



Highline Public Schools Board Action Report

DATE: October 12, 2022

FROM: Dr. Ivan Duran, Superintendent

LEAD STAFF: Chance Gower, CTE Director

For Introduction November 2, 2022

For Action: November 16, 2022

I. TITLE Motion to approve Perkins Grant for CTE

Select one: ☐ New Item ☐ Renewed Item ☒ Annual Item ☐ Revised Item

II. WHY BOARD ACTION IS NECESSARY

The Perkins grant requires School Board approval each year. The board is approving Request Substantially Approvable Status and the district/STEC agrees to abide by all federal, state and agency rules and regulations required of this money. It is necessary because the Board must approve the Perkins federal grant and the 4-year planning which is part of the Perkins Grant assurances.

III. BACKGROUND INFORMATION

Highline Public Schools CTE department applies for this grant annually, this is used to assist Highline Public Schools in providing improved vocational-technical programs that lead to academic and occupational skills needed to work in a technologically advanced society. Highline CTE will use the provided funds to focus on these areas in the upcoming four years.

- Provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study.
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- Support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards.
- Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement.
- Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment.

IV. RECOMMENDED MOTION

I move that the Highline School Board approve the 2022-23 Perkins Grant and the 21-25 CTE four year planning (formally known as District Wide Plan)

V. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$144,107, coming from Perkins Grant (budget 38012781) if approved.

The revenue source for this motion is 3801.

Expenditure: ☐ One-time ☒ Annual

VI. APPLICABLE POLICY(S)

This action is in compliance with the following:
Policy 6101 - Grants

VII. ALTERNATIVES

The alternative is to not approve this grant. If the grant is not approved, supplemental CTE activities would not be fully funded.

VIII. COMMUNITY ENGAGEMENT

Community Engagement Required: ☐ Yes ☒ No

IX. ATTACHMENTS

Perkins SAS application
4-Year Planning Document

215 Perkins V Application**Fiscal Year:** 22-23**Milestone:** Draft (Printed 10/11/2022)**District:** Highline School District**Organization Code:** 17401**ESD:** Puget Sound Educational Service District 121**Page 1**

Grant Administration Timeline for SAS	Link To Document
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The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006.

It is important to note that the results from each eligible recipient's 2021-2022 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2022-2023 program year and in subsequent program years.

(For OSPI Use Only)		
OSPI Approval Status	SAS Further Action Required	SAS Approval
	<input type="radio"/>	<input type="radio"/>

Request Substantially Approvable Status

PURPOSE: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

IMPORTANT! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. School Districts/State-Tribal Education Compact (STEC) schools **will not be able to**

request OSPI Approval for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the district/STEC must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the district/STEC if further action is necessary or if SAS approval has been issued.

NOTE: If an applicant does not request SAS they will not be able to obligate funds back to July 1.

Preliminary Allocation: \$6,851	
SAS Process	Select

If not requesting SAS approval, follow the steps below:

- | | |
|----------------|-------------------------------------------------------------|
| Step 1: | Make sure " NO " is displayed in the drop-down list. |
| Step 2: | Press the Mark Completed icon on this page. |
| Step 3: | WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED. |

If requesting SAS approval, follow the steps below:

1. Choose "**YES**" from the drop-down list to the SAS Process question
2. Complete all sections of the Perkins Assurances -
 - a. Choose an answer under Question 5
 - b. Click, read and certify each Perkins Assurance
 - c. Fill out the Authorized Representatives Signature Block
3. Press the Mark Completed icon on this page.
4. Send email message (displayed after pressing Mark Completed icon).

Perkins Assurances

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the district/STEC has read and understood the requirements listed under each section.

3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district/STEC files for monitoring/auditing purposes.

Yes Upon written request, will the district/STEC consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)].

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

The applicant hereby assures compliance with the following requirements under each section:

FEDERAL

- ☒ The Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)
- ☒ Education Department General Administrative Regulations (EDGAR)
- ☒ Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224)

STATE

- ☒ Washington State Perkins Plan Requirements
- ☒ Washington Administrative Code (WAC)
- ☒ Revised Code of Washington (RCW)
- ☒ State Administrative and Accounting Manual (SAAM)
- ☒ Career and Technical Education Program Standards

OSPI

- ☒ Accounting Manual for Public School Districts in the State of Washington

By accepting these funds and signing below, your district/STEC agrees to abide by all federal, state, and agency rules and regulations required of this money. Electronic signatures are allowed.

Authorized Representatives Signature Block	
Superintendent:	Dr. Ivan Duran/
Section 504 Coordinator:	Valerie Allan/
Title IX Officer:	Isuzu Niizuma Arambula/
General Advisory Chair:	Billy Hetherington/
Board Chair:	Aaron Garcia/
CTE Director/Administrator:	Chance Gower/
Date: (MM/DD/YY)	09/12/2022



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

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

Quality Criteria	2021-2022	2022-2023	2023-2024	2024-2025
Educator Licensing WAC 181-77-014 (Criteria 1)	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned. The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file. The instructor holds a current First Aid and CPR card.	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned. The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file. The instructor holds a current First Aid and CPR card.	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned. The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file. The instructor holds a current First Aid and CPR card.	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned. The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file. The instructor holds a current First Aid and CPR card.
Curriculum, Instruction, and Evaluation <u>RCW 28A.700.010</u> (Criteria 2)	Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework. Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field. The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.	Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework. Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field. The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.	Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework. Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field. The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.	Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework. Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field. The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.
Academic Integration RCW 28A.700.010(2)(a) (Criteria 3)	Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: Core academic subjects, and Career and Technical Education subjects. Attainment of Career and Technical Education skill proficiency including student	Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: Core academic subjects, and Career and Technical Education subjects. Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments,	Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: Core academic subjects, and Career and Technical Education subjects. Attainment of Career and Technical Education skill proficiency including student achievement on	Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: Core academic subjects, and Career and Technical Education subjects. Attainment of Career and Technical Education skill proficiency including student



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	achievement on technical assessments, aligned with industry-recognized standards. Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.	aligned with industry-recognized standards. Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.	technical assessments, aligned with industry-recognized standards. Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.	achievement on technical assessments, aligned with industry-recognized standards. Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.
Student Access to Program	Instructional program encourages the elimination of gender and race biases and stereotyping. How do you recruit special population students into your CTE program? Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities? Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance. Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency. Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs	Instructional program encourages the elimination of gender and race biases and stereotyping. How do you recruit special population students into your CTE program? Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities? Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance. Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency. Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs	Instructional program encourages the elimination of gender and race biases and stereotyping. How do you recruit special population students into your CTE program? Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities? Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance. Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency. Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs	Instructional program encourages the elimination of gender and race biases and stereotyping. How do you recruit special population students into your CTE program? Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities? Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance. Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency. Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs
Accountability RCW 28A.700.040(1)(c) (Criteria 5)	Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.	Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.	Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.	Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.
Safe Practices RCW 28A.700.010 (Criteria 6)	The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment. Conduct a safety evaluation of the program's facility	The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment. Conduct a safety evaluation of the program's facility	The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment. Conduct a safety evaluation of the program's facility	The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment. Conduct a safety evaluation of the program's facility



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2021-2022	2022-2023	2023-2024	2024-2025
	and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards. Safety is integrated into the curriculum and is assessed. Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review	and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards. Safety is integrated into the curriculum and is assessed. Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review	and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards. Safety is integrated into the curriculum and is assessed. Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review	and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards. Safety is integrated into the curriculum and is assessed. Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review
Facilities	Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures. Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development. Student workstations are adequate and appropriately equipped. Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.	Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures. Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development. Student workstations are adequate and appropriately equipped. Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.	Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures. Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development. Student workstations are adequate and appropriately equipped. Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.	Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures. Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development. Student workstations are adequate and appropriately equipped. Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.
RCW.28A.700.010 (Criteria 7)				
Instructional Materials	Instructional materials support state approved standards and objectives. Adequate instructional materials are available for all students in all courses. Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc. Materials are available in the school for students to become aware of a broad range of careers,	Instructional materials support state approved standards and objectives. Adequate instructional materials are available for all students in all courses. Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc. Materials are available in the school for students to become aware of a broad range of careers, continued	Instructional materials support state approved standards and objectives. Adequate instructional materials are available for all students in all courses. Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc. Materials are available in the school for students to become aware of a broad range of	Instructional materials support state approved standards and objectives. Adequate instructional materials are available for all students in all courses. Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc. Materials are available in the school for students to become aware of a broad range
RCW 28A.700.010 (Criteria 8)				



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	continued education and/or training opportunities	education and/or training opportunities	careers, continued education and/or training opportunities	of careers, continued education and/or training opportunities
Leadership and Employability RCW 28A.700.010 (Criteria 9)	21st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO Students demonstrate 21st Century skills integrated in approved curriculum framework and applied in real world application. Leadership and employability activities provide opportunities for students to participate in community service and service learning activities. Leadership activities provide opportunities for students to participate in regional, state or national competitions	21st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications. Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO. Students demonstrate 21st Century skills integrated in approved curriculum framework and applied in real world application. Leadership and employability activities provide opportunities for students to participate in community service and service learning activities. Leadership activities provide opportunities for students to participate in regional, state or national competitions	21st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications. Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO. Students demonstrate 21st Century skills integrated in approved curriculum framework and applied in real world application. Leadership and employability activities provide opportunities for students to participate in community service and service learning activities. Leadership activities provide opportunities for students to participate in regional, state or national competitions	21st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications. Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO Students demonstrate 21st Century skills integrated in approved curriculum framework and applied in real world application. Leadership and employability activities provide opportunities for students to participate in community service and service learning activities. Leadership activities provide opportunities for students to participate in regional, state or national competitions
Long Range Planning RCW 28A.700.010(2)(b) (Criteria 10)	District conducts an annual evaluation of Career and Technical Education programs using standards and indicators. Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. Plans may include strategies for articulation	District conducts an annual evaluation of Career and Technical Education programs using standards and indicators instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. Plans may include strategies for articulation with other	District conducts an annual evaluation of Career and Technical Education programs using standards and indicators instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. Plans may include strategies for articulation	District conducts an annual evaluation of Career and Technical Education programs using standards and indicators. Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. Plans may include strategies for articulation



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Quality Criteria	2021-2022	2022-2023	2023-2024	2024-2025
	with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc. Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan	education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc. Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan	with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc. Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan	with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc. Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan
Advisory Committee RCW 28A.700.020(1) (Criteria 11)	Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. The advisory committee provides input and recommendations for program improvements. The advisory committee meets three or more times per year and has written minutes on file with the CTE Office	Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. The advisory committee provides input and recommendations for program improvements. The advisory committee meets three or more times per year and has written minutes on file with the CTE Office	Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. The advisory committee provides input and recommendations for program improvements. The advisory committee meets three or more times per year and has written minutes on file with the CTE Office	Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. The advisory committee provides input and recommendations for program improvements. The advisory committee meets three or more times per year and has written minutes on file with the CTE Office
Program of Study RCW 28A.700.020(2)(a)(b) (Criteria 12)	CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study Courses offered allow students to complete or concentrate in a CTE career cluster	CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway	CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study Courses offered allow students to complete or concentrate in a CTE career cluster and/or	CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study Courses offered allow students to complete or concentrate in a CTE career cluster and/or



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	and/or pathway preparing for transition to post-secondary education. The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program. Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study. Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses. The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the post secondary level.	preparing for transition to post-secondary education. The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program. Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study. Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses. The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.	pathway preparing for transition to post-secondary education. The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program. Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study. Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses. The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.	pathway preparing for transition to post-secondary education. The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program. Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study. Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses. The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the post-secondary level.
Certification Work based Learning <u>RCW 28A.700.060(2)(c)(d)</u> (Criteria 13A, 138)	Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement. Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education Job shadows, mentors, community service, and other activities for student learning in the community are available. Worksite learning	Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement. Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education Job shadows, mentors, community service, and other activities for student learning in the community are available. Worksite learning (internships) is available to students completing the program.	Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement. Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education Job shadows, mentors, community service, and other activities for student learning in the community are available. Worksite learning (internships) is available to students completing the program.	Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement. Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education Job shadows, mentors, community service, and other activities for student learning in the community are available. Worksite learning



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Quality Criteria	2021-2022	2022-2023	2023-2024	2024-2025
	(internships) is available to students completing the program. Students are able to complete a qualifying class in their pathway for a work-based learning assignment. Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses	Students are able to complete a qualifying class in their pathway for a work-based learning assignment. Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses	Students are able to complete a qualifying class in their pathway for a work-based learning assignment. Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses	(internships) is available to students completing the program. Students are able to complete a qualifying class in their pathway for a work-based learning assignment. Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses
Career Guidance RCW 28A.700.010(3) (Criteria 14)	Currently working with our local workforce development agencies. The collaboration has developed into a localized sub-committee to support the regional work. One example of this is the "Regional Pre-Apprenticeship Collaboration" or RPAC, this collaborative agency provides opportunities for career pathway development and awareness, in-demand occupations and college pathway and guidance. Highline is also part of the South Seattle Chamber of commerce educational board. This has bridge gaps with the business community and education. These opportunities supported by our College and Career Access Specialist, in every High School College and Career center in Highline and then presented to our Highline students. This is in conjunction with our established High School and beyond plan through Naviance our college and career readiness tool.	Currently working with our local workforce development agencies. The collaboration has developed into a localized sub-committee to support the regional work. One example of this is the "Regional Pre-Apprenticeship Collaboration" or RPAC, this collaborative agency provides opportunities for career pathway development and awareness, in-demand occupations and college pathway and guidance. Highline is also part of the South Seattle Chamber of commerce educational board. This has bridge gaps with the business community and education. These opportunities supported by our College and Career Access Specialist, in every High School College and Career center in Highline and then presented to our Highline students. This is in conjunction with our established High School and beyond plan through Naviance our college and career readiness tool.	Currently working with our local workforce development agencies. The collaboration has developed into a localized sub-committee to support the regional work. One example of this is the "Regional Pre-Apprenticeship Collaboration" or RPAC, this collaborative agency provides opportunities for career pathway development and awareness, in-demand occupations and college pathway and guidance. Highline is also part of the South Seattle Chamber of commerce educational board. This has bridge gaps with the business community and education. These opportunities supported by our College and Career Access Specialist, in every High School College and Career center in Highline and then presented to our Highline students. This is in conjunction with our established High School and beyond plan through Naviance our college and career readiness tool.	Currently working with our local workforce development agencies. The collaboration has developed into a localized sub-committee to support the regional work. One example of this is the "Regional Pre-Apprenticeship Collaboration" or RPAC, this collaborative agency provides opportunities for career pathway development and awareness, in-demand occupations and college pathway and guidance. Highline is also part of the South Seattle Chamber of commerce educational board. This has bridge gaps with the business community and education. These opportunities supported by our College and Career Access Specialist, in every High School College and Career center in Highline and then presented to our Highline students. This is in conjunction with our established High School and beyond plan through Naviance our college and career readiness tool.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2021-2022	2022-2023	2023-2024	2024-2025
Program Evaluation RCW 28A.700.020(1) (Criteria 15)	See attached eval in Perkins Grant	See attached eval in Perkins Grant	See attached eval in Perkins Grant	See attached eval in Perkins Grant
Professional Development RCW 28A.700.005(4) (Criteria 16)	Instructors maintain membership in related state and national professional organizations Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training. Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way. Instructors participate in job shadows, internships, and industry site visits. Instructors use scientific based research and data to improve instruction. Instructor uses practices to involve and engage in parent and community	Instructors maintain membership in related state and national professional organizations Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training. Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way. Instructors participate in job shadows, internships, and industry site visits Instructors use scientific based research and data to improve instruction. Instructor uses practices to involve and engage in parent and community	Instructors maintain membership in related state and national professional organizations Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training. Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way. Instructors participate in job shadows, internships, and industry site visits. Instructors use scientific based research and data to improve instruction. Instructor uses practices to involve and engage in parent and community	Instructors maintain membership in related state and national professional organizations Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training. Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way. Instructors participate in job shadows, internships, and industry site visits. Instructors use scientific based research and data to improve instruction. Instructor uses practices to involve and engage in parent and community

Advisory Chairperson: Teresa Dapiaoen

Date: 9/29/2022

CTE Director: Chance Gower

Date: 9/30/2022