



Renton School District
5-Year CTE Program Plan

School Year: 2021-2022
Program Area: STEM
Next Re-Approval Year: 2022-23

2020-21 courses

New or renamed – color-coded

Eliminated courses – have a strikethrough

STEM

- Pre-Engineering 140102
- Robotics 150406
- Technology Education WSL 218888

Middle School

- Explore, Design, Create 140102

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

X				
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New courses planned for 2021-2022:

Prospective Courses Beyond 2022:



Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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<p><i>Educator Licensing</i> <u>WAC 181-77-014</u></p> <p><u>Guiding Statements:</u></p> <ul style="list-style-type: none"> • All District and OSPI hiring and licensing procedures followed. • V-Code/CIP match verified • Program/GAC approval. • For Conditionals <ul style="list-style-type: none"> ○ No regularly certificated CTE educator is available. ○ 50 Clock hour training plan on file. <p>(Criteria 1)</p>	Certifications reviewed and approved by the GAC and maintained on separate Excel	Certifications reviewed and approved by the GAC and maintained on separate Excel	Certifications reviewed and approved by the GAC and maintained on separate Excel	Certifications reviewed and approved by the GAC and maintained on separate Excel	Certifications reviewed and approved by the GAC and maintained on separate Excel
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<p><i>Curriculum, Instruction, and Evaluation</i> <u>RCW 28A.700.010</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • Approved frameworks? • What's working, what's not? • What is outdated? • What is new and emerging? • 21st Century Skills integration? • What new course(s) should be considered? • Dual credit opportunities? • Extended Learning opportunities? • Career awareness & exploration covered in all courses? <p>(Criteria 2)</p>	1. Continue to implement frameworks via ongoing PLC meetings, unit and lesson studies – with PBL model as goal. 2. Continue to monitor articulations with RTC and the PNW CC and add at least ONE. 3. Modify, adjust and expand internship/job shadow pathways with local manufacturing/Tech Ed/STEM companies. 4. Continue to use the advisory process to determining class additions.	1. Continue to implement curriculum/frameworks via ongoing PLC meetings, unit and lesson studies, with PBL model as goal. 2. Continue to monitor articulations with RTC and the PNW CC and expanded where possible. 3. Modify, adjust and expand internship/job shadow pathways with local manufacturing/Tech Ed/STEM companies. 4. Continue to use the advisory process to determining class additions.	1. Continue to implement curriculum/frameworks via ongoing PLC meetings, unit and lesson studies. 2. Continue to monitor articulations with RTC and the PNW CC and expanded where possible. 3. Modify, adjust and expand internship/job shadow pathways with local manufacturing/Tech Ed/STEM companies. 4. Continue to use the advisory process to determining class additions.	1. Continue to implement curriculum/frameworks via ongoing PLC meetings, unit and lesson studies. 2. Continue to monitor articulations with RTC and the PNW CC and expanded where possible. 3. Modify, adjust and expand internship/job shadow pathways with local manufacturing/Tech Ed/STEM companies. 4. Continue to use the advisory process to determining class additions.	1. Continue to implement curriculum/frameworks via ongoing PLC meetings, unit and lesson studies. 2. Continue to monitor articulations with RTC and the PNW CC and expanded where possible. 3. Modify, adjust and expand internship/job shadow pathways with local manufacturing/Tech Ed/STEM companies. 4. Continue to use the advisory process to determining class additions.
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<p>Academic Integration <u>RCW 28A.700.010(2)(a)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> Core academics integration? Cross-credit opportunities? Course Equivalent opportunities? <p>(Criteria 3)</p>	<p>1. Each framework delineates core academic integration. 2. Ongoing PLC meetings and the advisory process to improve core academic integration and to locally update frameworks. 3. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration. 2. Ongoing PLC meetings and the advisory process to improve core academic integration and to locally update frameworks. 3. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration. 2. Ongoing PLC meetings and the advisory process to improve core academic integration and to locally update frameworks. 3. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration. 2. Ongoing PLC meetings and the advisory process to improve core academic integration and to locally update frameworks. 3. Continue research of other credit opportunities.</p>	<p>1. Each framework delineates core academic integration. 2. Ongoing PLC meetings and the advisory process to improve core academic integration and to locally update frameworks. 3. Continue research of other credit opportunities.</p>
<p>Student Access to Program <u>RCW 28A.700.010</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> How do we fix our gender participation issues in programs? How do we address our ethnicity participation issues in programs? Other participation issues noted? <p>(Criteria 4)</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE STEM classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process found no significant student access issues in this program. 3. The CTE office will continue its attempt to systemize student course registration across the district.</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE STEM classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office will continue its attempt to systemize student course registration across the district.</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE STEM classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office will continue its attempt to systemize student course registration across the district.</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE STEM classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office will continue its attempt to systemize student course registration across the district.</p>	<p>1. Current access/student registration for classes is managed by each building, and all CTE STEM classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office will continue its attempt to systemize student course registration across the district.</p>
<p>Accountability <u>RCW 28A.700.040(1)(c)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> Student participation & completion rates in high-demand programs? Student dual credit opportunities? Student IRC completion rates? Student graduation rates? Post-secondary employment & education rates? SBA passing rates? <p>(Criteria 5)</p>	<p>1. Middle school CTE STEM classes directly connect to HS CTE STEM. 2. In process of locating and adding at least ONE IRC or DC in high school Robotics or Pre-Eng. 3. Worked with principals to add these courses to all high schools. 4. Monitored students who access clubs but no classes. 5. CLNA/Perkins data are presented, and plans located in the CLNA.</p>	<p>1. Middle school CTE STEM classes directly connect to HS CTE STEM. 2. Monitor & expand IRCs or DCs in high school Robotics or Pre-Eng. 3. Continue work with principals to add these courses to all high schools. 4. Monitor students who access clubs but no classes. 5. CLNA/Perkins data are presented, and plans located in the CLNA.</p>	<p>1. Middle school CTE STEM classes directly connect to HS CTE STEM. 2. Monitor & expand IRCs or DCs in high school Robotics or Pre-Eng. 3. Continue work with principals to add these courses to all high schools. 4. Monitor students who access clubs but no classes. 5. CLNA/Perkins data are presented, and plans located in the CLNA.</p>	<p>1. Middle school CTE STEM classes directly connect to HS CTE STEM. 2. Monitor & expand IRCs or DCs in high school Robotics or Pre-Eng. 3. Continue work with principals to add these courses to all high schools. 4. Monitor students who access clubs but no classes. 5. CLNA/Perkins data are presented, and plans located in the CLNA.</p>	<p>1. Middle school CTE STEM classes directly connect to HS CTE STEM. 2. Monitor & expand IRCs or DCs in high school Robotics or Pre-Eng. 3. Continue work with principals to add these courses to all high schools. 4. Monitor students who access clubs but no classes. 5. CLNA/Perkins data are presented, and plans located in the CLNA.</p>



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<p>Safe Practices RCW 28A.700.010</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none">What should be added to the safety unit?What emerging workplace safety issues need to be addressed?What new safety trainings are available? <p>(Criteria 6)</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WITEA state conference for safety, curriculum, program and support, as well as WA-ACTE conferences for FIRST for additional best practice information.3, Safety letters/parent permission were used to send home supplies/teach during In-Home Learning.</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WITEA state conference for safety, curriculum, program and support, as well as WA-ACTE conferences for FIRST for additional best practice information.</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WITEA state conference for safety, curriculum, program and support, as well as WA-ACTE conferences for FIRST for additional best practice information.</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WITEA state conference for safety, curriculum, program and support, as well as WA-ACTE conferences for FIRST for additional best practice information.</p>	<p>1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WITEA state conference for safety, curriculum, program and support, as well as WA-ACTE conferences for FIRST for additional best practice information.</p>
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<p>Facilities RCW 28A.700.010</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none">How do the program facilities relate to those in industry?What modifications can be made if industry facilities are not feasible?What modifications are necessary to support the curriculum? <p>(Criteria 7)</p>	<p>1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for facility and equipment information. 3. The RSD community passed in 2/20 a large school bond to upgrade buildings, including all high school science facilities – the CTE Office is offering guidance to these spaces – some CTE STEM classes are located in science classrooms (some in industry standard CTE lab spaces.)</p>	<p>1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for facility and equipment information. 3. The RSD community passed in 2/20 a large school bond to upgrade buildings, including all high school science facilities – the CTE Office to offer guidance to these spaces – some CTE STEM classes are located in science classrooms (some in industry standard CTE lab spaces.)</p>	<p>1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for facility and equipment information. 3. Review facility needs as requested by the STEM PLC and/or Advisory.</p>	<p>1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for facility and equipment information. 3. Review facility needs as requested by the STEM PLC and/or Advisory.</p>	<p>1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for facility and equipment information. 3. Review facility needs as requested by the STEM PLC and/or Advisory.</p>
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<p>Instructional Materials <u>RCW 28A.700.010</u></p> <p>Instructional Materials (Texts and Software)</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Are teaching tools updated and relevant? <p>Equipment to Support Curriculum</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What equipment is needed to deliver the curriculum? Does equipment meet industry standards? <p>(Criteria 8)</p>	<p>1. Equipment and material needs were reviewed during PLC meetings and during the advisory process. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for equipment and material information. 3. New 3-D printers across the system were added in all 9 secondary schools, as well as the new laser cutters to high school programs. 4. Continued increase use of free or open source materials – with Arduinos in use in all Tech Ed classes – guidance from industry and advisory partners.</p>	<p>1. Equipment and material needs are reviewed during PLC meetings and during the advisory process. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for equipment and material information. 3. Review and purchase new equipment and materials as requested by the STEM PLC and/or Advisory. 4. Continue increase use of free or open source materials – with Arduinos in use in all Tech Ed classes – guidance from industry and advisory partners.</p>	<p>1. Equipment and material needs are reviewed during PLC meetings and during the advisory process. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for equipment and material information. 3. Review and purchase new equipment and materials as requested by the STEM PLC and/or Advisory. 4. Continue increase use of free or open source materials – with Arduinos in use in all Tech Ed classes – guidance from industry and advisory partners.</p>	<p>1. Equipment and material needs are reviewed during PLC meetings and during the advisory process. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for equipment and material information. 3. Review and purchase new equipment and materials as requested by the STEM PLC and/or Advisory. 4. Continue increase use of free or open source materials – with Arduinos in use in all Tech Ed classes – guidance from industry and advisory partners.</p>	<p>1. Equipment and material needs are reviewed during PLC meetings and during the advisory process. 2. Teachers supported to attend the WITEA, WA-ACTE state conferences and FIRST trainings for equipment and material information. 3. Review and purchase new equipment and materials as requested by the STEM PLC and/or Advisory. 4. Continue increase use of free or open source materials – with Arduinos in use in all Tech Ed classes – guidance from industry and advisory partners.</p>
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<p>Leadership and Employability RCW 28A.700.010</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What learning experiences can be added to class day?? Are Leadership Equivalency Plans updated and filed? Are CTSO memberships completed and program of work started? <p>(Criteria 9)</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conferences and FIRST for employment trend learning and support. 2. A Leadership Eq Plan is on file, for middle school Robotics, which includes multiple districtwide competitions. HHS, LHS & RHS will join FIRST, CTE will support most costs for teams, including nationals. 3. Continued to refine the curriculum frameworks approved by OSPI in 2018-20, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 5. State CTE used to support CTSO events.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conferences and FIRST for employment trend learning and support. 2. A Leadership Eq Plan is on file, for middle school Robotics, which includes multiple districtwide competitions. HHS, LHS & RHS will join FIRST, CTE will support most costs for teams, including nationals. 3. Continue to refine the curriculum frameworks approved by OSPI in 2018-20, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 5. State CTE used to support CTSO events.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conferences and FIRST for employment trend learning and support. 2. A Leadership Eq Plan is on file, for middle school Robotics, which includes multiple districtwide competitions. HHS, LHS & RHS will join FIRST, CTE will support most costs for teams, including nationals. 3. Continue to refine the curriculum frameworks approved by OSPI in 2018-20, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 5. State CTE used to support CTSO events.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conferences and FIRST for employment trend learning and support. 2. A Leadership Eq Plan is on file, for middle school Robotics, which includes multiple districtwide competitions. HHS, LHS & RHS will join FIRST, CTE will support most costs for teams, including nationals. 3. Continue to refine the curriculum frameworks approved by OSPI in 2018-20, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 5. State CTE used to support CTSO events.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conferences and FIRST for employment trend learning and support. 2. A Leadership Eq Plan is on file, for middle school Robotics, which includes multiple districtwide competitions. HHS, LHS & RHS will join FIRST, CTE will support most costs for teams, including nationals. 3. Continue to refine the curriculum frameworks approved by OSPI in 2018-20, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 5. State CTE used to support CTSO events.</p>
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Renton School District
5-Year CTE Program Plan

School Year: 2021-2022
Program Area: STEM
Next Re-Approval Year: 2022-23

Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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<p>Long Range Planning <u>RCW 28A.700.010(2)(b)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> GAC and Program Advisory input in 5-year plans recorded? Draft 5-year plans public and shared? Annual Report presented to the School Board? <p>(Criteria 10)</p>	<p>1. The STEM Advisory continued, with program input gathered. 2. The STEM Program Advisory, as well as the Economic/Workforce Committee (GAC), reviewed, provided input, and will be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1. The STEM Advisory is functioning, with program input gathered. 2. The STEM Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1. The STEM Advisory is functioning, with program input gathered. 2. The STEM Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1. The STEM Advisory is functioning, with program input gathered. 2. The STEM Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1. The STEM Advisory is functioning, with program input gathered. 2. The STEM Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>
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<p>Advisory Committee <u>RCW 28A.700.020(1)</u></p> <p><u>Guiding Statements:</u></p> <ul style="list-style-type: none"> GAC and Program Advisory review programs and local/regional economic and workforce data: <ul style="list-style-type: none"> Approve current program Modify program Membership includes labor, business/industry, government, education, CBOs, and parents and students. <p>(Criteria 11)</p>	<p>1. Presented locally developed Skills Gap document to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. 3. CLNA/Perkins data shared.</p>	<p>1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. 3. CLNA/Perkins data shared.</p>	<p>1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. 3. CLNA/Perkins data shared.</p>	<p>1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. 3. CLNA/Perkins data shared.</p>	<p>1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. 3. CLNA/Perkins data shared.</p>
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<p>Program of Study <u>RCW 28A.700.020(2)(a)(b)</u></p> <p><u>Guiding Statements/Questions:</u></p> <ul style="list-style-type: none"> RSD CTE courses are organized into Personal POS. Does the POS prepare students for entry into high demand careers? Does the POS offer internship, apprenticeship or an undergraduate or graduate certificate or degree, preparing a student for entry into a high demand career? <p>(Criteria 12)</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Ongoing PLC meetings and the advisory process to tune the POS in this STEM pathway, connecting with RTC or the PNW CC (need an IRC or DC to complete a POS). 3.. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL. 4. Continue to use the advisory process and the CLNA to determine class additions.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Ongoing PLC meetings and the advisory process to modify the POS in this STEM pathway. 3.. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL. 4. Continue to use the advisory process and the CLNA to determine class additions.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Ongoing PLC meetings and the advisory process to modify the POS in this STEM pathway. 3.. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL. 4. Continue to use the advisory process and the CLNA to determine class additions.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Ongoing PLC meetings and the advisory process to modify the POS in this STEM pathway. 3.. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL. 4. Continue to use the advisory process and the CLNA to determine class additions.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Ongoing PLC meetings and the advisory process to modify the POS in this STEM pathway. 3.. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL. 4. Continue to use the advisory process and the CLNA to determine class additions.</p>
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<p>Certification, Work based Learning <u>RCW 28A.700.060(2)(c)(d)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What dual-credit opportunities can be researched/added to our POS? What IRC opportunities can be researched/added to our POS? What additional WBL activities can be added? <p>(Criteria 13A, 13B)</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Reviewed RTC and PNW CC for potential DC - establish at least one IRC or DC. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this STEM 4. Worked with WSL Coordinator to locate internships/job shadow pathways with local STEM industries, with the goal of paid WSL (there is Adv Manufacturing cross-over).</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Expand IRC or DC. Opportunities based on data. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this STEM 4. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL (there is Adv Manufacturing cross-over).</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Expand IRC or DC. Opportunities based on data. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this STEM 4. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL (there is Adv Manufacturing cross-over).</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Expand IRC or DC. Opportunities based on data. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this STEM 4. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL (there is Adv Manufacturing cross-over).</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Expand IRC or DC. Opportunities based on data. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this STEM 4. Work with WSL Coordinator to expand internships/job shadow pathways with local STEM industries, with the goal of paid WSL (there is Adv Manufacturing cross-over).</p>
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Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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<p>Career Guidance <u>RCW 28A.700.010(3)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What student support activities can be added to our Career Center program of work? What training opportunities can be added to our Career Center Specialist and Guidance Counselor PD calendar? <p>(Criteria 14)</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work. 7. GEAR-UP and its support staff now under CTE.</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work. 7. GEAR-UP and its support staff now under CTE.</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work. 7. GEAR-UP and its support staff now under CTE.</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work. 7. GEAR-UP and its support staff now under CTE.</p>	<p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work. 7. GEAR-UP and its support staff now under CTE.</p>
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<p>Program Evaluation <u>RCW 28A.700.020(1)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What programs/classes need to be added as they are in demand? What programs/classes need to be modified or eliminated as a result of not being in demand? <p>(Criteria 15)</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Current Robotics and Pre-Eng is limited, and an IRC or DC is needed for a true POS. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in STEM. 4. CLNA work supports needs for DC or IRC..</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Current Robotics and Pre-Eng is limited, and an IRC or DC is needed for a true POS. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in STEM. 4. Review of CLNA data for needed program modifications.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Current Robotics and Pre-Eng is limited, and an IRC or DC is needed for a true POS. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in STEM. 4. Review of CLNA data for needed program modifications.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Current Robotics and Pre-Eng is limited, and an IRC or DC is needed for a true POS. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in STEM. 4. Review of CLNA data for needed program modifications.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACTE state conference for POS support. 2. Current Robotics and Pre-Eng is limited, and an IRC or DC is needed for a true POS. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in STEM. 4. Review of CLNA data for needed program modifications.</p>
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<i>Quality Criteria</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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<p><i>Professional Development</i> <u>RCW 28A.700.005(4)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What OSPI, WA-ACE, RSD or other training opportunity can we add, based on a review of student data and staff input? • Based on a review of teachers on Conditionals, what support is needed? <p>(Criteria 16)</p>	<p>1. Teachers supported to attend the WITEA and WA-ACE state conference for curriculum and program support, and other conferences/trainings as requested. 2. Ongoing PLC meetings and the advisory process to improve CTE model with release days for team planning 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program to gain CTE STEM certification. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACE state conference for curriculum and program support, and other conferences/trainings as requested. 2. Ongoing PLC meetings and the advisory process to improve CTE model with release days for team planning 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program to gain CTE STEM certification. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACE state conference for curriculum and program support, and other conferences/trainings as requested. 2. Ongoing PLC meetings and the advisory process to improve CTE model with release days for team planning 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program to gain CTE STEM certification. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACE state conference for curriculum and program support, and other conferences/trainings as requested. 2. Ongoing PLC meetings and the advisory process to improve CTE model with release days for team planning 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program to gain CTE STEM certification. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service.</p>	<p>1. Teachers supported to attend the WITEA and WA-ACE state conference for curriculum and program support, and other conferences/trainings as requested. 2. Ongoing PLC meetings and the advisory process to improve CTE model with release days for team planning 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program to gain CTE STEM certification. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service.</p>
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The STEM Advisory had a virtual spring meeting during COVID closure on March 19th, 2021 and reviewed and approved its 5-Year Program Plan and the program's Evaluation. The minutes of this meeting are on file in the Career and Technical Education Office. Signed plans and evaluation are anticipated to return in the spring of 2022.