



2020-21 courses

New or renamed – color-coded

Eliminated courses – have a strikethrough

Hospitality & Tourism

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

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

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

- Health 190003
- Child Development 190706
- Independent Living 190002
- Interpersonal Relationships (Relationships 101) 190701
- Career & College Prep (career choices) 190001
- JWG/JAG¹ 320107
- Teacher Academy 130101
- AP-IB Psychology, Abnormal Psych 190704
- IB Psychology Year 2 190701
- Leadership² 190710

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

Middle School FACSE

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

X				
X				

New courses planned for 2021-2022

- Relationships 101

Prospective Courses Beyond 2023:

- Early Childhood Learning
- Advanced Health
- Food Science
- Restaurant Management

¹JAG sections D and E will utilize the Career and College Prep 140 hour framework and JAG section F will utilize the Interpersonal Relationships (Relationship 101) framework.

²Leadership section D and E will utilize the Business and Marketing Project Management framework and Leadership section F will utilize the Business and Marketing Social Media Marketing framework.



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>	<p>1.Contined to Implement and refined new curriculum frameworks approved by OSPI in 2019-20, submit new as needed. 2. Continued PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, working towards Child Development (tie to RWT), 4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc.). 5. Continue RWT and CWU College in the High School and researched expansion of CiHS. 6. Review SEL VR curriculum at middle schools – determine next steps.</p>	<p>1. Continue to Implement new curriculum frameworks approved by OSPI in 2020-21, submit new as needed (Pilot Relations 101). 2. Continue PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, implement Child Development DC (tie to RWT), and set 1 PNW CC articulation per program. 4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc.). 5. Continue RWT and CWU College in the High School CiHS expansion. 6. Consider expansion of VR use in instruction in MS FCS. 7. Update Child Dev.8.PLC to support</p>	<p>1. Continue to Implement new curriculum frameworks approved by OSPI in 2021-22, submit new as needed. 2. Continue PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, review implementation of Child Development DC and review/revise PNW CC articulations.4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc.). 5. Continue RWT and CWU College in the High School. 6. Consider expansion of VR use in instruction in MS/HS FCS? 7.Connect Child Dev to Meadow Crest? 8.PLC to support crossover frameworks of B/M.</p>	<p>1.Complete program re-approval by reviewing implementations of curriculum frameworks approved by OSPI in 2022-23, submit new as needed. 2. Continue PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, and review/revise PNW CC articulations.4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc.). 5. Continue RWT and CWU College in the High School. 6 Consider expansion of VR use in instruction in MS/HS FCS? 7.Connect Child Dev to Meadow Crest?</p>	<p>1.Complete program re-approval by reviewing implementations of curriculum frameworks approved by OSPI in 2022-23, submit new as needed. 2. Continue PLC meetings and lesson study. 3.Continue to monitor articulations with RTC, and review/revise PNW CC articulations.4. Continue to expand internship/job shadow/WSL pathways with local companies for students in FACSE related industries (culinary, childcare, social work, teacher, etc.). 5. Continue RWT and CWU College in the High School. 6 Consider expansion of VR use in instruction in MS/HS FCS?</p>
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Renton School District
5-Year CTE Program Plan

School Year: 2021-2022
Program Area: FACSE
Next Re-Approval Year: 2023-24

Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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		crossover frameworks of B/M.			
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<i>Academic Integration</i> RCW 28A.700.010(2)(a) Guiding Questions: <ul style="list-style-type: none"> Core academics integration? Cross-credit opportunities? Course Equivalent opportunities? (Criteria 3)	1. Each framework delineates core academic integration, & each has been rewritten/resubmitted to OSPI. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross credited to 3rd year math. 4. Continue research other cross credit opportunities – Fine Arts in some Culinary?	1. Each framework delineates core academic integration & each has been rewritten/resubmitted to OSPI. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross credited to 3rd year math. 4. Continue research other cross credit opportunities – attempt a Fine Arts in some Culinary.	1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross credited to 3rd year math. 4. Continue research of other cross credit opportunities.	1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross credited to 3rd year math. 4. Continue research of other cross credit opportunities.	1. Each framework delineates core academic integration, and each has been rewritten/resubmitted to OSPI. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. FCS Health is course Equivalent to Health and Independent Living is cross credited to 3rd year math. 4. Continue research of other cross credit opportunities.
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<i>Student Access to Program</i> RCW 28A.700.010 Guiding Questions: <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? (Criteria 4)	1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration in the district.	1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration in the district – promote FCS to all students.	1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration in the district.	1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration across the district.	1. Current access/student registration for classes is managed by each building, and all CTE classes are choice electives, such as band, choir, drama and world language. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there. 3. The CTE office is attempting to systemize student course registration across the district.
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<i>Accountability</i> RCW 28A.700.040(1)(c) Guiding Questions: <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? 	1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. CLNA/Perkins data are presented, and plans located in the CLNA.	1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. CLNA/Perkins data are presented, and plans located in the CLNA.	1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. CLNA/Perkins data are presented, and plans located in the CLNA.	1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. CLNA/Perkins data are presented, and plans located in the CLNA.	1. IRC available to all Culinary students and DC in advanced classes. 2. IRC and DC in Teacher Academy. 3. AP/AB offered in Human Service pathway, with more DC planned. 4. CLNA/Perkins data are presented, and plans located in the CLNA.
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Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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<ul style="list-style-type: none">Post-secondary employment & education rates?SBA passing rates? <p>(Criteria 5)</p>					
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<p><i>Safe Practices</i> <u>RCW 28A.700.010</u></p> <p>Guiding Questions:</p> <ul style="list-style-type: none">What should be added to the safety unit?What emerging workplace safety issues need to be addressed?What new safety trainings are available? <p>(Criteria 6)</p>	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.	1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the FCS state conference for safety, curriculum, program and support, as well as WA-ACTE conferences and FCCLA conference for additional best practice information. 3. RWT students are background checked and volunteer cleared.
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<p><i>Facilities</i> <u>RCW 28A.700.010</u></p> <p>Guiding Questions:</p> <ul style="list-style-type: none">How do the program facilities relate to those in industry?What modifications can be made if industry facilities are not feasible?What modifications are necessary to support the curriculum? <p>(Criteria 7)</p>	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.	1. Facility needs are reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the FCS, WA-ACTE state conferences for facility and equipment information. 3. No anticipated major facility changes anticipated.
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Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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<p><i>Instructional Materials</i> <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. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time but will adjust to industry trends and advisory input. Exception – consider SEL VR technology for all middle schools.</p>	<p>1. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time but will adjust to industry trends and advisory input. 7. Consider Reality Baby refresh, beyond standard rotation.</p>	<p>1. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time but will adjust to industry trends and advisory input. 7. Consider Reality Baby refresh, beyond standard rotation.</p>	<p>1. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time but will adjust to industry trends and advisory input.</p>	<p>1. Continue uploading teaching materials/PLC developed curriculum to shared sites. 2. Continue use of EverFi in agreed areas. 3. Continue use of online supplemental Health Text. 4. Expand Child Development Text pilot – DIMC? 5. Revisit Career Safe and other IRCs. 6. In regard to equipment, except for small item rotation – replacement - nothing planned at this time but will adjust to industry trends and advisory input.</p>
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<p><i>Leadership and Employability</i> <u>RCW 28A.700.010</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none">• What learning experiences can be added to class day??• Are Leadership Equivalency Plans updated and filed?• Are CTSO memberships completed and program of work started? <p>(Criteria 9)</p>	<p>1. Continue to support teachers to attend the FCS and HOSA state conference as well as WA-CTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator's Rising is used. Special empathies on expanding FCCLA – sending teams to state. 3. Continue to refine the curriculum frameworks approved by OSPI in 2018-21, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-CTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator's Rising is used. 3. Continue to refine the curriculum frameworks approved by OSPI in 2019-22, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-CTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator's Rising is used. 3. Continue to refine the curriculum frameworks approved by OSPI in 2020-23, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-CTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator's Rising is used. 3. Continue to refine the curriculum frameworks approved by OSPI in 2021-24, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA-CTE conferences for best practice for employment trend learning and support. 2. A Leadership Eq Plan is on file for non-FCCLA or HOSA or Educator's Rising is used. 3. Continue to refine the curriculum frameworks approved by OSPI in 2021-25, and locally modify leadership and employability as needed, based on advisory and CLNA input. 4. Continue PLC meetings and the advisory process to improve leadership and employability instruction.</p>
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Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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<p><u>Long Range Planning</u> <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. Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1. Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1. Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1. Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>	<p>1. Continue with 3 program advisories meeting in person and online. 2. The Program Advisories, as well as the Economic/Workforce Committee (GAC), will continue to review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>
<p><u>Advisory Committee</u> <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. Present locally developed Skills Gap document to all program advisories and the GAC – 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 data reviewed during the approval process.</p>	<p>1. Present locally developed Skills Gap document to all program advisories and the GAC – 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 data reviewed during the approval process.</p>	<p>1. Present locally developed Skills Gap document to all program advisories and the GAC – 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 data reviewed during the approval process.</p>	<p>1. Present locally developed Skills Gap document to all program advisories and the GAC – 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 data reviewed during the approval process.</p>	<p>1. Present locally developed Skills Gap document to all program advisories and the GAC – 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 data reviewed during the approval process.</p>



Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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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? Is Para educator considered high demand? Do we need to add? Does the POS offer internship, apprenticeship or an undergraduate or graduate certificate or degree, preparing a student for entry into a high demand career? <p>(Criteria 12)</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA- ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS – focus to add RTC Child Development articulation and add PNW CC. 3. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA- ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS – refine RTC Child Development articulation and add PNW CC. 3. Continue to work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA- ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS. 3. Continue to work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA- ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS. 3. Continue to work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>	<p>1. Continue to support teachers to attend the FCS, FCCLA and HOSA state conference as well as WA- ACTE conferences for best practice for POS development. 2. Ongoing PLC meetings and the advisory process to best delineate the future POS. 3. Continue to work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 4. Continue to use the advisory process to determine class additions.</p>
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<p>Certification, Work based Learning <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. Continue teacher support to attend the FCS, HOSA, FCCLA and WA- ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA- ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship.</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA- ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship. 6. Child Dev internship at Meadow Crest?</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA- ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship. 6. Child Dev internship at Meadow Crest?</p>	<p>1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA- ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Each pathway continues to have an IRC or DC or both. 3. Continue PLC meetings and the advisory process to best delineate future POS in our 3 pathways. 4. Continue work with WSL Coordinator to locate internships/job shadow pathways with local industries, with the goal of paid WSL. 5. RWT continue to have an unpaid internship. 6. Child Dev internship at Meadow Crest?</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>	1. Each high school has a Career Center and Career Center Specialist & the comprehensives have GEAR-UP staff. 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.	1. Each high school has a Career Center and Career Center Specialist & the comprehensives have GEAR-UP staff. 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.	1. Each high school has a Career Center and Career Center Specialist & the comprehensives have GEAR-UP staff. 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.	1. Each high school has a Career Center and Career Center Specialist & the comprehensives have GEAR-UP staff. 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.	1. Each high school has a Career Center and Career Center Specialist & the comprehensives have GEAR-UP staff. 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.
	1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways. 4. CLNA/Perkins data shared.	1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways. 4. CLNA/Perkins data shared.	1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways. 4. CLNA/Perkins data shared.	1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways. 4. CLNA/Perkins data shared.	1. Continue teacher support to attend the FCS, HOSA, FCCLA and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC and industry trends. 2. Each pathway has an IRC or DC or both, creating multiple HB1599 graduation pathways. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS's in these pathways. 4. CLNA/Perkins data shared.



Renton School District
5-Year CTE Program Plan

School Year: 2021-2022
Program Area: FACSE
Next Re-Approval Year: 2023-24

Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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<p>Professional Development <u>RCW 28A.700.005(4)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What OSPI, WA-ACTE, RSD or other training opportunity can we add, based on a review of student data and staff input? Based on a review of teachers on Conditionals, what support is needed? <p>(Criteria 16)</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>	<p>1. Continue to support teacher to attend FCS, HOSA, FCCLA state conference as well as WA-ACTE conferences for CTE best practice. 2. Ongoing PLC meetings and the advisory process to improve CTE model. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. Continue 40 paid hours of summer Back to Industry Time available to teachers. 5. Continue August CTE In-service.</p>
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The Family and Consumer Sciences(Culinary/Food Service OR Teacher/Paraeducator OR Health & Human Services) Advisory had a virtual spring meeting during COVID closure on April 13th,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.