

Building Bridges to the Future

**CAREER & TECHNICAL EDUCATION
DISTRICTWIDE PERKINS 5-YEAR PLAN AND SUMMARY
2018-2023**

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Career and Technical Education (CTE) is a planned program of courses that focus on career awareness and exploration using applied hands on learning techniques. To be career and college ready, CTE courses integrate 21st Century Skills, technical skills, basic life skills, and the core academics of math, science, reading, and writing. These are essential to society in addressing the challenges posed not only by our changing economy, but also by an ever-changing world. CTE can no longer exist as a separate educational alternative; it must be woven into the fabric of our district's current educational delivery system. CTE emphasizes curriculum designed to offer a variety of learning opportunities, real world, real life, job related, skills, and applications in preparation for industry work plus continuing and university education.

CTE offers Riverview students critical career awareness exploration, planning for their future, interaction with professionals in the field, leadership skills, public speaking, and assistance in anticipating transition to postsecondary education or job training. Through CTE and associated leadership programs we set the stage for our students' future success by focusing on the new four R's -- rigor, relevance, relationships, and results. Career and Technical Education courses and programs provide the motivation to achieve high academic and industry standards as well as the skills and knowledge necessary to successfully transition towards building a life beyond high school.

The CTE 5-year plan contains the vital elements for going forward with this work including a vision, mission, guiding principles, goals, and needed actions that provides both the structure for the district Perkins plan and a blueprint for strengthening Riverview's CTE system overall.

Vision: The vision of Riverview CTE is to provide middle and high school students industry-linked programs and services that enable all these individuals to reach their career/college goals, achieve economic self-sufficiency, compete in the global marketplace, and contribute back to the community.

Mission: Riverview School District will develop and maintain a national model of excellence in all CTE programs.

Guiding Principles of Riverview CTE

Access- Equity and inclusion in CTE is provided for all students to experience high quality course offerings and practical experiences. Competency-Based curriculum and differentiated instruction enable students to demonstrate mastery via multiple assessment strategies and methods which could include application of concepts and project creation. Riverview will continue to offer full access to programs, improve accessibility, assist with transition planning, and provide multifaceted learning opportunities to all special populations.

Administrative Leadership- The CTE Director will partner with administrative organizations where collaborative work with colleagues helps to enhance and grow best practices in our programs. The CTE Director will volunteer for state level boards and committees to ensure small school districts have a voice in policy and decision making.

Advanced Placement CTE - Courses will be added that are high level and possess the requisite literacy, reading, math, and academic standards to obtain AP status.

Advisement & Counseling—Provide clear sequenced pathways for students to follow in high school via the delivery of career and counseling services. Riverview will promote the concept of lifelong learning and provide information on the many avenues to explore outside of high school.

Carl D. Perkins Career and Technical Education Act - Riverview will follow the parameters set forth by Perkins and adhere to the assurances embedded within the Act.

Certifications for All - CTE students will be able to earn industry credentialing showing they possess mastery of industry competencies. Plus, several in district credentials will be created for uniquely designed school to work programs. Tools such as Precision Exams, IT Academy, or other pathway specific certification assessments will be used.

College Credit in High School- Through Tech Prep College Connections, Riverview students will be able to earn credits at various community colleges. Riverview will maintain and expand upon articulation agreements for its CTE classes.

Comprehensive Programs of Study- CTE programs provide academic, exploratory, preparatory sequenced courses, in multiple pathway areas, bridging education segments which will prepare students for both career and college.

Continuous Improvement - Riverview CTE will increase its impact through alignment of standards, curricula, assessments, professional development, and support for teachers in order to meet or exceed all targets in students' academic and technical skill achievement. CTE programs will be based on industry-validated standards, curricular content, responsive to skills gap labor market conditions, and provide all students with transferable skills necessary for success in future occupations.

Cross Credit- Exploratory and preparatory CTE classes will cross credit with core academic classes. The state course equivalency guide will be followed as well as unique CTE courses may be approved for gen ed credit by the Riverview School Board.

Facility and Equipment Enhancements- Equipment and facilities will mirror industry standards. Out of date and/or broken equipment will be surplus and replaced with fully functioning and operational infrastructure.

Fiscal Accountability- Revenues and expenditures for CTE will be balanced and abide by the parameters of the state plus the district accounting office.

Incorporate 21st Century Skills- Riverview CTE teachers will continually integrate 21st Century Jobs Skills into their CTE classes (see attachment).

Preparation for Transition and Success- Prepare all students for training and employment in high demand careers or transition to postsecondary education options. Riverview will work to improve academic outcomes and technical skills of students enrolled in its CTE programs.

Serve Students First- The students currently enrolled in Cedarcrest and Tolt CTE programs need industry standard tools and machinery in order to learn the skills during their classes. Infrastructure for these programs must be in place and cannot be delayed till after the 2020 bond. All efforts will be made to ensure items purchased for use now, can transfer to the new building.

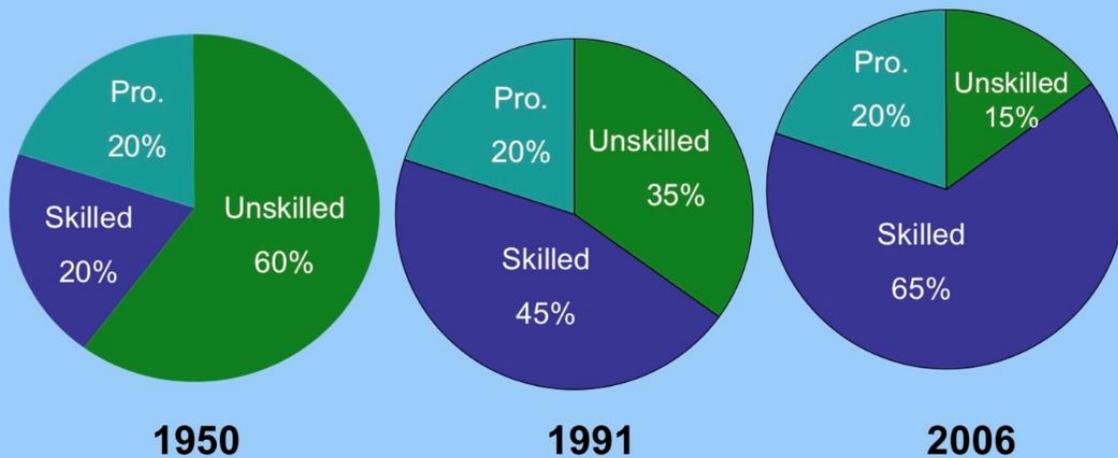
Skills Gap- CTE courses and programs will meet documented labor demands, including those of new and emerging occupations. (see example attachment)

Student Leadership- Career and Technical Education Student Organizations (CTSOs) are a major cornerstone of CTE, recognizing that CTSOs provide student leadership, career exploration, embedded academics, and entrepreneurial skills, Riverview will continue to support its CTSOs and the CTE staff who advise those programs.

Teacher Preparation and PD- CTE requires highly trained instructors who are supported by high quality relevant professional learning. Certifications as well as training for CTE teachers will be supported and encouraged. Additionally, teachers on a Conditional Certification plan will ensure they are working towards obtaining an Initial Certification by taking coursework through an OSPI recognized institution.

Workforce Readiness- Through business/industry partnerships and collaboration, Riverview will ensure students are afforded work experiences while in school such as mentorships, internships, job shadowing, portfolio development, paid and/or un-paid work, and “real world” project-based experiences so that students may engage in the world of work and acquire requisite soft skills necessary for successful employment.

Job Skill Level Changes



Unskilled-requiring no high school diploma with minimum skills.

Skilled-requiring minimum of 1-2 years of education beyond high school.

Professional – requiring minimum of 4 years of education beyond high school.

Given the history and evolution of CTE (formerly occupational or vocational education), many might assume the purpose of CTE is to prepare young people who are "non-college bound" for direct entry into the workplace. However, today's careers demand greater skills than ever before. American companies today require a highly-trained and well-educated workforce. CTE programs are designed to prepare students for future jobs or for advanced placement in colleges, universities, trade schools, apprenticeships, or other types of training institutions after exiting high school.

"Career and Technical Education offers the opportunity for us to have every single one of our students skilled in math and science--skilled and passionate about what they want to do and about the opportunities that are available to them. So, go take a look for yourself. If you do, I'll bet you'll be as big a cheerleader as I am for this kind of education."

Chris Gregoire, Former Governor, Washington State

"Students who take CTE classes as well as academic classes in high school are better prepared for the working world, meet performance requirements of more employers, and earn higher salaries."

Eleni Papadakis, Executive Director, Washington Workforce Training and Education Coordinating Board

CTE Districtwide Goals & Action Plan

2018-2023

Develop and implement high interest, high demand, and skilled occupational Programs of Study which meet local industry needs.

- Seek employers' feedback, workforce groups, CTE General Advisory Council, and economic development agencies to verify the needs of the workplace
- Align with local economic development needs
- Utilize the General Advisory Council and Pathway Councils to ensure industry standards level instruction and supplies are provided for CTE programs
- Increase the number of CTE Completers, CTE graduates, and track their success rates
- Continue to create pathways to graduation and 24 credit requirements using CTE cross crediting, CTE Tech Prep, and build CTE summer program opportunities through WANIC.
- Complete OSPI scheduled Program approvals and re-approvals

Bond:

- Add a culinary arts facility with a sustainability and local foods focus
- Tourism and Hospitality Program of Study
- Expand the greenhouse and agriculture spaces
- Create CTE middle school programs and new shop/robotics/computer science spaces to transition into high school preparatory CTE programs
- Biotechnology CTE Science classroom
- Add a CTE Science strand (Marine Biology, Biotechnology, Forensics)
- Marine Tech/Marine Biology/Aquaculture
- Add an Applied Physics or Applied Material Science program
- Remodel or increase Media Arts -add larger studio, storage, collaborative spaces
- Increase Sports Med room to include space for rehab class (preferable close to new gym)
- CTE Art strand (Jewelry, sculpture, ceramics, STEM guitar building)
- Drone (programmable) and possible aeronautics program
- Architecture and Construction Career Cluster

Improve Metals and Woods shop infrastructure for fall of 2018 and beyond

- Surplus outdated, broken equipment and tools (accomplished $\frac{3}{4}$ of this in 2017-18)
- Determine upgraded equipment needs and purchase 1-2 high cost items yearly (2 CNC, laser cutter)
- Partner with FIRST Robotics to ensure their needs are met
- Maximize space allocation for large machinery, storage, and workspaces
- Continue to seek a partnership with Boeing or other agencies to create a manufacturing program
- All equipment must be transferrable to new spaces post bond
- Continue to collaborate with CAD/Engineering for design and product work

Bond:

- Increase shop size to at least 8K square feet and more functionality (covered outside work areas, flex space, mobile power, ventilation, separate classroom, lots of storage, natural light)
- Arch/Engr/CSA Space close to shop area
- Create a TMS and CHS maker's space –also available to the general public
- Start a Construction Trades class for students to build sheds or tiny houses then sell

Design and create a Careers in Education Teacher Academy (GAC concerns- sustainability, FTE, and space)

- Identify a current staff person to teach the program
- Determine classroom space for the course to be held
- Curriculum review by CTE teaching staff member (PESB website)
- Budget allocations for program start up
- Develop a Teaching Academy POS- Child Development, Psychology, Family Relationships
- Submit frameworks for approval
- Partner with all district schools for student practicum experiences
- STARS credits and preschool educator certification
- Work with HR to create incentives for fully certificated former students to return to teach at Riverview

Bond:

- Allocate a permanent room for the careers in education teacher academy
- Consider building a targeted intervention preschool near CHS

Promote Work Based Learning & Work Site Learning (WBL/WSL) opportunities for CTE students. Develop district designed unique certifications available to all students including alternative and transition programs via WBL and WSL documentation

All CTE teachers will seek internship or paid employment opportunities for their students to gain skills related to student's CTE instruction.

Have industry recognized Program of Study certifications in each area for all levels of CTE students

- Partner with Precision Exams to access their certification pre and post examinations
- Subscribe to other industry recognized certification assessments
- For in district or off campus WBL and WSL, create district level certificates indicating the student's strengths and on-the-job skills attained

In House Program Certification Possibilities:

- Cafeteria and Food Services Worker Certification
- Building Maintenance Certification
- Grounds Maintenance Certification

- Business and Marketing Certification
- Janitorial Certification
- Secretarial Certification
- Teacher's Assistant SPED Certification

Maximize cross crediting opportunities for current CTE classes as well as any new courses will apply to one or more areas of gen ed (see attached state list)

- Agriscience and Animal Science will be equivalent to Biology or other life science
- Computer Science equivalent to math credits
- Sports Medicine as a science, PE, or Occ Ed credit and add a Kinesiology strand
- Track enrollment by course over time and base future decisions on accurate data
- Create a bi-yearly schedule of Preparatory courses based on projected enrollments
- Develop a Long-term planning matrix which is scalable for reducing or increasing program depending upon enrollment and cross crediting options

Bond:

- CTE Science strand
- Add ASL as a foreign language

Align CTE course content with local postsecondary institutions for articulation of credits and acceptance of those credits after enrollment.

- Continue to work with Tech Prep College Connections
- Ensure any newly created programs are vetted for articulation agreements
- CTE Director, Counselors, Career Specialist, and CTE staff will communicate with students and parents the methods to access Tech Prep credit
- Collaboration between middle school, high school, and higher-level institutions

Realign and build additional CTE courses for the middle school level

- Move IT Academy to the middle school level where students will all study PowerPoint, Word, and Excel in order to prepare for gen ed requirements at high school level
- Build exploratory computer science programs that seamlessly transition to preparatory high school classes
- Demolish old shop and build new maker's space, computer lab, and robotics
- Enhance the robotics and coding classes
- Ensure middle school has certificated CTE staff, supports CTSO requirements, and adequate space
- Horticulture program at TMS

Partner with Teaching and Learning, alignment CTE courses with gen ed requirements in science, math, reading, writing, art, and social studies

- CTE Director will collaborate with Teaching and Learning to ensure high standards
- Partner with language arts, science, and math teachers in the integration of academic skills into CTE

courses and job preparation Programs of Study

- Ensure CTE is part of a textbook or curriculum adoption cycle
- Create systematic and intentional vertical alignments 6-12 for CTE courses
- Consider adding Art classes as CTE
- Health classes added as CTE
- CTE AP Economics, Statistics,
- American Sign Language as Foreign Language requirement

Increase collaboration with elementary schools, Tolt Middle School, SPED transition, and alternative learning programs PARADE, CLIP, and CHOICE

- Build a Farm to Classroom Ag program at elementary levels
- Ag at middle school
- Increase STEM instruction and opportunities
- Computer Science K-12
- Financial Education K-12
- WBL/WSL credit options at transition and alternative learning sites

All CTE staff will be business and industry certified faculty with expertise in the areas they teach

- CTE teacher certifications will be moved ASAP to an Initial Certificate
- Seek summer workplace internship opportunities to help teachers be aware of industry needs and trends
- Ensure staff are provided PD within their teaching area
- Maintain Business and Industry Connections
- CTE Staff will participate in the GAC as well as attend focused Program Advisory Meetings
- CTE staff will network with CTSOs to upgrade their curriculum and add to their skill set
- Provide training opportunities for teachers in fields that require certifications, license, or required yearly training (PTLW (engineering), Prostart (Culinary), CASE (Agriculture))
- First Aid/CPR certification for all CTE staff

Ensure that all students who graduate from Riverview Schools are career and/or college ready

- *2 or 2.5 credits of CTE required as a locally based decision*
- Core CTE class for every senior (financial planning, culinary, life skills, child development, family relationships, job skills, and etiquette)
- Consider starting a program such as Naviance, JWG, AVID, or similar offering
- Increase the transparency of pre-registration offerings and student requests through Career Cruising.
- Potentially create a unique outdoor education dropout prevention program
- Work with Career Center and Counseling to ensure students are ready for post-secondary transition
- Start a high school career and apprenticeship fair
- All school college visits half day or full day with sessions in every classroom

- Consider adding student led conferences with a developed portfolio

Strategic communications of CTE and its benefits to students

- Consistent newsletter articles
- Create a brochure
- CTE video highlighting classes
- Learn web design and/or access district and individual school websites
- 8th grade parent night outreach by CTSOs and CTE staff
- Utilize Constant Contact for important information dissemination
- Parent email list
- Learn Snapchat for Career Center notifications
- Write grants and document the use of funds
- Disseminate WANIC summer information to 6th-12th grade families
- Offer adult CTE classes during the evenings and summers to promote CTE understanding and community connections.
- School counselors place students according to interest level

Bond:

- Use of Maker's Spaces open to public and monitored by students
- Increase adult classes to include culinary, welding, photography, agriculture, etc.
- Culinary spaces available for rent or for community events
- Use new equipment and facilities to create community projects crediting CTE

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

School districts desiring to use state and federal Career and Technical Education funds in Washington State must make appropriate application to the Office of State Superintendent of Public Instruction according to the Washington Administrative Code and other state requirements. Carl D. Perkins Career and Technical Education Act of 2006. In order to receive funds under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), districts must submit an application that describes how the district will carry out the requirements of the Act and, in particular, Sections 134, 144 and 145 of the Act. The District Wide 5-Year Plan is the document used to show compliance with both the WAC and federal law.

The Carl D. Perkins Act, P.L. 109-270, requires a local district application with an annual progress update. The district plan and the 2017-2018 application update is based on the Washington State Perkins Five Year Plan developed in partnership with the Workforce Training and Education Coordinating Board, the Office of the Superintendent of Public Instruction, and the State Board of Community & Technical Colleges.

Districts wishing to apply for Perkins funds must complete this application by providing responses to all sections of the application. All districts offering approved Career and Technical Education programs, including those not receiving Perkins IV funds, are required to maintain local program standards on file. The goals and objectives of Career and Technical Education programs in the Riverview School District as put forth in this annual plan are based on the requirements and specifications of the Perkins Grant.

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.

This district hereby assures compliance with the following requirements:

1. All Career and Technical Education classes/programs receiving state and/or federal Career and Technical Education funding are currently approved by the Office of the Superintendent of Public Instruction (OSPI) and are taught by an instructor who has a current Career and Technical Education certification and whose certification matches the instructional area.
2. The district must have program(s) of study documentation on file.
3. All Career and Technical Education instructors of approved applied academic courses have completed approved preparation and yearly in-service for the course(s) they teach.
4. All Career and Technical Education teachers in approved Career and Technical Education programs hold a current first aid and CPR certificate.
5. The local Career and Technical Education program has identified goals and objectives that have been developed in relation to the career and technical standards and indicators and are the basis for federal, state, and special grant funding requirements.
6. The local Career and Technical Education plan was developed in consultation with the local general advisory council (GAC).
7. The local Career and Technical Education plan was developed in consultation with representatives of the educational and training resources available in the area to be served by the applicant, such as private business schools, skills centers, and other public or private agencies.

8. All Career and Technical Education programs and activities are conducted in compliance with Title I of the Perkins Act of 2006 and the provisions of the state plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of the federal or state programs.
9. The district has conducted an evaluation of Career and Technical Education programs using the current standards and indicators, contracted evaluation services, or other local indicators.
10. Each recipient of financial assistance shall annually evaluate the effectiveness of the program. As part of each such evaluation, each recipient shall (1) review programs with the full and informed participation of representatives of individuals who are members of special populations, and (2) evaluate the progress of Career and Technical Education programs assisted under this Act in providing Career and Technical Education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.
11. Students who participate in Career and Technical Education programs are taught to the same challenging academic proficiencies as are taught to all other students.
12. Federal Career and Technical Education funds made available will be used to supplement, and in no case to supplant (replace), such state or local funds.
13. None of the funds expended under Title I of the Perkins Act of 2006 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, or any affiliate of such an organization.
14. Consortium dollars are not distributed to receiving districts based upon the amount of funds generated by the Carl D. Perkins formula.
15. Career and technical services, programs, and activities relate to state or regional occupational opportunities and prepare students for post-secondary opportunities or entry into high skill, high wage jobs in current and emerging occupations.
16. The district will ensure their Career and Technical Education programs are in compliance with Perkins IV Sec. 134 & 135.
17. The district has developed an affirmative action plan which is on file in the school district administration office and at OSPI. The affirmative action plan ensures that there will be no discrimination of staff or students in any school district education program, including Career and Technical Education.
18. Equal access to Career and Technical Education programs will be provided to meet the needs of all students in nontraditional and technological occupations regardless of gender.
19. The district assures that all CTE programs facilitate access for all students and complies with all federal and state rules and regulations. The district assures that it does not discriminate on the basis of race, color, national origin, gender, or disability in education programs, services and activities.
20. The district has developed a transition plan (which is on file in the school district administration office) for the removal of any building barriers which may exist which would limit access by students with disabilities to any school district education program, including Career and Technical Education.
21. Career and Technical Education planning for individuals with disabilities will be coordinated between appropriate representatives of Career and Technical Education and special education.
22. Each student who is disadvantaged and/or each student with a disability who enrolls in Career and Technical Education programs shall receive:
 - a. Assessment of the interests, abilities, and special needs of such students with respect to completing successfully the Career and Technical Education program.
 - b. Supplementary services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs of special populations.

- c. Guidance, counseling, and career development activities conducted by professionally/technically trained counselors who are associated with the provision of such special services.
 - d. Counseling services designated to facilitate the transition from school to post-school employment, career opportunities, and postsecondary education.
23. The districts will adequately address the needs of students in alternative education programs, if such programs are offered in the district.
 24. Data reported to OSPI under Perkins IV is complete, accurate, and reliable.
 25. Reports and other information will be submitted within the dates established, and documentation will be maintained for five years.
 26. The accounting system and management process used by the institution must be consistent with generally accepted accounting and management practices and meet the specific requirements of the Single Audit Act.
 27. An inventory record will be maintained for all equipment purchased whole or in part with federal funds. All such equipment will be available for use by students in the approved Career and Technical Education program for which purchased.
 28. The district will supply information to the Office of Superintendent of Public Instruction (OSPI) to meet reporting requirements regarding staff, finances, enrollment, completion, and follow up as mandated in the Carl D. Perkins Career and Technical Education Act of 2006.
 29. The district has a policy developed and on file in the school district administration office which ensures that there will be no discrimination based upon race, color, national origin, sex, or disabling condition in any school district education program, including Career and Technical Education. Districts are required to identify a coordinator of federal Title IX regulations.
 30. The district board of directors has adopted a course equivalency procedure for career and technical high school courses offered to secondary students enrolled in high schools and skills centers in accordance with WAC 180-51-066 and RCW 28A.230.097. A career and technical course equivalency may be for whole or partial credit.

CEDARCREST COURSES WITH DUAL COLLEGE CREDIT OPPORTUNITIES

CHS CLASS	CHS COURSE NUMBER	ARTICULATION NAME	COLLEGE	COLLEGE COURSE	COURSE NUMBER	CREDITS
<i>Agriculture – Career and Technical Education</i>						
Agriscience 1 & 2	AGR130 AGR131	Horticulture (Individual Studies - Agriscience)	Lake Washington Institute of Technology	Horticulture-Independent Studies	HORT 299	4
Horticulture 1 & 2	AGR241 AGR242	Horticulture (Individual Studies - Horticulture)	Lake Washington Institute of Technology	Horticulture-Independent Studies	HORT 299	4-12
Floral Design 1 & 2	AGR251 AGR252	Floral Design	Spokane & Spokane Valley Community Colleges	Floral Design Techniques	AGHRT 211	5
Greenhouse Operations 1 & 2	AGR242 AGR244	Greenhouse Operations	Lake Washington Institute of Technology	Greenhouse Operations 1 & 2	HORT299	4
<i>Business & Marketing – Career and Technical Education</i>						
Accounting 1	MTH16A MTH16B	Accounting (Intro)	Bellevue College	Survey of Financial and Managerial Accounting	ACCT 225	5
Accounting 1	MTH16A MTH16B	Accounting (Intro)	Lake Washington Institute of Technology	Intro to Accounting I	ACCT 111	5
Business Law	BUS	Business Law	Bellevue College	Business Law	BUS 201	5
MS IT Academy Core – Word	BUS159	MS Academy Core – Word & PowerPoint	Bellevue College	Business Document Design (Word)	BTS 163	5

				Business Design & Delivery	BTS 147	3
MS IT Academy Core – Excel	BUS159	MS Academy Core – Excel & OneNote	Bellevue College	Business Spreadsheet Analysis & Design (Excel)	BTS 165	5
Introduction to Business	BUS247	Personal Finance Business	Bellevue College	Personal Money Management Personal Credit Intro to Insurance	BUS 102 BUS 104 BUS 141	4
Financial Planning (Personal Finance)	MTH14A MTH14B	Personal Finance	Bellevue College	Personal Money Management Personal Credit Personal Taxes Personal Risk Mgmt Personal Real Estate	BUS 102 BUS 104 BUS 105 BUS 106 BUS 107 BUS 108	6
Website Design	BUS21A BUS21B	Web Authoring (HTML)	Lake Washington Institute of Technology	HTML	MMDP 118	5
		Web Authoring (DreamWeaver)		Web Authoring w/Dreamweaver	MMDP 133	4
Marketing 1 & 2	MRK201 MRK208	Marketing (Intro)	Bellevue College	Principles of Marketing	MKTG 154	5
			Shoreline College	Principles of Marketing	BUS 120	5

Media Arts – Career and Technical Education

Animation 1 & 2	TEC110 TEC111	Animation	Bellevue College	Animation & Game Design Fundamentals	DMA 106	5
Animation 3 & 4	TEC112 TEC113	Animation (3D)	Bellevue College	Game Design I	DMA 240	5

Digital Imaging 1 & 2	TEC140 TEC141	Graphic Design	Bellevue College	Imaging Foundations	DMA 103	5
<u>Digital Imaging</u> 1 & 2	TEC140 TEC141	Graphic Design (Photoshop)	Lake Washington Institute of Technology	Image Editing 1 w/ Photoshop	MMDP 122	4
Photography 1 & 2	TEC130 TEC131	Digital Photography	Lake Washington Institute of Technology	Digital Photography	MMDP 128	4
Video Cinema 1 & 2	TEC120 TEC121	Video Production	Bellevue College	Video Fundamentals	DMA 108	5

Sports Medicine – Career and Technical Education

<u>Sports Medicine 1</u>	SMD10A SMD10B	Sports Medicine (Intro)	Bellevue College	First Aid and CPR Taking Action	HLTH 292	4
<u>Sports Medicine 1</u>	SMD10A SMD10B	Sports Medicine (Intro)	Lake Washington Institute of Technology	Athletic Training (Introduction to)	FTNS 128	3
<u>Sports Medicine 2</u>	SMD20A SMD20B	Sports Medicine (Advanced)	Lake Washington Institute of Technology	Responding to Emergencies	FTNS 120	3

Computer Programming & Architectural Engineering & Design – Career and Technical Education

Arch and Engineering Design 1	AED15A AED15B	Drafting (Engineering Graphics)	Lake Washington Institute of Technology	Engineering Graphics I	ENGR 111	4
Arch and Engineering Design 2	AED16A AED16B	Drafting (CAD 1)	Lake Washington Institute of Technology	AutoCad I	ENGT 131	4
Arch and Engineering Design 3	AED17A AED17B	Drafting (CAD 3)	Lake Washington Institute of Technology	AutoCad III	ENGT 133	4
Computer Programming Intro	CMP36A CMP36B	Programming	Bellevue College	Programming (Intro to)	PROG 110	5
Computer Programing Advanced	CMP37A CMP37B	Programming C++	Bellevue College	C++ Programming (Intro to)	PROG 111	5