



**CAREER & TECHNICAL  
EDUCATION (CTE)**

**PROGRAM:**

**PROGRAM DESCRIPTION  
OVERVIEW**  
(complete one per program per year)

**Program  
provided at**  
(check all that apply)

- Auburn High School
- Auburn Mountainview High School
- Auburn Riverside High School
- West Auburn High School

**Advisory Committee** An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meeting(s)		<b>Date(s) of meeting(s)</b>		<b>Minutes on File ✓</b>
Chairperson _____	1.		1.	<input type="checkbox"/>
	2.		2.	<input type="checkbox"/>

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
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		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

\*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

- As a result of the Program Advisory Committee meetings noted above, the members determined that:
- |  |                          |                          |
|--|--------------------------|--------------------------|
| ♦Facilities meet trade standards           | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦Equipment meets trade standards           | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦Curriculum standards meet trade standards | <input type="checkbox"/> | <input type="checkbox"/> |

\* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.



**Instructors** CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.  
 (duplicate page as needed)

<b>Instructor Name</b> _____	<b>School</b>	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
		<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
<b>Certification Area(s)</b> _____			
<b>Certificate renewal date</b> _____	<b>CTE Certificate Type</b>	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
<b>List specific courses, workshops, conferences for professional growth in content knowledge and skills.</b>			
	<b>Completed</b>	<b>In Progress</b>	<b>For Next Year</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)</b>			
<b>Description</b>	<b>Date</b>	<b>Location</b>	
<b>First Aid Card Expiration:</b>	<b>CPR Card Expiration:</b>		

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	<b>Completed</b>	<b>In Progress</b>	<b>For Next Year</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>First Aid Card Expiration:</b>		<b>CPR Card Expiration:</b>	

<b>Instructor Name</b> _____	<b>School</b>	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>First Aid Card Expiration:</b>		<b>CPR Card Expiration:</b>	



**Program Evaluation and Improvement**

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 <sup>nd</sup> semester from last school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional)  Class of _____ 20 _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

**List recommendations from surveys for program improvement.**

AHS	AMHS	ARHS	WAHS
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

**List strengths from surveys for program growth and stability.**

AHS	AMHS	ARHS	WAHS
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.



**Program Components Continued...**

	<b>Yes</b>	<b>No</b>
♦Instructor certification and renewal dates have been reviewed?	<input type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program? (limited use)	<input type="checkbox"/>	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)		
_____		
Name of CTE Student Organization		

♦If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	<b>Yes</b>	<b>No</b>
♦Employability (SCANS) are taught and assessed in this program?	<input type="checkbox"/>	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input type="checkbox"/>	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	<input type="checkbox"/>	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	<input type="checkbox"/>	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	<input type="checkbox"/>	<input type="checkbox"/>

CTE Program Planning Document  
2013-2014

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center focus on preparing students for careers now and in the future.

<b>Accomplishments 2012-2013 (to be completed prior to first advisory meeting)</b>	<b>Program Components</b>	<b>Recommended Objectives for 2013-2014</b>	<b>Status of Current Objectives</b>	<b>Action Steps for Recommended Objectives (include approximate costs)</b>	<b>Vision in 2-4 Years Needs for the Future</b>
	<p style="text-align: center;"><b>Curriculum</b> (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> <li>• What modifications should be made to the curriculum?</li> <li>• What is outdated?</li> <li>• What is new and emerging?</li> </ul>				

CTE Program Planning Document  
2013-2014

<b>Accomplishments 2012-2013 (to be completed prior to first advisory meeting)</b>	<b>Program Components</b>	<b>Status of Current Objectives 2012-2013</b>	<b>Recommended Objectives for 2013-2014</b>	<b>Action Steps for Recommended Objectives (include approximate costs)</b>	<b>Vision in 2-4 Years Needs for the Future</b>
	<b>Instructional Tools and Equipment</b> <ul style="list-style-type: none"> <li>• What tools are needed to deliver the curriculum?</li> <li>• Does equipment meet industry standard?</li> <li>• Are teaching tools updated and relevant?</li> </ul>				

CTE Program Planning Document  
2013-2014

<b>Accomplishments 2012-2013 (to be completed prior to first advisory meeting)</b>	<b>Program Components</b>	<b>Status of Current Objectives 2012-2013</b>	<b>Recommended Objectives for 2013-2014</b>	<b>Action Steps for Recommended Objectives (include approximate costs)</b>	<b>Vision in 2-4 Years Needs for the Future</b>
	<p><b>Safety*</b> (E2.5a, P1.3)</p> <ul style="list-style-type: none"> <li>• How is safety addressed in the program?</li> <li>• Are there established safety procedures?</li> <li>• How is safety instruction provided to students?</li> </ul>				



CTE Program Planning Document  
2013-2014

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	<p style="text-align: center;"><b>Facilities</b> (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> <li>• How do the program facilities relate to those in industry?</li> <li>• What modifications can be made if industry facilities are not feasible?</li> <li>• What modifications are necessary to support the curriculum?</li> </ul>				

CTE Program Planning Document  
2013-2014

<b>Accomplishments 2012-2013 (to be completed prior to first advisory meeting)</b>	<b>Program Components</b>	<b>Status of Current Objectives 2012-2013</b>	<b>Recommended Objectives for 2013-2014</b>	<b>Action Steps for Recommended Objectives (include approximate costs)</b>	<b>Vision in 2-4 Years Needs for the Future</b>
	<p><b>Extended Learning Opportunities</b> (E2.3, P1.5)</p> <ul style="list-style-type: none"> <li>• How does student learning extend outside of the classroom?</li> <li>• What work-based learning opportunities are available in this program?</li> <li>• What field trips will be planned that are aligned to the program?</li> </ul>				

CTE Program Planning Document  
2013-2014

<b>Accomplishments 2012-2013 (to be completed prior to first advisory meeting)</b>	<b>Program Components</b>	<b>Status of Current Objectives 2012-2013</b>	<b>Recommended Objectives for 2013-2014</b>	<b>Action Steps for Recommended Objectives (include approximate costs)</b>	<b>Vision in 2-4 Years Needs for the Future</b>
	<p><b>Cross Credit Options</b> How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> <li>• How are Common Core State Standards for English Language Arts (reading, writing, communication, language) and Mathematics taught and assessed in the curriculum?</li> <li>• How are Grade Level Expectations (GLEs) for science, arts, social studies, health, fitness taught and assessed in the curriculum? (E1.1)</li> </ul>				

CTE Program Planning Document  
2013-2014

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	<p style="text-align: center;"><b>Post-Secondary Connections</b></p> <ul style="list-style-type: none"> <li>• What post-secondary opportunities are available for students who participate in this program?</li> <li>• What industry certifications could be infused into this curriculum? (P1.6)</li> </ul>				

CTE Program Planning Document  
2013-2014

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	<p><b>Program Promotion*</b> How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> <li>• Who is our target audience with regards to promotion?</li> <li>• What promotional items do we have?</li> <li>• What is our promotion plan?</li> </ul>				

CTE Program Planning Document  
2013-2014

The program would like technical assistance with objectives and action steps above.

**Annual Program Description & Plan**

On behalf of the Program Advisory Committee for \_\_\_\_\_, I represent the members as having read, approved and will support this program plan for the 10-11 school year. (E2.6, P1.2).

\_\_\_\_\_  
Typed Name of Chairperson

\_\_\_\_\_  
Signature of Chairperson

\_\_\_\_\_  
Date