

Career and Technical Education Action Plan – District Wide Plan

Tukwila School District CTE Plan 2021-2026

District Goal: The Tukwila School District Mission is to create a learning community that supports and empowers students, staff, and families to reach their greatest potential.

***Criteria indicators are referenced on the Career & Technical Education Evaluation Form.**

*Quality Criteria	2021 – 2022	2022 - 2023	2023 - 2024	2024-2025	2025-2026
Educator Licensing (Criteria 1)	<ul style="list-style-type: none"> Facilitate and monitor CTE Teacher certifications with staff, human resources and O.S.P.I. Monitor existing CTE teaching certificates for compliance. Keep updated on new certification rules that may occur related to CTE Teacher Certification and communicate these to the TSD Human Resource Department. Set up an opportunity for all CTE teachers to be CPR/First Aid certified. Continue to recruit and hire diverse teaching candidates who are CTE certified or have an interest in being CTE certified in when new openings occur. 	<ul style="list-style-type: none"> Monitor existing CTE teaching certificates for compliance. Continue to recruit and hire diverse teaching candidates who are CTE certified or have an interest in being CTE certified in when new openings occur. Keep updated on new certification rules that may occur related to CTE Teacher Certification and communicate these to the TSD Human Resource Department. 	<ul style="list-style-type: none"> Monitor existing CTE teaching certificates for compliance. Continue to recruit and hire diverse teaching candidates who are CTE certified or have an interest in being CTE certified in when new openings occur. Keep updated on new certification rules that may occur related to CTE Teacher Certification and communicate these to the TSD Human Resource Department. 	<ul style="list-style-type: none"> Continue to recruit and hire diverse teaching candidates who are CTE certified or have an interest in being CTE certified in when new openings occur. Keep updated on new certification rules that may occur related to CTE Teacher Certification and communicate these to the TSD Human Resource Department. 	<ul style="list-style-type: none"> Continue to recruit and hire diverse teaching candidates who are CTE certified or have an interest in being CTE certified in when new openings occur. Keep updated on new certification rules that may occur related to CTE Teacher Certification and communicate these to the TSD Human Resource Department.

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<p>Curriculum, Instruction, and Evaluation</p> <p>(Criteria 2)</p>	<ul style="list-style-type: none"> • Work collaboratively with CTE staff to purchase, adopt and implement new CTE curriculum. • Determine if the CTE class syllabus is aligned with the approved framework and make adjustments when necessary. • Monitor implementation of frameworks and record edits so that frameworks can be adjusted the next time they need to be reapproved. • The TSD Race and Equity Tool Kit will be employed while considering the addition of new CTE courses. 	<ul style="list-style-type: none"> • Expand selected CTE offerings to disengaged students for classes that will take place after traditional school hours. • Talk with local community partners regarding development of career pathways and routes to industry certifications for disengaged students. • Continue to align course content and CTE Frameworks. • The TSD Race and Equity Tool Kit will be employed while considering the addition of new CTE courses. 	<ul style="list-style-type: none"> • Continue to work with local community partners to development a CTE education plan with clearly defined career pathways for in demand local high-wage jobs for disengaged youth. • Continue to align course content and CTE Frameworks. • The TSD Race and Equity Tool Kit will be employed while considering the addition of new CTE courses. 	<ul style="list-style-type: none"> • Evaluate success of CTE Pathways for disengaged youth and make adjustments where necessary. • Continue to align course content and CTE Frameworks. • The TSD Race and Equity Tool Kit will be employed while considering the addition of new CTE courses. 	<ul style="list-style-type: none"> • Expand CTE opportunities for disengaged youth and connect program to internships, apprenticeships and local colleges. • Continue to align course content and CTE Frameworks. • The TSD Race and Equity Tool Kit will be employed while considering the addition of new CTE courses.
<p>Academic Integration</p> <p>(Criteria 3)</p>	<ul style="list-style-type: none"> • Determine what fieldtrips should occur on a yearly basis and plan accordingly with budgets, transportation, and the school calendar. • Present common core standards that are embedded in the CTE frameworks on a daily basis. 	<ul style="list-style-type: none"> • Adjust academic program integration to better meet the needs of the students so that they are better prepared to meet the demands of careers and college. • Present common core standards that are embedded in the CTE frameworks on a daily basis. 	<ul style="list-style-type: none"> • Perform and in depth analysis to determine if the relationship between P.B.L. and the new CTE courses are positively affecting identified outcomes. • Present common core standards that are embedded in the CTE frameworks on a daily basis. 	<ul style="list-style-type: none"> • Continue to monitor the relationship between P.B.L. objectives and CTE objectives to ensure both are complimenting each other. • Present common core standards that are embedded in the CTE frameworks on a daily basis. 	<ul style="list-style-type: none"> • Continue to monitor the relationship between P.B.L. objectives and CTE objectives to ensure both are complimenting each other. • Present common core standards that are embedded in the CTE frameworks on a daily basis.

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<p>Student Access to Program</p> <p>(Criteria 4)</p>	<ul style="list-style-type: none"> • Work with the counseling department to recruit targeted students for the CTE programs based on their High School and Beyond Plan. • Use the Race and Equity Tool Kit to determine if all students have access to CTE programs and mitigate any issues related to exclusion. • Make sure that all students know the offerings at the Puget Sound Skill Center and facilitate enrollment in those program if included in their High School and Beyond Plan. • Students will be made aware of all CTE Dual Credit courses that are available to them and will be encouraged to apply. 	<ul style="list-style-type: none"> • Review CTE enrollment data to determine if the publicity campaign is meeting identified goals and make adjustments to improve on meeting the objectives. • Develop additional CTE courses at the middle school that prepare students to enter the high school with a solid background in CTE career planning. • Make sure that all students know the offerings at the Puget Sound Skill Center and facilitate enrollment in those program if included in their High School and Beyond Plan. • Use the Race and Equity Tool Kit to determine if all students have access to CTE programs and mitigate any issues related to exclusion. • Students will be made aware of all CTE Dual Credit courses that are available to them and will be encouraged to apply. 	<ul style="list-style-type: none"> • Through the use of a student survey, determine if the current CTE programs are meeting the needs of the students enrolled in a CTE class. • Develop additional CTE courses at the middle school that prepare students to enter the high school with a solid background in CTE career planning. • Make sure that all students know the offerings at the Puget Sound Skill Center and facilitate enrollment in those program if included in their High School and Beyond Plan. • Use the Race and Equity Tool Kit to determine if all students have access to CTE programs and mitigate any issues related to exclusion. • Students will be made aware of all CTE Dual Credit courses that are available to them and will be encouraged to apply. 	<ul style="list-style-type: none"> • Make adjustments to programs in order to better meet the identified needs. • Develop additional CTE courses at the middle school that prepare students to enter the high school with a solid background in CTE career planning. • Make sure that all students know the offerings at the Puget Sound Skill Center and facilitate enrollment in those program if included in their High School and Beyond Plan. • Use the Race and Equity Tool Kit to determine if all students have access to CTE programs and mitigate any issues related to exclusion. • Students will be made aware of all CTE Dual Credit courses that are available to them and will be encouraged to apply. 	<ul style="list-style-type: none"> • Make adjustments to programs in order to better meet the identified needs. • Develop additional CTE courses at the middle school that prepare students to enter the high school with a solid background in CTE career planning. • Make sure that all students know the offerings at the Puget Sound Skill Center and facilitate enrollment in those program if included in their High School and Beyond Plan. • Use the Race and Equity Tool Kit to determine if all students have access to CTE programs and mitigate any issues related to exclusion. • Students will be made aware of all CTE Dual Credit courses that are available to them and will be encouraged to apply.
<p>Accountability</p> <p>(Criteria 5)</p>	<ul style="list-style-type: none"> • Follow the O.S.P.I guidelines for program approvals on a yearly basis. • Follow the O.S.P.I. guidelines for existing and new CTE framework approvals. • Continue to monitor enrollment in CTE courses to determine if non-traditional student enrollment is increasing. • Continue to document and retain documentation related to CPR issues. 	<ul style="list-style-type: none"> • Keep teachers aware of new OSPI and federal requirements related to CTE programming and monitor their efforts to comply with aforementioned requirements. • Provide needed support to teachers that will make it easy for them to comply with requirements related to their programs. • Continue to document and retain documentation related to CPR issues. 	<ul style="list-style-type: none"> • Continue to review CTE programs for compliance and address prior to the beginning of each year so that due dates can be planned for and met. • Continue to document and retain documentation related to CPR issues. • Align V-codes and CIP codes for compliance. • Share changes in accountability rules with teacher's/school 	<ul style="list-style-type: none"> • Continue to review CTE programs for compliance and address prior to the beginning of each year so that due dates can be planned for and met. • Continue to document and retain documentation related to CPR issues. • Align V-codes and CIP codes for compliance. • Share changes in accountability rules with teacher's/school 	<ul style="list-style-type: none"> • Continue to review CTE programs for compliance and address prior to the beginning of each year so that due dates can be planned for and met. • Continue to document and retain documentation related to CPR issues. • Align V-codes and CIP codes for compliance. • Share changes in accountability rules with teacher's/school

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	<ul style="list-style-type: none"> • Skyward course coding will be monitored closely for all CTE classes offered at Foster High School so that CTE course data pulls will be accurate. • The 5-year CTE plan will be presented to the Foster High School Race and Equity Committee feedback. 	<ul style="list-style-type: none"> • Align V-codes and CIP codes for compliance. • Share changes in accountability rules with teacher’s/school administration and district administration. • The 5-year CTE plan will be presented to the Foster High School Race and Equity Committee feedback. 	<p>administration and district administration.</p> <ul style="list-style-type: none"> • The 5-year CTE plan will be presented to the Foster High School Race and Equity Committee feedback. 	<p>administration and district administration.</p> <ul style="list-style-type: none"> • The 5-year CTE plan will be presented to the Foster High School Race and Equity Committee feedback. 	<p>administration and district administration.</p> <ul style="list-style-type: none"> • The 5-year CTE plan will be presented to the Foster High School Race and Equity Committee feedback.
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Safe Practices (Criteria 6)	<ul style="list-style-type: none"> • Research effective safety practices and assessments for each area of the CTE labs and develop an accountability system for tracking student safety unit completion. • Review accident data to determine if safety issues exist in any of the pathways or classes. 	<ul style="list-style-type: none"> • Develop or identify a rubric that contains a list of safety issues for each course and monitor those issues by taking data and reviewing it. • Make safety adjustments to programs as needed based on safety data that has been gathered. • Review accident data to determine if safety issues exist in any of the pathways or classes. 	<ul style="list-style-type: none"> • Make safety adjustments to programs as needed base on safety data that has been gathered. • Review accident data to determine if safety issues exist in any of the pathways or classes. 	<ul style="list-style-type: none"> • Make safety adjustments to programs as needed base on safety data that has been gathered. • Review accident data to determine if safety issues exist in any of the pathways or classes. 	<ul style="list-style-type: none"> • Make safety adjustments to programs as needed base on safety data that has been gathered. • Review accident data to determine if safety issues exist in any of the pathways or classes.
Facilities (Criteria 7)	<ul style="list-style-type: none"> • Continue to review and upgrade equipment in the existing CTE programs. • Continue to upgrade facilities after the remodel has been completed and determine what additional modifications need to be made in order to better meet the needs of the program. 	<ul style="list-style-type: none"> • Evaluate the effectiveness of the new facilities and determine what additional aspects of the facility need to be upgraded or changed to meet identified instructional goals and safety goals. 	<ul style="list-style-type: none"> • Review the existing facilities and address issues that negatively impact the CTE instructional programs being offered. 	<ul style="list-style-type: none"> • Review the existing facilities and address issues that negatively impact the CTE instructional programs being offered. 	<ul style="list-style-type: none"> • Review the existing facilities and address issues that negatively impact the CTE instructional programs being offered.

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Instructional Materials (Criteria 8)	<ul style="list-style-type: none"> • Develop a budget formula for distribution of CTE funds based on enrollment and the needs of each program in order to develop a yearly CTE budget. • Develop a yearly budget based on the forecast of student enrollment in CTE programs. • Request that CTE teachers develop a yearly budget for their programs and share that information with the CTE Department. 	<ul style="list-style-type: none"> • Evaluate the effectiveness of existing programs and determine if current instructional materials are meeting the needs of the teacher and the students. • Identify and provide funding for the purpose of buying additional instructional materials that meet the need of the courses. • Provide teachers with information related to new instructional materials that are available. 	<ul style="list-style-type: none"> • Implement new instructional materials and monitor their effectiveness. • Provide teachers with information related to new instructional materials that are available. 	<ul style="list-style-type: none"> • Implement new instructional materials and monitor their effectiveness. • Provide teachers with information related to new instructional materials that are available. 	<ul style="list-style-type: none"> • Implement new instructional materials and monitor their effectiveness. • Provide teachers with information related to new instructional materials that are available.
Leadership and Employability (Criteria 9)	<ul style="list-style-type: none"> • Work with the Southside Chamber of Commerce to access local guest speakers for presentations in Foster High School’s CTE classes. • Research local student competitions and facilities that are offered and determine if they are a good fit for the existing CTE programs. • Establish timelines for submission of CTSO rosters, election of officers, sharing of meeting minutes and schedule of meetings. • Request that teachers embed 21st Century Skills in their projects and provide an opportunity for students to recognize where they are on the continuum of each. 	<ul style="list-style-type: none"> • Continue to research new CTSO’s that meet the demand of the new career pathways that are being developed based on changes related job growth in the local area. • Increase W.B.L. options for students and add additional programs to expand the diversity of the offerings. 	<ul style="list-style-type: none"> • Continue to evaluate and develop effective CTSO’s that develop important leadership skills which will be required in order to be successful in the current job market. • Increase W.B.L. options for students and add additional programs to expand the diversity of the offerings. 	<ul style="list-style-type: none"> • Continue to evaluate and develop effective CTSO’s that develop important leadership skills which will be required in order to be successful in the current job market. • Increase W.B.L. options for students and add additional programs to expand the diversity of the offerings. 	<ul style="list-style-type: none"> • Continue to evaluate and develop effective CTSO’s that develop important leadership skills which will be required in order to be successful in the current job market. • Increase W.B.L. options for students and add additional programs to expand the diversity of the offerings.

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Long Range Planning (Criteria 10)	<ul style="list-style-type: none"> • Facilitate monthly meetings with the Foster High School CTE staff. • Use the CTE advisory committee to approve long range plans and provide input for next steps. • Begin to employ the Race and Equity Tool Kit when making decisions regarding next steps for CTE programming and refine a process for accomplishing this. 	<ul style="list-style-type: none"> • Review new data sets related to CTE programming and determine if SMART Goals related to participation rates and graduation rates are increasing as expected based on the new programs being offered. • Employ the Race and Equity Tool Kit when making decisions regarding next steps for CTE programming and refine a process for accomplishing this. 	<ul style="list-style-type: none"> • Continue to monitor the long-range plan and make adjustments base on identified data points. • Employ the Race and Equity Tool Kit when making decisions regarding next steps for CTE programming and refine a process for accomplishing this. 	<ul style="list-style-type: none"> • Continue to monitor the long-range plan and make adjustments base on identified data points. • Employ the Race and Equity Tool Kit when making decisions regarding next steps for CTE programming and refine a process for accomplishing this. 	<ul style="list-style-type: none"> • Continue to monitor the long-range plan and make adjustments base on identified data points. • Employ the Race and Equity Tool Kit when making decisions regarding next steps for CTE programming and refine a process for accomplishing this.
Advisory Committee (Criteria 11)	<ul style="list-style-type: none"> • Recruit additional advisory council members for the CTE General Advisory Council. • Add Foster High School students to the roster of CTE Advisory Council members. • Recruit additional advisory council members for the CTE Program Specific Advisory Council. 	<ul style="list-style-type: none"> • Review relevant CTE program data with the general advisory council and determine which career pathways need adjustments. • Involve current members in long range planning and evaluation of new and existing programs. 	<ul style="list-style-type: none"> • Implement the general advisory council recommendations associated with underperforming career pathways and make additional adjustments to the program of study. • Involve current members in long range planning and evaluation of new and existing programs. 	<ul style="list-style-type: none"> • Evaluate improvement levels of underrepresented career pathways and make connections. 	<ul style="list-style-type: none"> • Evaluate improvement levels of underrepresented career pathways and make connections.

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Program of Study (Criteria 12)	<ul style="list-style-type: none"> • Determine what additional courses are needed to complete additional CTE pathways that meet the Washington State CTE graduation requirements. • Determine what additional CTE programs should be offered based on input from stakeholders. 	<ul style="list-style-type: none"> • Create career pathways for students who are interested in careers that require internships and apprenticeships that lead to industry certifications. • Determine what additional CTE programs should be offered based on input from stakeholders. 	<ul style="list-style-type: none"> • Evaluate the number of students earning industry certifications and determine how the program could be expanded to additional career pathways. • Determine what additional CTE programs should be offered based on input from stakeholders. 	<ul style="list-style-type: none"> • Evaluate the number of students earning industry certifications and determine how the program could be expanded to additional career pathways. • Determine what additional CTE programs should be offered based on input from stakeholders. 	<ul style="list-style-type: none"> • Evaluate the number of students earning industry certifications and determine how the program could be expanded to additional career pathways. • Determine what additional CTE programs should be offered based on input from stakeholders.
Certification, Work based Learning (Criteria 13A, 13B)	<ul style="list-style-type: none"> • Work with the new Work Based Learning Coordinator to increase enrollment in this CTE offering. • Research what industry certifications align with our existing programs and facilitate their adoption. • Work with local business and other local entities on establishing internships and apprenticeships. • Begin the development of Worksite Learning opportunities that connect with existing CTE programs at Foster High School. 	<ul style="list-style-type: none"> • Increase the amount of students enrolled in Work-Based learning opportunities by examining current data and career pathways and make adjustments where necessary to improve future data. • Integrate industrial certifications in each of the CTE classes being offered. • Further develop the Worksite Learning opportunities for students at Foster High School. 	<ul style="list-style-type: none"> • Evaluate and make adjustments to the work-based learning options based on relevant data related to internships and apprenticeships. • Integrate industrial certifications in each of the CTE classes being offered. • Continue to develop the Worksite Learning opportunities for students at Foster High School. 	<ul style="list-style-type: none"> • Improve student access to internships and pre-apprenticeships year round. • Integrate industrial certifications in each of the CTE classes being offered. • Continue to develop the Worksite Learning opportunities for students at Foster High School. 	<ul style="list-style-type: none"> • Improve student access to internships and pre-apprenticeships year round. • Integrate industrial certifications in each of the CTE classes being offered. • Continue to develop the Worksite Learning opportunities for students at Foster High School.

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<p>Program Evaluation</p> <p>(Criteria 15)</p>	<ul style="list-style-type: none"> • Continue to monitor enrollment of non-traditional students in all CTE Programs at Foster High School and make adjustments as needed to improve enrollment. • Conduct yearly program evaluations of all CTE Programs at Foster High School as required by law. 	<ul style="list-style-type: none"> • Evaluate existing programs to determine if students are being adequately prepared for career and college. • Continue to monitor enrollment of non-traditional students in all CTE Programs at Foster High School and make adjustments as needed to improve enrollment. 	<ul style="list-style-type: none"> • Determine if new courses need to be offered in specific pathways to better meet the need of the non-traditional students. • Continue to monitor enrollment of non-traditional students in all CTE Programs at Foster High School and make adjustments as needed to improve enrollment. 	<ul style="list-style-type: none"> • Determine if new courses need to be offered in specific pathways to better meet the need of the non-traditional students. • Continue to monitor enrollment of non-traditional students in all CTE Programs at Foster High School and make adjustments as needed to improve enrollment. 	<ul style="list-style-type: none"> • Determine if new courses need to be offered in specific pathways to better meet the need of the non-traditional students.

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Professional Development (Criteria 16)	<ul style="list-style-type: none"> • Provide CTE staff with a template so they can plan out their professional development that leads to CTE certification. • Provide information to CTE staff on upcoming CTE WACTA Conferences and facilitate their attendance at the events. • Review Professional Growth Plans and determine if they are hitting the timelines required for additional certifications. 	<ul style="list-style-type: none"> • CTE Teacher meetings will be schedule throughout the school year in order to support the growth needs of the CTE staff. • CTE Director will do classroom observations with building leadership and provide feedback to CTE teachers. If a need is identified, the CTE Director will work with building leadership to provide that professional development. • Provide opportunities for existing CTE teachers to attend professional development opportunities. 	<ul style="list-style-type: none"> • CTE Director will do classroom observations with building leadership and provide feedback to CTE teachers. If a need is identified the CTE Director will work with building leadership to provide that professional development. • Select CTE teacher will be asked to attend CTE conferences and report back to the school district what new learnings they had. • Provide opportunities for existing CTE teachers to attend professional development opportunities. 	<ul style="list-style-type: none"> • CTE Director will do classroom observations with building leadership and provide feedback to CTE teachers. If a need is identified the CTE Director will work with building leadership to provide that professional development. • Select CTE teacher will be asked to attend CTE conferences and report back to the school district what new learnings they had. • Provide opportunities for existing CTE teachers to attend professional development opportunities. 	<ul style="list-style-type: none"> • CTE Director will do classroom observations with building leadership and provide feedback to CTE teachers. If a need is identified the CTE Director will work with building leadership to provide that professional development. • Select CTE teacher will be asked to attend CTE conferences and report back to the school district what new learnings they had. • Provide opportunities for existing CTE teachers to attend professional development opportunities.

General Advisory Chairperson _____

Date _____

CTE Director _____

Date _____

School Board Representative _____

Date _____