufacturing Operations and Ground Transportation were considered in Year 3 of non-compliance under the CTE Quality Program Review, and thus were required to submit Action Plans for improvement as aligned to the CTE Quality Program Standards. Quality Program Review is specific to state funding and is conducted annually. Criteria monitored include Technical Skill Attainment, Technical Skill Participation and Post Program Placement. As evidenced on the 2019 school report card above, our Technical Skill Attainment was 25%, resulting in an F for achievement.
* **Low Number of Credentials:** For 2018-2019, only 3% of CTE students received a 12-point credential. Credentials are linked strongly to the CTE Report Card, particularly the Career & Post-Secondary Category (in which we received a D for 2018-2019). Only half of our current programs offer 12-point credentials (per Dr. Sturgill).
* **Career Tech Stigma**: CTE carries an unfortunate stigma, a holdover from the days when CTE was no more than “vo-tech” or “shop class.” Although CTE students go on to success in a wide variety of careers and many pursue some form of higher education, a common perception of CTE is that it is a dumping ground for students who lack a promising future. Perceptions that CTE is outdated or lacking in rigor take a toll on enrollment, as parents and educators alike steer college-bound students away from CTE.
* **Barely Meeting Minimum Requirements:** We must have at least eight Career Fields, and we currently have eight. We must also maintain a minimum of 10 Programs. Calculations show 10 Programs.
* **Lacking New Innovative Programs:** We have not expanded our program offerings (to be economically relevant and relevant to student interests). Simultaneously, our nearest competitor, EHOVE, continues to expand their offerings.
* **Lack of a Definitive Plan for Excellence:** We are lacking a definitive plan for obtaining exemplary CTE Programs. For example, what are the desired elements? What do exemplary CTE Programs embody?

**Program Opportunities**

* **Expansion of Both Career Fields and Programs Relevant to the Job Market and In Sync with Global Economic Forecasts**: Specifically, the addition of new, in-demand Career Fields such as Hospitality & Tourism (with a Hospitality Fundamentals program) and Information Technology (with a Cyber Security Program and Program & Software Development Program). It would also be economically opportunistic to incorporate the GIE into a CTE Program in order to capture those students who are not already in a CTE Program and gain an additional funding stream.
* **Alignment with Apprenticeship and College Opportunities**: A federal executive order was signed that called for private companies to create apprenticeship programs for students to address both workforce needs and a “skills gap”. The Toyota Master Diagnostic Technician is a perfect example of this apprenticeship program. The Toyota T-Ten Program at Stark College is a 20-month apprenticeship program that relies on a partnership between dealerships, Toyota and Stark State College. The purpose of the program is to develop candidates into expert level Toyota technicians in a short period of time, developing the next generation of Toyota Master Diagnostic Technicians. Shawn Giammella of Sandusky’s Kasper Auto Dealership is in discussion to create a collaboration between the dealership and Sandusky City Schools. Similarly, LCCC has unveiled a new apprenticeship partnership with the International Brotherhood of Boilermakers. There is an opportunity for our student welding interns to take part in this partnership while attending high school. We must not only take advantage of these apprenticeship opportunities but also seek out ***additional*** opportunities, particularly opportunities for students to earn Associate’s Degrees while enrolled in CTE Programs.
* **Rebranding:**

**SHS PROGRAMS FOR S.U.C.C.E.S.S.**

**S**-Skills

Talking Point : Programs teach real-life skills including technical, academic and employability skills so students are prepared for their future upon graduation.

**U**-Unification

Talking Point : Programs unify academic classes with hands-on learning to provide the ultimate learning experience, often referred to as Project-Based Learning.

**C**-College

Talking Point : Regardless of whether students are headed for college or the workforce, this type of education will help them prepare for the future. In fact, college-bound students can get job experiences to help them define their career plans, identify an appropriate course of study and help pay for tuition… ALL while taking college preparatory coursework.

**C**-Credentials and Certifications

Talking Point : The first step in achieving career aspirations-credentials and certifications are evidence of work

ethic, drive and persistence that put students ahead of their peers on both college applications and resumes.

**E**-Earnings

Talking Point : According to the Ohio Department of Education, eight years after their expected graduation date, students who focused on Programs for Success while in high school had higher median annual earnings than students who did not focus on these programs.

**S**-Significant

Talking Point : Programs for Success are significant or relevant to the job market, in sync with global economic forecasts and contribute to our economy. It is vital for graduates to obtain the preparation that will lead them to employment in those economic sectors with researched, valid, predicted growth.

**S**-Student Organizations

Talking Point: A prominent component of Programs for Success: Student organizations, such as Skills USA and Business Professionals of America, play an important part in preparing young people to become productive citizens and to assume roles of leadership in their communities. These organizations provide a unique program of career and leadership development, motivation, and recognition for high school students.

Rebranding to include CTE signing day, uniforms unique to each program, more immersion with the middle school, and marketing SHS. Programs for S.U.C.C.E.S.S. to students, parents, community and businesses.

* **Defined Rubric of Exemplary Performance**- We have an opportunity to utilize the Ohio’s Quality Program Standards to identify the elements of exemplary CTE Programs

**Standard 1**: Instructional Facilities and Resources: The facility supports implementation of the

Career-Technical program and provides students with opportunities for the development and application of

technical knowledge and skills.

**Standard 2**: School and Community Relations: School, community and industry partners are

engaged in developing and supporting the Career-Technical education program.

**Standard 3**: Program Planning and Evaluation: A results-driven needs assessment and

evaluation exists for continual program development, improvement, and alignment with labor market needs.

**Standard 4**: Educators that Contribute to the Profession: Career-Technical educators continuously

develop as professionals and support the growth of the profession they serve.

**Standard 5**: Curriculum and Program Design: The Career-Technical education program includes

foundational and specialized courses designed to prepare each student for lifelong learning within a career

pathway.

**Standard 6**: Instruction: Career-Technical Education programs promote high academic achievement,

technical knowledge and skill development of all students.

**Standard 7**: Assessment: Career-Technical education programs use authentic and performance-based

assessments to measure student learning and skill attainment of Ohio’s Career Field Technical content

standards.

**Standard 8**: Experiential Learning Experience Programs: All students participate in an experiential

learning program that connects the technical knowledge and skills learned in both classroom and laboratory to the workplace.

**Standard 9**: Leadership Development/CTSO: Students participate in intra-curricular Career-Technical

Student Organization (CTSO) that promotes cognitive knowledge and skill and leadership development.

**Standard 10**: Equitable Student Access: Career-Technical education programs serve each student

interested in preparing for a career in any of Ohio’s 16 Career Fields and are reflective of the school’s student population. Capacity should permit students to schedule first choices of career areas.

In addition, we must take advantage of the opportunity to see what other “exemplary” CTE Programs look like. Mad River and Penta are two such programs.

* **Paid Internships**: It is imperative to capitalize on the fact that seniors in the second year of a CTE Program have a bona fide skill set and can be placed in paid internships their senior year (as evidenced by a number of students in the GIE who received paid internships in 2019-2020). We have an opportunity to maximize relationships with area businesses, provide students with income, and increase students’ future hireability.

**Rubric Score Justification**

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| **Measure** | **Score**  **3-D, 2-E, 1-RFI** | **Justification** |
| **Alignment with district mission, vision and strategic plan** | 2 | CTE embraces our mission, “to provide a diverse educational experience where all students will become respected, productive, and valued members of our community”, in that students are acquiring hands-on skills that will enable them to enter the workforce. However, when we look at our Transformation Plan, Pillar 2 “College and Career Readiness”, we see the expectations outlined for 2019-2020 as follows: increase the number of CTE Program students obtaining an industry recognized license/ certification by 5%; increase the number of CTE Program students scoring proficient or better on their associated program assessment by 5%; increase the number of students enrolled in STNA program by 20%; develop Hospitality Program curriculum and implementation timeline by January 2020. Therefore, while CTE is aligned with our mission, it is not necessarily aligned with our strategic plan. |
| **Program quality, distinctiveness, and recognition** | 2 | Our CTE Program is distinct in that it is Comprehensive and provides its own Career-Technical education within the high school. The next closest Comprehensive is Lorain City.approximately 35 miles east. When comparing the quality or distinctiveness of these Programs, Lorain scores an overall B on their report card with 14 programs. In contrast, our CTE scores an overall C with eight Programs. We do offer a distinct Program, Air Transportation, in which students prepare for the FAA Pilot Knowledge Test for Private Pilot or Remote Private certification. |
| **Learning outcomes and assessment** | 1 | The primary assessment tool utilized for CTE Education is web exams. Unfortunately, our most recent report card indicates our technical skill attainment from this assessment tool at 25%. Although, not confirmed, the web exams and courses were not aligned appropriately and some students may have 0% inadvertently. Because of this score, we received an F on the CTE Report Card. |
| **Program development and growth plan-relevant curriculum and assessment updates** | 2 | In addition to the distinct program, Air Transportation, noted above, we have seen a significant growth in our 2019-2020 Allied Health & Nursing Program (with 6 seniors and 19 juniors). There is also notable post-program placement after graduation (100%) and a significantly high four-year graduation rate (96.6%) |
| **Innovative and transformative attributes** | 1 | The Aviation Technologies Program, started in 2017, is certainly innovative and transformative. However, enrollment is significantly under program capacity. Total enrollment for FY18 was 13 students, FY19 -12 students and FY20- 17 students. Program capacity is 30, 15 students per level. It will be important to not only engage in an intense campaign to market our CTE programs to students, but also model innovative and transformative attributes by learning from other exemplary schools. We must revitalize our current programs with transformative attributes and add new, innovative programs. |
| **Capacity for growth and enhancement-**  **Evidence of recruitment and retention for program** | 3 | With 231 (approximately 30% of the high school student population) students enrolled in CTE for 2019-2020 - and the data supporting even more participation from the 2019-2020 junior class members - there is evidence for recruitment and retention. More importantly, perhaps, is the nationwide push towards CTE education. Over the last decade, there has been a nationwide boom in the popularity of technical education. CTE programs are supported as some of the most effective ways to ensure that workers are prepared for the demands of the 21st-century economy. |
| **Quality Teaching** | 2 | Teachers must be empowered and mobilized to provide exemplary programs to their students. This can only occur through understanding of how an exemplary program manifests. To encourage this understanding, teachers must be exposed to Ohio’s Quality Program Standards for Exemplary Career-Technical Programs. Further, given the WebXam attainment rate of 25% on the school report card (which does not align accurately with scores attained by students), it is evident that there is a misalignment between programs taught and corresponding tests given. Professional development opportunities provided by the Ohio Department of Education to rectify this misalignment must occur immediately. |
| **Academic Assessment** | 2 | CTE utilizes Web Exams to document student achievement of specific learning outcomes. This is the tool required by the ODE. Ideally, students should graduate with an industry recognized credential so they can walk in the door of any job with the credentials to accept that position. 12.9% of students in the CTE program graduated with their credentials. There must be improvement in this area to ensure readiness for students. |
| **Leadership knowledge of programs** | 2 | While leadership is knowledgeable of CTE, there is certainly an opportunity to learn what an exemplary CTE orogram looks like and how we can achieve exemplary status utilizing “Ohio’s Quality Program Standards” identified above. |
| **Program Sustainability** | 3 | As noted in “Capacity for Growth and Enhancement”, approximately 30% of SHS students are enrolled in CTE and there is evidence of increased participation to come. As SCS looks at different avenues to not only increase participation through programs of interest and demand, students will also have the opportunity to realize greater success through the proposed changes noted in the teacher quality section of the rubric. These two areas alone will increase the likelihood of program sustainability as well as the increase in federal dollars that could come into the district for this purpose. |

**Goals for Sandusky Career Technical Education - 2030 Plan**

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| 1-Year to 3-Year Goals-Career Technical Education | | | | | | |
| Program Name: **Career-Technical Education**  **Context:** Over the last two decades, CTE in Ohio has received a statewide facelift. Years ago, traditional “vocational education” targeted specific students -typically those with poor grades and behavior problems. The schools offered limited programs, put students on separate narrowly focused tracks, provided only high school level credit and trained graduates for a specific occupational skill set. Today’s CTE story is vastly different. More than 10 years ago, Ohio’s CTE leaders pledged to require all students to complete a rigorous set of coursework to graduate, and now schools target everyone. CTE now integrates rigorous academic preparation with career education, essentially matching up college and career (Cohen, 2015). Key components of this facelift include:  1) Integrating rigorous coursework into real-world experiences to engage students (Adams, 2016)  2) Earning high school and college credit (Lansdell, 2015)  3) Partnering with businesses to ensure relevance and quality of programs (Lansdell, 2015)  4) Industry-backed certifications/credentials are the key to success (Lansdell, 2015)  5) Ensuring accountability by measuring technical skill achievement; graduation rates; how well students are prepared  for success; and, post program outcomes (Cohen, 2015)  6) Empowering and mobilizing teachers (Cohen, 2015)  The goals below are reflective of these components:  **Examine current programs and determine relevance:** In relation to the Comprehensive Local Needs Assessment, community/business partners and the list of industry-recognized credentials that drive programming across the state’s CTE Schools (Cohen, 2015)  **Rebrand to ensure school, community and industry partners are engaged in developing and supporting CTE:** CTE is now C.C.T.E. (or College and Career-Technical Education) composed of SHS Programs for S.U.C.C.E.S.S. (Cohen, 2015) & (Ohio Department of Education, Nov. 2019)  **WebXam Scores at 80%:** Ourcurrent skill attainment is 25% and has resulted in an “F” on our CTPD Report Card (Ohio Department of Education, 2019). It is imperative to ensure data is reported into EMIS correctly AND that teachers are provided with the needed training to correlate classroom content with WebXams (Cohen, 2015)  **Increase credentials to 25% across existing programs:** Currently only 3% of our CTE students’ receive credentials. Credentials provide incentives for students including giving students the necessary and practical training they need before graduating and entering the workforce (Lansdell, 2015) as well as earning college credit through the state’s articulated college credit program (Cohen, 2015). Ohio reports industry credential data in its career-technical planning district report cards. As part of its *Prepared for Success Category*, the state publicly notes results for dual enrollment credits, AP preparation, and honors diploma candidates. We received a “D” in this category on our CTPD Report Card (Ohio Department of Education, 2019).  **Re-examine advisory committees**: Are we missing key community players? Building strong relationships with businesses and industry leaders is a basic foundation for a successful CTE program, as these relationships act as a supplemental resource to lessons taught in the classroom. Professionals offer their expertise about the knowledge, skills and competencies needed for a career while also offering real-world scenarios of industry challenges (Lansdell, 2015). It is imperative to ensure that we have identified those in the community most closely aligned with our programs.  **Utilize Ohio’s Quality Program Standards as our map for exemplary programs**: CTE teachers must perform their own individual program reviews based upon these standards to identify strengths and weaknesses within programs (Ohio Department of Education, Nov. 2019).  **Compare our current programs to those programs in other schools**: How are these programs engaging students in ways we are not? *Examples:*  a.) Business Program-Centerville High School (located in Dayton, Ohio) - The school has a credit union - a recognized branch of the Day Air Credit Union, where students serve as tellers, provide full banking services to their clientele (Centerville High School students and teachers), coordinate the branch’s marketing initiatives and offer detailed accounting services. Business students execute the full operation, putting their mathematics, business, accounting and marketing skills to work each day (Cohen, 2015).  b.) Construction and Engineering Program - Excel Technical Education Career Consortium (located in Cleveland, Ohio) - Construction students coordinate closely with CADD engineering technology to design, build and outfit three model homes - one log, one A-frame and one conventional. CADD engineering technology students spend the first half of their school year designing and drafting blueprints that construction students use to construct the actual homes (Cohen, 2015). | | | | | | |
| **Goal or Objective**  **1-Year to 3-Year goals** | **Research Based Evidence addressed #** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Examine current programs and determine relevance** | Cohen, M. (2015). The Changing Face of Career- Technical Education in Ohio. In *Seizing the Future.* Washington, DC: Achieve. | Review budgets, enrollment trends  and state and local data to determine if programs are in demand and  relevant | Administration  CTE Director | Budgets  State and local economic trends  data from Ohio Means Jobs  2020-2021  Enrollment  Advisory  Committee Notes | Decision reached  on programming for 2021-2022 | Programming that  is in-demand and relevant in  accordance with  state and local  trend data  Programming  with enrollment that reflects desires of students and  positively impacts budgets |
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| **Re-brand to ensure school, community and industry partners are engaged in developing and supporting CTE** | Cohen, M. (2015). The Changing Face of Career- Technical Education in Ohio. In *Seizing the Future.* Washington, DC: Achieve.  Ohio Department of Education (November 2019). *Ohio’s Quality Program Standards for Career- Technical Education Programs.* Retrieved, May 15, 2020 | Intense campaign  to market SHS Programs for S.U.C.C.E.S.S. to students, parents, community and businesses (including social media,  website, Parent  Summit addresses,  State of the Schools addresses, radio stations,  newspapers and service  organizations)  Career-Tech Signing Day  Uniforms unique to each program  Increased immersion into middle school  Letterman jackets  for successful CTE concentrators  Service  organization competition send offs (similar to  send-offs for our sports teams) | Administration  Marketing Team  CTE Director  CTE Teachers | Funding for  marketing items | Marketing  Campaign  implemented  Student incentives implemented | Increased interest/ enrollment in CTE |
| **WebXam Scores at 80%** | Cohen, M. (2015). The Changing Face of Career- Technical Education in Ohio. In *Seizing the Future.* Washington, DC: Achieve.  Ohio Department of Education (2019). *Ohio School Report Cards Sandusky City CTPD.* Retrieved May 15, 2020 | Work closely with CTE at the ODE to ensure that data is inputted correctly into EMIS  Training provided by a member of the ODE WebXam  Council at SHS to ensure best practices in aligning classroom content with WebXams.  Ensure all students are taking the Webexam that directly aligns with their program | ODE Personnel  CTE Director  SHS EMIS  Coordinator  CTE EMIS  Coordinator  CTE Teachers | Protocols for inputting data  WebXam  training | Data input  correctly  Training  conducted | WebXam scores  at 80% average |
| **Increase credentials to 25% across existing programs** | Cohen, M. (2015). The Changing Face of Career- Technical Education in Ohio. In *Seizing the Future.* Washington, DC: Achieve.  Ohio Department of Education (2019). *Ohio School Report Cards Sandusky City CTPD.* Retrieved May 15, 2020  Lansdell, Jeff (2015). *The 5 Keys of any Successful Career and Technical Education Program.* eSchool News. Retrieved, May 15, 2020 | Examine available credentials which align with each program  Determine resources needed to implement credentials | CTE Director  CTE Teachers  Ryan Curtis of  CTE at ODE (assists with credentialing) | Potentially  funding (dependent  upon Perkins  and state  funding rules regarding credential reimbursement) | Each program  that has potential  for credentials has plans in place  to ensure students receive credentials | Credentials increase to 25% across existing programs |
| **Re-examine advisory committees** | Lansdell, Jeff (2015). *The 5 Keys of any Successful Career and Technical Education Program.* eSchool News. Retrieved, May 15, 2020, | Send advisory committee  member rosters to those identified in column 4 to make recommendations | Administration  CTE Director  Advisory committee members  CTE teachers  Global Internship Experience Director  School-wide recommendations | Commitment from community and businesses to collaborate and create meaningful opportunities for our students | Revised up-to-date advisory committees | Increased opportunities for student collaboration with businesses  Increased feedback for instructors from businesses |
| **Utilize Ohio’s Quality Program Standards as our map for exemplary programs** | Ohio Department of Education (November 2019). *Ohio’s Quality Program Standards for Career- Technical Education Programs.* Retrieved, May 15, 2020 | Creation of  Program Review  for each teacher correlated with Quality Program Standards  Each CTE teacher reviews their program  CTE Director and teachers meet to discuss goals | CTE Director  CTE Teachers | Ohio’s Quality Program  Standards  Program Reviews | Increased  CTE teacher knowledge of  what exemplary programs  encompass | Programs on  track to obtain exemplary status  as outlined by  Ohio’s Quality Program Standards |
| **Compare our CURRENT programs to those programs considered “exemplary” in other schools** | Cohen, M. (2015). The Changing Face of Career- Technical Education in Ohio. In *Seizing the Future.* Washington, DC: Achieve | On professional development  days, take road  trips to observe schools with exemplary programming: Auburn Career Center, Centerville High School, Mad River High School and Penta Career Center | CTE Director  CTE Teachers | Funding for transportation  and teacher  meals | Increased  knowledge of meaningful ways  to engage  students | Incorporation  of exemplary  practices in  current  programming |

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| 3-Year to 5-Year Goals - Career Technical Education | | | | | | |
| Program Name: **Career Technical Education**  Context (Indicators or Research Based Evidence that led to the selection of the goal): Course-taking shifts by students reflect changes in the job markets and students’ priorities. Courses in CTE fields such as manufacturing, human services, transportation, construction and agriculture fell in popularity by 1/3 between 1982 and 2013. The most chosen “new-era” courses (public service, engineering, computer science, communications, health care and hospitality) more than doubled…they actually increased 238% (U.S. Department of Education, 2015) & (Malkus, 2019).  The goals below must reflect these new era courses.    1. **Establish NEW, relevant programming by examining the following exemplary schools: Penta Career Center, Mad River School, Auburn Career Center and Centerville High School:** *Particular programs to consider include a Computer Science - IT Software Engineering Program.*  According to Centerville High School, at a time when computer science affects how we work and live, the Computer Science class provides courses that empower students to become creators of real-world projects while partnering with companies. The class uses a hands-on approach to work through problem-solving steps from the initial design to finished product. The students gain excellent teamwork, leadership, critical-thinking and technical skills. The program’s interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking – not just how to code – and become better thinkers and communicators. Students take from the courses in-demand knowledge and skills they will use for the rest of their lives, on any career path they take. Graduates of the IT program are found in many different industries from hospitals to aerospace. Many IT careers are consistently found at the top of list for best jobs for growth, compensation, benefits, and work environment in America. Former Centerville IT students now have careers at the top companies in the country including Microsoft, Apple, NASA, and Amazon (<https://www.centerville.k12.oh.us/schools/chs/career-tech>).  **Investigate and develop apprenticeship opportunities for students**  **100% of students participating in CTE are performing in internships**-: Whether a paid or unpaid internship, students in strong CTE programs need experience in their fields (Adams, 2016).  **Align college credit through articulation agreements**: The evolution of Perkins funding substantially redefined CTE: it now covers a broader range of career areas, many of which are more clearly aligned with post-secondary paths that involve higher percentages of students pursuing a bachelor’s degree (Malkus, 2019). The new role of CTE is to prepare students for **both** college and career. | | | | | | |
| **Goal or Objective**  **3-Year to 5-Year goals** | **Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **100% of students participating in CTE performing in internships** | Adams, C. (2016). *These Schools Have Amazing CTE Programs. Here is What We Can Learn From Them.* Shelton, CT: We are Teachers. | Investigate internship opportunities relevant to programs  Work with businesses to provide meaningful experiences  Encourage paid internships | CTE Director  GIE Coordinator  Advisory Committee  CTE Teachers  Guidance Counselors | Flexible scheduling for Students  Internship opportunities provided by businesses | Internships established between businesses and CTE programs | 100% of students participating in CTE are performing in internships |
| **Investigate and develop apprenticeship opportunities for students** | Lansdell, Jeff (2015). *The 5 Keys of any Successful Career and Technical Education Program.* eSchool News. Retrieved, May 15, 2020,  Soergel, Andrew (2017). *Trump Unveils Apprenticeship Overhaul.* U.S. News and World Report. Retrieved May 1, 2020 | Meet with members of Advisory committees and area universities to determine potential apprenticeship opportunities  Work with Ohio Means Jobs to formalize apprenticeships  Promote apprenticeship opportunities in school and community | Administration  CTE Director  University personnel  Advisory committee Members  CTE Teachers | Knowledge of apprenticeship opportunities  CTE teachers must have proper licensing/ certifications | Established apprenticeship opportunities for students in various programs | Students enrolled in apprenticeship programs |
| **100% of students participating in CTE performing in internships** | Adams, C. (2016). *These Schools Have Amazing CTE Programs. Here’s What We Can Learn From Them.* Shelton, CT: We are Teachers. | Investigate internship opportunities relevant to programs  Work with businesses to provide meaningful experiences  Encourage paid internships | CTE Director  GIE Coordinator  Advisory committee  CTE teachers  Guidance counselors | Flexible Scheduling for Students  Internship opportunities provided by businesses | Internships established between businesses and CTE programs | 100% of students participating in CTE are performing in internships |
| **Align college credit through articulation agreements** | Malkus, N. (2019). *The Evolution of Career and Technical Education*. Washington, D.C.: American Enterprise Institute. | Meet with Ohio Universities to determine specific alignment of programs  Work closely with CCP Director to ensure student enrollment in CCP coursework  Coordinate with CTE teachers to ensure University requirements are being met | Administration  CTE Director  University personnel  CTE Teachers  CCP Director  Guidance Counselors | Knowledge of program alignment at university level  Scheduling that encourages both CCP courses and CTE programming | Articulation agreements established between CTE programs and universities | CTE students obtaining aligned college credit for participation in programs |

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| 5-Year to 10-Year Goals - Career Technical Education | | | | | | |
| Program Name: **Career Technical Education**    Context (Indicators or Research Based Evidence that led to the selection of the goal): According to Ohio’s Quality Program Standards, the first element of an exemplary CTE Program is the instructional facilities and resources. In other words, the facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge of skills.  1. **Renovated/Expanded facilities for Career Tech Education based upon input provided by teachers.** | | | | | | |
| **Goal or Objective**  **5-Year to 10-Year goals** | **Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **Renovated/Expanded facilities for CTE based upon input provided by teachers** | Ohio Department of Education (November 2019). *Ohio’s Quality Program Standards for Career-Technical Education Programs.* Retrieved, May 15, 2020 | Obtain CTE teacher input regarding program needs in relation to facilities  Formulate action plans with administration to address emergent needs | Administration  CTE Director  CTE teachers | Funding  Allocation of space for CTE programs | CTE program needs generated by each program  Written action plans to address needs  Administrative support for action plans  Any necessary funding secured  Implementation of renovated/expanded facilities | The facility supports implement-ation of CTE programs and provides students with opportunit-es for the developme-nt and application of technical knowledge and skills |
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**Sandusky City Schools: Regional Center for Advanced Academic Studies**

**Department: Gifted Services**

**Tara Toft**

Coordinator of Regional Center for Advanced Academics and Learning Supports

**Program description**

The Regional Center for Advanced Academic Studies (RCAAS) provides gifted services to students in grades 3-6 who are identified as gifted in Reading, Math, and/or Superior Cognitive Ability. SCS is currently in the seventh year of this program, which includes Gifted Intervention Specialists teaching all classes, curriculum materials that take content standards further and deeper, specific curriculum compaction in math and science beginning in grade 5, and culminating in acceleration opportunities as early as 7th grade.

Since beginning the school, gifted services have expanded through grade 12 through the purposeful scheduling of gifted students into honors, AP, and College Credit Plus courses that align with their gifted identifications. There has also been push-in to grades 1 and 2 through the rostering of gifted cluster classrooms, the use of first and second-grade reading, and math resources aligned to those used at RCAAS. All general education teachers who provide formal gifted services to students participate in high-quality professional development in accordance with the 2017 Gifted Operating Standards.

**Analysis of Data**

The Gifted Department has grown exponentially in the last seven years. However, there is still more growth to be realized. PK-2 added gifted services to first and second grades through the implementation of district-wide gifted cluster classrooms. The State of Ohio removed NWEA-MAP for Primary Grades from the Chart of Approved Assessments for gifted identification. Although the district still uses that assessment to measure student growth and achievement, we can no longer use it to identify students as gifted in Reading and Math. Instead, we use the data from those testing events as an indicator to help refer students for further testing with the Iowa Test in the spring of the school year. This helps to roster students and invite incoming 3rd graders to attend RCAAS the following year.

While the enrollment at the RCAAS in grades 3-6 has ebbed and flowed over time, the gifted department as a whole has increased gifted services 273% from just 76 students in three grade levels to 284 students in 12-grade levels. The number of students open enrolled in the gifted program has also grown from six students in grades 4-6 in 2013 to 42 students in grades 1-12 in 2019.

SCS has grown gifted services from 76 students in three grade levels to 280 students in 12-grade levels in just seven years. Even though there has been incremental growth in gifted students over time, staffing has remained consistent throughout with only an increase of two teachers over a seven-year period.

Student staff ratio has remained lower than the average gifted classes with some years being as low as 1:10. Gifted high school students are clustered with other gifted identified students to take Honors, AP, or CCP courses, therefore actual class sizes vary based on scheduling. In the current year, class sizes at RCAAS average 14:1 so there is room for more students to be added for gifted services in grades 3-6.

Students actually receiving gifted services compared to those who do not have increased over time. In 2013 when RCAAS opened, out of 341 students identified grades K-12 only 22.3% were receiving services. By the year 2019, 85.1% of gifted students are being served.

**Alignment with District mission, strategic plan**

The growth of the student enrollment at RCAAS has ebbed and flowed over the last seven years. The primary reason is that students need to qualify as gifted in at least one of the three gifted areas that we serve (Reading, Math, and/or Superior Cognitive Ability). Student access to the gifted service settings of gifted cluster classes in grades 1-2 and 7-12 are based on multiple data points that allow high achieving students to participate in the gifted curriculum as their readiness allows.

SCS will be moving to a Talent Development Framework which, if applied to RCAAS, would help to grow the success of the program in three ways. First, students would benefit from more rigorous instruction at an earlier age. The sooner we can prepare them for future learning at higher levels the better for their development. Second, we would not have such a gap in the current Talent Development Model that we currently implement in the grades below and above the services at RCAAS, providing for more continuity of the educational trajectory. Third, the enrollment could reach capacity rather than stagnating at only 12 students per classroom, thus growing the student body and potential open enrollment as the district would like to experience.

**Program distinctiveness**

1. The only gifted service setting in the region
2. Current grant funding allows college professors to work with staff and students to deepen the content study for each grade level
3. Gifted Intervention Specialists provide all-day gifted services to students in grades 3-6
4. General Education Teachers who provide gifted services to students in grades 1-2 and 7-12 participate in High Quality Professional Development (HQPD) as prescribed in the 2017 Gifted Operating Standards
5. A continuum of advanced curriculum materials are used with students in gifted services across the district

**Recognitions of quality of the program**

1. Growth on the Gifted Indicator since the inception of the program, earning two of the three components for the first year in 2018-19.

**Program learning outcomes**

Meeting the specialized needs of gifted students through a rigorous learning environment continuously promoting life-long learning.

1. Increase the identification and services of under-represented populations of gifted students

2. Gifted students show adequate yearly growth in learning

3. Grow students' academic potential to their fullest

4. Foster collaborative relationships between students, families, staff, and our community

5. Explore services and options to further students' ability to succeed in a global era

**Description of learning outcomes assessment program**

We utilize the data on the Gifted Indicator to measure gifted identification and services as well as student achievement and growth. We measure goal 4 through anecdotal data, although finding a qualitative measure would better serve us in ways that are more meaningful.

**Description of how programs and curricula are “mission-critical” to the core Sandusky City School districts educational experience**

The Gifted Indicator provides a pulse on the achievement and growth of students and the gifted program as a whole. The Gifted Indicator has three components: Gifted Value Added, Gifted Performance Index, and Gifted Input Points. The last three years the building and district scores have been as follows:

Last year, although slightly less than 2018, the 2019 Gifted Performance Index was a relatively strong 111.667. That puts SCS 5.333 points away from earning that component and actually meeting the Gifted Indicator. In comparison, the district’s Performance Index for 2019 was 72.1 (60.1%), which is 11.9 points away from moving the district Performance Index to a grade of C. This makes the gifted students’ performance a bright spot for the district.

**Programs and Areas of recognized excellence with supporting evidence**

Mrs. Toft earned the Ohio Association for Gifted Children (OAGC) 2019 Gifted Coordinator of the Year in October 2019. This honor is awarded for contributions to the field of gifted education and through peer nomination and a selection committee of gifted coordinators from around the state of Ohio.

**Program Strengths**

RCAAS is the only full-day gifted service setting in the region. Because of this, our school is appealing to families living in districts with lesser or non-existent gifted programming.

All of the RCAAS classroom teachers are licensed Gifted Intervention Specialists. In the rest of the district, all General Education Teachers who provide gifted services to students in grades 1-2 and 7-12 participate in HQPD as prescribed in the 2017 Gifted Operating Standards. We have created a continuum of advanced curriculum materials and instructional practices that are used with students in gifted services across the district.

RCAAS has averaged more than 15% Open Enrollment over the life of the school’s existence. Through enrollment in our Gifted Programming, we have also welcomed back several Sandusky resident students who had previously attended school elsewhere.

Current grant funding allows college professors to work with staff and students to deepen the content study for each grade level as well as to provide field trips and summer experiences. We have enough funding to continue with this critical piece of our program through 2020-2021.

Gifted students’ state test scores have raised the district averages in Performance Index and Value Added measures from the beginning of the program. While we have yet to reach our goal of a 117 for Gifted PI, we have made great gains and earned Gifted VA scores of As and Bs in recent years. These indicator markers translate to higher overall PI and VA scores for the district “all students” measures.

**Program Challenges**

The challenge with being a gifted school is that students must qualify as gifted per the definition of the State of Ohio in order to enroll. We have had to disappoint students and their families over the years when sharing test results that just missed the cut-off score for gifted identification. We have struggled, some years more than others, to enroll enough students to fill our classrooms. While this translates into a benefit of smaller class sizes, it is not a benefit financially.

We also face the challenge of retaining our open enrollment students once they move on to the middle school. Whether students were open enrolled prior to coming to RCAAS or they live outside the district and open enrolled in, if students leave the program it often occurs at the middle school level. Students and parents alike have reported that they do not feel the instruction at the middle school is as rigorous as it is at RCAAS and that they are concerned with the student behaviors there, most notably bullying and daily fights in the hallways. Parents have even reported sharing advice with other parents that once students get to the high school the instruction and environment will improve.

Another challenge, as is common in all of gifted education, is the struggle to identify equitable percentages of typically under-represented populations. The fact that the State of Ohio has much more strict gifted identification criteria than most other states does not help this issue.

**Program Opportunities**

We have a wonderful opportunity to find and cultivate more of our high-potential students with the addition of several important service areas and the expansion of our admission criteria through the implementation of a Talent Development Framework for the 2020-2021 school year.

RCAAS will widen our service model to include Visual and Performing Arts (Visual Art, Music: Vocal, Music: Instrumental, Dance, Drama), Creative Thinking Ability, and Specific Academic Areas of Science and Social Studies. While we have identified students in the area of Creative Thinking Ability (CT) in recent years, we have not assessed the areas of Visual and Performing Arts (VPA). We have also only tested by referral in the areas of Science and Social Studies, but since these areas of gifted identification did not have any real impact on services for students we did not have many referrals. We did start testing RCAAS 6th graders in SAA - Science in 2018 due to our participation in a research study with one of our fellowship professors. By using all of these areas on their own as a singular criteria for admission, we expect an increase in eligible applicants.

Additionally, in an effort to fill available spots in our classrooms, we aim to use a Talent Development Framework in our gifted service program by opening eligibility to students scoring near-gifted identification scores. We intend to invite students to enroll if they score in the 94th percentile instead of the previously required 95+ percentile. If more seats are still available, we will then invite students at the 93rd percentile, and so on. We expect that we will be able to attract more of our students from within our district as well as students from neighboring districts, who would need to open enroll, with this framework.

Research has shown that universal screenings, which we already do in accordance with Ohio’s Gifted Operating Standards, is one tool districts can use to increase the identification of students in typically under-represented populations. We did notice a slight increase in the identification of our largest minority population with the addition of the NWEA-MAP as a gifted screener and identifier for the Specific Academic Areas of Math and Reading. Other strategies that show promise include access to challenging curriculum, the use of local norms for placement in gifted programs, and specific training for teachers to increase awareness of the manifestation of gifted characteristics in students from typically under-represented populations with the purpose of increasing teacher referrals of students from these subgroups. We aim to implement all these strategies over the course of the next few years, with the goal of subsequent gifted identification for more of our students.

Finally, whether students are identified as gifted or near-gifted in academic areas of SCG and SAA or students identified as gifted or emerging in VPA or CT, all RCAAS students will benefit from an arts integration curriculum, which includes the aspect of a culturally responsive curriculum. All of our teachers have already attended training on this topic and many of us are registered for more training this summer. We have also recruited a visual arts professor who is an arts integration trainer for the state to join us as a Dorn Fellow. We expect the expansion of the Dorn Fellowship Series into the areas of the arts to enhance our programming and the level of service delivery to our students.

**Rubric Score Justification**

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| **Measure** | **Score**  **3-D, 2-E, 1-RFI** | **Justification** |
| **Alignment with district mission, vision and strategic plan** | 2-Emerging | The district’s mission is “to provide a diverse educational experience where all students will become respected, productive, and valued members of our community.”  The mission of the Gifted Department is “to meet the specialized needs of gifted students through a rigorous learning environment continuously promoting life-long learning.” The goals of the Gifted Department are  1. Increase the identification and services of under-represented populations of gifted students.  2. Gifted students show adequate yearly growth in learning.  3. Grow students' academic potential to their fullest.  4. Foster collaborative relationships between students, families, staff, and our community.  5. Explore services and options to further students' ability to succeed in a global era.  The Gifted Department works in harmony with other district departments, community partners, and families of our students to advance the learning of our gifted students. |
| **Program quality, distinctiveness, and recognition** | 3-Developed | SCS boasts the ONLY full-day gifted service setting for students in our region, and is among very few even around the state. The addition of the Visual and Performing Arts and Creative Thinking Ability services at RCAAS will only further define SCS as the premier provider of gifted services in our region. |
| **Learning outcomes and assessment** | 2-Emerging | We are still working on the best way to engage with constituents to gather appropriate data to measure the full impact of our work. Our first group of students who started at RCAAS as 6th graders are seniors this year. Ideally, a survey and ongoing communication with each graduating cohort as they continue in their educational and professional careers. |
| **Program development and growth plan-relevant curriculum and assessment updates** | 2-Emerging | We have grown our enrollment in the gifted program as a whole and at RCAAS over the first six years of the program. We saw a slight decline this past school year in both district and RCAAS enrollment. We have continued our curriculum development work over the last eight years, culminating in our current iteration of a vertically aligned curriculum plan. We still have work to do in the 7-12 grades in the areas of curriculum and instruction, but our AP and CCP offerings have steadily increased service offerings for our gifted students.  Current numbers of gifted services in all reported subgroups:   |  |  |  | | --- | --- | --- | |  | Identified | Served | | Low SES | 101 | 76 | | Black | 55 | 37 | | Hispanic | 6 | 5 | | Multi-Racial | 68 | 42 | | Asian/Pacific Islander/Native American | 4 | 4 | | White | 237 | 183 | | Male | 182 | 136 | | Female | 180 | 135 | |
| **Innovative and transformative attributes** | 3-Developed | We are the only school of our kind in this region, and among very few even in the state. The Dorn Fellowship Series is a strong component of what we have to offer our gifted students in the way of increased rigor and challenging instruction. |
| **Capacity for growth and enhancement-**  **Evidence of recruitment and retention for program** | 2-Emerging | The Dorn Fellowship Series is a primary component of our service delivery. While that is funded through 2020-2021, we will need to seek additional revenue to continue with that aspect of our work for the fall of 2021. Gifted services as a whole are not fully funded by our state and federal funding. With the pandemic in full swing, districts are anticipating 20-25% reduction in funding levels. However, a robust and well-advertised gifted program has the potential to attract open enrollment students from districts that are not properly servicing their gifted population. |
| **Quality Teaching** | 2-Emerging | We have worked diligently to create a rigorous and vertically aligned curriculum from 1st grade on up. Our teachers regularly find success on state assessments and individual classroom growth measures. The challenge remains at the middle school level. |
| **Academic Assessment** | 3-Developed | The grade band teams (3rd/4th and 5th/6th) work diligently in TBT meetings to analyze student data from state tests, benchmark assessments, and writing prompts (using teacher created, vertically aligned writing rubrics). Student growth is realized from this work, and nuances of needs are determined to continue to assist students in their progress. |
| **Leadership knowledge of programs** | 3-Developed | We are a unique program that appeals to informed families, but that is the issue. We still have some improvements to make, and will never be content to rest on laurels. The biggest threat to our continued growth is a lack of advertising to potential students and their families. It really seems we are Sandusky’s best kept secret. There is also a concern that students and their families will make good on their plan to attend the brand new intermediate building next year instead of sending their children to the older building where we will be housed. |
| **Program Sustainability** | 2-Emerging | Enrollment has trended upward until this last school year. Each grade level of students is different, and while we sent on two classes of 6th graders (more than 30 students) to the middle school we only had enough students qualify in 3rd grade for one classroom. Of those who qualified, six of them chose not to attend. Most stated they worried it would be too rigorous for their children and they would consider attending in a higher grade level. |

**Goals for RCAAS - 2030 Plan**

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| 1-Year to 3-Year Goals - RCAAS | | | | | | | |
| **Program Name: Regional Center for Advanced Academic Studies**  Context(Indicators or Research Based Evidence that led to the selection of the goal):   1. Ohio’s Diverse Gifted Populations, OAGC position paper   <http://www.oagc.com/files/OAGC%20Diverse%20Populations%20White%20Paper-%20Final%201.19.19%20CB.pdf>   1. Providing Best Practices that address the programming shortfalls experienced by under-represented gifted students (students of color, low-income students, non -English speaking and/or ELL students) 2. Identifying and Serving Culturally and Linguistically Diverse Gifted Students, NAGC position paper 3. Poverty, Academic Achievement, and Giftedness: A Literature Review, Paula Olszewski-Kubilius and Susan Corwith in Gifted Child Quarterly 4. Talent Development as a Framework for Gifted Education, Paula Olszewski-Klubius and Dana Thomson in Gifted Child Today 5. Integrating the Arts Across the Content Areas, Lisa Donovan and Louise Pascale 6. The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All, Dina Brulles and Susan Winebrenner | | | | | | | |
| **Goal or Objective**  **1-Year to 3-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | | **Evidence used to Determine Effectiveness** |
| Increasing Gifted Identification Across the District.  Increasing Gifted Services Across the District.  Increasing Open Enrollment to Gifted Programs Across the District. | 1-5 | Increasing Gifted Services to Underrepresented Populations through the Implementation of the Talent Development Framework 3-6, using local norms and challenging curriculum | Gifted Coordinator,  GLVPAA Director  Sandusky Intermediate School (SIS) Principal  Gifted Department teachers | Specific and ongoing HQPD | Traditional gifted identifications via universal screenings required by current gifted operating standards throughout the school year | Disaggregated annual RCAAS enrollment  Disaggregated annual gifted identification | |
| 6 | Addition of VPA/CT gifted services 3-6 | Gifted Coordinator  GLVPAA Director  Gifted Department teachers  VPA Teachers | Ongoing HQPD  Advertisement of the program | Traditional gifted identifications via methods required by current gifted operating standards throughout the school year | Disaggregated annual enrollment | |
| 4, 7 | Restructuring of gifted clusters for gifted students choosing to remain at the Primary (1-2) Building using local norms and challenging curriculum | Gifted Coordinator  Sandusky Primary School (SPS)  Principal  Gifted intervention specialist at SPS  General education teachers providing gifted cluster services | Ongoing HQPD for general education teachers  Addition of a Gifted intervention specialist for the 1-2 level to work with all the cluster group teachers. | Traditional gifted identifications via universal screenings required by current gifted operating standards throughout the school year | Disaggregated annual enrollment | |
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| 4, 7 | Restructuring of honors and advanced courses at Sandusky Middle School (SMS) using local norms and challenging curriculum | Gifted Coordinator  SMS Principal  SMS Counselors  General education teachers providing gifted cluster services | HQPD for general education teachers |  | Disaggregated annual enrollment | |
| 1-5 | Preparing for a Talent Development Framework at SIS | Gifted Coordinator,  GLVPAA Director,  SIS Principal  Potential Gifted Department teachers | Specific and ongoing HQPD | Traditional gifted referrals and identifications via universal screenings required by current gifted operating standards throughout the school year | Disaggregated data on gifted referrals by classroom teachers Disaggregated annual gifted identification | |

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| 3-Year to 5-Year Goals - RCAAS | | | | | | |
| **Program Name: Regional Center for Advanced Academic Studies**  Context(Indicators or Research Based Evidence that led to the selection of the goal):   1. Ohio’s Diverse Gifted Populations, OAGC position paper   <http://www.oagc.com/files/OAGC%20Diverse%20Populations%20White%20Paper-%20Final%201.19.19%20CB.pdf>   1. Providing Best Practices that address the programming shortfalls experienced by under-represented gifted students (students of color, low-income students, non -English speaking and/or ELL students) 2. Identifying and Serving Culturally and Linguistically Diverse Gifted Students, NAGC position paper 3. Poverty, Academic Achievement, and Giftedness: A Literature Review, Paula Olszewski-Kubilius and Susan Corwith in Gifted Child Quarterly 4. Talent Development as a Framework for Gifted Education, Paula Olszewski-Klubius and Dana Thomson in Gifted Child Today 5. Integrating the Arts Across the Content Areas, Lisa Donovan and Louise Pascale 6. The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All, Dina Brulles and Susan Winebrenner 7. Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9, by Joan franklin Smutny, Sally Yahnke Walker, and Elizabeth A. Meckstroth | | | | | | |
| **Goal or Objective**  **3-Year to 5-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| Increasing Gifted Services to Underrepresented populations  Improve Gifted Indicator for District and Individual Buildings | 1-5 | Implementing the Talent Development Framework 7-12 | Gifted Coordinator  GLVPAA Director  Gifted Department teachers  General Education teachers providing services to gifted clusters | Ongoing HQPD  Additional AP and CCP course offerings | Traditional gifted identifications via universal screenings required by current gifted operating standards throughout the school year | Disaggregated annual enrollment |
| 6 | Addition of VPA/CT gifted services 7-12 | Gifted Coordinator  GLVPAA Director  Gifted Department teachers  VPA Teachers | Ongoing HQPD  Advertisement of the program | Traditional gifted identifications via universal screenings required by current gifted operating standards throughout the school year | Disaggregated annual enrollment |
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| 5, 7, 8 | Addition of Talent Development in Kindergarten | Gifted Coordinator,  Sandusky Early Learning Principal,  Gifted intervention specialist at SPS  General education teachers at SPS | Ongoing HQPD for general education teachers  Addition of a gifted intervention specialist for the Kindergarten level to work with all the cluster group teachers | Traditional gifted identifications via universal screenings required by current gifted operating standards throughout the school year | Disaggregated annual enrollment |
| 1-5 | Implementing the Talent Development Framework 3-6 specifically at the Sandusky Intermediate School using local norms and challenging curriculum | Gifted Coordinator  GLVPAA Director  SIS Principal  Gifted Department teachers | Specific and ongoing HQPD  Addition of a GIS for the 3-6 level to work with all the cluster group teachers | Traditional gifted identifications via universal screenings required by current gifted operating standards throughout the school year | Disaggregated annual gifted identification  Disaggregated annual gifted services enrollment at SIS |

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| 5-Year to 10-Year Goals | | | | | | | |
| **Program Name: Regional Center for Advanced Academic Studies**  Context(Indicators or Research Based Evidence that led to the selection of the goal):   1. Ohio’s Diverse Gifted Populations, OAGC position paper   <http://www.oagc.com/files/OAGC%20Diverse%20Populations%20White%20Paper-%20Final%201.19.19%20CB.pdf>   1. Providing Best Practices that address the programming shortfalls experienced by under-represented gifted students (students of color, low-income students, non -English speaking and/or ELL students) 2. Identifying and Serving Culturally and Linguistically Diverse Gifted Students, NAGC position paper 3. Poverty, Academic Achievement, and Giftedness: A Literature Review, Paula Olszewski-Kubilius and Susan Corwith in Gifted Child Quarterly 4. Talent Development as a Framework for Gifted Education, Paula Olszewski-Klubius and Dana Thomson in Gifted Child Today 5. Integrating the Arts Across the Content Areas, Lisa Donovan and Louise Pascale 6. The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All, Dina Brulles and Susan Winebrenner 7. Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9, by Joan franklin Smutny, Sally Yahnke Walker, and Elizabeth A. Meckstroth | | | | | | | |
| **Goal or Objective**  **5-Year to 10-Year goals** | **Indicator or Research Based Evidence addressed** | | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| All students identified as Gifted receive Gifted Services | 1-8 | Grow In-District Enrollment in Gifted Services K-12 | | Gifted Coordinator  Marketing Specialist | Marketing materials  Advertising budget | Annual enrollment | Disaggregated annual gifted identification |
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| 1-8 | Grow Open Enrollment in Gifted Services K-12 | | Gifted Coordinator  Marketing Specialist | Marketing materials  Advertising budget | Annual enrollment | Disaggregated annual gifted identification |
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**Sandusky City Schools:** **Food Service Department**

**Brad Kraft**

Food Service Director

**Program Description**

The Food Service Department could be considered one of the most important departments in the school district. In this department, we plan, prepare and serve breakfast and lunch to more than 3,000 students in the Sandusky City School District. The district is 100% free breakfast and lunch due to the social economic status of students attending. This fact speaks to the importance of feeding every student every day, because in some cases, what students eat at school may be the majority of what they eat for the day. We also provide catering services in the form of specific building, district and community requests.

**Program Strengths**

Sandusky City Schools Food Service is the only school in the United States to be part of an interactive School Food Service Culinary and City Recreational Program (Mid Town Supper Club) two years in a row. In 2019 SCS was the first place winner of the State of Ohio Parks and Recreations Associations for Recreation Programs. Students (ages 8-17) from SCS and surrounding area schools complete a registration with the City of Sandusky Recreation Department to be part of The Midtown Supper Club. The Culinary Students meet every Monday night from 4-6:30 p.m. at Halo Live - Mohawk Studios on Warren Street in Sandusky where there is a full commercial kitchen in the basement. Each year the class is 10-14 students in size and Chef Kraft teaches the first few classes about safety and sanitation in the kitchen. Students learn about knife cutting skills, basic recipes, using math, ingredients and temperatures. After developing the aforementioned skills, students then learn how to prepare and serve a four-course meal from scratch including an appetizer, salad, main dish and dessert. Culminating activities include the opportunity to create a four-course meal for their parents and family and also a fundraiser for next year's club. The first year class had 15 students with 11 from SCS, the second year had 11 students with 9 students from SCS. As the program progressed, the second-year classes were broken up into advanced classes (Midtown first-year students), and another local chef was added to teach those students while Chef Kraft continued to teach the new students the basics.

All cafeteria managers and some staff are ServSafe II Certified in Sanitation as a requirement from the Ohio Department of Health. It is an Ohio Health Department requirement to have ServSafe II certification for any individual in charge of any food establishment area. Having staff trained in ServSafe II helps cover any managers that are out of their buildings for any reason (illness, personal, professional, etc). As the COVID-19 pandemic resulted in stay-at-home orders, approximately one half of all Food Service Staff took advantage of free online training offered by ServSafe and obtained ServSafe I Certification. Employing ServSafe I-certified staff demonstrates to the Erie County Health Department that SCS is proactive regarding our Safety and Sanitation, and that staff understands and maintains clean/sanitized areas and properly rotated stock items.

After learning of the possibility of school closures due to the pandemic, and knowing that the meals received at school may be the only two meals students eat all day, it was imperative that the Sandusky City School District continue to feed students if schools closed.

Therefore, we met with a large group of community leaders including the Police Chief, Fire Chief, Mayor, Law Director, City Director, Parks and Rec Department, two Police Officers, Boys and Girls Club of Erie County, and a host of other community organizations and brainstormed for locations and times to feed students bagged lunches and breakfast the next day. After considering providing meals weekly at SHS, we determined that the space was too small for such a large undertaking. The committee decided to send out an average of 2,500 meals a day to 12 locations around the Sandusky City area. We packaged 25 lunches and next-day breakfast in each tote and each organization picked them up for distribution.

In the last four years (2016-2020 ) we have implemented 95% fresh fruits and vegetables into the Breakfast and Lunch program. Consumption of fresh fruits and vegetables helps to reduce childhood obesity and improves academic achievement and attendance. Implementing more fresh fruits and vegetables enhanced our Farm to School Program. SCS was the first school in Ohio to start a Farm-to-School Program.

We continue to use the Farm-to-School Program through Weilnau Farms, Toft Dairy, and Eshleman Orchard. Each year, Mr. Kraft takes 2nd grade students from Venice Elementary to Eshleman Orchard and Weilnau Farms to learn about planting, crops, fruits, vegetables, and the Farm to School initiative. The 2nd graders have an opportunity to pick fresh apples from the trees at Eshleman Orchard and to select a couple of different vegetables from the field at Weilnau Farms. The students then visit Edison Park for a cookout and a recap about their day on the farms. There is no charge to the students or parents.

This past year we incorporated Semi Scratch cooking into the breakfast and lunch Programs in the form of cinnamon rolls, dinner rolls, breakfast sandwiches and pizza dough. Semi Scratch cooking is a process in which food items come into the schools and need to be finished. Rolls come in as frozen dough plugs and need to be put on sheet pans, placed on speed racks, placed overnight in the walk in cooler to proof and the next day they are baked off for the students to eat and enjoy. Breakfast sandwiches are made from frozen precooked bagels that need to be thawed. Sausage, bacon and egg are heated on a sheet pan, assembled on a thawed split bagel, wrapped with foil and heated in the oven to the proper temperature. Students get the same effect as going to a restaurant.

**Program Challenges**

One of the greatest challenges is that some staff do not understand the changes that are made to better the Sandusky City Schools Food Service Department, i.e., some staff are “set in their ways” and prefer to continue doing things the same way we always have. It is a challenge getting some staff to understand that we have to follow guidelines, recipes and protocols, and when we want to change something we cannot just do it in one building because it affects every building. Teachers travel from one building to another, notice the inconsistency of breakfast, and lunch items; we all need to be on the same page in creating consistency in service as well as overall menu items.

We have to keep looking ahead for new innovative ways to make lunches that appeal to students. Moving from Semi Scratch cooking to Scratch Cooking, which would include making our own dinner rolls, doughnuts, biscuits, pizza doughs, pizzas and sandwiches, would eventually lead to slow cooking or smoking pork loin, brisket, chicken and making pastas. The benefit is there are no preservatives in the products and we know what we are putting in the item before we cook it. Students view this more as a restaurant college-style type cafe than a school cafeteria. We want to eliminate the name “Cafeteria School Food” and embrace the term “Cafe Food”, so it takes away the old school sound of “slop the food on your plate”.

Another great challenge is the inconsistency between schools when students come late. In some schools, they may get breakfast and in others, they may not. Managers do not have authority to tell students to go ahead and eat, therefore it would be beneficial to work together with leaders to determine a way that all students have the opportunity to have breakfast even if they are late to school. In the SCS district, some students may not have eaten at home, and it may not be their fault that they are late, so it would be incumbent upon the district to ensure that all students have the opportunity for breakfast, since studies show that it is the most important meal of the day. Studies have also shown that students think more clearly and are more engaged in learning when they are not thinking about being hungry.

A majority of the Food Service staff is very reluctant to learn new technology, such as computer programs, Google, and Microsoft. We need to create a culture of understanding that learning these new skills will help simplify their jobs. We currently have webinars from Child Nutrition for all staff in areas of Child Nutrition, including recipes, weights, measurements, sanitation, etc. Moving forward, increasing learning using technology will benefit the food service department in many ways.

The Food Service Director has many branches in the department. Besides the National School Lunch and Breakfast Program, the CACFP Program after school in two Schools, the Summer Program in three Schools (throughout the summer), 15 in-house Students Interactive Programs Participation, numerous after-school and weekend/school catering events. We also have $75,000 in catering business per year (50 per year), the in-house catering and Mid Town Supper Club (30 days a year, in addition to 25 food orders each week. An assistant would be a valuable asset to the Food Service Department so that we can present all of our services with excellence. An assistant would also be helpful with paperwork and extra items. During the COVID-19 school outage time, there was one staff member working at home 4-6 hours a day managing all the google forms needed to correctly keep the operation going. There are many initiatives going on in the district at one time in the Food Service Department and one person to manage every task. With the Food Service Department having 31 staff members, it would be beneficial to have an assistant who is trained in food service to utilize their skills.

**Program Opportunities**

Breakfast in the Classroom will help raise participation and reduce the number students being hungry from missing breakfast. The Economic Research Service of the USDA found that children from low-income households or with parents leaving for work in the morning were the most consistent participants in the program. Those with access to school breakfast were more likely to eat breakfast in the morning. Along with improving school attendance, studies conclude children who eat school breakfast have improved standardized test scores. If a school breakfast program begins offering universal free school breakfast, children who participate more often show greater improvement over students at the same school who do not. Students who eat school breakfast have improved math scores, attendance, punctuality, and decreased anxiety, depression and hyperactivity. Breakfast in the Classroom allows students to eat together in the classroom at the start of the day. During the 10 to 15 minutes it takes for students to eat, teachers take attendance, gather homework and make announcements.

We have an opportunity now with Child Nutrition to train online and a majority of the Food Service is taking full advantage of it. This will help with the Semi Scratch /Scratch Cooking when we implement it. We could also utilize this platform to address our customer service concerns in a non-threatening environment.

Scratch Cooking: Using local fresh meats, fruits, vegetables and breads whenever possible. Students and parents enjoy using local fresh items from the community.

The Ohio Farm-to-School Initiative is part of the USDA national network and encompasses many local, state and regional partners. Ohio's Farm-to-School Initiative provides youth, PreK through college, with access to nutritious meals, while supporting local farmers and communities. This program is intended to provide children with fresh, locally grown or raised food, and to educate them about many aspects of agriculture and their community. We have the opportunity to improve on our Farm-to-School initiative by increasing partnerships with local companies and featuring them in a specialized, theme-based initiative to get students as well as parents involved.

**Rubric Score Justification**

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| **Measure** | **Score**  **3-D, 2-E, 1-RFI** | **Justification** |
| **Alignment with district mission, vision and strategic plan** | 2 | The District’s Mission is to provide a diverse educational experience where all students will become respected, productive, and valued members of our community.  Child Nutrition and staff interaction is a key element when providing a new or existing breakfast or lunch to a student. How staff interact with students them is of the utmost importance: “Be positive, get a positive result. Be negative, plan on a negative reaction.” We are considering ways to increase customer service to our constituents. |
| **Program quality, distinctiveness, and recognition** | 2 | We strive to serve the best quality breakfast and lunch we can produce by utilizing commodity dollars and putting together menu students enjoy. Using the dollars with big company brands.(JTM, Bosco, Big Daddy’s Land O’Lakes, Schwan’s and Welch’s) have appealed to students. However, there is much work to be done in this area and will be addressed in our goals. |
| **Learning outcomes and assessment** | 1 | All food service staff needs professional development in the use of technology, as well as Google, so the department can utilize the platform in future assignments in the kitchens for items such as production sheets and breakfast and lunch counts |
| **Program development and growth plan-relevant Food service and systems updates** | 1 | The SCS lunch program has improved over the years, but has been stagnant in the last few years in terms of analyzing our entire Food Service Department for viable changes that should be made and taking the steps to get all staff on board to create improved systems and services. We pretty much are doing what we have always done. It’s time to do things a little differently |
| **Innovative and transformative attributes** | 1 | We are looking to create more innovative ways to transform our Food Service Department! We have a start in looking at our Farm-to-School initiative, as well as Breakfast in the Classroom, and Scratch Cooking. |
| **Capacity for growth and enhancement-**  **Evidence of recruitment and retention for program** | 2 | Breakfast in the Classroom will help when kids are tardy. All students should have the opportunity to have breakfast every day. Students that are late may not get the opportunity to have breakfast or anything to eat, and they go until lunch hungry. This has a negative impact in schools such as increased nurse visits, increased behavior problems, and reduction in academic performance.  Changing the menu helps keep the students minds fresh with tastes for new things. A repetitive menu creates boredom. Conversations with students that regularly pack their lunches helps determine why they pack every day. Students either do not like the menu choices or choose to eat the same things from home every day. |
| **Quality Teaching** | 2 | Professional Development Days: Staff has training for four hours a day (12 hours a year) on sanitation, safety, cooking, knife skills, basic sauces and cooking recipes  Cafeteria Subs are trained and understand the responsibility of each of the jobs in the kitchens before covering shifts for staff in the cafeterias. If an absence occurs, someone is trained in a position to continue the work. |
| **Assessment** | 3 | The Director and Cafeteria Managers have regularly scheduled monthly meetings to review topics and discuss submitted questions/issues. The director also keeps managers up-to-date re: regulations and guidelines for child nutrition, health and safety. |
| **Leadership knowledge of programs** | 2 | The Director of Food Service is well aware of changes that can be made to improve the Food Service Program. He has identified areas of strength and challenge as well as opportunities to improve the program. However, knowing areas of need and creating viable opportunities for change to happen are the focus moving forward. |
| **Program Sustainability** | N/A |  |

Goals for Sandusky Food Service Dept. - 2030 Plan

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| 1-Year to 3-Year Goals - Food Service/Catering | | | | | | |
| Program Name: **Food Service / Catering**  Context(Indicators or Research Based Evidence that led to the selection of the goal):  1. Breakfast in the Classroom Rollout - No Kid Hungry by Share our Strength - Breakfast in the Classroom-Breakfast Timeline  2. Create a Cafe Environment in The Sandusky Intermediate School (grades 3-6): Give the students the food court/college atmosphere feel when eating | | | | | | |
| **Goal or Objective**  **1-Year to 3-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| Breakfast in the Classroom rollout K-6 | #1 | Work with custodians to plan for cleanliness of buildings and classrooms  Teachers will need to understand the importance of their roles in creating a family like breakfast atmosphere  Proper menu planning that allows for breakfast in the classroom  Work with building leadership to create a plan that allows all children to eat in the classroom  Create a plan to ensure students who are late to school will have the opportunity to have breakfast | Food Service  Director  Principal  Custodians  Cafe Staff  Food Service Assistant | Administrative support  Custodians  Student helper  [What-to-Consider-When-Starting-a-Breakfast-Program.pdf](https://drive.google.com/file/d/1BwzRaJk6rqxRIEBxNF4wI1nmr5rXGJfs/view?usp=sharing) | Monthly CN 6 Forms - Child Nutrition  Increase of breakfast participations | Nurse Visits  Grades  Participation  Behavior Visits  Attendance |
| Create a Cafe Dining Experience in the 3-6 building | #2 | Utilize non-compartment trays  Increase customer services aspect of dining  Expand the use of salad/taco bars, etc | Students  Dishwasher  Custodians  Food service director  Cafeteria workers | Students  Student helpers  Dishwasher  Custodians  Cafe Staff | Start of School | Follow up with students |
|
| Consider an assistant in the food service program to help with all aspects of the department |  | Hire and train an individual that understands schools/food/ kids/ restaurants/ catering | Food Service Director  Human Resources |  | Yearly evaluations  Google  Media  Public Relations  Student-friendly  Open-minded | How much more efficient the Food Service Department can be  Expansion of using Google Forms for all Food Service staff and cafes |

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| 3-Year to 5-Year Goals - Food Service/Catering | | | | | | |
| Program Name:  **Food Service / Catering**  Context(Indicators or Research Based Evidence that led to the selection of the goal):  1. Semi Scratch /Scratch Cooking-Cooking Meats from raw product  2. Farm to School - All Local Food Day through district - Using raw products from local companies - meats, vegetables, fruits and breads | | | | | | |
| **Goal or Objective**  **3-Year to 5-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| Semi Scratch/Scratch Cooking | 1 | Teach staff about basic baking and cooking techniques  Erie County health licenses changed to Level 4  Ensure all kitchens are equipped to do Scratch Cooking | Food Service Director..  Food Service Assistant  Cafeteria Managers | Child Nutrition  Critical Control Points (CCPs) for county health department  Recipe books are updated | Bi-yearly health inspections  Proper recipes are being followed | Inspection reports from county health inspector  Recipes books are out on tables being used daily |
| Farm to School  Local Community Food Day | 2 | Build relationships with local food suppliers and vendors | Food Service Director  Food Service Assistant  Cafe staff  Students | National Farm-to-School  Ohio Farm-to-School  Local farmers/business  Weilnau Farms  Toft Dairy  Eshleman Orchards  Other community partners | Local bids done once a year in June/July | Student and parent surveys  Student involvement projects during the school year |

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| 5-Year to 10-Year Goals - Food Service/Catering | | | | | | |
| Program Name: **Food Service/Catering**  Context(Indicators or Research Based Evidence that led to the selection of the goal):  1. Finding out through surveys about students tastes  2. Kids and Parents Food and Trade Show | | | | | | |
| **Goal or Objective**  **5-Year to 10-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| Surveying of students grades 7-12 concerning their dining experience | Knowledge of what students tastes are  Hot items to be placed on the menus | Select students to help create survey  Create items to taste test  Give the survey to all students in grades 7-12 | Students  Food Service Director  Food Service Assistant | Vendors with taste testing assignments | Beginning of school year  Monthly meetings with students | Follow up with student surveys to staff and managers about top 10 items students enjoyed |
| Mini Food Show for a select group of students and their families as a form of getting feedback concerning dining experiences in middle school and high school. | Feedback from parents as well from students as customers | After school event  New product to see what new items different aged group students like | Food Service Director  Food Service Assistant  Tyson Foods  JTM Foods  Land O’Lakes  Domino’s  Welch’s  Big Daddy’s  Bosco’s | Vendors  Gordon Food Service | Once a year event | Vendors can be voted on for the products that they brought |



**Sandusky City Schools: SHS**

**Department: Great Lakes Visual & Performing Arts Academy**

**Rosalyn Shepherd**

GLVPAA Planning Chair & Art Teacher

**Program description**

The Great Lakes Visual & Performing Arts Academy (GLVPAA) is a visual and performing arts program as well as a school within a school model, offering a comprehensive academic curriculum and intensive pre-professional training for students interested in a career in the arts. Students are prepared for the rigorous competition of program acceptance at the college level and gain experience for the professional arts world.

**Analysis of Data from data sheet**

GLVPAA enrollment has increased since its inception, the number of graduates also has grown each year but the number of students leaving is still less than the number of students coming into the program.

Our staffing has increased to meet the needs of the number of students taking part. All GLVPAA educators at Sandusky High School are now certified teachers with the exception of the newly hired choral accompanist/music teacher, who is currently working on her license.

The band program has an amazing retention rate: Higher than 90% throughout the program (grades 7-12).

**Alignment with District mission, strategic plan**

Sandusky City Schools continues to provide an unparalleled arts program to a diverse student body in a creative, challenging, and nurturing environment that prepares them to reach their highest potential. Students in all grade levels have access to our professional teachers in the areas of Orchestra, Band, Choir, Dance, Theatre, Graphic Arts and Drawing and Painting. In addition, the Jr. Arts Academy was developed at the elementary level to provide extended-day enrichment for students across the district in grades 3-5 that show an interest or talent in the arts at a more advanced level. This after-school program is supported by SCS, Oberlin Center for the Arts and local grant support. Class offerings include: Choir, hand bells, guitar, dance, theatre and visual arts. In the 2019-20 school year, Jr. Arts Academy students were bused from their home schools to Ontario at Adams and received a free meal and tutoring and participated in STEAM activities.

**Program distinctiveness**

No other Fine Arts program or school in the vicinity has the number of arts course selections available to students. With 22 visual art class offerings alone, instruction in each of the five disciplines help to ensure a well-rounded education for students.

Dance: The CTE dance program is not competition-based but education-based, with verbal and written assignments supporting the concept of articulating one’s aesthetic preference through observation of professional performances, class performances, and objective critique. Students also learn how to care for their bodies to prevent injury.

Theatre: The CTE Theatre program is an in-depth opportunity to develop knowledge and understanding of the industry in all its parts. Students have several opportunities at SHS to perform including Drama Club, Choral Musical and a summer theatre camp, which is not offered in other school in our county or surrounding counties.

GLVPAA class: The GLVPAA class is a very unique concept in a high school setting. Students learn through college-like experiences, one-on-one lessons, ensemble work and several performance opportunities in which students can work independently or together to build upon their talents. This class is reserved for GLVPAA students who are in the academy for vocal, band, and visual art. The band program has an amazing retention rate: Higher than 90% throughout the program (grades 7-12).

Student interest: The high school arts classes have 413 (out of its 740) students enrolled, without duplication across the arts. There are several elective offerings at SHS but none are more requested than the arts.

**Program learning outcomes**

<https://www.scs-k12.net/Downloads/Arts%20Academy%20NEW%202017.pdf>

**Description of learning outcomes assessment program**

[The Ohio Arts Assessment Collaborative](http://portal.battelleforkids.org/OAAC) (OAAC), a consortium of arts educators, created an innovative suite of authentic assessments to measure student growth for K–12 dance, drama/theatre, music, and visual arts. These new assessments are aligned with arts education standards in Ohio.

<http://portal.battelleforkids.org/OAAC>

**Description of how programs and curricula are “mission critical” to the core Sandusky City School districts educational experience**

Bringing the arts into a school or community can help to teach students of all ages many skills

needed to succeed in life. It can help them:

• Learn creative problem-solving and decision-making skills

• Build self-esteem and self-discipline

• Build skills in cooperation and group problem-solving

• Develop the ability to imagine what might be

• Appreciate, understand and be aware of different cultures and cultural values

**Pandemic Forward: A change in future program objectives**

Use of technology has become the cornerstone of education in this new pandemic society. In these uncertain days we look for creative people, with creative solutions to bring technology and education together on a more in-depth level, to ensure that our students can still learn at a high level while away from the classroom. So, as we build an academic curriculum for the future we must work to discover ways to make technology and learning through the arts purposeful - where students will benefit from pedagogically sound outcomes that deliver knowledge and comprehension, with a sense of enjoyment for learning.

**Programs and areas of recognized excellence with supporting evidence**

**The GLVPAA Band program continues to grow and have its students recognized with excellence**

* Students have been selected to the 2019 BGSU Honor Band
  + 89% of SHS students selected were members of GLVPAA
* The selection of the following SHS Band students to the 2018 BGSU Honor Band:
  + 91% of SHS students selected were members of GLVPAA
* BGSU Honor Band 2017
  + 43% of SHS students selected were members of GLVPAA
* SHS High School **Singers** selected for the Ohio Music Education Association District 2 Honor Choir
  + 81% of the students from SHS were members of GLVPAA

The SHS choir program has continued to grow with nearly 300 students from grades 7-12 participating. We have added a 7th-9th grade Men’s Chorus and Women’s Chorus which has allowed us to focus on age- and developmentally-appropriate curriculum and nurture the changing male voice, and the sometimes rocky emotional climate that is present in middle school and early high school. Members of the Choir program have been offered several special performances this year: a night of Opera in Toledo seeing “The Magic Flute,” a performance sponsored by the Sandusky Concert Association “O Sole Trio,” a special workshop and concert presented by Mr. Michael Shirtz and his Jazz Trio, and most recently a wonderful concert and mini-workshop with Dr. Dionne Bennett from Ohio Christian University. In addition, three GLVPAA singers were selected for District and National Honor choirs in Ohio, New York and Sydney, Australia.

**Capacity for growth of programs**

By growing the arts in our district we can better prepare our students for the vast needs for creative thinkers, producers, innovators. Like many districts in the U.S. that have come to the realization that learning through the arts is essential in order to produce the well-rounded creative thinkers which will be the leaders of tomorrow. SCS administrators understand the importance of this concept and have authorized the exploration of models that will expand arts programming alongside the district’s academically gifted program, which currently serve 3rd-6th grade students. This opportunity will continue the growth of the arts in our district.

By 2030, SCS will be the only school district in Erie County to have a K-12 Gifted & Talented Academic and Fine Arts school, with the capability of growing student talents from early elementary up by using a "Talent Development Framework" model. This model was recently shared with SCS by Dr. Eric Culvert of NorthWestern Center for Talent Development. It explains how giftedness in the arts is developmental and stresses the importance of placing a greater focus on developing the potential in our students over time, fostering growth across a continuum.

Each stage helps to define the need for a certain academic, psychological and talent-based curriculum to help ensure students benefit from every school based program to come (7th-8th, GLVPAA 9th-12th)

In the Early Elementary Grades:

* Students are afforded opportunities for exploration
* Enrichment focuses on exposing students to a variety of topics, domains, and experiences
* Positive risk-taking, intrepidness, and social schools are important goals
* Students who show early indicators of ability and interest around a topic or domain are afforded opportunities for deeper exploration
* Exposing students to authentic vocabulary in these fields is a priority
* Capacity for self-directed learning is cultivated through center-based learning and choice-based differentiation

**Growing Programs 2020-2025:**

Currently the Jr. Arts after-school program offers several sessions in instrumental and vocal music, visual art, theatre and dance. It is our hope that by having the Jr. Arts Academy after-school program at the The Sandusky Intermediate School, more students can be exposed to various arts activities after school, piquing their interest while strengthening the arts program for future excellence in the secondary-level programs.

With the new elementary grade bands grouping in the coming year, opportunities will open for earlier exposure to Arts-based education, especially for The Sandusky Early Learning Academy (Preschool-Kindergarten) building, which will now have a music and an art teacher designated to teach preschool students as well, this will help support growth through early exposure, playful engagement and formal enrichment activities. Preparing students for a future acceptance into the school for the arts for years to come.

**Proposals to enhance programs**

***Arts Program at the Regional Center for Advanced Academic Studies (RCAAS):***

In the current Arts Program at RCAAS starting Fall of 2020:

* Adding a full time elementary fine arts program for grades 3-6
* RCAAS will offer several fine arts classes in the visual arts, theatre, dance, choral and instrumental arts with advanced curriculum, extended contact time, integration of the arts in their core classes and hands on/PBL in the form of a Makerspace to be utilized by all RCAAS teachers but also be open for classes at the intermediate school to use by appointment.
* A student Art Gallery where students will work with professional artists and create artwork to display. As a part of the Gallery the GLVPAA arts students learn how to curate, market and promote, install the artworks and educate younger students. They will receive a curriculum that is both challenging and enriching.

Education in the Fine Arts is essential in developing the whole child. Our content standards and model curriculum address each of the following learning domains:

* **FOUNDATIONAL KNOWLEDGE & SKILLS:** Instruction in the arts enhances the learning of literacy, numeracy and technology
* **WELL-ROUNDED CONTENT:** Instruction in the arts expands students' understanding of the world around them
* **LEADERSHIP & REASONING:** Instruction in the arts fosters design thinking, creativity and problem solving
* **SOCIAL-EMOTIONAL LEARNING:** Instruction in the arts develops self-awareness, social awareness and relationship skills

**New program opportunities 2022-2030**

* A middle school program that will extend the gifted and talent development framework model to students that now should have the capacity to choose a career path because of their in-depth exposure to the arts at the elementary level over several years. This middle school program will be a connecting feeder program to the GLVPAA offering a seamless carryover from the 6th grade to the 9th grade programs that will have been in existence. With the Middle school housed in part of the high schools, students starting in 7th grade who are gifted academically can currently take high school courses and College Credit courses if they have tested college ready. It will be of great value to our district’s Transformation Plan for Fine and Performing Arts.

**Talent Development in Middle Grades**

* Enrichment begins to shift focus from breadth to depth within students’ areas of interest and strength, but opportunities to explore new domains continue
* As achievement profiles become increasingly distinct, students are afforded greater opportunities to accelerate in strength areas
* Co-curricular, extracurricular, and community-based experiences related to the talent domain tap into the rising importance of social interaction, begin to build experience learning outside the home and school. Affective curriculum emphasizes positive risk-taking, “trying on” scholar/creative identities.
* Early exposure to higher education and career opportunities in the talent domain
* Capacity for self-directed learning is cultivated through short-term project-based and problem-based learning, choice-based differentiation

**Program Strengths**

1. The Fine Arts Program at Sandusky High School has been the catalyst for bringing professionals in the Arts fields into working relationships with our students. Students have had meaningful conversations, learning sessions, Q&A opportunities as well as demonstrations that have helped them to gain a better understanding of the various avenues available in their chosen major in the arts. For example,

Examples:

* GLVPAA facilitated a panel discussion with visual and performance artists through the Center for Inspired Learning. Each panelist discussed their profession, their personal journey as an artist, the route they took to get there and what they currently do. After the panel discussion the students met with the artists in their field for hands-on interactive workshops, for a deeper look into their art form from a professional’s perspective.
* Students had the opportunity to enjoy a performance by Grammy Award-winning performer Rhiannon Giddons. Working with the Oberlin Center for the Arts, our students were able to interact with Miss Giddons in an intimate concert setting, ask questions and learn about her processes as a college music major, writer and performer.

1. Another strength of our program is the GLVPAA studio classes. The Vocal, Band and Art programs currently have a GLVPAA studio class. Over the past two years the Band and Choir Directors and myself as an art teacher have worked with our vocal, instrumental and art students during one period every day (time permitting). The benefits of these classes are two-fold: Students are provided the resources to help strengthen their creative skills, and performance abilities, and also given the opportunity to grow as individual artists and as a part of a collaborative group, while focusing on commitment, student-led practices and receiving/interpreting/applying constructive criticism from their instructors and peers.

* **GLVPAA Vocal Academy Class:** Provides students with college-caliber, one-on-one instruction, additional career and college planning advice in regards to performing arts, small group and solo singing opportunities, and leadership responsibilities within the Choir and Musical Theater Program.

* **GLVPAA Band Studio Class:** Students in the SHS Band (Grades 9-12) who have demonstrated a high level of musical ability and are interested in furthering their skills in a focused environment are eligible to participate in this year-long course. Recommendation of the Band Directors and/or successful completion of an audition is required enroll in this course. Students have private lessons once weekly (1/2 period in length) with a Band Director, will be split up into small student-led ensembles (as instrumentation allows), will learn ability appropriate and advancing solos, and will work in instrument specific method books on the refinement of technique and musicianship skills, as well as being exposed to learning new skills and extended techniques on their instrument. Students will also take part in monthly or bi-weekly seminars/masterclasses where they perform for constructive feedback from their peers and instructors. Students will perform at OMEA Solo & Ensemble events and have the opportunity to take part in several Honor Band opportunities throughout the region, as well as extra performance opportunities that may arise during a given school year.
* **GLVPAA Art Studio Class:** Students are given visual challenges, based on the students’ weakness in a specific art technique or style to help improve confidence and encourage them to break through barriers. Students work on building their portfolio by creating artwork that mirrors college portfolio requirements. Students collaborate with each other to produce community artwork for their school that instills a positive viewer experience and kindness within the student body.

1. A strong collaboration exists across disciplines and across grade-level bands including arts teachers in the elementary, middle school and high school level. Since the GLVPAA’s inception the arts have come together for productions, fundraisers, performances, and academic offerings. Collaborating efforts include: Monthly First Fridays Fine Arts Events, GLVPAA Showcase, Sandusky’s Got Talent, Annual Summer Theatre Camp and most recently, planning for the first All District Fine Arts Festival for Sandusky City Schools. Scheduled for May , 2020, this would have been the first time in SCS history that all the arts at every level would have been together to showcase students arts talents in all areas of the arts (Choral, Instrumental, Theatre, Visual Art and Dance).
2. It is important for the GLVPAA to not only prepare and educate our students to be college-ready, but also to expose them to the college environment. With such a large population of our students considered economically disadvantaged, the likelihood of many of them having the opportunity to go on a college visit is very low. Also, most college tours are given by the office of admissions which are very broad. GLVPAA-arranged tours are coordinated by working directly with college Arts Departments for the benefit of our students. Students are able to meet with the department heads, professors, and students in the departments in which they plan to major. GLVPAA members 9th-12th grade are offered this opportunity to allow the youngest students to review and form opinions regarding various college programs. This is a strength that is not duplicated at high schools in our county.
3. The GLVPAA is the only school for the arts in the immediate area. The closest 9th-12th grade art academy program is almost an hour away, giving us the opportunity to meet the creative needs of students outside of our district. No other Fine Arts program in the vicinity has the number of arts course selections available to our students. With 22 visual arts class offerings alone, each of the five disciplines help to ensure a well-rounded education for our students. This is a sought-after aspect of our high school. There have been at least two out-of-district students enrolled in our program every year since its inception and with the addition of an elementary program on the horizon, our number of open-enrolled student is expected to increase.
4. The GLVPAA also offers students summer learning opportunities in visual art, and theatre through week-long and two-week camps. The theatre camp brings in more than 250 community members to see the performance presented by those attending two week camp.
5. Student interest: There are 413 students enrolled in high school visual and performing arts classes without duplication across the arts; this represents more than half the student body at SHS. There are several elective offerings at SHS but none are more requested than the arts.

**Program Challenges**

* Having the time in the high school schedule to give each GLVPAA student the GLVPAA studio class every year. Limiting the ability to serve students that may be gifted & talented in the arts.
* Having the funding to purchase technology to keep up with industry standards in the arts or create spaces needed for specific classes, like a Black Box Theatre, Virtual reality, Augmented Reality technology, film equipment etc. for the arts departments.
* Having a parent based and community based support group or booster.(many parents that are involved are involved with the individual arts program that their child is in and so involvement with the academy is secondary). Attempts have been made to have a community advisory group, their time limitations of members was the factor that dissolved it.
* Marketing and branding the academy for public recognition on social media platforms outside the district’s sources.
* Having enough teachers to expand the program to the Middle school: The middle school has very restricted schedules, to expand the GLVPAA down to the middle school level would mean separate schedules and additional Dance, Theatre and Art teachers for the gifted and talented students giving them more access to the classes they need.

**Program Opportunities**

* The future of the GLVPAA and the district's Fine Arts Programing will be a unified program starting in the Kindergarten going straight through to 12th grade.
* Combining elementary academic curriculum with the arts through purposeful Arts Integration. All teachers at the elementary and middle school level will obtain professional development to learn how to integrate the arts within their subjects to strengthen the academics for all students.
* The arts provide cognitive, academic, behavioral, and social benefits that go far beyond simply learning how to play music or perform scenes in a play.
* In a major new study from Rice University involving 10,000 students in 3rd through 8th grades, researchers determined that expanding a school’s arts programs improved writing scores, increased the students’ compassion for others, and reduced disciplinary infractions. The benefits of such programs may be especially pronounced for students who come from low-income families, according to a 10-year study of 30,000 students released in 2019.
* Unexpectedly, another recent study found that artistic commitment—think of a budding violinist or passionate young thespian—can boost executive function skills like focus and working memory, linking the arts to a set of overlooked skills that are highly correlated to success in both academics and life. ([*https://www.edutopia.org/article/2019-education-research-highlight*s](https://www.edutopia.org/article/2019-education-research-highlights))

**Business minded**: Creativity is essential to the entrepreneurship that gets new businesses started and that sustains the best companies after they have reached global scale. (*“Creativity and the Role of the Leader” by Teresa Amabile and Mukti Khaire Harvard Business Review, 2008*)

In an age when empathy and creativity are becoming the most important skills companies are seeking, Sandusky City Schools through the GLVPAA, the Arts Program at RCAAS Arts Program at RCAAS and the Jr. Arts Academy after-school program are all on the forefront of student learning, producing students that will be ready to fill positions that so many companies are in need of.

**Primary Excellence Program**: By eventually offering a **PreK-2nd grade** **arts education program** that emphasizes social/ emotional learning through theatrical play, tracking student’s learning styles (Visual, Auditory, Kinesthetic or Verbal) for optimal academic comprehension, incorporating hands-on learning in STEAM areas (Makerspaces) and infusing all core subjects with arts integrated are a part of the formula that will lead to student success. All of these initiatives will give students a deeper learning experience, getting them off to a strong start and influencing how they learn going forward. A program of this nature will give students the tools they need to better retain information, comprehend on a high level, foster empathy for others and instill self-confidence, all while learning in fun interactive ways!

Arts Program at RCAAS**:** Fine Arts and Arts Integrated programming alongside Academic Gifted Services will be a program that significantly accelerates students' learning. This program will service students gifted in superior cognitive ability, specific academic areas including math, reading, science, creative thinking and the Visual & Performing Arts areas of Dance, Music, Visual Art and Theatre. Because students will start their first years with Primary Excellence, their understanding of advanced curriculum will come easier and they will seek out additional ways to be challenged. The capabilities for all gifted and emerging talented students in Sandusky City Schools will increase over the 3rd-6th grade bands in this program. Students will not only have the opportunity to receive advanced arts studies in their talent identification areas but also learn in a nurturing environment that values their gifts and talents. We believe in teaching the whole child, and a child that thrives artistically or academically will benefit from learning in an arts-infused core classroom, so Arts Integration will again be a key component of the learning and teaching process. Teachers and students at the RCAAS will also work with college professors to extend curriculum and learning standards. These partnerships allow for deeper understanding of content and trips to college campuses that open our students' eyes to their future learning opportunities. Students will have a student Art Gallery where they will work with professional artists and create artwork to display. They will receive a curriculum that is both challenging and enriching.

**Now and the Future, Jr. Arts Academy**: This after-school program is a free service for students 3rd-6th grade in Sandusky City Schools. It is a visual and performing arts program where students are recommended based on their expressed interest in exploring areas of the arts. Students have the opportunity to play, perform, and create in ways not offered during the day at the intermediate building. They learn to create through their choice of Visual Art, Guitar, Choir, Percussion, Dance and Theatre classes. Students culminate the year of training, rehearsing, creating and growing as artists with a performance and art show, demonstrating what they have learned and sharing with the community what they have achieved. This program is dependent on generous grant funding from Sandusky City Schools and area foundations, it is our hope to make this program a permanent part of the growing Fine Arts offerings at SCS.

**A Middle School Visual & Performing Arts Program** will extend the gifted and talent development framework model to students that now should have the capacity to choose a career path because of their in-depth exposure to the arts at the elementary level over several years. This middle school program will be a connecting feeder program to the GLVPAA offering a seamless carryover from the 6th grade to the 9th grade programs that will have been in existence. With the middle school housed in part of the high schools, students in 7th grade who are academically gifted can currently take high school courses and College Credit courses if they have tested college-ready. It will be of great value to our district’s Transformation Plan for Fine and Performing Arts.

**Talent Development in Middle Grades**

* Enrichment begins to shift focus from breadth to depth within students’ areas of interest and strength, but opportunities to explore new domains continue.
* As achievement profiles become increasingly distinct, students are afforded greater opportunities to accelerate in strength areas.
* Co-curricular, extracurricular, and community-based experiences related to the talent domain tap into the rising importance of social interaction, begin to build experience learning outside the home and school. Affective curriculum emphasizes positive risk-taking, “trying on” scholar/creative identities.
* Early exposure to higher education and career opportunities in the talent domain
* Capacity for self-directed learning is cultivated through short-term project-based and problem-based learning, choice-based differentiation.

**STEAM Makerspace at the Middle School eventually the High school:**

* Students are learning without turning to the front of the room for directions or receiving steps from the teacher at the center. They are the ones directing the action.
* Each space has its own unique set-up and feel based on the needs, interests, resources and goals of the district and community.
* A variety of materials will be available, including use of 3D Printers and robotics giving the students an opportunity for hands-on experiences.
* It’s fun!! And there is a tremendous amount of learning and skill-building embedded in that fun.

**Continuing Arts Integration:**

Arts integrated into the basic school curriculum can strengthen student understanding of core subjects such as reading, writing, math, science and social studies. The arts can also help to make learning fun and more meaningful to the student.

**Goals:**

* Grow students’ academic and creative potential to their fullest.
* Foster collaborative relationships between students and programs at the middle school and high school level.
* Improve the educational experience by implementing an arts-based curriculum.
* Foster collaboration, sharing and hands-on learning through the uses of “Makerspaces”as Project-Based Learning opportunities.
* Partner with college instructors, Artist in Residencies (professional artists), and the local arts and culture community to strengthen educational curriculum in all academic and arts areas.
* Serve gifted and emerging arts students to improve the educational experience by implementing an art-based curriculum.

**Advisory and extended-day arts-based clubs to the Middle School**

Current and future Projects: Art Club (7th and 8th) Theatre Club, The Comic Book Project

Not only does afterschool arts programs help strengthen teamwork, responsibility, persistence, self-discipline, and presentation skills, but arts education also can promote learning in core subjects such as reading, writing and math (understanding of fractions and ratios).

**Holding an annual ALL District Arts Festival (All levels and all disciplines)**

Performance, Performance, Performances: Culminating year-long learning into a collaboration between all specials in the district. Giving students an opportunity to share their talents with parents, peers and the community.

As the RCAAS becomes infused with the arts at the Adams building which is in the middle of downtown, the public will grow familiar with the students and programming by putting on performances in a public forum. This will foster a connection with the arts, based community organizations and the school. The GLVPAA program will grow from the younger grades up through a feeder school. If we can extend the elementary program to include a middle school program it will also strengthen the high school program.

**Expansion of the GLVPAA program:**

By 2030 the GLVPAA will be a magnet program for students who were the first group to come through the Arts Program at RCAAS as a 3rd grader exceling through the Middle school program and now are ready to make their mark in the arts moving on to be gifted and talented professionals with a variety of experiences that cater to their interests

*Talent Development for High School Students:*

* Enrichment focuses on providing opportunities for advanced learning in areas of strength and interest
* Co-curricular, extracurricular, community-based, and informal learning are high priorities
* Opportunities for career exploration, including extended authentic learning experiences, are core components of the curriculum
* Students have opportunities for advanced and specialized study in areas of strength and high interest
* Long-range academic planning is a core component of the curriculum
* Capacity for self-directed learning is cultivated through significant online learning experiences and guided independent study
* Facilitating student’s early entry into domain of talent is a top priority, especially for students from populations under-represented in those domains
* Students are explicitly taught strategies regarding how to navigate cultures of potential fields and build personal networks of peers and mentors

**Rubric Score Justification**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Score**  **3-D, 2-E, 1-RFI** | **Justification** |
| **Alignment with district mission, vision and strategic plan** | 2 | Teaching the whole child, utilizing STEAM curriculum, growing student achievement through efficacy and professional development for our teachers increasing 21st century thinking. |
| **Program quality, distinctiveness,and recognition** | 2 | This is the only program of its kind in our county area. Public recognition of the GLVPAA is increasing with positive feedback from the community throughout the year. Visual Art students continue to have a large number of students accepted into the North Central regional scholastics Show at LCCC.  The GLVPAA Band program continues to grow and have its students recognized with excellence  Students have been selected to the **2019** BGSU Honor Band  89% of SHS students selected were members of GLVPAA  The selection of the following SHS Band students to the **2018** BGSU Honor Band:  91% of SHS students selected were members of GLVPAA  BGSU Honor Band **2017**  43% of SHS students selected were members of GLVPAA  SHS High School **Singers** for being selected for the Ohio Music Education Association District 2 Honor Choir! 81% of the students from SHS were members of GLVPAA |
| **Learning/performance outcomes and showcase quality** | 1 | There is currently no assessment to evaluate student outcomes, but students have successfully graduated from the GLVPAA program and went on to higher learning in their arts major. |
| **Program development and growth plan-relevant curriculum and assessment updates** | 2 | Arts Integration will greatly affect student learning and enhance positive assessment scores for students exposed to this type of learning.  Because we are using a Talent Development Framework, we are identifying students through the lense of potential ability. Many of our high school students have never been exposed to some of the arts forms we offer, so they are on a learning curve, but extending the arts programming down to the elementary level in the coming school year, with the RCAAS continuing the Jr. Arts Academy with the Intermediate school is helping to grow our fine arts programming from the lower elementary up giving our students more confidence and incentive to be creative. |
| **Innovative and transformative attributes** | 2 | All of the information given above are innovative and transformative strategies that will put SCS students in a position to excel and master curriculum in all areas by starting at an early age with the Primary Excellence Program model. The first step would be to start training teachers to begin this as a pilot program at the PreK-K building, then extend the next year to the 1-2 building. |
| **Capacity for growth and enhancement-**  **Evidence of recruitment and retention fo program** | 2 | The GLVPAA continues to take in more students than it loses to graduations: This year 13 are graduating with 20 applying for admission for the next school year. The program has gone from a starting number of participants of 6 to the current number of 65, from 3 graduates two years ago to 13 this year with the number of students going into an arts field also increasing each year. We have 4 open enrollment students in the GLVPAA currently and on average we carry 2 -4 students each year. If our marketing was stronger we could definitely increase our numbers. With the opening of the elementary VPA program our open enrollment numbers should spike knowing parents are more likely to sign their children up for arts programming at a young age than for older students who have to choose to sign themselves up because of a lack of self confidence. |
| **Quality Teaching** | 2 | Quality is growing as the teachers of our newest arts offerings: Theatre and Dance have finished up their CTE certification and pursuing Masters work. |
| **Academic Assessment** |  | Currently we are not tied to Academic Assessments |
| **Leadership knowledge of programs** | 2 | As an art educator, I am constantly working on improving my knowledge of all the other arts programs that are a part of the GLVPAA, instrumental music, dance, are my biggest challenge. Theatre and vocals not as much but are also a work in progress. |
| **Program Sustainability** | 2 | After only 6 years in existence the Fine Arts Programs have grown tremendously, and there's great interest in our community for the arts with great turnouts for events. Rarely are patrons charged for entrance, so the financial support is not as great as athletics. But as long as we continue to have that support of the families and community, the programs will continue to grow. The elementary programs will help sustain the high school programs through its student interest. |

**Goals for Sandusky GLVPAA - 2030 Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1-Year to 3-Year Goals - GLVPAA | | | | | | |
| Program: **SCS Fine Arts Programs GLVPAA, JR. Arts Academy, Elementary Fine Arts**  Context(Indicators or Research Based Evidence that led to the selection of the goal):  1. By growing the arts in our district we can better prepare our students for the vast needs for creative thinkers, producers and innovators. Like many districts in the U.S. that have come to the realization that learning through the arts is essential in order to produce the well rounded creative thinkers which will be the leaders of tomorrow.  2. Working with community members, higher education institutions, area arts and culture organizations, professional artists in residence and local foundations; we can build a network of support for the arts, our students and the arts community as a whole.  3. With diligence, by 2030, Sandusky City School will be the only school district in Erie County to have a K-12 Gifted & Talented Academic and Visual & Performing Arts school, with the capability of growing student talents from early elementary up by using a Talent Development Framework model. This model explains how Giftedness in the arts is developmental and that it is important to put a greater focus on developing the potential in our students over time fostering growth across a continuum.  4. Education in the Fine Arts is essential in developing the whole child. The Ohio Department of Education Content Standards and Model Curriculum address each of the following Learning Domains for our students:  ● FOUNDATIONAL KNOWLEDGE & SKILLS: Instruction in the arts enhances the learning of literacy, numeracy and technology  ● WELL-ROUNDED CONTENT: Instruction in the arts expands students understanding of the world around them  ● LEADERSHIP & REASONING: Instruction in the arts fosters design thinking, creativity and problem solving  ● SOCIAL-EMOTIONAL LEARNING: Instruction in the arts develops self-awareness, social awareness and relationship skills | | | | | | |
| **Goal or Objective**  **1-Year to 3-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **(1) Create a school day 3-6 grade visual & performing arts program which uses Arts Integration at the core of academic studies**  **Initiate Arts Integration with K-2nd grade students** | **#1 See year 1-3 research and tables 3.1 and 4.1 at bottom** | Continue college fellowships through Dorn Foundation Funding to secure Arts Integration Specialist  Train teachers: growing the number of classrooms that utilize Arts Integration  Foster a continuous Arts Integration learning environment for staff and students k-6 | RCAAS Administrator  Fine Arts Chair of Planning | Dorn Foundation Funding  Or other source of partnership through BGSU  Professional Development time  K-12 Arts Integration supplement Curriculum materials:  <https://educationcloset.com/integrated-curriculum/> | Progress will be assessed annually | Student’s academic progress  Student’s attitude towards school  Student’s critical thinking  Student’s social-emotional learning |
| **(2) Partnership Development:Creating and maintaining a network of support** | **#2** [**https://files.eric.ed.gov/fulltext/ED516747.pdf**](https://files.eric.ed.gov/fulltext/ED516747.pdf) | Train GLVPAA student to be advocates for the arts  Create a non-profit arts support organization to include: arts advocates, philanthropists, local  Arts Councils members business owners, Parents, teachers and alumni  Create partnerships with arts & culture organizations in the area | Fine Arts Chair of Planning  Fine Arts Teacher Advisory Committee | Community resource lists  Administrative connections  Ohio Arts Council’s assistance | Progress assessed quarterly | Connections are made with community resources  Connection will lead to formation of organization  Number of people attending meetings  Number of people bringing new members into the organization  Number of partnerships formed |
| **(3) Foster collaborative relationships between students and programs at the elementary, middle school and high school levels as well as artist in residence through: Mentoring, Internships shadowing and collaborative projects** | #4The study results of implementing a mentoring model in the art classroom shows that elementary students | Recruit and train GLVPAA students to mentor RCAAS VPA students  Align with Global Internship program at SHS for GLVPAA seniors  GLVPAA Visual Art students trained to curate RCAAS Student Art Gallery  Middle school students to shadow GLVPAA students  Students are afforded opportunities for exploration in all forms of the arts at an early age  Students who show early indicators of ability and interest around a particular art form are afforded opportunities for deeper exploration  Helping students to develop authentic inquiry through makerspace, and STEAM activities, understanding the arts are a part of everything | Fine Arts Chair of Planning  Global Internship program coordinator  Administrator of RCAAS  Core Academic Teachers  Arts teachers  STEAM Coach | Training resources for students working with young children  Funding to bring professional artists to RCAAS Student Gallery  Designated Practice rooms for musicians  Musical theatre scripts,plays and music  Dance bars and mirrors  Makerspace materials for each elementary school  STEAM classroom Activities  Arts Integration materials  Access to a Music, dance, art, and theatre teacher at all elementary buildings | Progress assessed by semester | RCAAS Student survey  RCAAS teacher survey  Glvpaa student survey  Number of students continuing in the mentoring program each semester  Student improvement on arts assessments  Students show improved competency in areas of the arts  Students demonstrate more artistic, creative productivity |

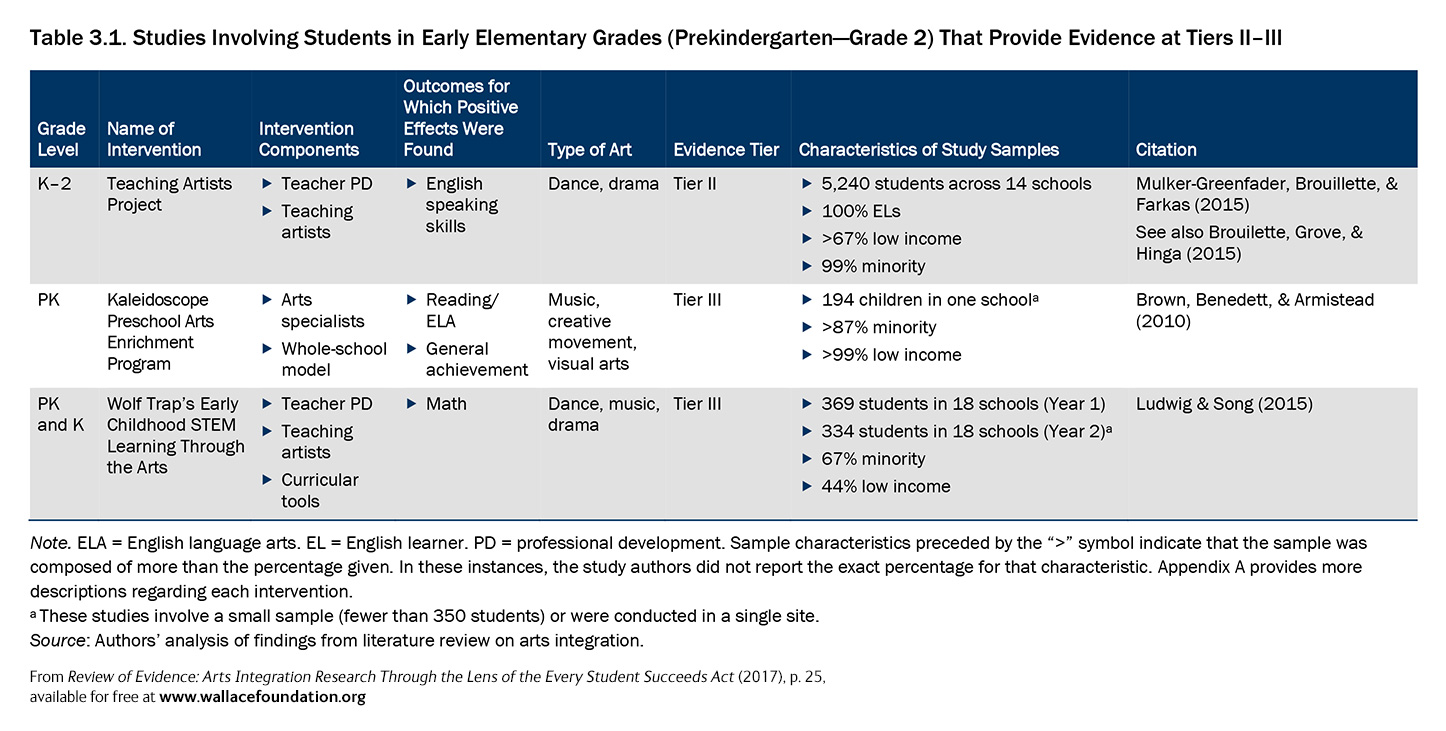
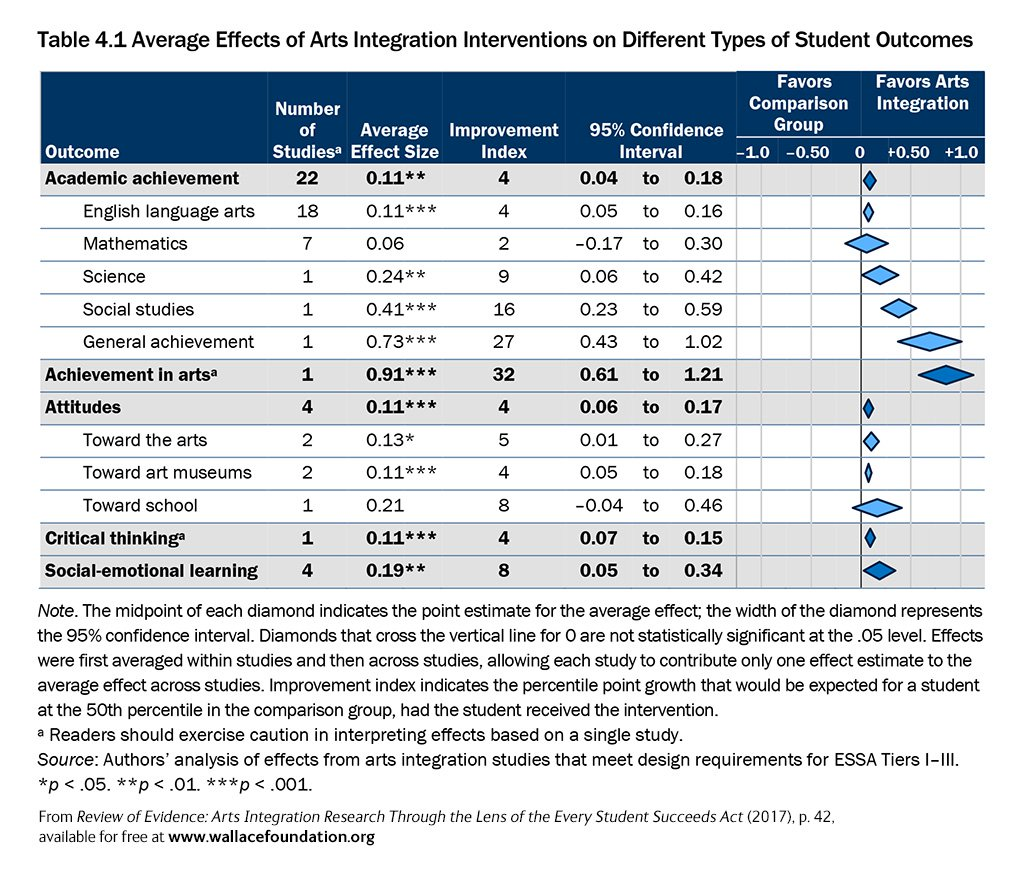
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| 3-Year to 5-Year Goals - GLVPAA | | | | | | |
| **Program Name: GLVPAA**  Context(Indicators or Research Based Evidence that led to the selection of the goal):  1.Enrichment begins to shift and be more focused, more in depth within students’ areas of interest and strength, but opportunities to explore new domains continues. A Middle School Program will extend the gifted and talent development framework model increasing student abilities and working toward mastery.  2.This middle school program will be a connecting feeder program to the GLVPAA offering a seamless carryover from the 6th grade to the 9th grade programs that will have been in existence.    3.Early exposure to higher education and career opportunities in the talent domain:  With the Middle school housed in part of the high school, students starting in 7th grade who have been evaluated as gifted or emerging at the elementary level will be able to take high school courses and CCP courses just as those who are academically gifted, if they have tested college ready.  4.Co-curricular, extracurricular, and community-based experiences tap into the rising importance of social interaction, Not only does afterschool arts programs help strengthen teamwork, responsibility, persistence, self-discipline, and presentation skills, but arts education also can promote learning in core subjects such as reading, writing and math (understanding of fractions and ratios). | | | | | | |
| **Smart Goal or Objective**  **3-Year to 5-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Responsible Parties** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **(1) Extend the GLVPAA down to include 7th and 8th grade**  **Tie SMS/GLVPAA curriculum to student’s interests and strengths**  **Students choose a major(end of 8th)**  **Students still can explore other arts** | #1 & #2 | Consult with SMS administration and counselors on scheduling options  Collaborate with the high school arts teachers to create a year-long intro to GLVPAA class in each arts discipline for 7th graders and a level 2 GLVPAA class for 8th graders in each arts discipline | SMS Administrators  Fine Arts Chair of Planning  SMS Counselors  SHS arts teachers | Fine Arts Curriculum lessons for students gifted in all arts disciplines  Practice rooms  Access to high school arts teachers | Progress assessed  annually | Student course selection survey upon entering the high school  Student’s willingness to enroll each semester into the GLVPAA classes.  Student’s willingness to participation in GLVPAA related activities in 7th and 8th grade |
| **(2) Identify CCP arts offerings for GLVPAA students** | #3 | Contact colleges for CCP arts offerings  Connect students with College and Careers Readiness Coach for testing  Make course offering information accessible to students  Set up college arts tours | College and Careers Readiness Coach  SMS Counselors  Fine Arts Chair of Planning | College Course guides  Funding for college tours | Progress assessment annually | Number of students who test college ready taking college arts courses  Number of students testing for college readiness  Student survey about their stress level taking college art courses |
| **(3) Create extracurricular arts activities to enhance social interactions with non GLVPAA students and offer other creative opportunities** | #4 | Partner with arts related Community members and organizations  Advertise on site and offsite opportunities to students  Continue to offer Summer camp options in the arts  Encourage boys and girls to join Innovative technology extracurricular activities | District’s Community Relations Coordinator  Fine Arts Chair of Planning  Coordinator for informational technology  SHS Computer Technology teacher  Fine arts teachers | Innovative Technology Curriculum:  A Music Technology/Music Lab Virtual Reality Technology  Augmented Reality curriculum,  Adobe Illustrator and Photoshop Lab, STEAM Makerspace | Progress assessed annually | Number of GLVPAA students signing up for extracurricular arts activities  Number of non GLVPAA students sign up for activities  Number of male/female students going taking technology based arts courses |

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| 5-Year to 10-Year Goals - GLVPAA | | | | | | |
| **Program Name: GLVPAA**  Context(Indicators or Research Based Evidence that led to the selection of the goal):  1.Giving students the tools to manage, create, develop, facilitate, and evaluate arts and cultural programs and organizations.  2.Everyone assumes that people pursue the arts because they're creative, but there's significant research that shows that practicing the arts can help you become more creative and innovative. These are two skills that are in high demand in the business world, and many corporations are turning to art classes to help their employees tap into their inner artist.  3. Earning the status of Arts School Networks Exemplary School touts a innovative model in education with a concentration on college preparation through immersion in the performing arts. Our students emerge with perspectives, leadership attributes, and passionate interests that the arts singularly cultivate.  4.Districts serving diverse demographic populations with higher percentage of students from lower socio-economic circumstances, and high-risk of dropout curricular and extracurricular art studies and activities help keep students stay in school. | | | | | | |
| **Goal or Objective**  **5-Year to 10-Year goals** | **Indicator or Research Based Evidence addressed** | **Action Step(s)** | **Who’s Responsibility** | **Resources Needed** | **Checkpoints to Assess Progress** | **Evidence used to Determine Effectiveness** |
| **(1)Prepare Students to go into Arts Management/Business: to be self-supportive, ready for entrepreneurship and/or manage someone else's company or career..** | #1 | Set up an Arts Management/Business courses of study for high school students  Create partnerships with OSU’s Arts Management program  (Use student Interns) | Fine Arts Chair of Planning  SHS Principal  SHS Business teacher | Business teacher proficient in Arts Management/Business  Curriculum for above class | Progress is assessed annually | Assessment of student knowledge about arts management at the end of senior year  Number of students that go into arts management type careers |
| **(2)Whether students pursue the arts after graduation or not, they will have the skills, experience and knowledge to be the most sought after candidates for college acceptance and scholarship offerings.** | #2Four Reasons Business Students Should Study the Arts *Elizabeth Koprowski*  *March 21, 2016*  [*https://www.dosome*](https://www.dosomething.org/us/facts/11-facts-about-arts-education)  #4 <https://www.artsschoolsnetwork.org/2017-2022-exemplary-school-designees>  [*thing.org/us/facts/11-facts-about-arts-education*](https://www.dosomething.org/us/facts/11-facts-about-arts-education)  [*https://www.edutopia.org/arts-music-curriculum-child-development*](https://www.edutopia.org/arts-music-curriculum-child-development) | Check curriculum: meeting updated industry standards?  Check colleges with arts majors:what are desirable traits & requirements  Continue to be an innovative model by expanding arts education opportunities for students  Providing each student with two hours of performing arts education every day in addition to a rigorous academic curriculum.  Make the district’s Fines Arts Program under a Magnet school heading  Arts Integration in the Middle school and high school | SHS Principal  Fine Arts Chair of Planning  Student research  Global Internship Coord.  Fine Arts Chair of Planning  Advisory Committee  SCS Superintendent  BOE Administration | List of College stats and admissions information  Internship placement of all senior GLVPAA students  ASN criteria  Industry leading technology for student learning.  Paid membership to ASN  Attending annual ASN conference | Progress is assessed annually  Process is assessed every 5 years | Number of students receiving scholarships from universities  Based off of Global Intern experience, surveyGLVPAA placement host  Receive title of Exemplary school by ASN. |
| **(3)Have Arts School Network (ASN) classify SCS Fine Arts Programs (Culminating as one entity)as an Exemplary Schools. in recognition of outstanding efforts in strategically evaluating our purpose, operations, plans, and educational programs.** |

**Year 1-3,Goal #1 Research**

On average, researchers find modest but statistically significant improvements in student achievement, suggesting that Arts Integration could move the average student from the 50th to the 54th percentile. This increase, the authors suggest, *“put the average effect of Arts Integration interventions at the 30th percentile among the interventions in mathematics, reading and science .”*

*Meredith J. Ludwig, Andrea Boyle and Jim Lindsay, Publishing Organization American Institutes for Research, Published October 2017*

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