

Grand Coulee Dam School District

School Board Meeting

Date and Time

Monday June 22, 2026 at 5:30 PM PDT

Location

505 Crest Drive
Coulee Dam, WA
Jr./Sr. High Library

Agenda

	Purpose
I. Opening Items	
A. Call the Meeting to Order	
B. Pledge of Allegiance	
C. Roll Call	
D. Approval of Agenda	Vote
II. Approval of Minutes	
A. May 26 2026 & June 8 2026 Meeting Mins	Vote
III. Approval of Expenditures	
A. Payroll Summary & AP Summary	Vote
IV. Superintendent Report	
V. Budget Status	

	Purpose
A. June Budget Status	FYI
VI. Enrollment	
A. June FTE	FYI
VII. Student Rep.	
VIII. Public Comment	
IX. Continuing Business	
A. Update on Student Reps	FYI
X. New Business	
A. Rodeo Club Approval	Vote
B. CTE 4-Year Plan Approval	Vote
C. Approval of Two Supplemental Contracts	Vote
D. Approval of Football Game in Osborne, ID (Sep 18th~Wallace H.S. Vs. LRHS)	Vote
E. Jr./Sr. High Student Handbook (2026-2027)	Vote
F. Healthy Kids, Healthy School Grant Approval	Vote
XI. Board Comments	
XII. Executive Session	
• Personnel Information Pursuant to RCW 42.30.110(1)(g)	
XIII. Open Session	
XIV. Personnel Items	
A. Resignations	Vote

Purpose

B. New Hires

Vote

C. Transfer

XV. Closing Items

A. Adjourn Meeting

Vote

Coversheet

May 26 2026 & June 8 2026 Meeting Mins

Section: II. Approval of Minutes
Item: A. May 26 2026 & June 8 2026 Meeting Mins
Purpose: Vote
Submitted by:
Related Material: May 26 2026 Meeting Mins.pdf
June 8 2026 Meeting Mins.pdf

Grand Coulee Dam School District

Minutes

Grand Coulee Dam School District 301J

School Board Meeting

Date and Time

Tuesday May 26, 2026 at 5:30 PM

Location

505 Crest Drive

Coulee Dam, WA 99116

Jr./Sr. High School Library

I. Opening Items

A. Call the Meeting to Order

Vice Board Chair, Rich Black called the meeting to order at 5:30 pm.

B. Pledge of Allegiance

C. Roll Call

Shannon Nicholson (*Zoom*), Rich Black, Alex Tufts, George LaPlace (*Zoom*), Rod Broadnax

Absent: Karen Wapato

Student Rep: Kayman Jordan, AJ Cannon.

D. Approval of Agenda

It was m/s by Alex/Rich to approve the agenda with the removal of item A.) *Transfer of Administrator to Alternative/Online School* under Open Session. (4-0) Motion Passed.

II. Approval of Minutes

A. April 27, 2026 May 11, 2026

It was m/s by Alex/Rich to approve the minutes as presented. (4-0) Motion Passed.

III. Approval of Expenditures

A. Payroll Summary & AP Summary

General Fund
Warrant # 311000904-311000959
\$ 231,931.43

ASB Fund
Warrant # 314000096-314000106
\$ 6,942.11

Payroll
Warrant # 311000886-311000903
\$ 859,157.45

It was m/s by Shannon/ Rich to approve the Payroll and AP Summary as presented. (4-0) Motion Passed.

IV. Budget Status

A. May Budget Status

Business Manager, Susie Marchand shared the May budget Status.

V. Enrollment

A. May FTE

May FTE is 581

VI. Reports

A. Elementary-Lisa Lakin

Lisa Lakin shared her report with the board. Some items shared are:

- SBA testing is nearly complete.
- Final STAR assessment window will run May 26-June 4.

- Had a fantastic turnout for Mini Bloomsday on April 30th
- Looking forward to recognizing important student milestones as the school year comes to a close. - June 11 at 10:00 am-6th Grade Recognition
 - June 11 at 11:45 am-Kindergarten Celebration

B. Jr./Sr. High-Natalie Kontos

Natalie Kontos shared her report with the board. Some items she shared are:

- May 4th Allison took Salish 1 and Salish 2 students root digging in Coulee City.
- Beginning next year Gretchen Whitelaw and Ethan Tatum will partner with Eastern Washington University to offer College in the Classroom credit for U.S. History and Spanish courses.
- June 4th Spring Band Concert
- June 6th Graduation at 11 am LRHS Gym
- June 11th 8th Grade Recognition at 9 am LRHS Gym.

C. ALE-Shamra Steffler

Shamra Steffler shared her report with the board.

- There are now 28 students at the ALE: Six Freshman, Eight Sophomores, and Twelve Seniors.
- Enrolled all the students into Summer School so they can continue to work to retrieve their credits while on break,
- Students are adjusting to the new location at the District Office. Its been smooth overall.

D. CTE Director-Susan Duclos

Susan Duclos shared her report with the board. Some item are:

- Continue to update framework for Professional Leadership Cip 520401-Teachers Aide
- Consider Math Modeling
- Working with Nespelem SD-potential collaboration of programs-Jill on board for collaboration with 11th graders.

E. Athletic Director-Casey Brewster

No report provided

F. Indian Education Program-Ashley Atkins

Ashley Atkins shared her report with the board. Some items shared are:

- JOM 2nd quarter report was successfully submitted.
- JOM cultural programming remained strong throughout May
- Title VI EASIE Part II Application was completed, certified, and successfully submitted on May 8 2026.
- Current Native student count sits at 381 students.

G. Executive Director of Support Services-Carrie Derr

Carrie Derr shared her report with the board. Some items she shared are:

- Summer School for 9-12 credit retrieval is moving forward. Positions have been hired for Summer Administration, Summer Teacher and Summer Tutor and Summer Bus Driver.
- The MTSS Breakfast Club is making progress towards MTSS implementation with a GCSD MTSS definition, tier definitions, and what supports are provided at each tier. We are currently collecting data on what supports are being used at each tier via a survey that went out last week.
- Bargaining has concluded with PSE
- State testing wrapped up last week with the exception of students who need to finish due to time constraints or absences.
- NCESD conducted a safety walkthrough on Tuesday April 28. We are waiting on results.
- Shout out to Hope Hansen for all of her work and the Building Assessment Coordinator for State Testing!

H. Special Education-Kathryn Logue

No Report

VII. Continuing Business

A. Second & Final Reading of Policy 3420-Anaphylaxis Prevention & Response

M/s by George/Alex to table (4-0) Motion Passed

B. Second & Final Reading of Policy 3421-Child Abuse, Neglect & Exploitation Prevention

M/s by George/Alex to table. (4-0) Motion Passed

C. Second & Final Reading of Policy 3423-Medical Marijuana

M/s by George/Alex to table. (4-0) Motion Passed.

D. 2.6% IPD for Admin

It was m/s by George/Alex to **Not** approve the 2.6% IPD for Admin. (4-0) Motion Passed.

E. Update on Student Reps

Have not received any student rep applicants

VIII. New Business

A. Bus Surplus

It was m/s by George/Shannon to approve Bus #112 for surplus. (4-0) Motion Passed

B. Approval of Donation

It was m/s by George/Alex to approve the donations as presented. (4-0) Motion Passed

C. PSE Ratified Contract (2026-2028)

It was m/s by George/Shannon to table the PSE Ratified Contract. (4-0) Motion Passed.

D. Supplemental Contracts (2026-2027)

It was m/s by George/Shannon to approve the Supplemental Contracts 2026-2027 as presented. (4-0) Motion Passed.

E. Board Comments

No Board Comments

F. Executive Session

The board went into executive session 7:32 p.m. for 45 mins, at 8:15 the board extended executive session till 8:45 p.m.

IX. Open Session

A. Transfer of Administrator to Alternative/Online School

The board came back into Open Session at 8:45 pm

The board removed item A.) Transfer of Administrator to Alternative/ Online School

X. Personnel Items

A. Resignations

It was m/s by Alex/Shannon to approve the Resignations as presented. (4-0) Motion Passed

B. Retire

It was m/s by Alex/Shannon to approve the Retiree as presented. (4-0) Motion Passed

C. New Hires

It was m/s by Alex/Shannon to approve the New Hires as presented. (4-0) Motion Passed

D. Non-Renewal/Non-Continuation

It was m/s by Alex/Shannon to approve the Non-Renewal/Non-Continuation as presented. minus Jenna Engeland. (4-0) Motion Passed.

XI. Closing Items

A. Adjourn Meeting

It was m/s by Alex/Shannon to adjourn the meeting. Vice Chair, Rich Black adjourned the meeting at 8:50 pm.

Rod Broadnax
Board Secretary

Rich Black (*Chaired for Shannon*)
Vice Board Chair

Grand Coulee Dam School District

Minutes

Grand Coulee Dam School District 301J

Date and Time

Monday June 8, 2026 at 5:30 PM

Location

505 Crest Dr.

Coulee Dam, WA 99116

Jr./Sr. High Library

I. Opening Items

A. Call the Meeting to Order

Board Chair, Shannon Nicholson called the meeting to order at 5:30 pm

B. Pledge of Allegiance

C. Roll Call

Shannon Nicholson, Rich Black, Alex Tufts, George LaPlace, Karen Wapato, Rod Broadnax.

Student Rep: Kayman Jordan. Absent: AJ Cannon

D. Approval of Agenda

It was m/s by George/Alex to approve the agenda with the addition of Termination of L.W. and the removal of Rodeo Club. (5-0) Motion Passed.

E. Superintendent Report

Superintendent, Rod Broadnax shared his report with the board.

F.

Superintendent Award

Mr. Broadnax presented this months Superintendent Award to Jr./Sr. High Principal Natalie Kontos. Natalie goes above and beyond for students and staff, she is greatly appreciated!

G. Student Rep.

No discussion

H. Public Comment

A few staff members came to share their concerns about potential hours being cut in contract days.

II. New Business

A. Chartwells Renewal Agreement

It was m/s by Alex/George to approve the Chartwells Renewal Agreement. (5-0) Motion Passed.

B. Bus Purchase

It was m/s by George/Alex to approve the bus purchase. (5-0) Motion Passed.

C. Title I Part A Policy Approval

It was m/s by Alex/George to approve the Title I Part A Policy. (5-0) Motion Passed.

D. Ratified PSE Contract (2026-2028)

It was m/s by Alex/George to approve the Ratified PSE Contract for 2026-2028. (5-0) Motion Passed.

E. CMC Nursing Contract (2026-2027)

It was m/s by Rich/Karen to approve the CMC Nursing Contract for 2026-2027 School Year. (5-0) Motion Passed.

F. MOU Agreement (Between GCDSD & Coulee-Hartline School District)

It was m/s by Alex/George to approve the MOU Agreement between GCDSD & Coulee-Hartline. (5-0) Motion Passed.

G. Tuition Agreement (Between Keller S.D. & GCDSD)

It was m/s by Alex/Karen to approve the Tuition Agreement between Keller S.D. and GCDSD. (5-0) Motion Passed.

H.

Rodeo Club

This item was removed. It will be placed in the June 22 board meeting.

I. Weight Room Surplus Items

It was m/s by Alex/Rich to approve to surplus the Weight Room Items as presented. (5-0)
Motion Passed.

III. Open Session

A. Approval of Transfers

It was m/s by Rich/George to table the Transfer of Christy Cooper from Elementary Teacher to Jr. High Math. and to Approve Alissa Seaver from Elementary Teacher to 7-12 Art. (5-0) Motion Passed.

B. Personnel Items

It was m/s by Rich/Karen to approve the personnel items as presented with the addition of Termination of L.W. (5-0) Motion Passed.

IV. Closing Items

A. Adjourn Meeting

It was m/s by Alex/Karen to adjourn the meeting. The Board Chair, Shannon Nicholson adjourned the meeting at 7:50 p.m.

Rod Broadnax
Board Secretary

Shannon Nicholson
Board Chair

Coversheet

June FTE

Section: VI. Enrollment
Item: A. June FTE
Purpose: FYI
Submitted by:
Related Material: June Enrollent.pdf

SUMMARY OF FULL-TIME EQUIVALENT ENROLLMENT AS
REPORTED ON FORM P223 FOR SCHOOL YEAR ENDING 2026
Grand Coulee Dam School District - (13301)

Grant County No. 13

E. S. D 171

	<u>Total K-12 Basic Education Enrollment - including ALE</u>												<u>AVERAGE</u>
	<u>SEPTEMBER</u>	<u>OCTOBER</u>	<u>NOVEMBER</u>	<u>DECEMBER</u>	<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>	<u>JUNE</u>			
KINDERGARTEN	36.76	34.76	34.76	35.76	35.76	36.76	36.76	34.76	34.76	34.76	35.76	35.76	35.66
FIRST	33.02	33.02	34.02	33.02	33.02	32.02	32.02	33.02	33.02	33.02	34.02	34.02	33.02
SECOND	58.00	58.00	58.00	57.00	57.00	55.07	55.07	54.00	52.00	52.00	53.00	53.00	55.71
THIRD	40.00	38.00	38.00	38.00	38.00	38.00	38.00	38.00	37.00	37.00	37.00	37.00	38.00
FOURTH	54.14	56.14	54.14	53.14	53.14	53.14	53.14	53.33	53.33	53.33	53.33	53.33	53.70
FIFTH	43.00	41.00	41.00	41.00	40.00	40.00	39.79	39.79	39.79	39.79	39.79	39.79	40.52
SIXTH	40.00	41.00	41.00	41.00	41.00	38.00	39.00	39.00	38.00	38.00	38.00	38.00	39.60
SEVENTH	52.00	51.78	51.56	50.78	50.78	49.30	49.44	51.44	52.44	52.44	52.44	52.44	51.20
EIGHTH	40.90	40.90	39.90	39.90	39.90	39.51	39.14	38.27	38.27	38.27	38.27	38.27	39.50
NINTH	59.00	62.00	61.00	62.00	59.00	58.00	59.00	58.00	58.00	58.00	59.00	59.00	59.50
TENTH	49.00	49.00	50.00	50.00	51.00	51.00	50.00	50.00	51.00	51.00	49.00	49.00	50.00
ELEVENTH	46.78	45.42	46.42	46.42	44.42	43.42	44.00	45.00	44.27	44.27	44.27	44.27	45.04
TWELFTH	57.18	58.75	58.75	57.75	58.75	55.82	54.54	49.55	49.55	49.55	49.55	49.55	55.02
*** TOTALS	609.78	609.77	608.55	605.77	601.77	590.04	589.90	584.16	581.43	581.43	583.43	583.43	596.46

	<u>Total K-12 Basic Education Enrollment - By Grade Span - including ALE</u>												<u>AVERAGE</u>
	<u>SEPTEMBER</u>	<u>OCTOBER</u>	<u>NOVEMBER</u>	<u>DECEMBER</u>	<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>	<u>JUNE</u>			
KINDERGARTEN	36.76	34.76	34.76	35.76	35.76	36.76	36.76	34.76	34.76	34.76	35.76	35.76	35.66
GRADES 1-3	131.02	129.02	130.02	128.02	128.02	125.09	125.09	125.02	122.02	122.02	124.02	124.02	126.73
GRADE 4	54.14	56.14	54.14	53.14	53.14	53.14	53.14	53.33	53.33	53.33	53.33	53.33	53.70
GRADES 5-6	83.00	82.00	82.00	82.00	81.00	78.00	78.79	78.79	77.79	77.79	77.79	77.79	80.12
GRADES 7-8	92.90	92.68	91.46	90.68	90.68	88.81	88.58	89.71	90.71	90.71	90.71	90.71	90.69
GRADES 9-12	211.96	215.17	216.17	216.17	213.17	208.24	207.54	202.55	202.82	202.82	201.82	201.82	209.56
*** TOTALS	609.78	609.77	608.55	605.77	601.77	590.04	589.90	584.16	581.43	581.43	583.43	583.43	596.46

Coversheet

CTE 4-Year Plan Approval

Section: X. New Business
Item: B. CTE 4-Year Plan Approval
Purpose: Vote
Submitted by:
Related Material: CTE End of Year Approval from SB.pdf
26-27 cte-program-four-year-planning-requirement.pdf
CTE Program Eval- Business 25-26.pdf
CTE Program Eval- FCS 25-26.pdf
CTE Program Eval- SkilledTech 25-26.pdf
CTE Program Eval- Stem 25-26.pdf

Subject: Action Required: School Board Approval for CTE Annual Planning & End-of-Year Program Evaluation June 8, 2026

Dear Board Members,

Please find attached the Career and Technical Education (CTE) Future Year Planning documentation and the End-of-Year Program Evaluation report. Kindly review these documents and provide your signature below to indicate your official receipt and approval.

Thank you for your time and continued support of our CTE programs.

Sincerely,

Susan Duclos

Name (Printed)	Signature	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

District Goal: The mission of the **Grand Coulee Dam School District** is to provide a collaborative learning community, which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens. (Quality Criteria indicators are referenced on the Career & Technical Education Evaluation Form.)

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
Educator Licensing WAC 181-77-014 (Criteria 1)	Reissue Conditional Certificates (WAC 181-77-014): Submit district applications for Ethan, Derrick, and Jill; verify non-availability of fully certificated instructors in their specialty areas. Personnel Recruitment: Continue hiring for high-need CTE positions. Clock Hour Verification: Monitor and collect documentation for the mandatory 50 continuing education credit hours required for conditional certificate reissuance, ensuring alignment with each teacher's written training plan.	Reissue Conditional Certificates (WAC 181-77-014): Submit district applications for Ethan, Derrick, and Jill; verify non-availability of fully certificated instructors. Personnel Recruitment: Continue hiring for high-need CTE positions. Clock Hour Verification: Monitor and collect documentation for the mandatory 50 continuing education credit hours required for conditional certificate reissuance. Early Training Plans: Standardize the creation of WAC-compliant written training plans immediately upon hire for the upcoming school year.	Implement a targeted professional development and mentorship calendar next year to better support conditional hires through their certification lifecycle.	Initiative Mentor Support: Implement a targeted professional development and mentorship calendar next year to better support conditional hires through their certification lifecycle.



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
Curriculum, Instruction, and Evaluation RCW 28A.700.010 (Criteria 2)	Update Frameworks (RCW 28A.700.010): Revise and process OSPI course framework verifications as required for program compliance. Expand Business Curriculum: Expand the Business pathway to include rigorous CCR and Financial Math curriculum, focusing on closing the skills gap and maximizing dual-credit potential. Embed Industry Credentials: Integrate IRCs into both frameworks and instructional delivery to meet preparatory standards. Stakeholder Approval: Review curriculum updates with the local CTE Advisory Committee to secure the required annual local school board approval.	Evaluate the measurable impact of the CCR and Financial Math curriculum changes based on student enrollment, dual-credits earned, and diversity in high-demand pathways. IRC Multi-Year Review: Update and adjust embedded IRC offerings based on changes to the OSPI statewide approved credential list and local labor market shifts. Advisory & Board Re-Approval: Present longitudinal data from the Business and Math programs to the local CTE Advisory Committee to secure the required annual school board authorization.	Evaluate the measurable impact of the CCR and Financial Math curriculum changes based on student enrollment, dual-credits earned, and diversity in high-demand pathways. IRC Multi-Year Review: Update and adjust embedded IRC offerings based on changes to the OSPI statewide approved credential list and local labor market shifts. Advisory & Board Re-Approval: Present longitudinal data from the Business and Math programs to the local CTE Advisory Committee to secure the required annual school board authorization.	Evaluate the measurable impact of the CCR and Financial Math curriculum changes based on student enrollment, dual-credits earned, and diversity in high-demand pathways. IRC Multi-Year Review: Update and adjust embedded IRC offerings based on changes to the OSPI statewide approved credential list and local labor market shifts. Advisory & Board Re-Approval: Present longitudinal data from the Business and Math programs to the local CTE Advisory Committee to secure the required annual school board authorization.
Academic Integration RCW 28A.700.010(2)(a) (Criteria 3)	Ensure Academic Rigor (RCW 28A.700.010): Vet all course content to guarantee it addresses the states economic skills gap and meets high-quality CTE program	Equipment and Technology Capital Planning: Utilize this year's industry-standard assessment to build a targeted capital improvement and	Ensure academic rigor. Equipment and Technology Capital Planning: Utilize this year's industry-standard assessment to build a targeted capital improvement and	Equipment and Technology Capital Planning: Utilize this year's industry-standard assessment to build a targeted capital



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
	<p>standards. Industry Facility Audit: Assess and upgrade equipment and technology to match current industry standards. Standardize IRCs: Update and align Industry Recognized Credential (IRC) instruction consistently across all class sections. Expand Workforce Experiences: Cultivate community partnerships to enhance job shadowing, expand internship placements, and bolster work-based learning frameworks.</p>	<p>procurement timeline for the next school year, ensuring state-of-the-art technology is integrated directly into the classroom. IRC Attainment Data Tracking: Establish a centralized data-tracking system next year to monitor student passage rates for the newly standardized IRCs, verifying that instruction directly translates to industry-valued credentials. Career-Launch Pathways: Begin aligning advanced sections of the updated curriculum with regional "Career-Launch" or registered apprenticeship frameworks to provide students with clear, post-secondary transitions.</p>	<p>procurement timeline for the next school year, ensuring state-of-the-art technology is integrated directly into the classroom. IRC Attainment Data Tracking: Establish a centralized data-tracking system next year to monitor student passage rates for the newly standardized IRCs, verifying that instruction directly translates to industry-valued credentials. Integrated Career-Launch Pathways: Begin aligning advanced sections of the updated curriculum with regional "Career-Launch" or registered apprenticeship frameworks to provide students with clear, post-secondary transitions.</p>	<p>improvement and procurement timeline for the next school year, ensuring state-of-the-art technology is integrated directly into the classroom. IRC Attainment Data Tracking: Establish a centralized data-tracking system next year to monitor student passage rates for the newly standardized IRCs, verifying that instruction directly translates to industry-valued credentials. Integrated Career-Launch Pathways: Begin aligning advanced sections of the updated curriculum with regional "Career-Launch" or registered apprenticeship frameworks to provide students with clear, post-secondary transitions.</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
<p>Student Access to Program RCW 28A.700.010 (Criteria 4)</p>	<p>Targeted Recruitment Initiatives: Launch active recruitment campaigns next year aimed at enrolling non-traditional and underrepresented students into high-demand pathways linked to Big Bend Synchronization: Audit and update course articulation agreements with Big Bend during the fall semester to ensure seamless credit transcription and eliminate institutional roadblocks for students. Universal Design for Learning (UDL) Audit: Implement a district-wide evaluation of CTE laboratory spaces and digital curricula next year to integrate Universal Design frameworks, proactively reducing the need for reactive accommodations.</p>	<p>Longitudinal Access Review (RCW 28A.700.010): Analyze two-year demographic trends to evaluate gap closures and ensure sustained, equal access for all underrepresented student populations. Systemic Accommodations: Standardize accessible technology and adaptive lab equipment across all CTE sectors based on multi-year student need data. BBC/WVC/SCC Pathway Institutionalization: Formalize dual-credit sequences into strict "Tech-Prep" or "Career-Launch" degree pathways with Wenatchee Valley College and Spokane Community College. :</p>	<p>Longitudinal Access Review (RCW 28A.700.010): Analyze two-year demographic trends to evaluate gap closures and ensure sustained, equal access for all underrepresented student populations. Systemic Accommodations: Standardize accessible technology and adaptive lab equipment across all CTE sectors based on multi-year student need data. WVC/SCC Pathway Institutionalization: Formalize dual-credit sequences into strict "Tech-Prep" or "Career-Launch" degree pathways with Big Bend, Wenatchee Valley College and Spokane Community College..</p>	<p>Longitudinal Access Review (RCW 28A.700.010): Analyze two-year demographic trends to evaluate gap closures and ensure sustained, equal access for all underrepresented student populations. Systemic Accommodations: Standardize accessible technology and adaptive lab equipment across all CTE sectors based on multi-year student need data. BBC/WVC/SCC Pathway Institutionalization: Formalize dual-credit sequences into strict "Tech-Prep" or "Career-Launch" degree pathways with Big Bend, Wenatchee Valley College and Spokane Community College.</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
Accountability RCW 28A.700.040(1)(c) (Criteria 5)	Preparatory Program Validation (RCW 28A.700.040): Review and upgrade qualifying CTE programs to meet the state's criteria for secondary preparatory education. Target High-Growth Industries: Align preparatory curriculum exclusively with validated high-demand workforce fields. Document Student Outcomes: Ensure every approved preparatory pathway structurally leads to an industry certification, immediate workforce entry, or post-secondary dual-credit articulation.	Outcome Verification (RCW 28A.700.040): Audit multi-year student completion data to legally defend and maintain the program's "preparatory secondary CTE" status. OSPI Re-Approval Cycles: Coordinate frameworks with the state's five-year re-approval timeline to prevent gaps in preparatory program funding. Dual-Credit Matrix Updates: Standardize and lock in multi-year articulation pathways with technical and community colleges for all preparatory completers. Labor Market Adjustments: Review regional economic data every two years with the CTE Advisory Council to ensure preparatory courses target current high-demand, high-wage fields.	Outcome Verification (RCW 28A.700.040): Audit multi-year student completion data to legally defend and maintain the program's "preparatory secondary CTE" status. OSPI Re-Approval Cycles: Coordinate frameworks with the state's five-year re-approval timeline to prevent gaps in preparatory program funding. Dual-Credit Matrix Updates: Standardize and lock in multi-year articulation pathways with technical and community colleges for all preparatory completers. Labor Market Adjustments: Review regional economic data every two years with the CTE Advisory Council to ensure preparatory courses target current high-demand, high-wage fields.	Outcome Verification (RCW 28A.700.040): Audit multi-year student completion data to legally defend and maintain the program's "preparatory secondary CTE" status. OSPI Re-Approval Cycles: Coordinate frameworks with the state's five-year re-approval timeline to prevent gaps in preparatory program funding. Dual-Credit Matrix Updates: Standardize and lock in multi-year articulation pathways with technical and community colleges for all preparatory completers. Labor Market Adjustments: Review regional economic data every two years with the CTE Advisory Council to ensure preparatory courses target current high-demand, high-wage fields.



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
<p>Safe Practices RCW 28A.700.010 (Criteria 6)</p>	<p>Complete the procurement, installation, and permitting for the automotive hoist modifications identified in this year's assessment. Industry-Standard Safety Certifications: Update course frameworks to explicitly teach and assess the specific safety standards tied to the new equipment (e.g., OSHA-10, food handler certifications, and automotive lift safety metrics). Advisory Committee Sign-off: Present the completed facility and safety modifications to the local CTE Advisory Committee to verify that the upgraded training spaces match current regional workplace environments.</p>	<p>Complete the procurement, installation, and permitting for the automotive hoist modifications identified in this year's assessment. Industry-Standard Safety Certifications: Update course frameworks to explicitly teach and assess the specific safety standards tied to the new equipment (e.g., OSHA-10, food handler certifications, and automotive lift safety metrics). Advisory Committee Sign-off: Present the completed facility and safety modifications to the local CTE Advisory Committee to verify that the upgraded training spaces match current regional workplace environments.</p>	<p>Complete the procurement, installation, and permitting for the automotive hoist modifications identified in this year's assessment. Industry-Standard Safety Certifications: Update course frameworks to explicitly teach and assess the specific safety standards tied to the new equipment (e.g., OSHA-10, food handler certifications, and automotive lift safety metrics). Advisory Committee Sign-off: Present the completed facility and safety modifications to the local CTE Advisory Committee to verify that the upgraded training spaces match current regional workplace environments.</p>	<p>Click or tap here to enter text. Complete the procurement, installation, and permitting for the automotive hoist modifications identified in this year's assessment. Industry-Standard Safety Certifications: Update course frameworks to explicitly teach and assess the specific safety standards tied to the new equipment (e.g., OSHA-10, food handler certifications, and automotive lift safety metrics). Advisory Committee Sign-off: Present the completed facility and safety modifications to the local CTE Advisory Committee to verify that the upgraded training spaces match current regional workplace environments.</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
Facilities RCW 28A.700.010 (Criteria 7)	Utilize the technical skills assessment to build a targeted capital procurement plan for the upcoming school year, purchasing industry-standard technology that directly addresses the local workforce skills gap. Integrated Safety Signage & Systems: Upgrade the physical and digital communication systems within the CTE building to include industry-recognized emergency, protocol, and compliance messaging, incorporating these elements directly into student leadership and employability frameworks. Advisory Committee Validation: Present the updated technology plan and facility communication layouts to the local CTE Advisory Council to ensure they reflect modern technical workplace expectations before seeking annual school board approval.	Industry-Standard Communication (RCW 28A.700.010): Standardize building-wide messaging and safety signage to mirror professional, high-quality workplace environments. Technical Equipment Audit: Assess classroom technology and tools to ensure they adequately support rigorous industry skill training. Asset Procurement: Execute a targeted technology integration plan to replace obsolete technical resources with high-demand workplace tools.	Industry-Standard Communication (RCW 28A.700.010): Standardize building-wide messaging and safety signage to mirror professional, high-quality workplace environments. Technical Equipment Audit: Assess classroom technology and tools to ensure they adequately support rigorous industry skill training. Asset Procurement: Execute a targeted technology integration plan to replace obsolete technical resources with high-demand workplace tools. Performance Review: Audit student technical mastery and certification data to evaluate the long-term return on technology investments and maintain compliance.	Industry-Standard Communication (RCW 28A.700.010): Standardize building-wide messaging and safety signage to mirror professional, high-quality workplace environments. Technical Equipment Audit: Assess classroom technology and tools to ensure they adequately support rigorous industry skill training. Asset Procurement: Execute a targeted technology integration plan to replace obsolete technical resources with high-demand workplace tools. Performance Review: Audit student technical mastery and certification data to evaluate the long-term return on technology investments and maintain compliance.



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
Instructional Materials RCW 28A.700.010 (Criteria 8)	<p>Employability & Soft Skills Integration: Formally identify and embed industry-defined soft skills and 21st-century employability frameworks across all CTE course structures to enhance student workforce readiness. Open Educational Resources (OER) Utilization: Integrate high-quality Open Educational Resources to supplement curriculum gaps, ensuring equitable access to up-to-date, cost-effective technical training materials. Artificial Intelligence (AI) Integration: Incorporate relevant AI tools, workflows, and industry-specific applications into current frameworks to prepare students for emerging, technology-driven workplace demands. Comprehensive Resource & Funding Review: Conduct a baseline evaluation of instructional supplies, technology, and funding allocations across all</p>	<p>Standardized AI & Employability Rubrics: Develop and implement standardized grading rubrics for the newly integrated soft skills and AI competencies, tying them directly to student leadership (CTSO) and employability frameworks. Targeted OER Pipeline: Replace aging, static textbook frameworks with dynamic, OER-aligned digital packages across all secondary sections to ensure instructional agility as industry trends shift. Advisory-Backed Fiscal Planning: Present the completed instructional supply and funding gap analysis to the local CTE Advisory Council to build a prioritized, board-approved budget request targeting high-demand program resource deficits.</p>	<p>Longitudinal Technology Efficacy Evaluation: Analyze student mastery data and industry feedback regarding the AI and soft skills modules to measure their direct impact on workplace entry and postsecondary readiness. Fiscal Optimization & Grant Alignment: Audit the efficiency of the updated funding structures, aligning local CTE resource allocation with federal Perkins V and state-level high-demand grant opportunities to ensure long-term program sustainability. Continuous Labor Market Synchronization: Re-evaluate OER and AI instructional content in coordination with regional economic committees, updating course materials to match rapid changes in the technical workforce landscape.</p>	<p>Longitudinal Technology Efficacy Evaluation: Analyze student mastery data and industry feedback regarding the AI and soft skills modules to measure their direct impact on workplace entry and postsecondary readiness. Fiscal Optimization & Grant Alignment: Audit the efficiency of the updated funding structures, aligning local CTE resource allocation with federal Perkins V and state-level high-demand grant opportunities to ensure long-term program sustainability. Continuous Labor Market Synchronization: Re-evaluate OER and AI instructional content in coordination with regional economic committees, updating course materials to match rapid changes in</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
	CTE pathways to ensure programmatic needs align with state high-quality standards.			the technical workforce landscape.
<p>Leadership and Employability RCW 28A.700.010 (Criteria 9)</p>	<p>CTSO Pathway Expansion: Maintain the Future Business Leaders of America (FBLA) chapter while formally chartering and integrating SkillsUSA across all applicable CTE program areas to expand access and counter lower participation numbers. Intramural Curriculum Integration: Coordinate and embed structured CTSO leadership activities, competitive event rubrics, and employability frameworks directly into the daily instructional curriculum for all students, ensuring leadership training is not treated as strictly extracurricular.</p>	<p>Coordinated Leadership Calendars: Develop standardized, program-wide instructional calendars for the next school year that sync daily classroom lessons with specific FBLA and SkillsUSA leadership milestones, business procedures, and technical skill competitions. Targeted Membership Pipelines: Implement a direct-enrollment strategy within introductory and preparatory classes next year to build a sustainable student membership pipeline, using SkillsUSA's multi-trade framework to capture non-traditional CTE student demographics. Advisory & Board Compliance Reporting: Present</p>	<p>Longitudinal Leadership Efficacy Review: Conduct a comprehensive data audit of student CTSO participation, analyzing the correlation between active chapter engagement and student achievement metrics (such as IRC attainment and postsecondary dual-credit acquisition).Regional Workforce & CTSO Articulation: Partner with regional business leaders and technical colleges to host collaborative, CTSO-aligned leadership workshops or mock competitions, directly linking student employability skills to regional labor market needs. Systemic Chapter Sustainability: Establish a permanent advisor mentorship and funding structure to ensure the long-term health and</p>	<p>Longitudinal Leadership Efficacy Review: Conduct a comprehensive data audit of student CTSO participation, analyzing the correlation between active chapter engagement and student achievement metrics (such as IRC attainment and postsecondary dual-credit acquisition).Regional Workforce & CTSO Articulation: Partner with regional business leaders and technical colleges to host collaborative, CTSO-aligned leadership workshops or mock competitions, directly linking student employability skills to regional labor market needs. Systemic Chapter Sustainability: Establish a</p>



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
		integrated CTSO leadership frameworks and student participation metrics to the local CTE Advisory Council to secure annual local school board approval and validate high-quality program status	compliance of both the FBLA and SkillsUSA chapters during future OSPI program re-approval cycles.	permanent advisor mentorship and funding structure to ensure the long-term health and compliance of both the FBLA and SkillsUSA chapters during future OSPI program re-approval cycles.
Long Range Planning RCW 28A.700.010(2)(b) (Criteria 10)	Natural Resources Framework & Science Integration: Expand the secondary science program by developing a state-approved CTE Natural Resources framework that satisfies both laboratory science requirements and high-demand career competencies. Research the Big Picture Integration: Establish CTE as a foundational pillar of the Big Picture program, utilizing its individualized, project-based design to deliver contextualized, industry-standard technical training and employability skills. Multi-Sector Program	Grant Application & Scaling: Capitalize on the current years feasibility data to submit targeted applications for the OSPI High-Demand Grant and federal Perkins funds to secure tooling and instructional materials for Agriculture, Medical, and Construction Trades. Formalized Tribal & BIA Articulations: Execute binding Memorandums of Understanding (MOUs) and formal articulation matrices with Tribal enterprises and the BIA to launch credit-bearing internships and state-recognized pre-	Longitudinal Cohort & Grant Compliance Audits: Conduct a comprehensive audit of grant-funded pathways to verify compliance with Perkins V core performance indicators (such as non-traditional student enrollment and credential attainment). Cross-Sector Expansion Launches: Formally enroll the first student cohorts into the newly approved Agriculture, Medical, Plumbing, and Electrical tracks, ensuring every sequence leads to a state-validated Industry Recognized Credential (IRC). State-Level Career-Launch Designation: Partner	Longitudinal Cohort & Grant Compliance Audits: Conduct a comprehensive audit of grant-funded pathways to verify compliance with Perkins V core performance indicators (such as non-traditional student enrollment and credential attainment). Cross-Sector Expansion Launches: Formally enroll the first student cohorts into the newly approved Agriculture, Medical, Plumbing, and Electrical tracks, ensuring every sequence leads to a state-validated Industry Recognized Credential



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
	<p>Feasibility Studies: Initiate labor-market feasibility studies through the CTE Advisory Committee to evaluate program expansions into Agriculture, Medical/Health Sciences, Plumbing, and Electrical Trades. Sovereign & Federal Partnerships: Collaborate with local Tribal authorities and the Bureau of Indian Affairs (BIA) to map out integrated work-based learning, structured internships, and formal apprenticeship pathways. Grant & Fiscal Optimization Strategy: Align new and existing program frameworks with federal Perkins V, state High-Demand grants, and alternative state/local funding criteria to ensure immediate eligibility and compliance.</p>	<p>apprenticeships. Big Picture LTI Alignment: Sync the Big Picture programs Learning Through Interests (LTI) framework directly with state-approved CTE work-based learning hours, ensuring student internships automatically count toward preparatory program completion metrics</p>	<p>with Tribal entities, local community colleges, and regional workforce boards to elevate the Natural Resources and Trades programs into fully certified Washington State "Career-Launch" pathways.</p>	<p>(IRC).State-Level Career-Launch Designation: Partner with Tribal entities, local community colleges, and regional workforce boards to elevate the Natural Resources and Trades programs into fully certified Washington State "Career-Launch" pathways.</p>
<p>Advisory Committee RCW 28A.700.020(1) (Criteria 11)</p>	<p>General Advisory Council Optimization: Utilize and expand the CTE General Advisory Council to formally include representatives from</p>	<p>Joint Regional Workforce Mapping: Convene bi-annual, structured roundtables with the Tribe, Bureau of Reclamation,</p>	<p>Institutionalized Workforce Pipelines: Transition informal community relationships into formalized, long-term talent pipelines,</p>	<p>Institutionalized Workforce Pipelines: Transition informal community relationships into formalized, long-term</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
	<p>the Colville Confederated Tribes, Bureau of Reclamation, and the GCD Chamber of Commerce to ensure local industry needs directly inform program pathways. Stakeholder Advocacy & Awareness Campaign: Systematically share program data, resource gaps, and facility needs with these key community partners to expand their working knowledge of the districts technical training mission. Industry-Aligned Teacher Support: Provide targeted professional development and resources to CTE instructional staff, ensuring they have the technical support required to maintain high-quality program standards.</p>	<p>and GCD Chamber via the Advisory Council to map local economic shifts directly to our classroom frameworks. Teacher Industry Externships: Launch a professional development initiative next year that pairs CTE instructors with technical experts at the Bureau of Reclamation and Tribal enterprises for short-term industry externships, keeping instructional knowledge cutting-edge. Community-Sponsored Technical Labs: Partner with Chamber businesses and corporate entities to secure equipment donations or program sponsorships, directly addressing the resource needs identified in current-year audits.</p>	<p>where the Tribe, Bureau, and local businesses prioritize district CTE completers for open apprenticeships and technical roles. Long-Term Advisory Council Sustainability: Establish a permanent onboarding and leadership rotation system within the General Advisory Council to ensure sustained, active representation from Tribal and federal partners over future five-year OSPI re-approval cycles. Comprehensive Community Impact Assessment: Conduct a longitudinal survey in collaboration with the GCD Chamber to measure local employer satisfaction with graduate technical skills, utilizing the data to adjust teacher support and curriculum focus.</p>	<p>talent pipelines, where the Tribe, Bureau, and local businesses prioritize district CTE completers for open apprenticeships and technical roles. Long-Term Advisory Council Sustainability: Establish a permanent onboarding and leadership rotation system within the General Advisory Council to ensure sustained, active representation from Tribal and federal partners over future five-year OSPI re-approval cycles. Comprehensive Community Impact Assessment: Conduct a longitudinal survey in collaboration with the GCD Chamber to measure local employer satisfaction with graduate technical skills, utilizing the data to adjust teacher support and curriculum focus.</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
<p>Program of Study RCW 28A.700.020(2)(a)(b) (Criteria 12)</p>	<p>CTE General Advisory Council to select and validate Industry Recognized Credentials (IRCs), verify leadership and employability standards, and ensure programs match local and state workforce demands.</p> <p>IRC Integration, Workforce Assessments, and Advisory Validation. Current Year Compliance Actions: Core Safety & Health Credentials: Standardize the delivery and tracking of Food Handlers Permits and complete framework research to embed CPR/First Aid certification pathways across all applicable CTE sectors. Technical Skill Certification: Implement the Microsoft Excel Certification framework within business and technical tracks to validate advanced digital literacy. Preparatory & Employability Assessment Alignment: Review and</p>	<p>Systemic Testing Implementation: Launch regular, building-wide testing windows next year for Microsoft Excel, OSHA-10, and Financial Literacy IRCs, utilizing state-allocated CTE material funds to cover student voucher costs. YouScience Curriculum Mapping: Use the data from this year's YouScience aptitude results to guide students into matching preparatory CTE tracks, aligning personalized high school schedules with state-approved pathways. Advisory-Backed Credential Audit: Partner with the General Advisory Council next year to audit initial student pass rates, ensuring local employers recognize these specific credentials as high-value assets for workforce entry.</p>	<p>Continue to implement other certifications as arise Longitudinal Attainment Analysis: Conduct a comprehensive data review of multi-year certificate completion rates, analyzing how tracking OSHA-10, Excel, and health cards correlates with successful student transition into workplace entry or dual-credit programs. Postsecondary Matrix Synchronization: Partner with technical colleges and regional apprenticeship coordinators to ensure that earned IRCs (like OSHA-10 and Excel) grant students advanced standing or direct credit transcription upon graduation. Continuous Framework Evolution: Convene the General Advisory Council to evaluate emerging regional industry credentials, ensuring the district's certificate portfolio dynamically updates</p>	<p>Longitudinal Attainment Analysis: Conduct a comprehensive data review of multi-year certificate completion rates, analyzing how tracking OSHA-10, Excel, and health cards correlates with successful student transition into workplace entry or dual-credit programs. Postsecondary Matrix Synchronization: Partner with technical colleges and regional apprenticeship coordinators to ensure that earned IRCs (like OSHA-10 and Excel) grant students advanced standing or direct credit transcription upon graduation. Continuous Framework Evolution: Convene the General Advisory Council to evaluate emerging regional industry credentials, ensuring the district's certificate</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
	<p>integrate the following industry-recognized frameworks to fulfill state leadership, financial literacy, and career-readiness mandates: OSHA-10: For workplace safety foundation. Financial Literacy IRC: For math and economic competency. 21st Century Skills & YouScience: For aptitude mapping, career discovery, and employability benchmarking. Advisory Council Resource Review: Present this suite of credentials and assessments to the CTE General Advisory Council to ensure they directly satisfy the local labor market needs required for program approval under subsection (2)(a).</p>		<p>alongside changing state economic demands.</p>	<p>portfolio dynamically updates alongside changing state economic demands.</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
<p>Certification Work based Learning RCW 28A.700.060(2)(c)(d) (Criteria 13A, 13B)</p>	<p>Model Pathway Dual Credit Alignment: Monitor and enhance senior work-based learning sequences to ensure they satisfy the criteria of a state model program of study, maximizing opportunities for students to earn dual high school and college credit under subsection (2)(c). Workforce & Certificate Integration: Expand the regional employer network specifically establishing structured internship and training agreements with the Grand Coulee Dam, local Healthcare Facilities/Hospitals, the GCD Chamber of Commerce, and Tribal Enterprises to guarantee that work-based experiences lead directly to an industry-recognized credential or certificate under subsection (2)(d).</p>	<p>Credit Articulation Standardization (Criteria 13A): Partner with regional technical colleges next year to lock in formal dual-credit articulation agreements tied specifically to the hours students complete at the Dam, Hospital, and Tribal enterprises. Credential Tracking System (Criteria 13B): Establish an internal audit process next year to verify that 100% of seniors placed in work-based learning tracks are actively working toward or achieving state-approved Industry Recognized Credentials (IRCs) during their placements. Advisory Review of Site Competencies: Convene the CTE General Advisory Council to evaluate the on-site learning objectives at partner locations, ensuring external internships directly align with the</p>	<p>Continue to monitor and enhance work-based learning opportunities for seniors. Build relationships with the Dam, Hospital, Sovereign & Federal Career-Launch Expansion: Elevate the workplace training agreements with the Bureau of Reclamation (the Dam) and Tribal Corporations into a formally certified Washington State "Career-Launch" program of study. Multi-Year Partner Capacity Planning: Collaborate with the GCD Chamber of Commerce and hospital administrators to build a predictable, rolling schedule for senior placements, ensuring a sustainable volume of high-quality work-based training slots for future school years.</p>	<p>Continue to monitor and enhance work-based learning opportunities for seniors. Build relationships with the Sovereign & Federal Career-Launch Expansion: Elevate the workplace training agreements with the Bureau of Reclamation (the Dam) and Tribal Corporations into a formally certified Washington State "Career-Launch" program of study. Multi-Year Partner Capacity Planning: Collaborate with the GCD Chamber of Commerce and hospital administrators to build a predictable, rolling schedule for senior placements, ensuring a sustainable volume of high-quality work-based training slots for future school years.</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
		technically intensive, rigorous demands of state frameworks.		
<p>Career Guidance RCW 28A.700.010(3) (Criteria 14)</p>	<p>Guidance & HSBP Integration: Systematically align all CTE program pathway opportunities with student High School and Beyond Plans (HSBP) to ensure career guidance directly informs graduation mapping under subsection (3). Postsecondary Articulation Expansion (Criteria 14): Maintain rigorous state pathway requirements while enhancing dual-credit articulation agreements with Big Bend Community College (BBCC) and conducting structural alignment research to establish new articulations with Wenatchee Valley College (WVC). CLNA & Industry Stakeholder Communication: Engage in</p>	<p>Standardized High School and Beyond Templates: Update the district's electronic HSBP platform next year to automatically map student career interests to our specific BBCC and WVC dual-credit pathways and military enlistment pipelines. Formalized WVC Articulation Agreements (Criteria 14): Transition current research into binding articulation agreements with Wenatchee Valley College faculty, expanding the total number of college credits students can earn within our technical programs.</p>	<p>Longitudinal Graduation Pathway Review: Conduct a comprehensive data audit of graduate cohorts to measure the percentage of students utilizing the CTE Graduation Pathway option to meet state high school graduation requirements. Regional Postsecondary Compact Matrix: Institutionalize a master multi-institutional credit matrix combining BBCC, WVC, and local military recruitment commands, ensuring students have an optimized, transparent roadmap for postsecondary transition. Stakeholder Capstone Evaluation: Partner with CLNA business leaders and military representatives to serve as evaluators for senior CTE capstone projects,</p>	<p>Longitudinal Graduation Pathway Review: Conduct a comprehensive data audit of graduate cohorts to measure the percentage of students utilizing the CTE Graduation Pathway option to meet state high school graduation requirements. Regional Postsecondary Compact Matrix: Institutionalize a master multi-institutional credit matrix combining BBCC, WVC, and local military recruitment commands, ensuring students have an optimized, transparent roadmap for postsecondary transition. Stakeholder Capstone Evaluation: Partner with CLNA business leaders</p>



CTE Four Year Planning Requirement Template (formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
	open, data-driven communication with Comprehensive Local Needs Assessment (CLNA) partners to identify regional labor shortages, civil service needs, and military career opportunities.		validating that student portfolios meet high-demand regional employment standards.	and military representatives to serve as evaluators for senior CTE capstone projects, validating that student portfolios meet high-demand regional employment standards.
Program Evaluation RCW 28A.700.020(1) (Criteria 15)	Advisory-Led Program Evaluation: Partner with the CTE General Advisory Council to conduct a formal Local/Regional (LR) program evaluation of all current course offerings, satisfying the continuous improvement mandates of Criteria 15. High-Demand Workforce Mapping: Benchmark all active CTE frameworks against the state and regional high-demand employment lists, identifying necessary structural adjustments to ensure training aligns with high-wage, high-growth economic sectors. Reapproval Cycle Alignment: Review and update expiring local	Data-Driven Curriculum Realignment: Execute the programmatic modifications, equipment updates, and framework rewrites identified during this years high-demand list evaluation. OSPI Reapproval Submission: Formally submit the modernized, advisory-validated programs of study through the OSPI reapproval pipeline, securing the district's enhanced state funding multipliers for the next five-year cycle. Targeted Supply & Resource Reallocation: Shift instructional supply budgets and capital	Longitudinal Instructional Impact Audits: Evaluate the long-term impact of staff professional development by analyzing the statistical growth of student industry certification (IRC) pass rates and dual-credit completion metrics across trained instructors' classrooms.	Longitudinal Instructional Impact Audits: Evaluate the long-term impact of staff professional development by analyzing the statistical growth of student industry certification (IRC) pass rates and dual-credit completion metrics across trained instructors' classrooms.



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
	programs of study to meet the rigorous evidence and framework documentation required for the formal OSPI reapproval process.	funding away from stagnant fields and directly into the newly evaluated, high-demand technical pathways.		
Professional Development RCW 28A.700.005(4) (Criteria 16)	Targeted New Instructor Support: Provide specialized professional development for provisionally certified or incoming CTE teaching staff, focusing directly on foundational CTE Philosophy and Workplace-Simulated Classroom Management. WEA & State Training Alignment: Systematically identify and distribute Washington Education Association (WEA) and OSPI-approved professional development opportunities to all CTE instructional staff to support continuous improvement. Clock Hour & Certification Tracking: Establish a rigorous internal monitoring process to ensure all instructors accumulate and maintain the required state clock hours necessary for	Individualized Professional Development Plans (IPDP): Implement a mandatory IPDP framework next school year for all CTE building instructors, mapping their required clock hours directly to technical skill gaps identified by our CLNA partners. WEA Leadership & CTSO Integration: Coordinate with the WEA to sponsor targeted clock-hour workshops next year focused specifically on embedding FBLA and SkillsUSA competitive frameworks directly into daily classroom instruction. Industry Externship Onboarding: Launch a formal application process for	Longitudinal Instructional Impact Audits: Evaluate the long-term impact of staff professional development by analyzing the statistical growth of student industry certification (IRC) pass rates and dual-credit completion metrics across trained instructors' classrooms. Systemic OSPI Reapproval Training: Convene mandatory, building-wide professional learning communities (PLCs) to train all staff on the updated compliance demands of the five-year OSPI program reapproval cycle, ensuring zero-gap framework alignment. Peer-Mentorship and Advisory Onboarding: Institutionalize a sustainable peer-mentorship program where veteran CTE teachers	Longitudinal Instructional Impact Audits: Evaluate the long-term impact of staff professional development by analyzing the statistical growth of student industry certification (IRC) pass rates and dual-credit completion metrics across trained instructors' classrooms. Systemic OSPI Reapproval Training: Convene mandatory, building-wide professional learning communities (PLCs) to train all staff on the updated compliance demands of the five-year OSPI program reapproval cycle, ensuring zero-gap framework alignment. Peer-Mentorship and Advisory Onboarding:



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2026-2027	2027-2028	2028-2029	2029-2030
	conditional or standard CTE certification renewal.	instructors to earn clock hours through summer industry externships at local partner sites ensuring classroom technical training stays synchronized with modern workforce safety codes.	guide newer staff through state-approved lesson planning, data-driven budgeting, and Criteria 16 compliance audits.	Institutionalize a sustainable peer-mentorship program where veteran CTE teachers guide newer staff through state-approved lesson planning, data-driven budgeting, and Criteria 16 compliance audits.

Advisory Chairperson: _____

Date: _____

CTE Director: _____

Date: _____



Washington Office of Superintendent of
PUBLIC INSTRUCTION

**Career and Technical Education
Program Evaluation**

HEALTH SCIENCES

STEM

FAMILY & CONSUMER SCIENCES

Click or tap here to enter text.

BUSINESS & MARKETING

SKILLED & TECHNICAL SCIENCE

AGRICULTURE EDUCATION

Click or tap here to enter text.

This document was developed to assist in evaluating Career and Technical Education (CTE) programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on [RCW 28A.700.010](#); Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

- 1. On-site Reviews, Audits and Visits**
- 2. Annual CTE Program Evaluation**
- 3. Five-Year Program Re-Approval**
- 4. Consolidated Program Review (CPR) Evaluation**

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, action Item, target date for completion, and when action is completed.

EDUCATOR LICENSING

CRITERIA 1:

All instructors are licensed and appropriately endorsed and current.

QUALITY INDICATORS

1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses/programs. Using the ratings below, determine the instructor endorsement status for each course/program taught.

		Comments
<input checked="" type="checkbox"/>	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor holds a current First Aid and CPR card.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor is on track for renewal of certification.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor has certifications required by industry.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	Program Advisory Board has approved instructor.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.	Click or tap here to enter text.

Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
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Additional Information and/or Comments:
Renewal of conditional license, proceed to research programs for certification

CURRICULUM, INSTRUCTION AND EVALUATION

CRITERIA 2

Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks: The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.

QUALITY INDICATORS

<input checked="" type="checkbox"/>	2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.			
<input checked="" type="checkbox"/>	2.2 Each course is aligned with CIP Code descriptions.			
<input checked="" type="checkbox"/>	2.3 Each course offered uses state approved standards, objectives, and competencies.			
<input checked="" type="checkbox"/>	2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need.			
<input checked="" type="checkbox"/>	2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for post-secondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.			
<input checked="" type="checkbox"/>	2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.			
<input checked="" type="checkbox"/>	2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post-secondary education in related field.			
<input checked="" type="checkbox"/>	2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Add curriculum updates as needed, apply for grants for funding				

ACADEMIC INTEGRATION

CRITERIA 3	
The program teaches and assesses academic integration within the program.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: <ul style="list-style-type: none"> • Core academic subjects, and • Career and Technical Education subjects.
<input checked="" type="checkbox"/>	3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working.
<input checked="" type="checkbox"/>	3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards.

	<ul style="list-style-type: none"> Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor. 			
<input checked="" type="checkbox"/>	<p>3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards comprised of sequenced progression of multiple courses technically more intensive and rigorous.</p> <ul style="list-style-type: none"> Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory <ul style="list-style-type: none"> Level of competency defined by industry or national standards Absence of national standards locally developed industry-defined standards validated by program specific advisory Aligns with post-secondary education allowing for articulation 			
<input checked="" type="checkbox"/>	3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.			
<input checked="" type="checkbox"/>	3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.			
<input checked="" type="checkbox"/>	3.7 Course is aligned to meet equivalency credit in an academic program if applicable.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: 21 Century standards and IRC incorporated				

STUDENT ACCESS TO PROGRAM

CRITERIA 4	
Equal access is provided to all students, including non-traditional and special populations.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	<p>4.1 Instructional program encourages the elimination of gender bias and stereotyping.</p> <ul style="list-style-type: none"> How do you recruit special population students into your CTE program? Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?
<input checked="" type="checkbox"/>	<p>4.2 Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance.</p> <ul style="list-style-type: none"> Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.
<input checked="" type="checkbox"/>	<p>4.3 Educational environment honors diversity and respect of each individual.</p> <ul style="list-style-type: none"> What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender? Are there opportunities for nontraditional and special populations to receive training?
<input checked="" type="checkbox"/>	4.4 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students.

	<ul style="list-style-type: none"> • What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs? • Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender? 			
<input checked="" type="checkbox"/>	4.5 Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> • What instructional, evaluation and/or testing accommodations do you make for special population students? 			
<input checked="" type="checkbox"/>	4.6 Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs. <ul style="list-style-type: none"> • Facility is free of barriers that would result in the denial of access to persons based on race, color, national origin or handicap. • Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs. • What is done to ensure that students with limited English proficiency are successful in your classes? • Are there any physical barriers that will limit the access of special population students in your classroom? • What physical accommodations would need to be made to ensure the accessibility of all students in this classroom? 			
<input checked="" type="checkbox"/>	4.7 Entire curriculum is available to all students.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Accomendations are provided as needed				

ACCOUNTABILITY

CRITERIA 5	
Process used to evaluate and continuously improve performance.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	5.1 Data is used to analyze student progress.
<input checked="" type="checkbox"/>	5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
<input checked="" type="checkbox"/>	5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Nontraditional) (Race is identified as

American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)				
<input checked="" type="checkbox"/> 5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.				
<input checked="" type="checkbox"/> 5.5 Data from follow up surveys are used to improve courses/programs.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Working on incorporating You Science IRC within all CTE courses and Take recommendations from evaluations to continue best practices and explore new training opportunities				

SAFE PRACTICES

CRITERIA 6				
Safe practices are understood and implemented.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	6.1 State Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.			
<input checked="" type="checkbox"/>	6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.			
<input checked="" type="checkbox"/>	6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.			
<input checked="" type="checkbox"/>	6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.			
<input checked="" type="checkbox"/>	6.5 Safety is integrated into the curriculum and is assessed.			
<input checked="" type="checkbox"/>	6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.			
<input checked="" type="checkbox"/>	6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.

Additional Information and/or Comments:

Internet safe and consumers safety practices are taught Continually repair and/or replace equipment as needed and

FACILITIES

CRITERIA 7

Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.

QUALITY INDICATORS

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures. |
| <input checked="" type="checkbox"/> | 7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development. |
| <input checked="" type="checkbox"/> | 7.3 Labs and equipment meet industry training standards and facility safety standards. |
| <input checked="" type="checkbox"/> | 7.4 Student workstations are adequate and appropriately equipped. |
| <input checked="" type="checkbox"/> | 7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing. |
| <input checked="" type="checkbox"/> | 7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards. |
| <input checked="" type="checkbox"/> | 7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards (scanners, printers, digital cameras, etc.). |

Unsatisfactory

Click or tap here to enter text.

Basic

Click or tap here to enter text.

Proficient

Click or tap here to enter text.

Distinguished

Agreed

Evidence/Artifact

Click or tap here to enter text.

Additional Information and/or Comments:

Computes where updated in computer lab and ChromeBooks have been restored if broken

INSTRUCTIONAL MATERIALS

CRITERIA 8

Appropriate instructional materials are available to achieve the goals and objectives of the program.

QUALITY INDICATORS

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 8.1 Instructional materials support state approved standards and objectives. |
| <input checked="" type="checkbox"/> | 8.2 Adequate instructional materials are available for all students in all courses. |

<input checked="" type="checkbox"/>	8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to the Internet, audiovisual aids, etc.			
<input checked="" type="checkbox"/>	8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.			
<input checked="" type="checkbox"/>	8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: We continue to purchase and explore new materials as needed collaborate with other entities for ideas				

LEADERSHIP AND EMPLOYABILITY

CRITERIA 9	
21st Century Skills (employability and leadership skills) are an integral part of all CTE courses.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	9.1 21 st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.
<input checked="" type="checkbox"/>	9.2 Leadership skills are developed and practiced at highest level through integration of aligned state recognized Career and Technical Student Organization (CTSO).
<input checked="" type="checkbox"/>	9.3 Competencies for 21 st Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21 st Century skills are taught, assessed and documented.
<input checked="" type="checkbox"/>	9.3 a Students demonstrate 21 st Century skills integrated in approved curriculum framework and applied in real world application.
<input checked="" type="checkbox"/>	9.3 b Leadership alignment is embedded in the curriculum framework. <ul style="list-style-type: none"> Reflects the leadership activities embedded in curriculum and instruction Includes leadership skills taught and assessed within the class for all students Requires the 21st Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction
<input checked="" type="checkbox"/>	9.4 Leadership and employability activities provide opportunities for students to participate in community service and service-learning activities.
<input checked="" type="checkbox"/>	9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.
<input checked="" type="checkbox"/>	9.6 School/district makes reasonable provision for release time for the advisor(s) to participate in Leadership activities.

<input checked="" type="checkbox"/>	9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21 st century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSO.			
Unsatisfactory Click or tap here to enter text.	Basic Agreed	Proficient Click or tap here to enter text.	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: We continually teach 21st century skills in our classes, though this has been a transitional year for FBLA to Skills USA				

LONG-RANGE PLANNING

CRITERIA 10				
There is a 5-year written plan that provides program direction and improvement.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.			
<input checked="" type="checkbox"/>	10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. <ul style="list-style-type: none"> Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc. 			
<input checked="" type="checkbox"/>	10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Click or tap here to enter text.				

ADVISORY COMMITTEE

CRITERIA 11				
The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. • What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?			
<input checked="" type="checkbox"/>	11.2 The advisory committee provides input and recommendations for program improvements.			
<input checked="" type="checkbox"/>	11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continuing to add community members/business as they have changed				

PROGRAM OF STUDY

CRITERIA 12				
Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study.			
<input checked="" type="checkbox"/>	12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post-secondary education.			
<input checked="" type="checkbox"/>	12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.			
<input checked="" type="checkbox"/>	12.4 The program of study is fully aligned with current technical content standards.			
<input checked="" type="checkbox"/>	12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.			

<input checked="" type="checkbox"/>	12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.			
<input checked="" type="checkbox"/>	12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Graduation pathways are determined and promoted for students				

CERTIFICATION, WORKBASED LEARNING

CRITERIA 13A				
Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.			
<input checked="" type="checkbox"/>	13.A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education.			
CRITERIA 13B				
Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning document.				
<input checked="" type="checkbox"/>	13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available.			
<input checked="" type="checkbox"/>	13B.2 Worksite learning (internships) is available to students completing the program.			
<input checked="" type="checkbox"/>	13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment.			
<input checked="" type="checkbox"/>	13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.

Additional Information and/or Comments:

Continuing to grow our job shadow experience. Workin with CMC, tribal and potentially Bureau for internships

CAREER GUIDANCE

CRITERIA 14

QUALITY INDICATORS

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum. |
| <input checked="" type="checkbox"/> | 14.2 Career planning, career development and/or transition to employment and post-secondary. |
| <input checked="" type="checkbox"/> | 14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future. |
| <input checked="" type="checkbox"/> | 14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment. |

Unsatisfactory

Click or tap here to enter text.

Basic

Click or tap here to enter text.

Proficient

Click or tap here to enter text.

Distinguished

Agreed

Evidence/Artifact

Click or tap here to enter text.

Additional Information and/or Comments:

Continue to research and explore careers, implemented School Links within all classes

PROGRAM EVALUATION

CRITERIA 15

The program is Evaluated by the Advisory (Evidence is with the completion of this Program Evaluation Form and submitted.)

Additional Information and/or Comments:

Click or tap here to enter text.

PROFESSIONAL DEVELOPMENT

CRITERIA 16

Instructors participate in appropriate professional association and professional development activities.

QUALITY INDICATORS

<input checked="" type="checkbox"/>	16.1 Instructors maintain membership in related state and national professional organizations.			
<input checked="" type="checkbox"/>	16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.			
<input checked="" type="checkbox"/>	16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.			
<input checked="" type="checkbox"/>	16.4 Instructors participate in job shadows, internships, and industry site visits.			
<input checked="" type="checkbox"/>	16.5 Instructors use scientific based research and data to improve instruction.			
<input checked="" type="checkbox"/>	16.6 Instructor uses practices to involve and engage in parent and community.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Financial Lit was added as a requirement for all Freshman starting 2026 Fall/ Attended conference and continue to reach out to organization members for support I/				

SIGNATURE PAGE

After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.

Advisory Chairperson	Printed Stacy Davis	Signature	Date Click or tap to enter a date.
CTE Instructor	Printed Patty Oliver	Signature	Date Click or tap to enter a date.
Advisory Person 2	Printed Karah Duclos	Signature	Date Click or tap to enter a date.
Advisory Person 1	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
CTE Director	Printed Susan Duclos	Signature	Date Click or tap to enter a date.
Building Principal	Printed Natalie Kontos	Signature	Date Click or tap to enter a date.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Career and Technical Education Program Evaluation

HEALTH SCIENCES

STEM

FAMILY & CONSUMER SCIENCES

Click or tap here to enter text.

BUSINESS & MARKETING

SKILLED & TECHNICAL SCIENCE

AGRICULTURE EDUCATION

Click or tap here to enter text.

This document was developed to assist in evaluating Career and Technical Education (CTE) programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on [RCW 28A.700.010](#); Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

- 1. On-site Reviews, Audits and Visits**
- 2. Annual CTE Program Evaluation**
- 3. Five-Year Program Re-Approval**
- 4. Consolidated Program Review (CPR) Evaluation**

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, action Item, target date for completion, and when action is completed.

EDUCATOR LICENSING

CRITERIA 1:				
<input checked="" type="checkbox"/>	All instructors are licensed and appropriately endorsed and current.			
QUALITY INDICATORS				
1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses/programs. Using the ratings below, determine the instructor endorsement status for each course/program taught.				
				Comments
<input checked="" type="checkbox"/>	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.			Conditional License
<input checked="" type="checkbox"/>	The instructor holds a current First Aid and CPR card.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor is on track for renewal of certification.			Instructor Resigned at the end of the year
<input checked="" type="checkbox"/>	The instructor has certifications required by industry.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.			Resignation
<input checked="" type="checkbox"/>	Program Advisory Board has approved instructor.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.			Click or tap here to enter text.
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Renewal of conditional license, proceed to research programs for certification				

CURRICULUM, INSTRUCTION AND EVALUATION

CRITERIA 2
Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks: The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.
QUALITY INDICATORS

<input checked="" type="checkbox"/>	2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.			
<input checked="" type="checkbox"/>	2.2 Each course is aligned with CIP Code descriptions.			
<input checked="" type="checkbox"/>	2.3 Each course offered uses state approved standards, objectives, and competencies.			
<input checked="" type="checkbox"/>	2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need.			
<input checked="" type="checkbox"/>	2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for post-secondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.			
<input checked="" type="checkbox"/>	2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.			
<input checked="" type="checkbox"/>	2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post-secondary education in related field.			
<input checked="" type="checkbox"/>	2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continued to explore more options for classes, now that teacher has resigned will make plans to use facility/				

ACADEMIC INTEGRATION

CRITERIA 3	
The program teaches and assesses academic integration within the program.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: <ul style="list-style-type: none"> • Core academic subjects, and • Career and Technical Education subjects.
<input checked="" type="checkbox"/>	3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working.
<input checked="" type="checkbox"/>	3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards.

	<ul style="list-style-type: none"> Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor. 			
<input checked="" type="checkbox"/>	3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards comprised of sequenced progression of multiple courses technically more intensive and rigorous. <ul style="list-style-type: none"> Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory <ul style="list-style-type: none"> Level of competency defined by industry or national standards Absence of national standards locally developed industry-defined standards validated by program specific advisory Aligns with post-secondary education allowing for articulation 			
<input checked="" type="checkbox"/>	3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.			
<input checked="" type="checkbox"/>	3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.			
<input checked="" type="checkbox"/>	3.7 Course is aligned to meet equivalency credit in an academic program if applicable.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Update curriculum as needed, exploring other options for facility				

STUDENT ACCESS TO PROGRAM

CRITERIA 4	
Equal access is provided to all students, including non-traditional and special populations.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	4.1 Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> How do you recruit special population students into your CTE program? Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?
<input checked="" type="checkbox"/>	4.2 Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance. <ul style="list-style-type: none"> Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.
<input checked="" type="checkbox"/>	4.3 Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender? Are there opportunities for nontraditional and special populations to receive training?
<input checked="" type="checkbox"/>	4.4 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students.

	<ul style="list-style-type: none"> • What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs? • Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender? 			
<input checked="" type="checkbox"/>	4.5 Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> • What instructional, evaluation and/or testing accommodations do you make for special population students? 			
<input checked="" type="checkbox"/>	4.6 Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs. <ul style="list-style-type: none"> • Facility is free of barriers that would result in the denial of access to persons based on race, color, national origin or handicap. • Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs. • What is done to ensure that students with limited English proficiency are successful in your classes? • Are there any physical barriers that will limit the access of special population students in your classroom? • What physical accommodations would need to be made to ensure the accessibility of all students in this classroom? 			
<input checked="" type="checkbox"/>	4.7 Entire curriculum is available to all students.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Accommendations are made as needed				

ACCOUNTABILITY

CRITERIA 5	
Process used to evaluate and continuously improve performance.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	5.1 Data is used to analyze student progress.
<input checked="" type="checkbox"/>	5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
<input checked="" type="checkbox"/>	5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Nontraditional) (Race is identified as

American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)				
<input checked="" type="checkbox"/> 5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.				
<input checked="" type="checkbox"/> 5.5 Data from follow up surveys are used to improve courses/programs.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Take recommendations from evaluations to continue best practices and explore new training opportunities				

SAFE PRACTICES

CRITERIA 6				
Safe practices are understood and implemented.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/> 6.1 State Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.				
<input checked="" type="checkbox"/> 6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.				
<input checked="" type="checkbox"/> 6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.				
<input checked="" type="checkbox"/> 6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.				
<input checked="" type="checkbox"/> 6.5 Safety is integrated into the curriculum and is assessed.				
<input checked="" type="checkbox"/> 6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.				
<input checked="" type="checkbox"/> 6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continually repair and/or replace equipment as needed				

FACILITIES

CRITERIA 7				
Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures.			
<input checked="" type="checkbox"/>	7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.			
<input checked="" type="checkbox"/>	7.3 Labs and equipment meet industry training standards and facility safety standards.			
<input checked="" type="checkbox"/>	7.4 Student workstations are adequate and appropriately equipped.			
<input checked="" type="checkbox"/>	7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.			
<input checked="" type="checkbox"/>	7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.			
<input checked="" type="checkbox"/>	7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards (scanners, printers, digital cameras, etc.).			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Will need to hook 3 compartment sink/ Continually replacing equipment as funds are available				

INSTRUCTIONAL MATERIALS

CRITERIA 8	
Appropriate instructional materials are available to achieve the goals and objectives of the program.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	8.1 Instructional materials support state approved standards and objectives.
<input checked="" type="checkbox"/>	8.2 Adequate instructional materials are available for all students in all courses.
<input checked="" type="checkbox"/>	8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to the Internet, audiovisual aids, etc.

<input checked="" type="checkbox"/>	8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.			
<input checked="" type="checkbox"/>	8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: We continue to purchase and explore new materials as needed collaborate with other entities for ideas				

LEADERSHIP AND EMPLOYABILITY

CRITERIA 9	
21st Century Skills (employability and leadership skills) are an integral part of all CTE courses.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	9.1 21 st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.
<input checked="" type="checkbox"/>	9.2 Leadership skills are developed and practiced at highest level through integration of aligned state recognized Career and Technical Student Organization (CTSO).
<input checked="" type="checkbox"/>	9.3 Competencies for 21 st Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21 st Century skills are taught, assessed and documented.
<input checked="" type="checkbox"/>	9.3 a Students demonstrate 21 st Century skills integrated in approved curriculum framework and applied in real world application.
<input checked="" type="checkbox"/>	9.3 b Leadership alignment is embedded in the curriculum framework. <ul style="list-style-type: none"> Reflects the leadership activities embedded in curriculum and instruction Includes leadership skills taught and assessed within the class for all students Requires the 21st Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction
<input checked="" type="checkbox"/>	9.4 Leadership and employability activities provide opportunities for students to participate in community service and service-learning activities.
<input checked="" type="checkbox"/>	9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.
<input checked="" type="checkbox"/>	9.6 School/district makes reasonable provision for release time for the advisor(s) to participate in Leadership activities.
<input checked="" type="checkbox"/>	9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21 st century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSSO.

Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: We continually teach 21st century skills in our classes, though this has been a transitional year for FBLA to Skills USA				

LONG-RANGE PLANNING

CRITERIA 10				
There is a 5-year written plan that provides program direction and improvement.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.			
<input checked="" type="checkbox"/>	10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. <ul style="list-style-type: none"> Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc. 			
<input checked="" type="checkbox"/>	10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Hoping to find a qualified instructor to continue with the program once funding is available.				

ADVISORY COMMITTEE

CRITERIA 11

The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.

QUALITY INDICATORS

- 11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups.
 - What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?
- 11.2 The advisory committee provides input and recommendations for program improvements.
- 11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.

Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
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Additional Information and/or Comments:
Continuing to add community members/business as they have changed

PROGRAM OF STUDY

CRITERIA 12

Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.

QUALITY INDICATORS

- 12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study.
- 12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post-secondary education.
- 12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.
- 12.4 The program of study is fully aligned with current technical content standards.
- 12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.
- 12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.

<input checked="" type="checkbox"/> 12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Food handlers cards available through business classes Graduation pathways are determined and promoted for students				

CERTIFICATION, WORKBASED LEARNING

CRITERIA 13A				
Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/> 13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.				
<input checked="" type="checkbox"/> 13A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education.				
CRITERIA 13B				
Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning document.				
<input checked="" type="checkbox"/> 13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available.				
<input checked="" type="checkbox"/> 13B.2 Worksite learning (internships) is available to students completing the program.				
<input checked="" type="checkbox"/> 13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment.				
<input checked="" type="checkbox"/> 13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continuing to grow our job shadow experience and working with tribe native foods				

CAREER GUIDANCE

CRITERIA 14				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.			
<input checked="" type="checkbox"/>	14.2 Career planning, career development and/or transition to employment and post-secondary.			
<input checked="" type="checkbox"/>	14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future.			
<input checked="" type="checkbox"/>	14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continue to research and explore careers, reach out to local Continue to research and explore careers, implemented School Links within all classes shops for internships/				

PROGRAM EVALUATION

CRITERIA 15
The program is Evaluated by the Advisory (Evidence is with the completion of this Program Evaluation Form and submitted.)
Additional Information and/or Comments: Click or tap here to enter text.

PROFESSIONAL DEVELOPMENT

CRITERIA 16
Instructors participate in appropriate professional association and professional development activities.
QUALITY INDICATORS
<input checked="" type="checkbox"/> 16.1 Instructors maintain membership in related state and national professional organizations.

<input checked="" type="checkbox"/>	16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.			
<input checked="" type="checkbox"/>	16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.			
<input checked="" type="checkbox"/>	16.4 Instructors participate in job shadows, internships, and industry site visits.			
<input checked="" type="checkbox"/>	16.5 Instructors use scientific based research and data to improve instruction.			
<input checked="" type="checkbox"/>	16.6 Instructor uses practices to involve and engage in parent and community.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Attended conference and continue to reach out to organization members for support				

SIGNATURE PAGE

After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.

Advisory Chairperson	Printed V	Signature	Date Click or tap to enter a date.
CTE Instructor	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Advisory Person 2	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Advisory Person 1	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
CTE Director	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Building Principal	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

**Career and Technical Education
Program Evaluation**

HEALTH SCIENCES

STEM

FAMILY & CONSUMER SCIENCES

Click or tap here to enter text.

BUSINESS & MARKETING

SKILLED & TECHNICAL SCIENCE

AGRICULTURE EDUCATION

Click or tap here to enter text.

This document was developed to assist in evaluating Career and Technical Education (CTE) programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on [RCW 28A.700.010](#); Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

- 1. On-site Reviews, Audits and Visits**
- 2. Annual CTE Program Evaluation**
- 3. Five-Year Program Re-Approval**
- 4. Consolidated Program Review (CPR) Evaluation**

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, action Item, target date for completion, and when action is completed.

EDUCATOR LICENSING

CRITERIA 1:

All instructors are licensed and appropriately endorsed and current.

QUALITY INDICATORS

1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses/programs. Using the ratings below, determine the instructor endorsement status for each course/program taught.

		Comments
<input checked="" type="checkbox"/>	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor holds a current First Aid and CPR card.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor is on track for renewal of certification.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor has certifications required by industry.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	Program Advisory Board has approved instructor.	Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.	Click or tap here to enter text.

Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
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Additional Information and/or Comments:
Hoping to hire a new wood/technology teacher and Renewal of conditional license, proceed to research programs for certification

CURRICULUM, INSTRUCTION AND EVALUATION

CRITERIA 2

Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks: The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.

QUALITY INDICATORS

<input checked="" type="checkbox"/>	2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.			
<input checked="" type="checkbox"/>	2.2 Each course is aligned with CIP Code descriptions.			
<input checked="" type="checkbox"/>	2.3 Each course offered uses state approved standards, objectives, and competencies.			
<input checked="" type="checkbox"/>	2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need.			
<input checked="" type="checkbox"/>	2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for post-secondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.			
<input checked="" type="checkbox"/>	2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.			
<input checked="" type="checkbox"/>	2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post-secondary education in related field.			
<input checked="" type="checkbox"/>	2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continue to review IRC and articulations with WVC, Fire Science working with tribe				

ACADEMIC INTEGRATION

CRITERIA 3	
The program teaches and assesses academic integration within the program.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: <ul style="list-style-type: none"> • Core academic subjects, and • Career and Technical Education subjects.
<input checked="" type="checkbox"/>	3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working.
<input checked="" type="checkbox"/>	3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards.

	<ul style="list-style-type: none"> Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor. 			
<input checked="" type="checkbox"/>	3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards comprised of sequenced progression of multiple courses technically more intensive and rigorous. <ul style="list-style-type: none"> Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory <ul style="list-style-type: none"> Level of competency defined by industry or national standards Absence of national standards locally developed industry-defined standards validated by program specific advisory Aligns with post-secondary education allowing for articulation 			
<input checked="" type="checkbox"/>	3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.			
<input checked="" type="checkbox"/>	3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.			
<input checked="" type="checkbox"/>	3.7 Course is aligned to meet equivalency credit in an academic program if applicable.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Looking to have conditional license for Auto Shop with Mr. Brewster				

STUDENT ACCESS TO PROGRAM

CRITERIA 4	
Equal access is provided to all students, including non-traditional and special populations.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	4.1 Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> How do you recruit special population students into your CTE program? Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?
<input checked="" type="checkbox"/>	4.2 Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance. <ul style="list-style-type: none"> Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.
<input checked="" type="checkbox"/>	4.3 Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender? Are there opportunities for nontraditional and special populations to receive training?
<input checked="" type="checkbox"/>	4.4 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students.

		<ul style="list-style-type: none"> • What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs? • Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender? 		
<input checked="" type="checkbox"/>	4.5 Fair and impartial assessment practices are incorporated into the classroom.	<ul style="list-style-type: none"> • What instructional, evaluation and/or testing accommodations do you make for special population students? 		
<input checked="" type="checkbox"/>	4.6 Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs.	<ul style="list-style-type: none"> • Facility is free of barriers that would result in the denial of access to persons based on race, color, national origin or handicap. • Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs. • What is done to ensure that students with limited English proficiency are successful in your classes? • Are there any physical barriers that will limit the access of special population students in your classroom? • What physical accommodations would need to be made to ensure the accessibility of all students in this classroom? 		
<input checked="" type="checkbox"/>	4.7 Entire curriculum is available to all students.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Accommendations are made as needed				

ACCOUNTABILITY

CRITERIA 5	
Process used to evaluate and continuously improve performance.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	5.1 Data is used to analyze student progress.
<input checked="" type="checkbox"/>	5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
<input checked="" type="checkbox"/>	5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Nontraditional) (Race is identified as

American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)				
<input checked="" type="checkbox"/> 5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.				
<input checked="" type="checkbox"/> 5.5 Data from follow up surveys are used to improve courses/programs.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Take recommendations from evaluations to continue best practices and explore new training opportunities				

SAFE PRACTICES

CRITERIA 6				
Safe practices are understood and implemented.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/> 6.1 State Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.				
<input checked="" type="checkbox"/> 6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.				
<input checked="" type="checkbox"/> 6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.				
<input checked="" type="checkbox"/> 6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.				
<input checked="" type="checkbox"/> 6.5 Safety is integrated into the curriculum and is assessed.				
<input checked="" type="checkbox"/> 6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.				
<input checked="" type="checkbox"/> 6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continually repair and/or replace equipment as needed				

FACILITIES

CRITERIA 7				
Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures.			
<input checked="" type="checkbox"/>	7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.			
<input checked="" type="checkbox"/>	7.3 Labs and equipment meet industry training standards and facility safety standards.			
<input checked="" type="checkbox"/>	7.4 Student workstations are adequate and appropriately equipped.			
<input checked="" type="checkbox"/>	7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.			
<input checked="" type="checkbox"/>	7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.			
<input checked="" type="checkbox"/>	7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards (scanners, printers, digital cameras, etc.).			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continually replacing equipment as funds are available				

INSTRUCTIONAL MATERIALS

CRITERIA 8	
Appropriate instructional materials are available to achieve the goals and objectives of the program.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	8.1 Instructional materials support state approved standards and objectives.
<input checked="" type="checkbox"/>	8.2 Adequate instructional materials are available for all students in all courses.
<input checked="" type="checkbox"/>	8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to the Internet, audiovisual aids, etc.

<input checked="" type="checkbox"/>	8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.			
<input checked="" type="checkbox"/>	8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: We continue to purchase and explore new materials as needed collaborate with other entities for ideas				

LEADERSHIP AND EMPLOYABILITY

CRITERIA 9	
21st Century Skills (employability and leadership skills) are an integral part of all CTE courses.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	9.1 21 st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.
<input checked="" type="checkbox"/>	9.2 Leadership skills are developed and practiced at highest level through integration of aligned state recognized Career and Technical Student Organization (CTSO).
<input checked="" type="checkbox"/>	9.3 Competencies for 21 st Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21 st Century skills are taught, assessed and documented.
<input checked="" type="checkbox"/>	9.3 a Students demonstrate 21 st Century skills integrated in approved curriculum framework and applied in real world application.
<input checked="" type="checkbox"/>	9.3 b Leadership alignment is embedded in the curriculum framework. <ul style="list-style-type: none"> Reflects the leadership activities embedded in curriculum and instruction Includes leadership skills taught and assessed within the class for all students Requires the 21st Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction
<input checked="" type="checkbox"/>	9.4 Leadership and employability activities provide opportunities for students to participate in community service and service-learning activities.
<input checked="" type="checkbox"/>	9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.
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<input checked="" type="checkbox"/>	9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21 st century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSSO.

Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: We continually teach 21st century skills in our classes, though this has been a transitional year for FBLA to Skills USA				

LONG-RANGE PLANNING

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There is a 5-year written plan that provides program direction and improvement.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.			
<input checked="" type="checkbox"/>	10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. <ul style="list-style-type: none"> Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc. 			
<input checked="" type="checkbox"/>	10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.			
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Additional Information and/or Comments: Click or tap here to enter text.				

ADVISORY COMMITTEE

CRITERIA 11

The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.

QUALITY INDICATORS

- 11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups.
 - What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?
- 11.2 The advisory committee provides input and recommendations for program improvements.
- 11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.

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Additional Information and/or Comments:
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PROGRAM OF STUDY

CRITERIA 12

Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.

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- 12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study.
- 12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post-secondary education.
- 12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.
- 12.4 The program of study is fully aligned with current technical content standards.
- 12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.
- 12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.

<input checked="" type="checkbox"/> 12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Graduation pathways are determined and promoted for students				

CERTIFICATION, WORKBASED LEARNING

CRITERIA 13A				
Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/> 13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.				
<input checked="" type="checkbox"/> 13A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education.				
CRITERIA 13B				
Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning document.				
<input checked="" type="checkbox"/> 13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available.				
<input checked="" type="checkbox"/> 13B.2 Worksite learning (internships) is available to students completing the program.				
<input checked="" type="checkbox"/> 13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment.				
<input checked="" type="checkbox"/> 13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continuing to grow our job shadow experience. Workin with CMC, tribal and potentially Bureau for internships				

CAREER GUIDANCE

CRITERIA 14				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.			
<input checked="" type="checkbox"/>	14.2 Career planning, career development and/or transition to employment and post-secondary.			
<input checked="" type="checkbox"/>	14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future.			
<input checked="" type="checkbox"/>	14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continue to research and explore careers, reach out to local shops for intern Continue to research and explore careers, implemented School Links within all classes ships/				

PROGRAM EVALUATION

CRITERIA 15
The program is Evaluated by the Advisory (Evidence is with the completion of this Program Evaluation Form and submitted.)
Additional Information and/or Comments:

PROFESSIONAL DEVELOPMENT

CRITERIA 16
Instructors participate in appropriate professional association and professional development activities.
QUALITY INDICATORS
<input checked="" type="checkbox"/> 16.1 Instructors maintain membership in related state and national professional organizations.

<input checked="" type="checkbox"/>	16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.			
<input checked="" type="checkbox"/>	16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.			
<input checked="" type="checkbox"/>	16.4 Instructors participate in job shadows, internships, and industry site visits.			
<input checked="" type="checkbox"/>	16.5 Instructors use scientific based research and data to improve instruction.			
<input checked="" type="checkbox"/>	16.6 Instructor uses practices to involve and engage in parent and community.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Attended conference and continue to reach out to organization members for support				

SIGNATURE PAGE

After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.

Advisory Chairperson	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
CTE Instructor	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Advisory Person 2	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Advisory Person 1	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
CTE Director	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Building Principal	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

**Career and Technical Education
Program Evaluation**

HEALTH SCIENCES

STEM

FAMILY & CONSUMER SCIENCES

Click or tap here to enter text.

BUSINESS & MARKETING

SKILLED & TECHNICAL SCIENCE

AGRICULTURE EDUCATION

Click or tap here to enter text.

This document was developed to assist in evaluating Career and Technical Education (CTE) programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on [RCW 28A.700.010](#); Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

- 1. On-site Reviews, Audits and Visits**
- 2. Annual CTE Program Evaluation**
- 3. Five-Year Program Re-Approval**
- 4. Consolidated Program Review (CPR) Evaluation**

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, action Item, target date for completion, and when action is completed.

EDUCATOR LICENSING

CRITERIA 1:				
<input checked="" type="checkbox"/>	All instructors are licensed and appropriately endorsed and current.			
QUALITY INDICATORS				
1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses/programs. Using the ratings below, determine the instructor endorsement status for each course/program taught.				
				Comments
<input checked="" type="checkbox"/>	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor holds a current First Aid and CPR card.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor is on track for renewal of certification.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor has certifications required by industry.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	Program Advisory Board has approved instructor.			Click or tap here to enter text.
<input checked="" type="checkbox"/>	The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.			Click or tap here to enter text.
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Renewal of conditional license, proceed to research programs for certification				

CURRICULUM, INSTRUCTION AND EVALUATION

CRITERIA 2
Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks: The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.
QUALITY INDICATORS

<input checked="" type="checkbox"/>	2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.			
<input checked="" type="checkbox"/>	2.2 Each course is aligned with CIP Code descriptions.			
<input checked="" type="checkbox"/>	2.3 Each course offered uses state approved standards, objectives, and competencies.			
<input checked="" type="checkbox"/>	2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need.			
<input checked="" type="checkbox"/>	2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for post-secondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.			
<input checked="" type="checkbox"/>	2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.			
<input checked="" type="checkbox"/>	2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post-secondary education in related field.			
<input checked="" type="checkbox"/>	2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Add curriculum updates as needed, apply for grants for funding				

ACADEMIC INTEGRATION

CRITERIA 3	
The program teaches and assesses academic integration within the program.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: <ul style="list-style-type: none"> • Core academic subjects, and • Career and Technical Education subjects.
<input checked="" type="checkbox"/>	3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working.
<input checked="" type="checkbox"/>	3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards.

	<ul style="list-style-type: none"> Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor. 			
<input checked="" type="checkbox"/>	3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards comprised of sequenced progression of multiple courses technically more intensive and rigorous. <ul style="list-style-type: none"> Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory <ul style="list-style-type: none"> Level of competency defined by industry or national standards Absence of national standards locally developed industry-defined standards validated by program specific advisory Aligns with post-secondary education allowing for articulation 			
<input checked="" type="checkbox"/>	3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.			
<input checked="" type="checkbox"/>	3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.			
<input checked="" type="checkbox"/>	3.7 Course is aligned to meet equivalency credit in an academic program if applicable.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: 21 Century standards and IRC incorporated				

STUDENT ACCESS TO PROGRAM

CRITERIA 4	
Equal access is provided to all students, including non-traditional and special populations.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	4.1 Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> How do you recruit special population students into your CTE program? Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?
<input checked="" type="checkbox"/>	4.2 Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance. <ul style="list-style-type: none"> Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.
<input checked="" type="checkbox"/>	4.3 Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender? Are there opportunities for nontraditional and special populations to receive training?
<input checked="" type="checkbox"/>	4.4 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students.

	<ul style="list-style-type: none"> • What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs? • Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender? 			
<input checked="" type="checkbox"/>	4.5 Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> • What instructional, evaluation and/or testing accommodations do you make for special population students? 			
<input checked="" type="checkbox"/>	4.6 Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs. <ul style="list-style-type: none"> • Facility is free of barriers that would result in the denial of access to persons based on race, color, national origin or handicap. • Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs. • What is done to ensure that students with limited English proficiency are successful in your classes? • Are there any physical barriers that will limit the access of special population students in your classroom? • What physical accommodations would need to be made to ensure the accessibility of all students in this classroom? 			
<input checked="" type="checkbox"/>	4.7 Entire curriculum is available to all students.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Accomendations are applied as needed				

ACCOUNTABILITY

CRITERIA 5	
Process used to evaluate and continuously improve performance.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	5.1 Data is used to analyze student progress.
<input checked="" type="checkbox"/>	5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
<input checked="" type="checkbox"/>	5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Nontraditional) (Race is identified as

American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)				
<input checked="" type="checkbox"/> 5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.				
<input checked="" type="checkbox"/> 5.5 Data from follow up surveys are used to improve courses/programs.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Take recommendations from evaluations to continue best practices and explore new training opportunities				

SAFE PRACTICES

CRITERIA 6				
Safe practices are understood and implemented.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/> 6.1 State Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.				
<input checked="" type="checkbox"/> 6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.				
<input checked="" type="checkbox"/> 6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.				
<input checked="" type="checkbox"/> 6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.				
<input checked="" type="checkbox"/> 6.5 Safety is integrated into the curriculum and is assessed.				
<input checked="" type="checkbox"/> 6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.				
<input checked="" type="checkbox"/> 6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continually repair and/or replace equipment as needed				

FACILITIES

CRITERIA 7				
Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures.			
<input checked="" type="checkbox"/>	7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.			
<input checked="" type="checkbox"/>	7.3 Labs and equipment meet industry training standards and facility safety standards.			
<input checked="" type="checkbox"/>	7.4 Student workstations are adequate and appropriately equipped.			
<input checked="" type="checkbox"/>	7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.			
<input checked="" type="checkbox"/>	7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.			
<input checked="" type="checkbox"/>	7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards (scanners, printers, digital cameras, etc.).			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continually replacing equipment as funds are available				

INSTRUCTIONAL MATERIALS

CRITERIA 8	
Appropriate instructional materials are available to achieve the goals and objectives of the program.	
QUALITY INDICATORS	
<input checked="" type="checkbox"/>	8.1 Instructional materials support state approved standards and objectives.
<input checked="" type="checkbox"/>	8.2 Adequate instructional materials are available for all students in all courses.
<input checked="" type="checkbox"/>	8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to the Internet, audiovisual aids, etc.

<input checked="" type="checkbox"/>	8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.			
<input checked="" type="checkbox"/>	8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: We continue to purchase and explore new materials as needed collaborate with other entities for ideas				

LEADERSHIP AND EMPLOYABILITY

CRITERIA 9	
21st Century Skills (employability and leadership skills) are an integral part of all CTE courses.	
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Additional Information and/or Comments: We continually teach 21st century skills in our classes, though this has been a transitional year for FBLA to Skills USA				

LONG-RANGE PLANNING

CRITERIA 10				
There is a 5-year written plan that provides program direction and improvement.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.			
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Additional Information and/or Comments:
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PROGRAM OF STUDY

CRITERIA 12

Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.

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- 12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.
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- 12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.
- 12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.

<input checked="" type="checkbox"/> 12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: IRC skills updated Graduation pathways are determined and promoted for students				

CERTIFICATION, WORKBASED LEARNING

CRITERIA 13A				
Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.				
QUALITY INDICATORS				
<input checked="" type="checkbox"/> 13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.				
<input checked="" type="checkbox"/> 13.A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education.				
CRITERIA 13B				
Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning document.				
<input checked="" type="checkbox"/> 13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available.				
<input checked="" type="checkbox"/> 13B.2 Worksite learning (internships) is available to students completing the program.				
<input checked="" type="checkbox"/> 13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment.				
<input checked="" type="checkbox"/> 13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.				
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continuing to grow our job shadow experience. Workin with CMC, tribal and potentially Bureau for internships				

CAREER GUIDANCE

CRITERIA 14				
QUALITY INDICATORS				
<input checked="" type="checkbox"/>	14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.			
<input checked="" type="checkbox"/>	14.2 Career planning, career development and/or transition to employment and post-secondary.			
<input checked="" type="checkbox"/>	14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future.			
<input checked="" type="checkbox"/>	14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Agreed	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Continue to research and explore careers, reach out to local shops for internship Continue to research and explore careers, implemented School Links within all classes s/				

PROGRAM EVALUATION

CRITERIA 15
The program is Evaluated by the Advisory (Evidence is with the completion of this Program Evaluation Form and submitted.)
Additional Information and/or Comments: Click or tap here to enter text.

PROFESSIONAL DEVELOPMENT

CRITERIA 16
Instructors participate in appropriate professional association and professional development activities.
QUALITY INDICATORS
<input checked="" type="checkbox"/> 16.1 Instructors maintain membership in related state and national professional organizations.

<input checked="" type="checkbox"/>	16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.			
<input checked="" type="checkbox"/>	16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.			
<input checked="" type="checkbox"/>	16.4 Instructors participate in job shadows, internships, and industry site visits.			
<input checked="" type="checkbox"/>	16.5 Instructors use scientific based research and data to improve instruction.			
<input checked="" type="checkbox"/>	16.6 Instructor uses practices to involve and engage in parent and community.			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Agreed	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
Additional Information and/or Comments: Attended conference and continue to reach out to organization members for support				

SIGNATURE PAGE

After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.

Advisory Chairperson	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
CTE Instructor	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Advisory Person 2	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Advisory Person 1	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
CTE Director	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Building Principal	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.

Coversheet

Resignations

Section: XIV. Personnel Items
Item: A. Resignations
Purpose: Vote
Submitted by:
Related Material: Personnel.pdf

Personnel Recommendations

June 22, 2026

Resignation

Heatherly Budravage	Paraprofessional	Approve

New Hires

Madisyn Byam	H.S. Guidance Counselor	Approve
Garrett Carlson	H.S. Assistant Boys Basketball Couch	Approve

Transfer

Christy Cooper	Elementary Teacher to Jr. High Math Teacher	Approve
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