



## **SCHOOL BOARD ACTION REPORT**

**DATE:** April 27, 2020  
**FROM:** Ms. Denise Juneau, Superintendent  
**LEAD STAFF:** Diane DeBacker, Chief Academic Officer, (206) 252-0180; Caleb Perkins, Executive Director of Career and College Readiness; cbperkins@seattleschools.org, (206) 252-0062; Jane Hendrickson, Career and Technical Education Program Manager;

**For Introduction:** May 27, 2020

**For Action:** June 10, 2020

### **1. TITLE**

Review and Approval of 2020 Career and Technical Education Annual Plan Per Board Policy No. 2170.

### **2. PURPOSE**

This Board Action Report presents the 2020 Career and Technical Education Annual Plan for review and approval.

### **3. RECOMMENDED MOTION**

I move that the Board approve the 2020 Career and Technical Education Annual Plan, as attached to this Board Action Report.

### **4. BACKGROUND INFORMATION**

- a. **Background** Board Policy No. 2170, Career & Technical Education, states that the “Board will annually review and approve the district’s plan for the design and delivery of its career and technical education program.” Similar to the last three years, this plan was developed to address required Career and Technical Education components. In addition to reporting measures, this plan includes strategies to improve the quality of the design and delivery of the district’s Career and Technical Education program and plan for programs for five years. Additional information, including details on program updates and next steps are in the attached CTE Annual Plan.
- b. **Alternatives** Do not approve the 2020 Career and Technical Education Annual Plan. This is not recommended because a plan will guide responsible use of resources to serve students. Furthermore, lacking a Board-approved Career and Technical Education Annual Plan for the 2020-21 school year would violate RCW 28A.700.010 and Board Policy No. 2170.

- c. **Research** The report includes analysis of enrollment in high school, middle school, and Skills Center CTE courses, participation by demographic subgroups including African American Males and students furthest from educational justice, and special populations. Additionally, review of on-track students in a CTE graduation pathway by school, dual credit, and industry certification attainment, and academic cross-crediting provided.

**5. FISCAL IMPACT/REVENUE SOURCE**

The district anticipates receiving \$13.6 million in state and federal funding for Career and Technical Education. The majority of this funding pays for CTE staffing at building sites. It is anticipated that \$1.7 million is discretionary funding to support the implementation of initiatives related to the CTE plan’s 7 strategies which are described in the plan. For example, the largest single expenditure is anticipated to be for the Career Connected Learning Coordinator positions at the district’s high schools.

The revenue source for this motion is state CTE funding and federal Perkins funding. There is no fiscal impact to district’s general funds and this CTE-related funding must be utilized each year to support Career and Technical Education.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the district’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Internal and External Expectations for engagement were deemed to be at Tier 1: Inform based on the Community Engagement tool. The plan includes input gathered over the past year from community partners and stakeholders. The strategies and goals in the plan will be shared with the CTE General Advisory Council members, staff from the City’s Department of Education and Early Learning and Office of Economic Development, and staff from Seattle Colleges. Other engagement is described in the Equity Analysis below. Sharing report and strategic focus ensures a commitment and alignment with common goals.

In addition, we made extra efforts to engage community stakeholders this past year in our CTE work, particularly through our November 21<sup>st</sup> Industry Partnerships in Education Forum during which a diverse group of industry employers from across our seven pathways, community and post-secondary partners, participated and committed to specific collaboration with the district going forward.

Moreover, the CTE team participated in the SCWA (Student and Community Workforce Agreement) Task Force. This task force worked to create an agreement to support prioritizing the hiring of SPS

students, household members, neighbors, and those from the most economically distressed neighborhoods within SPS boundaries. Such priorities would emphasize hiring women, African Americans and all people of color, thereby creating a very important career pathway that offers high-wage, no-debt, healthcare and pension benefits. The agreement supports the growth of Pre-Apprenticeship programs at our four high schools with current traditional woods programs including Franklin HS, West Seattle HS, Chief Sealth HS, and Ballard HS and the two current Seattle Skills Center Construction Trades programs at Rainier Beach and Ingraham High Schools.

Another such example includes our partnership and guidance from the Healthcare Industry Leadership Table (HILT), a network of diverse, small and large healthcare providers in Seattle-King County who come together to collaborate and create solutions to shared priorities with the end goal of improving access to a skilled healthcare workforce. Since its launch in May 2018 HILT employers and organizations have made improving equity and diversity in the region's healthcare workforce a set of guiding principles. There is an explicit focus on equity and diversity, with the outcome to increase awareness by and access for under-represented students in healthcare careers. The HILT network has supported the development and implementation of the Health and Medical Career Pathway in our high schools. In the Fall of 2020, four additional high schools including Franklin HS, Lincoln HS, Chief Sealth HS, and Seattle World School will launch this program pathway adding to the three schools launched this year including Rainier Beach HS, Nathan Hale HS, and Garfield HS .

Finally, as noted in the Equity Analysis below, the SPS Strategic Plan, Seattle Excellence, has helped improve our CTE program's ability to engage a diverse group of stakeholders and set equity-focused outcomes for our career-connected learning work.

Upon approval by the School Board, the 2020 Career and Technical Education Annual Plan will be posted to the district website and the CTE team will work with the Communications team to determine the best way to share the information in this plan.

## **7. EQUITY ANALYSIS**

The following is a summary of the analysis we did in developing this year's version of the district CTE plan using the four steps of the district's Racial Equity Analysis Tool consistent with Board Policy No. 0030, Ensuring Educational and Racial Equity.

### **STEP 1: Set Outcomes, Identify and Engage Stakeholders**

The CTE Team defines racially equitable outcomes, in part, as ensuring proportional participation across our CTE programs, including a range of opportunities across the city's geographic regions and our middle and high schools.

To engage stakeholders, particularly those impacted by the proposed plan and its goals of promoting racial equity, the CTE team has engaged a diverse set of partners, including the district's CTE General Advisory Council, CTE Pathway Advisory Groups, staff from the City's Department of Education and Early Learning (DEEL), industry and workforce partners through our November 21<sup>st</sup> Industry Partnerships in Education Forum among other groups. When putting together pathway advisory groups, the district's CTE team makes particular efforts to recruit a diverse group of members so there is representation across racial and cultural groups. This team also led presentations and discussions with parents and students in late Spring last year at school site meetings to promote new program offerings.

In addition, the SPS Strategic Plan, Seattle Excellence, has helped improve our CTE program's ability to engage a diverse group of stakeholders and set equity-focused outcomes for our career-connected learning work. Starting in August 2019, we convened a work group of internal and external stakeholders to develop new initiatives for the district in our efforts to promote college and career readiness, one of the main goals in the strategic plan. Many of the work group members are African American male leaders, including existing CTE partners, and their contributions have helped district leadership understand the adult practices that either help or provide barriers to our African American students on their journeys to college and career readiness. We have also met twice with African American male students at Cleveland and Garfield to discuss their career aspirations in an effort to inform our work.

## STEP 2: Engage Stakeholders in Analyzing Data

The Career and Technical Education Annual Plan includes analysis of equitable access to programs, including race/ethnicity. Demographic subgroup participation, including participation of African American students, does not differ significantly between CTE and general education programs.

Each year, Industry advisory committees evaluate our programs measuring performance on meeting CTE state standards and Perkins V performance measures. Committees make recommendations for program improvements that are reflected within the CTE plan and five-year goals document.

SPS Career and Technical Education created an industry outreach forum to engage local community, industry and post-secondary stakeholders. A diverse set of partners were invited to participate based on industry and workforce needs, demographics. Through this engagement, recommendations for local workforce needs, access and equity, and planned growth were evaluated.

To ensure continued work, CTE will conduct an CLNA (Comprehensive Local Need Assessment), a data driven approach, to continue to support identifying and prioritizing our needs to improve student performance, quality of our program, and prioritize our work on performance measures, alignment to local labor market, and scope, size and quality of our programs offered across the district.

We also engaged the district's Strategic Plan Work Group for College and Career Readiness in discussions on what our data reveals about student access to career pathways. With this group and other stakeholders, we have sought to address a central obligation for SPS to ensure all of our students, particularly African American male students, know about, have equitable access to, and are supported in their preparation for careers that provide a family wage in the Puget Sound. Based on existing data, SPS does not yet provide African American male students with adequate access to and support through pathway programs that lead to family wage careers. SPS students, particularly African American male students, should have access to multiple plus options that put them on a pathway to these family-wage careers. These pathways include CTE-based pathways in IT STEM, Health and Medical, Skilled Trades and given this analysis, building out these pathways continues to be one of the key components of our CTE plan.

## STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden

The goal of the CTE plan is a strategic plan to support all students, particularly those furthest from educational justice, to have full access to a range of career exploration and preparation activities and courses, and leadership growth. To that end, our strategies describe how we are working to ensure

there are robust CTE pathways across the district and improved enrollment across race and cultural groups.

For example, as you will see in Strategy 1, we continue our efforts to increase access for students furthest from educational justice to non-traditional pathways, such as Health and Medical, Skilled Trades and IT/STEM. Specifically, we launched our new Health and Medical course pathway at Rainier Beach, Garfield and Nathan Hale High Schools this year, and will be expanding access to this high demand pathway at Chief Sealth HS, Franklin HS, Lincoln HS, and Seattle World School in 2020-21 school year. Additionally, a focus to transition traditional Woods programs in four of our comprehensive high schools and two Seattle Skills Center programs to provide pre-apprenticeship programs with support of the SCWA (Student and Community Workforce Agreement) Task Force work this year. In IT STEM, our partners, Seattle Colleges and Computing for All, will continue efforts to build out an IT Pathway in 2020-21 to increase access for students at Rainier Beach and Chief Sealth, a program that will focus on specific supports to encourage students furthest from educational justice to engage interest in high demand careers in Information Technology.

The Strategic Plan Work Group identified the fact that schools need to have not only the programs, courses, and supports for career pathways but also the guidance for students to know which one is right for them and have the support and guidance to be successful in these pathways. To that end, this work group has proposed creating a sustained, multi-year mentoring program with commitment of mentors from local businesses to guide students, particularly African American male students, in the consideration of career pathways. The short-term goal is that every SPS African American young man enters 9<sup>th</sup> grade with the opportunity to enroll in this mentoring program. We believe this mentoring will help students develop networking and leadership skills and enable more students to access the great career connected learning programs outlined in the CTE plan.

#### STEP 4: Evaluate Success Indicators and/or Mitigation Plans

The CTE Plan is part of a multi-year effort that requires regular review on whether we are meeting our goals in improving CTE programming for all students, particularly those furthest from educational justice. Working with staff on the SPS Research and Evaluation team, we will continue to analyze how students, particularly students furthest from educational justice, are accessing career pathway programs in each school to inform future planning. This regular review will ensure that we reflect and discuss the lessons learned each year and allocate resources needed to make changes to ensure our CTE efforts to better serve students furthest from educational justice.

### **8. STUDENT BENEFIT**

Career and Technical Education (CTE) is a planned program of courses and standards that begins with exploration of career options, supports academic and life skills, and enables achievement of high academic standards, leadership development, and preparation for career and college. A sequence of courses can provide students with employability skills for internships, apprenticeships, preparation for industry certification, and pursuing career options in college.

### **9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy

- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter. Per RCW 28A.700.010, annual local school board approval of the district’s career and technical education plan is required.
- Board Policy No. 2170, Career & Technical Education, provides the Board shall approve this item
- Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

According to Board Policy No. 2170, Career & Technical Education, “The Board will annually review and approve the district’s plan for the design and delivery of its career and technical education program.”

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the May 19, 2020 Curriculum & Instruction Policy meeting. The Committee reviewed the motion Director Rivera-Smith made a motion to move this item forward to the full Board with a recommendation for approval. Director Hersey seconded. This motion passed unanimously.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, progress towards improving instructional programs will continue in alignment with the 2020 Career and Technical Education Annual Plan, and the plan will be posted to the district website.

**13. ATTACHMENTS**

- Career and Technical Education Annual Plan, June 2020 (for approval)
- Board Policy No. 2170, Career & Technical Education (for reference)

Seattle Public Schools  
Career and Technical Education  
Annual Plan  
June 2020

Submitted by:

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The purpose of this plan is to provide an overview of career and technical education programs in Seattle Public Schools, provide an overview of progress for the 2019-20 school year, and share strategic plans for the 2020-2021 school year and beyond. Board Policy 2170 requires that the Board “annually review and approve the district’s plan for the design and delivery of its career and technical education program”. We develop and present the CTE Annual Plan each year in response to this requirement. Moreover, we use this opportunity to share details on how our CTE work supports the goals of our district’s strategic plan and our efforts to help all students, particularly those furthest from educational justice, to become ready for post-secondary opportunities and career preparation.

## **Preface**

The CTE Annual Plan outlines our main workstreams and focus areas including guiding principles, goals, initiatives, strategic steps, and needed actions that provide both the structure and blueprint for strengthening Seattle Public School’s CTE programs. For the past four years, it has been organized around seven main strategies and for the past year directly aligned to the District’s Strategic Plan for 2019-2024, Seattle Excellence.

This plan will review progress for 2019-2020 Career and Technical Education Annual plan and will outline the continued work and initiatives for 2020-2021 school year including a 5-year goal plan containing the elements for moving forward with our strategic work in alignment with Washington State CTE Standards.

## **Introduction**

The Career and Technical Education programs in the Seattle School District are focused on family and community workforce needs as it relates to the City of Seattle and King County local economy, workforce development, and post-secondary options available to our students. All CTE programs are annually evaluated for alignment with employment workforce trends locally, statewide, and nationally in preparing students for career and college readiness.

In alignment with our districtwide strategic plan, Seattle Excellence, the annual plan outlines and supports programs and pathway growth that will support students furthest from educational justice, and African American males. The plan puts an emphasis on equity and access to CTE programs and career pathways that support career exploration and preparation, skill development, and access to certifications and/or leading to post-secondary options necessary to achieve personal and individual career goals.

All Seattle Public School students participate in Career and Technical Education courses as part of their basic educational program. In addition to career exploration and preparation, these courses focus on the integration of core academic skills, technical skill development, and 21st Century skills development.

Together with our Seattle Skills Center, our CTE programs and facilities meet industry standards and are annually evaluated by industry and business professionals to maintain industry quality standards. The delivery models include project-based, innovative, and relevant to current workplace demands and aligned with industry standards. In addition, our students have the opportunity to earn college credits while participating in Career and Technical Education courses, and in many of our program career paths earn industry certifications which lead to post-secondary educational programs and in some cases direct entry to a career.

The strong partnerships between Career and Technical Education and the industry and business community, City of Seattle, and our community-based organizations is paramount in development of quality and sustainability of our CTE programs.

The strategic focus of the CTE Annual Plan is shaped by guidance from local, state, and national initiatives. Specifically, this plan seeks to align to goal five in the Seattle Public Schools' Strategic Plan, Seattle Excellence, the College and Career Readiness goal, the principle of targeted universalism, the effort to unapologetically support students of color who are furthest from educational justice, and the vision to prepare students of color who are furthest from educational justice to graduate ready for college and career. This, together with the racial equity analysis tool, guide decisions around equitable access to our programs at both the high school and middle school.

The City of Seattle's Families, Education, Preschool, and Promise Levy (FEPP) and statewide initiatives which support career and technical education and moreover college and career readiness have been supportive in providing increased access to programs and growth. The launch of HB 1599 Graduation Pathways, further encourages students to consider concentrating on CTE in their high school and beyond plan so that they can graduate in a CTE Graduation Pathway, prepare for post-secondary programs, gain access to industry related certifications, and learn advanced preparatory skills.

### **CTE Program Description**

Seattle Public Schools' middle school and high school Career and Technical Education programs are designed to enhance student awareness, exploration, and preparation to high demand, family wage, and high interest career areas aligned with recommendations from our industry advisory partners. As a direct focus of this work, we developed career pathways in seven career areas that help meet new graduation requirements and will provide students access to robust, high demand, high wage programs. All Career pathways will include the following:

- Sequence of courses (exploratory and preparatory) meeting the 2.0 credit graduation pathway requirement per Washington State HB 1599.
- Provide or lead to an opportunity to earn an Industry Recognized Credential (IRC) or Dual Credit (college credit).
- Provide students in particular career pathways access to related career experiences including internships and youth apprenticeships.

Each program pathway supports activities related to career exploration, preparation, and launch through student and school engagement in strong industry, post-secondary, and community partnerships. Advanced skill development opportunities that are aligned with our career pathways are accessible through nine Seattle Skills Center sites across our district. In addition, CTE programs are aligned with professional and leadership standards, and student leadership growth is enhanced with involvement in Career & Technical Student Organizations (CTSOs) or a designed leadership equivalency. All program pathways provide access to STEM (Science, Technology, Engineering and Math) coursework.

### **CTE Program Data**

The following data provides five-year enrollment trends for students enrolled in CTE courses middle school, comprehensive high school and Seattle Skills Center. In 2019-20 school year, all CTE and Seattle Skills Center programs increased in enrollment in headcount, numbers of students taking a CTE course during the school year. The FTE is a number related to OSPI reporting for funding associated with

students who are in CTE courses. There are two underlying reasons for the FTE decrease this year. Middle school CTE enrollment allows for 6<sup>th</sup> graders who are currently enrolled in a CTE course, overall our middle schools increased access to 6<sup>th</sup> graders who are not a part of our state funding structure. In Addition, at the high school level, reduction in FTE reflects students in courses where there were issues with certification at the time of reporting to OSPI. Certifications are reviewed and updated monthly.

### CTE Enrollment Trends

YEAR	HIGH SCHOOL	MIDDLE SCHOOL	SKILLS CENTER		TOTAL
			SCHOOL YEAR	SUMMER	
FTE * (Headcount**)					
2015-16	1539.71	196.71	67.55	37.73	1841.70
2016-17	1486.21	212.96	69.25	44.70	1813.12
2017-18	1523.10 (8603)	207.70 (2374)	80.02 (156)	43.4 (424)	1854.22 (11,557)
2018-19	1377.04 (9043)	163.06 (2803)	69.17 (141)	42.57 (471)	1651.84 (12,458)
2019-20	1328.44 (9427)	156.28 (2891)	85.22 (177)	TBD	

\*FTE was pulled from OSPI apportionment website – 1251 FTE.pdf report.

\*\*Headcount pulled from SPS Student Information System (PowerSchool). All students enrolled for any time in a CTE course as of March 10, 2020 were counted.

The following data represents demographic breakdown of current year students participating in a CTE course. When compared with overall district student demographics, CTE participants align with similar data. This year, with our districtwide strategic plan, Seattle Excellence, we identified two additional subgroups including African American Males and Students of Color Furthest from Educational Justice in an effort to identify specific goals in our plan to increase opportunity, recruitment and support in engaging these subgroups.

### Participation in CTE and Skills Center Coursework in SY 2019-2020 by Demographic Groups

Subgroups	% of CTE Participants*	% of Overall District*
African American Males	7%	8%
Students of Color Furthest from Educational Justice	39%	35%
Male	55%	52%
Female	45%	48%
American Indian / Alaskan Native	1%	>1%
Asian	17%	13%

Native Hawaiian / Other Pacific Islander	>1%	>1%
African American/Black	15%	15%
Hispanic / Latinx of any race(s)	14%	13%
White	44%	46%
Two or More Races	9%	12%
Limited English	11%	13%
Special Education	12%	15%
Low Income	36%	33%

*\*% of total from SPS Student Information System (PowerSchool) for school year 2019-20. Students enrolled for any time at SPS as of March 10,2020 were counted.*

The data below represents the current CTE Staffing by demographics. In an effort to support our districtwide strategic plan, Seattle Excellence, the CTE team plans to partner with HR staff leading the district's efforts to recruit and retain a diverse workforce, particularly so that CTE educators can support the district's plan to promote SPS students' exploration of and connection to non-traditional roles in the workforce.

#### **Current CTE Staffing in SY 2019-2020 by Demographic Groups\***

<b>Subgroups*</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
African American/Black	9%	13%	11%
Asian/Pacific Islander	3%	2%	2%
Hispanic/Latino	3%	4%	3%
Two or More Races**	3%	5%	4%
White	82%	77%	80%
<b>Total Staff ***</b>			<b>123</b>

\*Information provided from SPS Human Resources

\*\*Staff may be represented in more than one category

\*\*\*Staff included in count teach one or more courses in any of the following MS, HS, Skills Center

#### **Strategic Initiatives for Improving Design and Delivery of CTE Programs**

As noted above, the district has organized its CTE efforts to improve program design and delivery through seven broad strategies. The following provides an overview of each strategy and of how we are making progress in implementing each of these strategies with a focus on 2020-2021 school year.

#### **Strategy 1: Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands**

House Bill 1599 provided state guidance for developing CTE graduation pathways options for students.

Our team worked with building leaders to support transition of CTE programs to the HB 1599 CTE graduation pathways at their school sites. There were factors that were considered in growing programs including current enrollment, facilities and capacity for new program growth, school community interest and available and opportunity for staffing.

This year, SPS Teaching and Learning developed baselines for Key Performance Indicators related to the HB 1599 graduation pathways for CTE given that it is part of the Board-approved SPS Strategic Plan, Seattle Excellence. The chart below shares these baselines for all of the Strategic Plan Goal 5 pathways, including CTE pathway completion, based on data from the Class of 2019. Please note that baseline numbers reflect preliminary estimates. The Business Intelligence Team is currently developing final business rules for each measure. In addition, it is important to note that the CTE Completer definition is based on preliminary criteria established by OSPI in January 2020. Program requirements will likely be revised across the 2020-21 academic year, particularly given that the IRC (Industry Related Certification) and Dual Credit criteria for the CTE pathways have recently been updated to be less stringent than previously communicated.

**Class of 2019 Baseline Data for Strategic Goals 4 and 5 KPIs**

	9 <sup>th</sup> Grade On-Track Rate*	On-Time Graduation**	ELA Performance on SBA, SAT, or ACT***	Math Performance on SBA, SAT, or ACT***	ELA Advanced Coursework Completion****	Math Advanced Coursework Completion****	CTE Pathway Completion*****
African American Males	71%	74%	49%	24.5%	38%	14%	17%
Students of Color Furthest From Educational Justice	76%	76%	62%	39%	44*	25%	17%

\*Of students enrolled in ninth Grade as of June 1, the percentage earning 6 or more credits by the end of the second semester.

\*\*Percentage of students who graduate within 4 years as determined by their cohort year. The basic formula for calculating the graduation rate for a given cohort (the 'class of') is: *Graduation Rate = Number of graduates / (Beginning 9<sup>th</sup> graders + Transfers In - Transfers Out)*. \*\*\*Percentage of students in 4-year graduating cohort demonstrating college and career readiness by meeting readiness benchmarks on a standardized assessment (SBA, SAT, or ACT).

\*\*\*\*Percentage of students in 4-year graduating cohort demonstrating college and career readiness by earning a C+ or better in a college-level AP or IB course, or passing a dual credit course, or by earning a score qualifying for college credit on an associated AP or IB exam (3 or better in AP; 4 or better in IB).

\*\*\*\*\* Percentage of students in 4-year graduating cohort who have completed a defined CTE course pathway.

The data serves as a baseline for CTE to identify target goals for program needs, supports for increasing engagement for special populations, and identify gaps in reaching our most vulnerable populations. CTE has identified 18 potential career Programs of Study in seven CTE graduation pathways for high schools. One such example of current schools undergoing new pathway growth this year is the new Health and Medical Pathway at three high schools including Garfield, Rainier Beach, and Nathan Hale High Schools. The CTE team targeted our marketing and recruitment to focus on schools with foundational programs in place, current student interest, and greatest need. This expansion will continue in 2020-2021 to Lincoln HS, Chief Sealth HS, Franklin HS, and Seattle World School. We will continue to evaluate and align new career paths to increase opportunities in our high schools and Seattle Skills Center and thus, ensure greater equity of access to programs.

In support of this work, the SPS CTE increased access to high-demand, high wage, careers by creating programs to support careers in high demand IT STEM and Construction Trades. New state-approved frameworks and curriculum for immersive Media/Virtual Reality were launched this year at Ballard, Cleveland, and The Seattle Skills Center. This work was co-developed in partnership with our industry

partner Unity. Next year, expansion of this pathway will be accessible to additional high schools, pending spring enrollment and a partnership with Seattle Colleges to develop a Career Launch program, increasing access for our students to certifications and post-secondary education opportunities in the Arts. This year, SPS supported the formation of a Skilled Trades Community Workforce Board to recommend the creation of a Student Community Workforce Agreement and the launch pre-apprenticeship programs to provide students access to high-level work-site learning experiences through priority hire on SPS construction projects. In 2020-2021, four schools with current CTE Woods programs will begin the transition to offering Construction Trades, along with Seattle Skills Center to provide a pre-apprenticeship program to support this agreement.

One of the challenges we face for programming at the middle schools is elective space to offer CTE courses, and moreover, having enough students and staff to support a full-time CTE program. In an effort to expose students at the middle school and to inform and create engagement in career focused high school programs, the CTE Innovation Lab was developed and field tested to support career exploration in a multitude of career areas and provide student awareness of transition to CTE career pathways at the HS level. The CTE Innovation Lab for 7<sup>th</sup> grade allows students to use design thinking and problem-based learning engineering principals to support projects that explore many career pathway areas. The course was offered this year at Mercer, and new to CTE, Hamilton Middle School. In 2020-21 schools will expand access to the CTE Innovation Lab course by offering a continuation of this course for 8<sup>th</sup> Grade. Licton Springs K-8 and South Shore K-8, new to CTE next year, will begin offering the CTE Innovation Lab course in Fall 2020 as an elective credit.

### **Strategy 2: Increase rigor throughout our CTE Programs**

With the passing of HB1599, the first semester focus was to align and develop a sequence of courses across all identified CTE graduation pathways. Our work continues to add opportunity for students to earn dual credit, IRC, or Advanced Placement (AP) or International Baccalaureate (IB) coursework in each Program of Study and provide cross credits as appropriate.

The focus of this work will continue into 2020-21 school year. Our CTE team developed a consistent program evaluation which provided a needs-based assessment for our programs across the district. This assessment also provides guidance in developing longer range program growth goals.

In addition, we identified a baseline for access to current industry-recognized certifications by pathway and informed school leadership of current status for their school sites and guidance for growth of programs in their schools. We will continue to increase these opportunities in each of our pathways to provide equitable access at each of the high schools, with the ending goals of access for all students to all pathways.

This year we increased dual credit articulations and programs of study with Seattle Colleges and developed a process for cross-credit in SPS with Visual and Performing Arts. In 2020-21 we will refine this process and expand cross-credit opportunities for CTE in Science, Math, ELA, and Physical Education as appropriate to ensure there are opportunities to support student's graduation success. Additionally, the CTE team's focus will be to expand access to dual credit and Programs of Study, creating articulation agreements with other post-secondary institutions where we have identified a need or gap for this in our CTE career pathways.

### **Strategy 3: Expand internships and work-site learning opportunities**

This year with established district support for Career Connected Learning, CTE established a four-tiered

career connected learning continuum of opportunities for students which included Career Awareness, Career Exploration, Career Launch and Career Preparation. Career connected learning refers primarily to student engagement in activities that focus on careers outside of the traditional classroom setting. With the support of both community and educational partnerships, SPS students were exposed to a wide variety of activities this year. Seattle Colleges provided access to Try a Trade Events to support all aligned CTE Career pathways, including Skilled Trades, Media Arts, Maritime, Teaching Academy/ARE, and Health and Medical, and Prof Tech Careers.

SPS CTE in partnership with community members participated this year in the Student and Community Workforce Agreement (SCWA) Task Force to support a recommendation to the SPS School Board to create pre-apprenticeships through our CTE Construction Trades programs and allow students internships through SPS funded construction projects. The Seattle Skills Center Construction Trades sites will provide this opportunity in Fall, 2020 together with one of our traditional Woods programs at Franklin HS. Our three remaining traditional wood shop programs at our comprehensive high schools at Chief Sealth HS, West Seattle, and Ballard, will transition to offering access to pre-apprenticeship program as early as 2021-22.

Depending on rules related to social distancing, we hope that this summer students will also be able to participate in the Launch206 collaborative internship initiative. This experience will coincide with Seattle Skills Center Summer School and will provide hybrid classroom instruction and mentoring and business internship model. Students will learn about how to be professional on the job, learn all aspects of the business, solve and present strategies to overcome a problem, and connect with a business mentor. Currently, business partners for the launch of this program include the Maritime Youth Collaborative, Seattle Marriott, and Seattle Cucina. Each will host up to 10 interns in their CTE Career Pathway.

SPS CTE increased access to CTE teacher externship opportunities with Washington Alliance for Better Schools (WABS) STEM Externship program, Regional Pre-Apprenticeship Coalition Teacher Externships, and Seattle Colleges program training days for teachers. In addition, CTE provided teachers beginning in Summer, 2020, the opportunity to continue their learning and hone their industry craft by creating an externship experience within their pathway and apply for externship scholarship from CTE.

This school year, there were nearly 9,400 student experiences in career connected learning activities in our high schools with the support of the school site Career Connected Learning Coordinators. The chart below describes specific examples of activities and the number of experiences taking place at top performing high schools. Schools will use metrics this year to plan career connected learning for the 2020-21 school year. Please see more detail in the chart below.

### Access to Career Connected Exploration Activities beyond the Classroom

Top Performing Schools	Student Experiences
Franklin	2,713
Rainier Beach	1,150
Nathan Hale	625
Ballard High	432
Chief Sealth	310
Interagency	153

\*Total students participating in Career Exploration activities in Semester 1 of 2019-20: 5,506

### Examples of Exploration Activities by Pathway

- **Skilled Trades:** King County Construction Career Day
- **Skilled Trades, Business & Marketing:** Job Shadows (Swedish Auto, John L. Scott)
- **Business and Marketing:** BECU Financial Literacy Day
- **Health and Medical:** Healthcare Career Fair
- **Arts, Design, Graphics:** Seattle Made Field Trip
- **All Pathways:** HUB Alliance Community Climate Change
- **All Pathways:** Black College and Career Fair
- **All Pathways:** Career Panels



### Student Career Connected Learning Continuum

Category	Description	Engagement Examples
<b>Career AWARENESS</b>	This is a student’s first step in connecting with careers. Opportunities include learning about partnerships, career connections between students and outside career professionals. Either the students are visiting a workplace or career professionals are visiting/interacting with students at school.	<ul style="list-style-type: none"> <li>• Field trips/industry tours</li> <li>• One day job shadow</li> <li>• Career fair or panel</li> <li>• Industry conferences</li> <li>• Career days</li> <li>• Guest speakers</li> </ul>
<b>Career EXPLORATION</b>	Student match their interests with a community-based career exploration experience. Career exploration is a time to explore the current workplace and gain hands-on experience. Students explore the workplace and learn about sustainable and transferrable skills such as soft skills, collaboration, problem solving, and other 21 <sup>st</sup> century skills.	<ul style="list-style-type: none"> <li>• Career fairs/Try a Trade events</li> <li>• Industry guest speaker</li> <li>• Informational interviews</li> <li>• Field trips</li> <li>• Flipped field trips</li> <li>• Industry supported afterschool activities: First Robotics</li> <li>• 3-5 day job shadow or youth experience</li> </ul>
<b>Career PREPARATION</b>	These activities provide students hands-on skills and knowledge experience with a specific business, career track or industry, and help them be more prepared for being hired in a professional setting.	<ul style="list-style-type: none"> <li>• Career assessment</li> <li>• Career portfolio</li> <li>• Resume building seminars</li> <li>• Pre-employment workshops</li> <li>• Interviewing skills/mock interview</li> <li>• Career mentoring</li> <li>• Industry networking</li> <li>• High School and Beyond Planning</li> </ul>
<b>Career LAUNCH</b>	Students have taken a CTE class and are ready to experience a career in a specific program area. An internship is a workplace experience, like a job, which can help students grow into careers they might want to pursue. Students are building a sustainable working relationship and earn academic credit while practicing use of essential skills in the workplace.	<ul style="list-style-type: none"> <li>• Internship</li> <li>• Youth Apprenticeship</li> <li>• AJAC youth Apprenticeship</li> <li>• Pre-Apprenticeship</li> <li>• LAUNCH206</li> <li>• Industry related certification</li> </ul>

#### **Strategy 4: Improve facilities and viability of the Seattle Skills Center**

This year we continued to improve the viability of the Seattle Skills Center by increasing student engagement and enrollment in school year and summer courses, building student interest in new and existing courses, and developing long-term plans to increase student access to these advanced CTE opportunities through partnerships, marketing, and plans for future locations and facilities.

The Skills Center maintained more consistent enrollment during the school year while continuing the trend of increased enrollment over the past several years. To increase retention, the Skills Center collaborated with the Transportation Department to improve systems for getting students to and from courses more efficiently. Skills Center teachers and staff worked to increase student engagement by improving curriculum and partnering with businesses, labor union representatives, community members, Seattle Colleges, the Port of Seattle, the City of Seattle, and others to ensure the rigor and relevance of our coursework gives high school students the skills and knowledge to go straight into living wage jobs or continue into post-secondary certification or college.

As part of the effort to increase overall enrollment, the Skills Center developed new marketing materials, field experiences, and methods to communicate with families and recruit students. Mid-winter break and spring break learning experiences were planned to help students learn about career pathways and CTE course offerings and build fundamental skills.

The Seattle Skills Center team continues to collaborate with the CTE Department to ensure we develop a range of exploratory and preparatory career-connected learning opportunities that align with CTE career pathways while decreasing barriers for students, especially for our students furthest from educational justice. To increase equity of access to these advanced courses for students across the district, the Seattle Skills Center collaborated with the SPS CTE Department and Capital Projects Planning team to develop and submit to OSPI ten-year plan, which includes plans to move away from the dispersed model we presently have and continue working towards offering a majority of Skills Center courses in a more central location near downtown Seattle, close to light rail and bus lines.

By improving the efficiency of the operation of the Skills Center and increasing school year and summer enrollment, the Seattle Skills Center has decreased the need for a subsidy from SPS or grants and is closer to the goal of being cost-neutral for the district.

#### **Strategy 5: Improve central office program administration and support to schools**

This year the College and Career Readiness (CCR) Operations team redesigned the teacher budgeting process (budget needs assessment – BNA) & tool to allow teachers real-time review of their approved funding based on feedback received from last year. The current tool utilizes SPS supported software to allow teachers real-time access to their budgets & the ability to request new support at any time. Additionally, a CTE Budget Database tool was created to allow for individual spending to be linked to a teacher/school which will allow for more accurate and efficient data review of program costs. This will support the new OSPI requirement that spending which supports schools be tracked as such.

The operations team has improved their support of teachers and central CTE staff members by introducing systems to streamline processing of requests for spending (e.g. ordering supplies, field trips) which includes documentation for teachers and increased internal tracking to assure actions are completed.

Documentation has also been created for each process to assure service is consistent. Lastly, a central email was created to make one place for communication intake to prevent requests getting delayed by staff member leave.

For the 2020-2021 school year, spending reports will be created to allow the CTE team to evaluate programs by school and teacher to continue to shift towards a value-based budgeting process. The tracking of school travel will also be reviewed to provide a system that allows the entire CTE team to see the progress on any CTE funded travel to help support the CTE team in reviewing the career experiences being had at the program/school/teacher level.

### **Strategy 6: Expand Partnerships and Community Outreach**

SPS CTE continued to strengthen partnerships in education in our pathways. Through these partnerships we have incorporated real-world challenges/capstone projects into our courses across our pathways, provided access to pre-apprenticeship ready internships, provided industry mentorships, and worked with partners to support curriculum and equipment needs in our classrooms.

Amazon and First Robotics expanded access to STEM education providing programming at 24 schools including Aki-Kurose, Broadview Thompson, Denny Middle School, Rainier Beach High School, and 20 elementary schools. Similar, Boeing collaborated this year with STEM Engineering High School programs to challenge students to solve problems using human-centered design, and in addition initiated an interest in a continued collaboration to strengthen programs to support manufacturing with using Core+ curriculum.

This year access for students to job shadows and internships in our career pathways increased. The Marriott Hotels and other partners through the Washington Hotel Association, participated in a Job Shadow Day in February, and have committed as employers to support Launch 206—collaborative internship program. This program will increase access for students to meaningful career related experiences in high school in each of our seven CTE Career Pathways. SPS CTE is planning to host a pilot this summer to provide a group internship experience with the Youth Maritime Collaborative including 3-4 employers in the maritime industry.

The Seattle Skills Center partnered with the Aerospace Joint Apprenticeship Committee (AJAC) and Seattle Colleges to continue its efforts to provide students with both youth apprenticeships in Aerospace Advanced Manufacturing and registered pre-apprenticeship in Maritime Vessel Operations, a course offered through Seattle Skills Center at the Seattle Maritime Academy.

In addition, the CTE team participated in the SCWA (Student and Community Workforce Agreement) Task Force. This task force works to create an agreement to support prioritizing the hiring of SPS students, household members, neighbors, and those from the most economically distressed neighborhoods within SPS boundaries. Such priorities would emphasize hiring women, African Americans and all people of color, thereby creating a very important career pathway that offers high-wage, no-debt, healthcare and pension benefits. The agreement supports the growth of Pre-Apprenticeship programs at our high schools with current woods programs and the two current Seattle Skills Center Construction Trades programs at Rainier Beach and Ingraham High Schools.

SPS CTE values the expertise of our industry and community partners, and in the coming school year will continue to grow industry leadership roundtables, as we have with the Healthcare Leadership Table (HILT),

to provide access and guidance around career connected learning activities to engage and inspire students including professional career panels, guest speakers in the classroom, real world challenges, field trips and support growth of viable career pathways and curriculum support in the Health and Medical Pathway. In addition, SPS CTE will develop a common vision and set of outcomes for career connected learning through our partnership with the City of Seattle and Seattle Colleges to better align our work and outcomes.

SPS CTE continues its commitment to grow new partnerships to support student engagement in alignment with our vision to support career readiness. This year the first annual Industry Partnership Forum took place to inform and engage new partners to connect with SPS to support career connected learning in the four levels of engagement. Over eighty industry, community, education and municipal partners participated in the forum to provide feedback on CTE programming, student engagement opportunities, sharing industry needs and providing a commitment to support our efforts to provide high demand, living wage career programs. Each year SPS CTE will host similar forums and communications with partners to increase opportunity for student engagement and support.

**Seattle CTE Partnership Engagement Continuum**

Level	Description	Industry Engagement	Partnerships Examples
Level 1	<b>Career AWARENESS/ EXPLORATION</b> Shared tactics and introduction of opportunities with students. These outreach activities can provide early exposure to new jobs and industries.	<ul style="list-style-type: none"> <li>• Mock Interviews</li> <li>• Career Fairs</li> <li>• Classroom guest speaker or career panel</li> <li>• Sponsor industry site tours</li> <li>• Sponsor youth career experiences (job shadows)</li> <li>• Host a table at a Career Fair</li> <li>• Participate on Industry Advisory Board for CTE</li> <li>• Classroom adoptions</li> <li>• Industry roundtables</li> </ul>	<ul style="list-style-type: none"> <li>• Amazon</li> <li>• Seattle Space Needle</li> <li>• Pagliacci</li> <li>• Milli Agency</li> <li>• The Metrics</li> <li>• The Sound Hotel</li> <li>• Hilton Seattle</li> <li>• Marriott</li> <li>• Kaiser Permanente</li> <li>• Seattle Public Health</li> <li>• Seattle Children’s</li> <li>• Avanade</li> <li>• Seattle Hotel Association</li> </ul>
Level 2	<b>Career PREPARATION</b> These programs give students hands-on skills and knowledge experience with a specific business, career track or industry, and help them be more prepared for being hired in a professional setting.	<ul style="list-style-type: none"> <li>• Capstone Design Projects/ industry expert course teaching /class projects</li> <li>• Flipped classroom experiences</li> <li>• Mentorships</li> <li>• Mini Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Molly Moon</li> <li>• Boeing</li> <li>• Redfin</li> <li>• ITAC</li> </ul>
Level 3	<b>Career LAUNCH</b> Alliance – Shared aspirations and building a sustainable working relationship. Students earn academic credit and practice using essential skills at the workplace.	<ul style="list-style-type: none"> <li>• Commit to partnership to support formal registered apprenticeship</li> <li>• Commit to paid meaningful work experiences that are imbedded into curriculum</li> <li>• Pre-Apprenticeships</li> <li>• Externships</li> <li>• Collaborative Internships—Launch206</li> </ul>	<ul style="list-style-type: none"> <li>• Youth Maritime Collaborative</li> <li>• Marriott</li> <li>• Seattle Cucina</li> <li>• RPAC</li> </ul>

<b>Level 4</b>	<p><b>Career SUPPORT</b>  Career support is framed around the well-being and the academic success of the young adult. At SPS we are committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.</p>	<ul style="list-style-type: none"> <li>• Provide funding to support launching a new high demand program</li> <li>• Curriculum development</li> <li>• Provide industry-level equipment</li> <li>• Provide funding to specifically to support student leadership</li> <li>• Provide program specific college scholarships</li> <li>• Organization or club sponsorship</li> <li>• Employee-student mentoring programs</li> <li>• Provide funding for industry recognized certifications</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft TEALS</li> <li>• Unity Education</li> <li>• Amazon</li> </ul>
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**Strategy 7: Improve marketing and branding**

Reaching and engaging stakeholders is challenging and even more so in a digital age. This year, we expanded our partnership with Milli Agency to evaluate effectiveness of our current marketing strategies. From this, a plan for digital presence with student voice will be developed and executed in 2020-21 including a multi-level medium approach using both non-digital and digital platforms.

SPS CTE expanded outreach to students and staff to access to current CTE program news and support career connected learning opportunities by providing our high schools with digital signage software (REVEL) in each high school. CTE will leverage this medium and community and partner engagement in 2020-21 to share a new vision for career-connected learning for students and CTE career pathways available in individual schools and Seattle Skills Center.

**Next Steps**

In preparation for our work in the 2020-2021 school year, SPS CTE will conduct a Comprehensive Local Needs Assessment that will support data-driven decision-making directed toward program improvement, alignment with workforce needs, and progress in closing equity gaps in CTE. We are committed to continue to seek guidance from our stakeholders for developing CTE graduation pathways that support viable Programs of Study for access to all students, especially those furthest from educational justice. The CTE Five Year Plan will provide guidance for this work.



**Seattle Public Schools**  
**Career and Technical Education and Seattle Skills Center**  
**Five-Year Goal planning aligned to**  
**SPS CTE Annual Plan**  
**2020-2025**

**Purpose:** This attached five-year plan is developed in response to the state requirement to provide evidence and planning for improving CTE programs aligned with the Washington State CTE Standards as a condition for annual approval of Carl Perkins funding. We are including this as an attachment to the CTE Annual Plan to the School Board because the 5-year goal plan is aligned with the 7-strategies for program improvement outlined in the CTE Annual Plan. The 5-year goal plan outlines CTE program improvements based on recommendations through processes related to on-site reviews, audits, and visits from OSPI, annual CTE program evaluations, four-year program re-approvals, and the CPR (Consolidated Program Review) evaluation. This is meant to be a living document that evolves as our plans for the district's CTE program evolve.

**Seattle School District Career and Technical Education Mission:** The Career and Technical Education Department broadens career choices for students, supports and promotes high quality instruction, and ensures that every secondary school has a range of CTE offerings for every student, including advanced Seattle Skills Center options.

**Seattle School District 2020-2025 Strategic Plan:** Seattle Public Schools is committed to making sure every student graduates prepared for college, a career, and community participation. While great work will continue for all students, Seattle Excellence, the district's five-year strategic plan, makes clear what we will accomplish for underserved students and families.

Seattle Excellence is guided by four priorities and is laser-focused on supporting students of color who are furthest away from educational justice, beginning with African American boys and young men. This work is not about changing students. It is about changing broken systems and undoing legacies of racism in public education. By actively addressing racism in our educational system, and ensuring students furthest from educational justice thrive, conditions in Seattle Public Schools will improve for all.

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

*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><b>Educator Licensing (Criteria 1)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 1:</b> Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands</p>	<ul style="list-style-type: none"> <li>• Ensure that all certifications are up-to-date and properly endorsed</li> <li>• Ensure all instructors have current First Aid/CPR Card</li> <li>• Ensure that all instructors have Industry Certifications where necessary</li> <li>• Review and update training plans for teachers on Conditionals renewing in 21-22</li> <li>• Review Conditional Training plan requirements needed to renew from OSPI.</li> <li>• Develop schedule for teacher outreach and support to complete training plan requirement for renewal</li> <li>• Create a plan for tuition reimbursement for CTE Teacher Prep Program to move teachers off district requested Conditional certification.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all certifications are up-to-date and properly endorsed</li> <li>• Ensure all instructors have current First Aid/CPR Card</li> <li>• Ensure that all instructors have Industry Certifications where necessary</li> <li>• Review and update training plans for teachers on Conditionals renewing in 22-23</li> <li>• Evaluate CTE staffing by demographic/programs for CLNA</li> <li>• Develop plan for recruitment of diverse staff for non-traditional programs based on CLNA recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all certifications are up-to-date and properly endorsed</li> <li>• Ensure all instructors have current First Aid/CPR Card</li> <li>• Ensure that all instructors have Industry Certifications where necessary</li> <li>• Review and update training plans for teachers on Conditionals renewing in 23-24</li> <li>• Review CTE staffing by demographic/programs</li> <li>• Partner with HR to increase retention of diverse staff in non-traditional roles</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all certifications are up-to-date and properly endorsed</li> <li>• Ensure all instructors have current First Aid/CPR Card</li> <li>• Ensure that all instructors have Industry Certifications where necessary</li> <li>• Review and update training plans for teachers on Conditionals renewing in 24-25</li> <li>• Review CTE staffing by demographic/programs revise plan for hiring as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all certifications are up-to-date and properly endorsed</li> <li>• Ensure all instructors have current First Aid/CPR Card</li> <li>• Ensure that all instructors have Industry Certifications where necessary</li> <li>• Review and update training plans for teachers on Conditionals renewing in 24-25</li> <li>• Review CTE staffing by demographic/programs revise plan for hiring as needed per CLNA recommendations.</li> </ul>



*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><b>Curriculum, Instruction, and Evaluation (Criteria 2)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 1:</b> Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands</p> <p><b>SPS CTE Strategy 2:</b> Increase Rigor through IRC, Dual Credit, and Cross Credit Opportunities.</p>	<ul style="list-style-type: none"> <li>● Perform annual program evaluations per</li> <li>● Complete program re-approval process for <b>Agriculture</b></li> <li>● Review to ensure all frameworks are up-to-date with current state and national standards</li> <li>● Evaluate program needs and develop new courses based on district and labor market needs aligned to our 7-career pathways</li> <li>● Evaluate curriculum based on Labor Market Data</li> <li>● Launch Health and Medical Pathway at two – three additional High Schools</li> <li>● Increase Health and Medical staffing to accommodate expansion of pathway</li> <li>● Develop IT Pathway with Seattle Colleges for launch at Chief Sealth and Rainier Beach 21-22</li> <li>● Refine approach to cross crediting</li> <li>● Increase access to Dual Credit through Seattle Colleges and</li> </ul>	<ul style="list-style-type: none"> <li>● Perform annual program evaluations</li> <li>● Complete program re-approval process for <b>Skilled and Technical sciences</b></li> <li>● Ensure all frameworks are up-to-date with current state and national standards</li> <li>● Evaluate program needs and develop new courses based on district and labor market needs</li> <li>● Evaluate curriculum based on Labor Market Data</li> <li>● Refine Pathways Sequence of courses aligned with HB1599 CTE Grad Paths</li> <li>● Increase access for students to CTE Career Pathways at each comprehensive HS. Number of programs will reflect school enrollment</li> <li>● Curriculum Review aligned with Program Approval</li> <li>● Expand access to CTE at additional two middle schools.</li> <li>● Launch IT Pathway with Seattle Colleges for</li> </ul>	<ul style="list-style-type: none"> <li>● Perform annual program evaluations</li> <li>● Complete program re-approval process for <b>STEM and Health Sciences</b></li> <li>● Ensure all frameworks are up-to-date with current state and national standards</li> <li>● Evaluate program needs and develop new courses based on district and labor market needs</li> <li>● Evaluate curriculum based on Labor Market Data</li> <li>● Curriculum Review aligned with Program Approval</li> <li>● Expand access to CTE at additional two middle schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform annual program evaluations</li> <li>● Complete program re-approval process for <b>Family and Consumer Sciences/Human Services</b></li> <li>● Ensure all frameworks are up-to-date with current state and national standards</li> <li>● Evaluate program needs and develop new courses based on district and labor market needs</li> <li>● Evaluate curriculum based on Labor Market Data</li> <li>● Curriculum Review aligned with Program Approval</li> <li>● Expand access to CTE at additional two middle schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform annual program evaluations</li> <li>● Complete program re-approval process for <b>Arts, A/V Technology, &amp; Communications</b></li> <li>● Ensure all frameworks are up-to-date with current state and national standards</li> <li>● Evaluate program needs and develop new courses based on district and labor market needs</li> <li>● Evaluate curriculum based on Labor Market Data</li> <li>● Curriculum Review aligned with Program Approval</li> <li>● All High Schools have access to 7 CTE Career Pathways including Skills Center</li> <li>● Common pre &amp; post assessments in each pathway area Common IRC’s in each pathway</li> </ul>



Career and Technical Education (CTE) –2020-2025 Five Year District Plan

	<p>others to support each of the seven CTE Pathways.</p> <ul style="list-style-type: none"> <li>● Create accessible pathways for Class of 2024 for all comprehensive schools.</li> <li>● Curriculum Review aligned with Program Approval</li> <li>● Identify IRC for each CTE pathway aligned with HB1599</li> <li>● Create access to pre-apprenticeship programs at 4-comprehensive high schools with shop programs.</li> <li>● Expand access to CTE at additional two middle schools.</li> </ul>	<p>launch at Chief Sealth and Rainier Beach 21-22</p> <ul style="list-style-type: none"> <li>● Launch Construction Trades pre-Apprenticeship programs at Franklin, Chief Sealth, and West Seattle</li> </ul>			
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*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p style="text-align: center;"><b>Academic Integration (Criteria 3)</b></p> <p>SPS CTE Annual Plan</p> <p>SPS CTE Strategy 3: Expand Internship and Worksite Learning Opportunities</p>	<ul style="list-style-type: none"> <li>● Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards</li> <li>● <del>Align courses with industry standards</del></li> <li>● <del>Align courses to meet equivalency credit where available</del></li> <li>● Continue to Review courses for Pathway sequences to meet graduation credit for CTE completers</li> <li>● Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards</li> <li>● Align courses with industry standards</li> <li>● Align courses to meet equivalency credit- Science and Math, ELA, PE</li> <li>● Plan and execute two industry forums to gather industry recommendation for academic integration.</li> <li>● Increase access for student to complete capstone internship in each CTE career Pathway— Launch206/internship/Pre-Apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards</li> <li>● Align courses with industry standards</li> <li>● Align courses to meet equivalency credit where available</li> <li>● Increase access to internships, Launch 206, and Pre-Apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards</li> <li>● Align courses with industry standards</li> <li>● Align courses to meet equivalency credit where available</li> <li>● Increase access to internships, Launch 206, and Pre-Apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards</li> <li>● Align courses with industry standards</li> <li>● Align courses to meet equivalency credit where available</li> <li>● Increase access to internships, Launch 206, and Pre-Apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>● Aligned academic metrics for each pathway in order to ensure common instruction, skill obtainment</li> </ul>

Career and Technical Education (CTE) –2020-2025 Five Year District Plan

*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><b>Student Access to Programs (Criteria 4)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 7: Engage in recruitment and marketing to increase enrollment.</b></p>	<ul style="list-style-type: none"> <li>Evaluate and identify access barriers and success for under-represented populations with focus on African American Males</li> <li>Draft Career Connected Learning Continuum K-12</li> <li>Update Materials in multiple languages</li> <li>Develop Communications plan with multiple access to stakeholders</li> <li>Development and distribution of long-term vision for Career-Connected Learning CTE</li> <li>The Seattle Skills Center will continue to coordinate with the SPS CTE department to identify underserved populations and focus marketing efforts.</li> <li>Seattle Skills Center is working to identify more central locations to concentrate majority of Skills</li> </ul>	<ul style="list-style-type: none"> <li>Monitor enrollment underrepresented populations</li> <li>Monitor enrollment for increase or decrease/Marketing Material</li> <li>Refine Communications plan</li> <li>The Seattle Skills Center will continue to coordinate with the SPS CTE department to identify underserved populations and focus marketing efforts.</li> <li>Seattle Skills Center is working to identify more central locations to concentrate majority of Skills Center courses near the center of the city and near light rail and other transportation to increase equity of access for all students across the district.</li> <li>Evaluate access to Skills Center programs to support Schools with limited access to 7 career pathways</li> </ul>	<ul style="list-style-type: none"> <li>Monitor enrollment underrepresented populations</li> <li>Monitor enrollment for increase or decrease/Marketing Material</li> <li>Refine Communications plan</li> <li>The Seattle Skills Center will continue to coordinate with the SPS CTE department to identify underserved populations and focus marketing efforts.</li> <li>Seattle Skills Center is working to identify more central locations to concentrate majority of Skills Center courses near the center of the city and near light rail and other transportation to increase equity of access for all students across the district.</li> <li>By 2023, the district will attempt to finalize permanent locations for the Seattle Skills Center that will maximize access for underserved students. For example, locating these courses near the center of the city, will</li> </ul>	<ul style="list-style-type: none"> <li>Monitor enrollment underrepresented populations</li> <li>Monitor enrollment for increase or decrease/Marketing Material</li> <li>Refine Communications plan</li> <li>Evaluate access to Skills Center programs to support Schools with limited access to 7 career pathways</li> </ul>	<ul style="list-style-type: none"> <li>Install and embed more digital learning programs for student to access via globally</li> </ul>

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	<p>Center courses near the center of the city and near light rail and other transportation to increase equity of access for all students across the district.</p> <ul style="list-style-type: none"> <li>• Research and implement application program for hosting access to career connected outreach activities for students, internships/Launch 206</li> </ul>		<p>ensure that students of color, or low-income students from both the north and south ends of the city, have equal access to advanced CTE courses in multiple pathways.</p>		
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<b>*Quality Criteria</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<p><b>Accountability (Criteria 5)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 1: Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands</b></p>	<ul style="list-style-type: none"> <li>● Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income in All SPS CTE Pathways as compared to OSPI</li> <li>● Compare student certifications year to year</li> <li>● Compare student Dual Credit</li> <li>● Compare CTE completer s data</li> </ul>	<ul style="list-style-type: none"> <li>● Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income All Pathways</li> <li>● Compare student certifications year to year</li> <li>● Compare student Dual Credit</li> <li>● Compare CTE completers data</li> <li>● Compare CTE concentrator data</li> <li>● Conduct Comprehensive Local Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income All Pathways</li> <li>● Compare student certifications year to year</li> <li>● Compare student Dual Credit</li> <li>● Compare CTE completers data</li> <li>● Compare CTE concentrator data</li> </ul>	<ul style="list-style-type: none"> <li>● Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income All Pathways</li> <li>● Compare student certifications year to year</li> <li>● Compare student Dual Credit</li> <li>● Compare CTE completers data</li> <li>● Compare CTE concentrator data</li> <li>● Conduct Comprehensive Local Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income All Pathways</li> <li>● Compare student certifications year to year</li> <li>● Compare student Dual Credit</li> <li>● Compare CTE completers data</li> <li>● Compare CTE concentrator data</li> <li>● Common pre &amp; post assessments in each pathway area</li> <li>● Common IRC's in each pathway</li> </ul>

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*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p style="text-align: center;"><b>Safe Practices (Criteria 6)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 1:</b> Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands</p>	<ul style="list-style-type: none"> <li>● Monitor Progress</li> <li>● Ensure all instructors are trained in safety procedures and documentation</li> <li>● Ensure all instructors are training students in safety procedures where appropriate.</li> <li>● Implement student IRC's aligned to safety in Health and Medical pathway</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor Progress</li> <li>● Roll out safety assessment and collect pre &amp; post assessment evidence.</li> <li>● Plan, organize and implement group safety trainings</li> <li>● Collaboratively create safety assessment for pathways with specific safety needs (heavy equipment, chemicals, knives, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor Progress.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor Progress</li> </ul>	<ul style="list-style-type: none"> <li>● Require certification completion for teachers from either Safe Schools or another online platform.</li> <li>● Common safety training for all construction/skilled trades instructors</li> <li>● Common safety assessment for all culinary arts teachers</li> <li>● Facilities audit (safety, equipment, air quality, etc.).</li> </ul>

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*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><b>Facilities</b></p> <p><b>(Criteria 7)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 4: Improve facilities and viability of the Seattle Skills Center</b></p>	<ul style="list-style-type: none"> <li>• Evaluate program facilities aligned with Program Reapproval to support current programming</li> <li>• Evaluate and update (4) wood shops in district for transition to Pre-Apprenticeship programs.</li> <li>• Seattle Skills Center will continue to focus on identifying central locations in which to concentrate a majority of courses to increase equity of access for students across the district and have fewer dispersed, temporary sites spread across the city.</li> <li>• Continue to evaluate the needs of the existing Skills Center spaces and consider other classroom needs based on growth plan (see Ten-year Capital/Long Range Plan or Skills center 5-year growth plan).</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate program facilities aligned with Program Reapproval to support current programming</li> <li>• Rainier Beach Project/Confirmation of specific CTE Programs</li> <li>• Seattle Skills Center will continue to focus on identifying central locations in which to concentrate a majority of courses to increase equity of access for students across the district and have fewer dispersed, temporary sites spread across the city.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate program facilities aligned with Program Reapproval to support current programming</li> <li>• Rainier Beach Project work with Capital Projects to identify classroom needs</li> <li>• By the end of the 2023 school year the Skills Center will be in our 4<sup>th</sup> year of our 10-year plan, and SPS hopes to have identified permanent, central locations to concentrate a majority of courses near the center of the city, close to light rail and main bus routes.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate program facilities aligned with Program Reapproval to support current programming</li> <li>• Rainier Beach Project work with Capital Projects to identify classroom needs</li> <li>• Continue with Skills Center 10-year Facilities Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate program facilities aligned with Program Reapproval to support current programming</li> <li>• Facilities audit (safety, equipment, air quality, etc.)</li> <li>• Continue with Skills Center 10-year Facilities Plan, with an emphasis on finalizing a 5-year plan to move a majority of courses to a permanent, central location near the center of the city, close to light rail and main bus routes, by fall of 2030.</li> </ul>

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<b>*Quality Criteria</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<p><b>Instructional Materials (Criteria 8)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 1:</b> Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands</p>	<ul style="list-style-type: none"> <li>● Adopt and align curriculum for Career Connected Learning Courses.</li> <li>● Complete Digital curriculum notebook for 25% of career paths in each of the Career Pathways</li> <li>● Utilize instructional material replacement schedule to prioritize annual purchases</li> <li>● Update technology equipment according to five-year Technology Plan</li> <li>● Update curriculum materials as identified by each program and from input from industry advisory</li> <li>● Seattle Skills Center will continuously evaluate the relevancy and rigor of our instructional materials, with input from industry partners, labor partners, and other career training organizations (e.g., Seattle Maritime Academy or other Seattle College programs).</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize instructional material replacement schedule to prioritize annual purchases</li> <li>● Complete Digital curriculum notebook for 25% of career paths in each of the Career Pathways</li> <li>● Update technology equipment according to five-year Technology Plan</li> <li>● Update curriculum materials as identified by each program and from input from industry advisory</li> <li>● Seattle Skills Center will continuously evaluate the relevancy and rigor of our instructional materials, with input from industry partners, labor partners, and other career training organizations (e.g., Seattle Maritime Academy or other Seattle College programs).</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize instructional material replacement schedule to prioritize annual purchases</li> <li>● Complete Digital curriculum notebook for 25% of career paths in each of the Career Pathways</li> <li>● Update technology equipment according to five-year Technology Plan</li> <li>● Update curriculum materials as identified by each program and from input from industry advisory</li> <li>● Seattle Skills Center will continuously evaluate the relevancy and rigor of our instructional materials, with input from industry partners, labor partners, and other career training organizations (e.g., Seattle Maritime Academy or other Seattle College programs).</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize instructional material replacement schedule to prioritize annual purchases</li> <li>● Complete Digital curriculum notebook for 25% of career paths in each of the Career Pathways</li> <li>● Update technology equipment according to five-year Technology Plan</li> <li>● Update curriculum materials as identified by each program and from input from industry advisory</li> <li>● Seattle Skills Center will continuously evaluate the relevancy and rigor of our instructional materials, with input from industry partners, labor partners, and other career training organizations (e.g., Seattle Maritime Academy or other Seattle College programs).</li> </ul>	<ul style="list-style-type: none"> <li>● Align all common instruction materials for each CTE pathway</li> <li>● Establish CTE process for adopting instruction materials and digital learning tools</li> <li>● Completion of Digital curriculum notebooks for all career pathways</li> </ul>



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*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><b>Leadership and Employability (Criteria 9)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 3: Expand internships and Work-site learning opportunities.</b></p> <p><b>Strategy 6: Expand Partnerships and Community Outreach</b></p>	<ul style="list-style-type: none"> <li>● CTSO growth into our middle schools and some pathways at our high schools</li> <li>● Ensure integration of 21st Century Skills in all course work</li> <li>● Ensure leadership opportunities are available and accessible to all students through CTSO or Equivalency in all courses.</li> <li>● Continue to support students and advisors participating in regional, state and national CTSO events.</li> <li>● Increase leadership participation of students through local community activities.</li> <li>● Develop Districtwide event to support Local leadership Activities</li> <li>● Increase access to partnerships through Fall and Spring Forum</li> <li>● Draft Middle School Career Connected Learning Calendar/District Activities</li> <li>● Plan and execute two industry forums to gather industry recommendation for academic integration</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure integration of 21st Century Skills in all course work</li> <li>● Ensure leadership opportunities are available and accessible to all students through CTSO or Equivalency in all courses.</li> <li>● Continue to support students and advisors participating in regional, state and national CTSO events.</li> <li>● Increase leadership participation of students through local community activities.</li> <li>● Develop Districtwide event to support Local leadership activities</li> <li>● Increase access to partnerships through Fall and Spring Forum</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure integration of 21st Century Skills in all course work</li> <li>● Ensure leadership opportunities are available and accessible to all students through CTSO or Equivalency in all courses.</li> <li>● Continue to support students and advisors participating in regional, state and national CTSO events.</li> <li>● Increase leadership participation of students through local community activities.</li> <li>● Develop Districtwide event to support Local leadership</li> <li>● Increase access to partnerships through Fall and Spring Forum</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure integration of 21st Century Skills in all course work</li> <li>● Ensure leadership opportunities are available and accessible to all students through CTSO or Equivalency in all courses.</li> <li>● Continue to support students and advisors participating in regional, state and national CTSO events.</li> <li>● Increase leadership participation of students through local community activities.</li> <li>● Develop Districtwide event to support Local leadership</li> <li>● Increase access to partnerships through Fall and Spring Forum</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure integration of 21st Century Skills in all course work</li> <li>● Ensure leadership opportunities are available and accessible to all students through CTSO or Equivalency in all courses.</li> <li>● Evaluate support for students and advisors participating in regional, state and national CTSO events.</li> <li>● Increase leadership participation of students through local community activities.</li> <li>● Develop Districtwide event to support Local leadership</li> <li>● Increase access to partnerships through Fall and Spring Forum</li> </ul>

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*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p style="text-align: center;"><b>Long Range Planning (Criteria 10)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 5: Improve central office program administration and support to schools</b></p>	<ul style="list-style-type: none"> <li>● Continue work with high school principals to support current and future programs aligned to labor market needs</li> <li>● Continue work with MS to increase access to STEM offerings to support HS Grad Pathways, emphasis on K-8</li> <li>● Seattle Skills Center will continue to focus on identifying more central locations to concentrate majority of Skills Center courses to increase equity of access for students across the district and have fewer dispersed, temporary sites spread across the city.</li> <li>● Continue to evaluate the needs of the existing Skills Center spaces and consider other classroom needs based on growth plan (Ten-year Capital/Long Range Plan).</li> </ul>	<ul style="list-style-type: none"> <li>● Continue work with high school principals to support current and future programs aligned to job market needs</li> <li>● Increase access to MS STEM offerings to support HS Grad Pathways, Empasis on K-8 schools</li> <li>● By the end of 2022, the district will be working on selecting permanent locations ready to move into by fall of 2031, to concentrate a majority of courses near the center of the city, increase equity of access for students across the district and have fewer dispersed, temporary sites spread across the city.</li> <li>● Continue to evaluate the needs of the existing Skills Center spaces and consider other classroom needs based on growth plan (Ten-year Capital/Long Range Plan).</li> </ul>	<ul style="list-style-type: none"> <li>● Continue work with high school principals to support current and future programs aligned to job market needs</li> <li>● Continue to work to Increase access to MS STEM offerings to support Grad Pathways, emphasis on k-8 schools</li> <li>● By the end of the 2023 school year the Skills Center will be in our 5<sup>th</sup> year of our 10-year plan, and SPS hopes to have identified permanent, central locations, ready to move to by fall of 2031, to concentrate a majority of courses near the center of the city, close to light rail and main bus routes and have fewer dispersed, temporary sites spread across the city.</li> <li>● Continue to evaluate the needs of the existing Skills Center spaces and consider other classroom needs based on growth plan ( Ten-year Capital/Long Range Plan).</li> </ul>	<ul style="list-style-type: none"> <li>● Continue work with high school principals to support current and future programs aligned to job market needs</li> <li>● Continue to work with access to MS STEM offerings to support Grad Pathways, emphasis on K-8 schools</li> <li>● By the end of the 2024 school year the Skills Center will be in our 6<sup>th</sup> year of our 10-year plan, and SPS hopes to have identified permanent, central locations, ready to move to by fall of 2031, to concentrate a majority of courses near the center of the city, close to light rail and main bus routes and have fewer dispersed, temporary sites spread across the city.</li> <li>● Continue to evaluate the needs of the existing Skills Center spaces and consider other classroom needs based on growth plan (Ten-year Capital/Long Range Plan).</li> </ul>	<ul style="list-style-type: none"> <li>● Continue work with high school principals to support current and future programs aligned to job market needs</li> <li>● Continue to work with access to MS STEM offerings to support Grad Pathways, emphasis on K-8 schools</li> <li>● By the end of the 2025 school year the Skills Center will be in our 7<sup>th</sup> year of our 10-year plan, and SPS hopes to have identified permanent, central locations, ready to move to by fall of 2031, to concentrate a majority of courses near the center of the city, close to light rail and main bus routes and have fewer dispersed, temporary sites spread across the city.</li> <li>● Continue to evaluate the needs of the existing Skills Center spaces and consider other classroom needs based on growth plan (Ten-year Capital/Long Range Plan).</li> </ul>

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<b>*Quality Criteria</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<p style="text-align: center;"><b>Advisory Committee (Criteria 11)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 6: Expand Partnerships and Community Outreach</b></p>	<ul style="list-style-type: none"> <li>● Ensure that each pathway has pathway Advisory</li> <li>● Develop sustainable Program of Work for GAC that supports all CTE Pathways</li> <li>● Continue to Build membership and participation in GAC that is diverse and meets needs of the CLNA</li> <li>● Build membership and participation in GAC to conduct a minimum of three annual meetings</li> <li>● Assure that each pathway has diverse membership including multiple industry partners, post-secondary, special population and education, and municipal partners</li> <li>● Develop CTE and Seattle Skills combined access to pathway and GAC Advisory to support a smooth transition for student from comprehensive to capstone programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that each pathway has pathway Advisory</li> <li>● Build membership and participation in GAC to conduct a minimum of three annual meetings</li> <li>● Assure that each pathway has diverse membership including multiple industry partners, post-secondary, special population and education, and municipal partners</li> <li>● Develop CTE and Seattle Skills combined access to pathway and GAC Advisory to support a smooth transition for student from comprehensive to capstone programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that each pathway has pathway Advisory</li> <li>● Build membership and participation in GAC to conduct a minimum of three annual meetings</li> <li>● Assure that each pathway has diverse membership including multiple industry partners, post-secondary, special population and education, and municipal partners</li> <li>● Develop CTE and Seattle Skills combined access to pathway and GAC Advisory to support a smooth transition for student from comprehensive to capstone programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that each pathway has pathway Advisory</li> <li>● Build membership and participation in GAC to conduct a minimum of three annual meetings</li> <li>● Assure that each pathway advisory has diverse membership including multiple industry partners, post-secondary, special population and education, and municipal partners</li> <li>● Develop CTE and Seattle Skills combined access to pathway and GAC Advisory to support a smooth transition for student from comprehensive to capstone programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Establish advisory council commitment form</li> <li>● Review and update common metrics for each program advisory committee</li> <li>● Each program advisory will need to vote or select one rep to attend the GAC meetings</li> </ul>

*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><b>Program of Study (Criteria 12)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 1: Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands</b></p> <p><b>Strategy 2: Increase Rigor through IRC, Dual Credit, and Cross Credit Opportunities.</b></p> <p><b>Strategy 7: Engage in recruitment and marketing to increase enrollment.</b></p>	<ul style="list-style-type: none"> <li>Continued work to create 7 CTE grad Pathways (18 POS)</li> <li>Promote Programs of Study through schools, CCLC’s, community and district events</li> <li>Maintain and update our website to reflect any changes to our programs of study</li> <li>Continue to attend counselor meetings to provide support and alignment for our programs of support</li> <li>Update course sequencing for all CTE Grad Pathways</li> <li>Update promotional materials for programs of study (posters, banners, handouts, social media, etc.)</li> <li>The CTE Department and Seattle Skills Center collaborate to develop certificate-earning opportunities and pathways to apprenticeships and 2-year and 4-year college programs</li> <li>Launch Construction Pre-Apprenticeship program at Skills Center Construction Trades sites</li> <li>Launch new Immersive Media classes</li> <li>Create new Dual Credit Articulation agreements with Seattle Film Institute for Media Arts Classes. Establish Media Arts IRC</li> </ul>	<ul style="list-style-type: none"> <li>Promote Programs of Study through schools, CCLC’s, community and district events</li> <li>Maintain and update our website to reflect any changes to our programs of study</li> <li>Continue to attend counselor meetings to provide support and alignment for our programs of support</li> <li>Update course sequencing for all CTE Grad Pathways</li> <li>Update promotional materials for programs of study (posters, banners, handouts, social media, etc.)</li> <li>Establish or Increase dual credit earning opportunities in each pathway</li> <li>The CTE Department and Seattle Skills Center collaborate to develop certificate-earning opportunities and</li> </ul>	<ul style="list-style-type: none"> <li>Promote Programs of Study through schools, CCLC’s, community and district events</li> <li>Maintain and update our website to reflect any changes to our programs of study</li> <li>Continue to attend counselor meetings to provide support and alignment for our programs of support</li> <li>Update course sequencing for all CTE Grad Pathways</li> <li>Update promotional materials for programs of study (posters, banners, handouts, social media, etc.)</li> <li>Increase collaboration with Seattle Colleges and career connected learning activities aligned to pathways.</li> <li>The CTE Department and Seattle Skills Center collaborate to develop certificate-earning opportunities and pathways to apprenticeships and 2-year and 4-year</li> </ul>	<ul style="list-style-type: none"> <li>Review Programs of Study and articulation agreements expiring.</li> <li>Promote Programs of Study through schools, CCLC’s, community and district events</li> <li>Maintain and update our website to reflect any changes to our programs of study</li> <li>Continue to attend counselor meetings to provide support and alignment for our programs of support</li> <li>Update course sequencing for all CTE Grad Pathways</li> <li>Update promotional materials for programs of study (posters, banners, handouts, social media, etc.)</li> <li>The CTE Department and Seattle Skills Center collaborate to develop certificate-earning opportunities and pathways to apprenticeships and 2-year and 4-year college programs</li> </ul>	<ul style="list-style-type: none"> <li>Review Programs of Study and articulation agreements expiring.</li> <li>Promote Programs of Study through schools, CCLC’s, community and district events</li> <li>Maintain and update our website to reflect any changes to our programs of study</li> <li>Continue to attend counselor meetings to provide support and alignment for our programs of support</li> <li>Update course sequencing for all CTE Grad Pathways</li> <li>Update promotional materials for programs of study (posters, banners, handouts, social media, etc.)</li> <li>The CTE Department and Seattle Skills Center collaborate to develop certificate-earning opportunities and pathways to apprenticeships and 2-year and 4-year college programs</li> </ul>

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		pathways to apprenticeships and 2-year and 4-year college programs	college programs		
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Career and Technical Education (CTE) –2020-2025 Five Year District Plan

*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><b>Career &amp; College Readiness (Criteria 13A, 13B, 14)</b></p> <p><b>WBL, Dual Credit, Certification, and Apprenticeships</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 3: Expand internships and Work-site learning opportunities.</b></p>	<ul style="list-style-type: none"> <li>Expand access to CTE dual credit articulations with Seattle colleges.</li> <li>Increase the number of courses with access to CTE dual credit in each pathway.</li> <li>Support CCL-WBL and Apprenticeship opportunities for students-goal increase by 10%.</li> <li>Continue to increase industry certification to support minimum of one per CTE pathway</li> <li>Continue to support one field trip per career pathway to connect students to industry and Non-Trad events</li> <li>Develop and launch Middle School CCL Action Plan</li> <li>Launch imbedded MS model for employability skills development and cert.</li> <li>MOU with ANEW Pre-Apprenticeship to act as sponsoring agent for SPS Pre-Apprenticeship</li> <li>MOU with Unity Education to offer Unity Certified IRC for Immersive Media</li> </ul>	<ul style="list-style-type: none"> <li>Expand access to CTE dual credit articulations with colleges.</li> <li>Monitor number of courses with access to CTE dual credit in each pathway.</li> <li>Support increased CCL-WBL and Apprenticeship opportunities for students</li> <li>Continue to increase industry certification</li> <li>Continue to support one field trip per career pathway to connect students to industry and Non-Trad events</li> <li>Monitor MS model for employability skills development and cert.</li> <li>Explore with industry, IRC for employability skills for HS CTE Pathways</li> </ul>	<ul style="list-style-type: none"> <li>Expand access to CTE dual credit articulations with colleges.</li> <li>Monitor the number of courses with access to CTE dual credit in each pathway.</li> <li>Support increased CCL-WBL and Apprenticeship opportunities for students</li> <li>Continue to increase industry certification</li> <li>Continue to support one field trip per career pathway to connect students to industry and Non-Trad events</li> <li>Monitor MS model for employability skills development and cert.</li> </ul>	<ul style="list-style-type: none"> <li>Expand access to CTE dual credit articulations with colleges.</li> <li>Monitor the number of courses with access to CTE dual credit in each pathway.</li> <li>Support increased CCL-WBL, and Apprenticeship opportunities for students</li> <li>Continue to increase industry certification opportunities</li> <li>Continue to support one field trip per career pathway to connect students to industry and Non-Trad events</li> <li>Expansion of employability skills certification model to HS.</li> </ul>	<ul style="list-style-type: none"> <li>Expand access to CTE dual credit articulations with Seattle colleges.</li> <li>Monitor the number of courses with access to CTE dual credit in each pathway.</li> <li>Support increased CCL-WBL, and Apprenticeship opportunities for students</li> <li>Continue to increase industry certification opportunities</li> <li>Continue to support one field trip per career pathway to connect students to industry and Non-Trad events</li> <li>Monitor employability skills certification model at MS and HS.</li> </ul>


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*Quality Criteria	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p style="text-align: center;"><b>Program Evaluation (Criteria 15)</b></p> <p>SPS CTE Annual Plan</p> <p>Strategy 1: Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands</p>	<ul style="list-style-type: none"> <li>Update Program Reapproval Tool to electronic submission</li> <li>Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval</li> <li>From Program Evaluations, determine improvements including room modifications, technology/tool needs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval</li> <li>From Program Evaluations, determine improvements including room modifications, technology/tool needs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval</li> <li>From Program Evaluations, determine improvements including room modifications, technology/tool needs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval</li> <li>From Program Evaluations, determine improvements including room modifications, technology/tool needs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval</li> <li>From Program Evaluations, determine improvements including room modifications, technology/tool needs, etc.</li> </ul>

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<b>*Quality Criteria</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<p><b>Professional Development (Criteria 16)</b></p> <p><b>SPS CTE Annual Plan</b></p> <p><b>Strategy 1: Evaluate CTE program offerings to provide viable career pathways for future and current workforce demands</b></p>	<ul style="list-style-type: none"> <li>● Research CTE teaching strategies for developing all CTE</li> <li>● Collaboration with Ell and Sped to develop PD for CTE teacher’s best practices</li> <li>● Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum.</li> <li>● Provide CTE specific options including summer PD, PLC Calendar aligned with CTE standards, and pathway specific opportunities</li> <li>● New Teacher onboarding/Support</li> <li>● Increase the opportunities for teachers Externships</li> <li>● Identify specific needs for technology PD’s (MSOFT, digital signage, digital learning resources)</li> </ul>	<ul style="list-style-type: none"> <li>● Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum.</li> <li>● Provide CTE specific options including summer PD, PLC Calendar aligned with CTE standards, and pathway specific opportunities</li> <li>● New Teacher onboarding/Support</li> <li>● Increase the opportunities for teachers Externships</li> </ul>	<ul style="list-style-type: none"> <li>● Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum.</li> <li>● Provide CTE specific options including summer PD, PLC Calendar aligned with CTE standards, and pathway specific opportunities</li> <li>● New Teacher onboarding/Support</li> <li>● Increase the opportunities for teachers Externships</li> </ul>	<ul style="list-style-type: none"> <li>● Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum.</li> <li>● Provide CTE specific options including summer PD, PLC Calendar aligned with CTE standards, and pathway specific opportunities</li> <li>● New Teacher onboarding/Support</li> <li>● Increase the opportunities for teachers Externships</li> </ul>	<ul style="list-style-type: none"> <li>● Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum.</li> <li>● Provide District CTE specific options including summer PD, PLC calendar aligned with CTE standards, and pathway specific opportunities</li> </ul>



	<p style="text-align: center;">CAREER &amp; TECHNICAL EDUCATION</p>	<p style="text-align: center;">Policy No. 2170 December 2, 2015 Page 1 of 2</p>
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It is the policy of the Seattle School Board that the district will provide a program of Career and Technical Education to assist students in making informed and meaningful educational and career choices, and to prepare students for a wide range of post-secondary options. The district’s Career and Technical Education program is a planned program of courses and learning experiences that begins with the exploration of career options. Additionally, the district’s Career and Technical Education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high skill development and high-wage employment preparation and includes advanced and continuing education courses. The program and its courses are included as part of the regular curriculum of the district.

The district will establish local Career and Technical Advisory Committees to assist in the design and delivery of the district’s Career and Technical Education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district’s Career and Technical Education program will be related to employment demands, current and future, and to the needs and interests of students.

The Board will annually review and approve the district’s plan for the design and delivery of its career and technical education program. Equitable access to all programs in middle schools, high schools, and the Seattle Skills Center will be reviewed. The plan will ensure academic rigor, establish program performance targets, address the skill gaps of Washington’s economy and provide opportunities for dual credit.

The Superintendent or his or her designee is granted the authority to develop procedures which will ensure all programs and courses are operated in conformity with the district’s plan for Career and Technical Education and with all Federal and State laws prohibiting discrimination based on federal protected classes. Additionally, the district will seek and utilize state and federal sources of revenue for the financial support of Career and Technical Education in the district.

The superintendent or his or her designee is granted the authority to develop procedures in order to implement this policy.

Adopted: December, 2015

Revised:

Cross Reference: Policy Nos. 2413, 2415, 2200, 3210, 4110; and related Superintendent Procedures 2170SP and 4110 SP

Previous Policies: C48.00, C49.00, C52.00, and Procedure C52.01

Legal References: RCW 28A.150.500 Education agencies offering vocational education programs – local advisory committees – advice on current job needs; RCW28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate – granting institutions or to pursue career or other opportunities – high school course offerings for postsecondary credit; Chapter 28A.700 RCW Secondary career and technical education; 20 U.S.C. 2301 et. Seq. Carl D. Perkins Career and Technical Education Act of 2006

Management Resources: