STRATEGIC PLAN

Priority Map

“Commitments to the Community”
The Southwest Technical Education District of Yuma (STEDY) is pleased to present our local Strategic Plan for 2017-2020. The overall tone of the strategic plan is forward thinking, provoking growth and inspires those around us to move forward, lean toward innovation: allowing for creativity and flexibility in meeting student and economic needs while embracing the vision that all students will be inspired to make a successful transition from school-to-career and become contributing members of society.

**What is STEDY?**

Southwest Technical Education District of Yuma. STEDY is a JTED (Joint Technical Educational District) partnering with local high schools and districts (public, private, charter and home school students) and post-secondary institutions to support and enhance career and technical education (CTE) for students in grades 10-12. In addition, STEDY provides adult learning opportunities (tuition-based) for adult learners to obtain certification and licensure.

**Who are we?**

We are educators, first and foremost, serving the community promoting relevant instructional practices that lead to occupational and career development in youth and adults.

**What is Our Vision?**

Through a collaborative effort with all community shareholders and working in conjunction with academic education to enhance career-based education and applied learning programs, all students will be inspired to make a successful transition from school-to-career and become contributing members of society.

**What is Our Mission?**

Preparing Today’s Students for Tomorrow’s Workforce.

Our instruction will enable students to be successful and obtain the skills and qualifications to enter the world of work or be prepared to succeed in college.

Skilled workers attract and keep businesses in Yuma, contributing to a thriving community.
The Southwest Technical Education District of Yuma has been a stimulus to provide significant renewed opportunities to engage with partners at many levels. At STEDY, we are engaging with our business and industry partners, along with partners that represent organizations such as the state universities, Arizona Western College, K-12 member districts, Arizona @ Work, Greater Yuma Economic Development Corporation, Chamber of Commerce, and the Arizona Department of Education, as well as many non-profit organizations (Goodwill Industries, MCAS, Rotarians, etc.). Our goal is to fully engage our partners in workforce development efforts with the intention of moving our community to higher wages and advanced skills, making us more attractive to businesses, thereby improving the community as a whole.

The STEDY Governing Board and staff engaged in a variety of processes to ensure that this local plan incorporates all partners. Through combined efforts and partnerships we will ensure this instruction is regularly updated and presented in a way that promotes economic development.
STEDY’s priorities are to provide quality instruction directly aligned to workforce development. This plan is aligned to the five AdvancEd standards:

- **Standard 1**: Purpose and Direction
- **Standard 2**: Governance and Leadership
- **Standard 3**: Teaching and Assessing for Learning
- **Standard 4**: Resources and Support Systems
- **Standard 5**: Using Results for Continuous Improvement

Each of the goals, outcomes, measurements and strategies will be guided by the one essential question:

**How do we prepare today’s students for tomorrow’s workforce?**

**GOAL**
As determined by the Governing Board based with stakeholder input.

**OUTCOME**
The end product developed/created/provided/etc.

‘A’ and ‘C’

**MEASUREMENTS**
The measures of the outcome (‘A’) is measured by (‘B’)

(____A______) is indicated by ...

1. (____B (**effectiveness indicator**)____)

**STRATEGIES**
a. The district will (_________________

b. The district will (_________________

*Effectiveness Indicators is something that points to an issue or condition, to show you how well a system is working.

**Examples:**

- **Skills obtained in the program is indicated by the students earning NCCER certifications**
- **The professional knowledge gained in the program is indicated by the students achieving a 60% pass score on the professional knowledge exam**
- **The quality of life is indicated by a job that pay a livable wage and include benefits.**
PRIORITY 1

STANDARD

Purpose and Direction: The school district maintains and communicate a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

GOAL

To prepare today’s students for tomorrow’s workforce...STEDY will develop community relationships with employers to provide CTE students with additional programs and internships.

OUTCOME

Provide CTE students with additional programs and internships

MEASUREMENTS

Additional programs and internship opportunities is indicated by the Program Decision Matrix.

CTE students will be provided with additional programs and internships if:

a. The proposed program furthers the mission, vision, and core values of STEDY
b. The program has sufficient student interest to sustain it
c. Sufficient job opportunities with an appropriate wage exist for program graduates
d. Business and industry representatives support the program
e. The program can be self-sustaining (the program director is to work in cooperation with the business manager to make the following determination)
f. A location to deliver the program can be provided
g. Major equipment is available or accessible
h. The proposed building is easily and safely accessed by a large number of students
i. Certified, capable, and qualified teachers are available to teach the program
j. Potential class schedule satisfies required certification hours and meets student needs
k. The best delivery method allows for flexibility and innovation
l. Curriculum is available or can be developed for the program that will lead students to industry licensure if available

STRATEGY

To Provide CTE students with additional programs and internships, STEDY will utilize the Program Decision Matrix while developing community relationships with employers to determine the need of additional programs and internships.
PRIORITY 2

STANDARD Governance and Leadership: The school district operates under governance and leadership that promotes and supports student performance and school effectiveness.

GOAL To prepare today's students for tomorrow's workforce...the STEDY will strive through innovative leadership to create flexible systems that enhance and expand programs through input and collaboration with community partners in order to provide quality outcomes.

OUTCOME Create a flexible system that enhances and expands programs – a workforce development council.

MEASUREMENTS The system that expands and enhances programs through the collaboration with community partners in order to provide quality outcomes is indicated by the development and use of a workforce development council.

STRATEGY To create a workforce development council, STEDY will...

1. Solicit community input regarding potential membership on the workforce development council.

2. Identify the roles and values of the workforce development council as well as for those that serve on the council.
PRIORITY 3

STANDARD  
Teaching and Assessing for Learning: District wide curriculum, instructional design, and assessment practices will guide and ensure teacher effectiveness and student learning.

GOAL  
To prepare today’s students for tomorrow’s workforce... the STEDY will provide results-based innovative professional development and evaluation of programs based on quality student outcomes aligned with industry and state standards.

OUTCOME  
A. Provide professional development

B. Evaluate programs

MEASUREMENTS  
A. The professional development provided is indicated by student outcomes

B. The evaluation of programs is indicated student outcomes

Student outcome data:

a. Number of students enrolled
b. Number of students completing a program
c. Academic performance of students (grades, credits earned)
d. Number of certifications

STRATEGIES  
A. To provide professional development opportunities, STEDY will...

1. Perform a “needs assessment” to determine the PD teachers need
2. Promote professional development opportunities with teachers and staff
3. Provide externship opportunities for teachers
4. Evaluate and implement feedback provided by the workforce development council to ensure teachers are meeting industry standard expectations

B. To evaluate programs, STEDY will...

1. Regularly visit satellite CTE programs and implement the program monitoring instrument to ensure program and course quality and the implementation of SB 1525
2. Conduct a data analysis of student outcome data - Identify trends and patterns related to student grades, credits earned, certificates awarded, etc.
3. Hold regular monthly CTE Director/JTED Leadership meetings
4. JTED leadership will review on a regular basis monitoring reports regulated by ADE
5. Recommend and provide remediation strategies for struggling students
PRIORITY 4

STANDARD
Resources and Support Systems: The school district has resources and provides services that support its purpose and direction to ensure success for all students.

GOAL
To prepare today’s students for tomorrow’s workforce... the STEDY will develop and implement a comprehensive facilities plan to include a central campus which will encourage CTE student success and economic development.

OUTCOME
Develop and implement of a comprehensive facilities plan to include a central campus

MEASUREMENTS
A comprehensive facilities plan is indicated by a plan that includes a central campus that encourages CTE student success and promotes economic development.

STRATEGIES
A. To develop and implement of a comprehensive facilities plan to include a central campus, STEDY will

A. Identify program needs
B. Identify program costs
C. Facility needs
D. Facility costs
PRIORITY 5

STANDARD  Using Results for Continuous Improvement: The district implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

GOAL  To prepare today's students for tomorrow's workforce... the STEDY will establish a comprehensive data collection and district processes that measure attributes of innovative programs, student learning and program effectiveness.

OUTCOME  Establish a comprehensive data collection processes that measures:

- program innovation
- student learning
- program effectiveness

MEASUREMENTS  A comprehensive data collection processes is indicated by the accumulation and analysis of data that measures innovative programs attributes, student learning outcomes and indicators of program effectiveness.

STRATEGIES  To establish a comprehensive data collection process that measures innovative programs, STEDY will:

a. Define “innovation” and it’s meaning to STEDY
b. Develop tools (surveys, etc.) to collect data that support the definition of innovation
c. Develop a depository of data

To establish data collection process that measures student learning, STEDY will:

a. Define student learning and identify the attributes that determine student learning.
b. Develop tools (surveys, etc.) to collect data that support the definition of student learning
c. Develop a depository of data

To establish data collection process that measures program effectiveness, STEDY:

a. Define program effectiveness and identify the attributes that determine program effectiveness.
b. Develop tools (surveys, etc.) to collect data that support the definition of program effectiveness
c. Develop a depository of data
PRIORITY 1

STANDARD  
Purpose and Direction

ESSENTIAL QUESTION  
How do we prepare today’s students for tomorrow’s workforce?

GOAL  
To prepare today’s students for tomorrow’s workforce...STEDY will develop community relationships with employers to provide CTE students with additional programs and internships.

OUTCOME  
Provide CTE students with additional programs and internships

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<tr>
<th>STRATEGIES</th>
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<tr>
<td>Provide CTE students with additional programs and internships STEDY will:</td>
<td>...as measured by...</td>
<td>...with the goal of...</td>
</tr>
<tr>
<td>1. Utilize the Program Decision Matrix while developing community relationships with employers to determine the need of additional programs and internships.</td>
<td>...the Program Decision Matrix.</td>
<td>...providing CTE students with additional programs and internships.</td>
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PRIORITY 2

STANDARD  
Governance and Leadership

ESSENTIAL QUESTION  
How do we prepare today’s students for tomorrow’s workforce?

GOAL  
To prepare today’s students for tomorrow’s workforce...the STEDY will strive through innovative leadership to create flexible systems that enhance and expand programs through input and collaboration with community partners in order to provide quality outcomes.

OUTCOME  
Create a flexible system that enhances and expands programs – a workforce development council

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<td>2. Identify the roles and values of the workforce development council as well as for those that serve on the council.</td>
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**PRIORITY 3**

**STANDARD**  
Teaching and Assessing for Learning

**ESSENTIAL QUESTION**  
How do we prepare today’s students for tomorrow’s workforce?

**GOAL**  
To prepare today’s students for tomorrow’s workforce... the STEDY will provide evidenced-based innovative professional development and evaluation of programs based on quality student outcomes aligned with industry and state standards.

**OUTCOME**  
A. Provide professional development
B. Evaluate programs

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1. Regularly visit satellite CTE programs and implement the program monitoring instrument to ensure program and course quality and the implementation of SB 1525  
2. Conduct a data analysis of student outcome data - identify trends and patterns related to student grades, credits earned, certificates awarded, etc.  
3. Hold regular monthly CTE Director/JTED Leadership meetings  
4. JTED leadership will review on a regular basis monitoring reports regulated by ADE  
5. Recommend and provide remediation strategies for struggling students  

...as measured by...  
...student outcomes  
...with the goal being...  
...evaluation of programs based on quality student outcomes.
PRIORITY 4

STANDARD  Resources and Support Systems

GOAL  To prepare today’s students for tomorrow’s workforce...the STEDY will develop and implement a comprehensive facilities plan to include a central campus which will encourage CTE student success and economic development.

OUTCOME  Develop and implement of a comprehensive facilities plan to include a central campus

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<td>...with the goal being...</td>
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<tr>
<td>1. Identify program needs</td>
<td>...a plan that includes a central campus</td>
<td>...developing and implement of a comprehensive facilities plan to include a central campus.</td>
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<td>2. Identify program costs</td>
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PRIORITY 5

STANDARD  Using Results for Continuous Improvement

GOAL  To prepare today’s students for tomorrow’s workforce...the STEDY will establish a comprehensive data collection and district processes that measure attributes of innovative programs, student learning and program effectiveness.

OUTCOME  Establish a comprehensive data collection processes that measures:

- program innovation
- student learning
- program effectiveness

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<td>...establishing a comprehensive data collection and district processes that measure attributes of innovative programs, student learning and program effectiveness.</td>
</tr>
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**MEASURES / DATA:**

<table>
<thead>
<tr>
<th>Priority</th>
<th>DATA</th>
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<tbody>
<tr>
<td>1</td>
<td>The Program Decision Matrix.</td>
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<tr>
<td>2</td>
<td>The development and use of a workforce development council</td>
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<tr>
<td></td>
<td>• Number of active participants on the Workforce Development Council - Agendas, minutes, task data</td>
</tr>
<tr>
<td>3</td>
<td>Student outcomes</td>
</tr>
<tr>
<td></td>
<td>• Number of students enrolled in CTE courses</td>
</tr>
<tr>
<td></td>
<td>• Number of credentials/certificates obtained</td>
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<tr>
<td></td>
<td>• Number of students earning college credit in dual enrollment courses</td>
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<tr>
<td></td>
<td>• Number of students earning college credit in concurrent enrollment courses</td>
</tr>
<tr>
<td></td>
<td>• Number of students with career based/internship experience(s)</td>
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<tr>
<td></td>
<td>• The amount of time students receive instruction in a lab-based or field setting</td>
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<tr>
<td></td>
<td>• Number of students that have taken all the courses within the coherent course sequence and have taken the end of program assessment</td>
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<td>• Number of students participating in CTSO</td>
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<td></td>
<td>• Number of students in CTE participating in co-curricular activities (e.g. career/job fairs, expos, etc.)</td>
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<td></td>
<td>• ADE End of Program Assessments Scores</td>
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<tr>
<td>4</td>
<td>A plan that includes a central campus</td>
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<tr>
<td>5</td>
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