



2020-21 courses

New or renamed – color-coded

Eliminated courses – have a strikethrough

Hospitality & Tourism

- Culinary Foundations 120500
- Gourmet Foods 120500
- International Foods 120500
- Baking & Pastry 120501
- Culinary Skills Practicum 120505
- FACSE WSL 198888

Middle Schools	Hazen	Lindbergh	Renton High	Talley
	X	X	X	X
	X	X	X	X
	X	X	X	X
	X	X	X	X
	X	X	X	X

Human Services, Education/Training, Gov't/Public Administration

- Health 190003
- Child Development 190706
- Independent Living 190002
- Interpersonal Relationships (Relationships 101) 190701
- Career & College Prep 190001
- JWG/JAG 320107
- Teacher Academy 130101
- AP-IB Psychology 190704
- IB Psychology Year 2
- Leadership 190710

	X	X	X	X
	X	X	X	X
	X	X	X	X
	X			
		X		
		X	X	
	X	X	X	
	AP	AP	AP/IB	
			IB	
	X	X	X	X

Middle School FACSE

- Food & Nutrition A, B 120500
- FACSE A, B 190001

X				
X				

New courses planned for 2021-2022

Prospective Courses Beyond 2021:

- Early Childhood Learning
- Advanced Health
- Food Science



Quality Criteria	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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<p>Educator Licensing WAC 181-77-014</p> <p><u>Guiding Statements:</u></p> <ul style="list-style-type: none"> All District and OSPI hiring and licensing procedures followed. V-Code/CIP match verified Program/GAC approval. For Conditionals <ul style="list-style-type: none"> No regularly certificated CTE educator is available. 50 Clock hour training plan on file. <p>(Criteria 1)</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>	<p>Will upload certification excel spread sheet when complete (Sue).</p>
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<p>Curriculum, Instruction, and Evaluation RCW 28A.700.010</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> Approved frameworks? What's working, what's not? What is outdated? What is new and emerging? 21st Century Skills integration? What new course(s) should be considered? Dual credit opportunities? Extended Learning opportunities? Career awareness & exploration covered in all courses? <p>(Criteria 2)</p>	<p>1. Implemented new curriculum frameworks approved by OSPI in 2017-19, submit new as needed (Relations 101 new). 2. Continued PLC meetings and lesson study.. 3.Continued to monitor articulations with RTC, added Culinary and working towards Child Development (tie to RWT), and researched articulation agreements PNW CC.4. Continued to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc). 5. Continued RWT and CWU College in the High School agreement. 6 Expanded SEL VR curriculum to all middle schools.</p>	<p>1. Implement new curriculum frameworks approved by OSPI in 2019-20, submit new as needed (pilot Relations 101). 2. Continue PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, working towards Child Development (tie to RWT), and set 1 PNW CC articulation per program.4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc). 5. Continue RWT and CWU College in the High School. 6. Review SEL VR curriculum at middle schools – determine next steps..</p>	<p>1. Implement new curriculum frameworks approved by OSPI in 2020-21, submit new as needed (expand Relations 101). 2. Continue PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, implement Child Development DC (tie to RWT), and review new PNW CC articulations.4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc). 5. Continue RWT and CWU College in the High School. 6. Consider expansion of VR use in instruction in MS FCS.</p>	<p>1. Implement new curriculum frameworks approved by OSPI in 2021-22, submit new as needed. 2. Continue PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, review implementation of Child Development DC and review/revise PNW CC articulations.4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc). 5. Continue RWT and CWU College in the High School. 6. Consider expansion of VR use in instruction in MS FCS.and high school?</p>	<p>1. Implement new curriculum frameworks approved by OSPI in 2022-23, submit new as needed. 2. Continue PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, and review/revise PNW CC articulations.4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc). 5. Continue RWT and CWU College in the High School. 6 Consider expansion of VR use in instruction in MS FCS.and high school?</p>
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<i>Quality Criteria</i>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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<p><i>Academic Integration</i> <u>RCW 28A.700.010(2)(a)</u> Guiding Questions:</p> <ul style="list-style-type: none"> • Core academics integration? • Cross-credit opportunities? • Course Equivalent opportunities? <p>(Criteria 3)</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI in last 2 years. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross-credited to 3rd year math. 4. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI in last 3 years. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross-credited to 3rd year math. 4. Continue research of other cross credit opportunities – Fine Arts in some Culinary?</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI in last 3 years. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross-credited to 3rd year math. 4. Continue research of other cross credit opportunities – attempt a pilot Fine Arts in some Culinary.</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI in last 3 years. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross-credited to 3rd year math. 4. Continue research of other cross credit opportunities – review Fine Arts in some Culinary.</p>	<p>1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI in last 3 years. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross-credited to 3rd year math. 4. Continue research of other cross credit opportunities.</p>
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<p><i>Student Access to Program</i> <u>RCW 28A.700.010</u> Guiding Questions:</p> <ul style="list-style-type: none"> • How do we fix our gender participation issues in programs? • How do we address our ethnicity participation issues in programs? • Other participation issues noted? <p>(Criteria 4)</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration across the district.</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration across the district.</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration across the district.</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration across the district.</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration across the district.</p>
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<p><i>Accountability</i> <u>RCW 28A.700.040(1)(c)</u> Guiding Questions:</p> <ul style="list-style-type: none"> • Student participation & completion rates in high-demand programs? • Student dual credit opportunities? 	<p>1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. Future CLNA data pulls will</p>	<p>1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. Future CLNA data pulls will</p>	<p>1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. Future CLNA data pulls will</p>	<p>1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. Future CLNA data pulls will</p>	<p>1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. Future CLNA data</p>
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Quality Criteria	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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<ul style="list-style-type: none"> Student IRC completion rates? Student graduation rates? Post-secondary employment & education rates? SBA passing rates? <p>(Criteria 5)</p>	allow us to monitor and adjust as needed. 5. Perkins IV data = met 100% of target.	allow us to monitor and adjust as needed.	allow us to monitor and adjust as needed.	allow us to monitor and adjust as needed.	pulls will allow us to monitor and adjust as needed.
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<p>Safe Practices RCW 28A.700.010</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> What should be added to the safety unit? What emerging workplace safety issues need to be addressed? What new safety trainings are available? <p>(Criteria 6)</p>	1. Safety reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences for additional best practice information. 3. RWT students are background checked and volunteer cleared.	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.
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<p>Facilities RCW 28A.700.010</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? <p>(Criteria 7)</p>	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. All high school culinary labs/classrooms have been remodeled or are less than 5 years old.	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.
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<p>Instructional Materials <u>RCW 28A.700.010</u></p> <p>Instructional Materials (Texts and Software)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Are teaching tools updated and relevant? <p>Equipment to Support Curriculum</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What equipment is needed to deliver the curriculum? • Does equipment meet industry standards? <p>(Criteria 8)</p>	<p>1. Continued uploading teaching materials/PLC developed curriculum to shared sites. 2. Continued use of EverFi in agreed areas. 3. Reviewed use of Nepris – did not work systemwide. 4. Reviewed Health Text options & provided teachers with updated online access. 5. Piloted Child Development Text options. 6. Researched Career Safe online certification programs – no options found. 7. In regard to equipment, except for small item rotation - replacement - nothing planned at this time, but will adjust to industry trends and advisory input. Exception – using grant or state funding – purchased SEL VR technology for all middle schools.</p>	<p>1. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time, but will adjust to industry trends and advisory input. Exception – consider SEL VR technology for all middle schools.</p>	<p>1. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time, but will adjust to industry trends and advisory input. 7. Consider Reality Baby refresh, beyond standard rotation.</p>	<p>1. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time, but will adjust to industry trends and advisory input. 7. Consider Reality Baby refresh, beyond standard rotation.</p>	<p>1. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time, but will adjust to industry trends and advisory input.</p>
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<p><i>Leadership and Employability</i> <u>RCW 28A.700.010</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What learning experiences can be added to class day?? • Are Leadership Equivalency Plans updated and filed? • Are CTSO memberships completed and program of work started? <p>(Criteria 9)</p>	<p>1. Teachers supported to attend the FCS and HOSA state conference as well as WA-ACTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator’s Rising is used. 3. Continue to refine the curriculum frameworks approved by OSPI in 2018-20, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Continue to support teachers to attend the FCS and HOSA state conference as well as WA-ACTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator’s Rising is used. Special empathies on expanding FCCLA – sending teams to state. 3. Continue to refine the curriculum frameworks approved by OSPI in 2018-21, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-ACTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator’s Rising is used. 3. Continue to refine the curriculum frameworks approved by OSPI in 2019-22, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-ACTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator’s Rising is used. 3. Continue to refine the curriculum frameworks approved by OSPI in 2020-23, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-ACTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator’s Rising is used. 3. Continue to refine the curriculum frameworks approved by OSPI in 2021-24, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>
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<p><i>Long Range Planning</i> <u>RCW 28A.700.010(2)(b)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> GAC and Program Advisory input in 5-year plans recorded? Draft 5-year plans public and shared? Annual Report presented to the School Board? <p>(Criteria 10)</p>	<p>1. FCS, Culinary and RWT Advisories meet in person and online, with program input gathered. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion.</p>	<p>1.Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1.Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1.Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1.Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>
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<p><i>Advisory Committee</i> <u>RCW 28A.700.020(1)</u></p> <p><u>Guiding Statements:</u></p> <ul style="list-style-type: none"> GAC and Program Advisory review programs and local/regional economic and workforce data: <ul style="list-style-type: none"> Approve current program Modify program Membership includes labor, business/industry, government, education, CBOs, and parents and students. <p>(Criteria 11)</p>	<p>1. Each spring a locally developed Skills Gap document is updated and presented to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.</p>	<p>1.Present locally developed Skills Gap document to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. 3. Starting this year, CLNA data will be added to review and approval process.</p>	<p>1.Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.</p>	<p>1.Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.</p>	<p>1.Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.</p>
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<p>Program of Study RCW 28A.700.020(2)(a)(b)</p> <p><u>Guiding Statements/Questions:</u></p> <ul style="list-style-type: none"> RSD CTE courses are organized into Personal POS. Does the POS prepare students for entry into high demand careers? Is Para educator considered high demand? Do we need to add? Does the POS offer internship, apprenticeship or an undergraduate or graduate certificate or degree, preparing a student for entry into a high demand career? <p>(Criteria 12)</p>	<p>1. Teachers supported to attend the FCS and HOSA state conference as well as WA-ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS – added Culinary articulations and researching PNW CC. 3. Worked with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.5. This program has 3 major POS, with multiple personal pathways.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS – focus to add RTC Child Development articulation and add PNW CC. 3. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS – refine RTC Child Development articulation and add PNW CC. 3. Continue to work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS. 3. Continue to work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS. 3. Continue to work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>
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<p>Certification, Work based Learning RCW 28A.700.060(2)(c)(d)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What dual-credit opportunities can be researched/added to our POS? What IRC opportunities can be researched/added to our POS? What additional WBL activities can be added? <p>(Criteria 13A, 13B)</p>	<p>1. Teachers supported to attend the FCS, HOSA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway has an IRC or DC or both. 3. Ongoing PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Worked with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT has an unpaid internship.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship.</p>
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Quality Criteria	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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<p>Career Guidance RCW 28A.700.010(3)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What student support activities can be added to our Career Center program of work? What training opportunities can be added to our Career Center Specialist and Guidance Counselor PD calendar? <p>(Criteria 14)</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attended at least one national, state and local training each year. 3. The CC teams met monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occurred on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors.</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p>
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<p>Program Evaluation RCW 28A.700.020(1)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What programs/classes need to be added as they are in demand? What programs/classes need to be modified or eliminated as a result of not being in demand? <p>(Criteria 15)</p>	<p>1. Teachers supported to attend the FCS, HOSA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways.</p>
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Quality Criteria	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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<p>Professional Development RCW 28A.700.005(4)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What OSPI, WA-ACTE, RSD or other training opportunity can we add, based on a review of student data and staff input? • Based on a review of teachers on Conditionals, what support is needed? <p>(Criteria 16)</p>	<p>1. Teachers supported to attend FCS, HOSA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continued to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Offered 40 paid hours of summer Back to Industry Time available to teachers. 5. Held August CTE In-service.</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>
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Plan reviewed by Advisory Members:

General Advisory Chairperson _____ Date _____

CTE Instructor _____ Date _____

CTE Director _____ Date _____

School Board Representative _____ Date _____