



Cle Elum-Roslyn
SCHOOL DISTRICT

Cle Elum-Roslyn School District

June 8th 2026 Work Session

Date and Time

Monday June 8, 2026 at 6:00 PM PDT

Location

District Central Office
4244 Bullfrog Rd
Cle Elum, WA 98922

Agenda

I. Opening Items

A. Call the Meeting to Order

Pledge of Allegiance

B. Open Meeting

- Excuse Board Member Absence:
- Addition or Deletion to Agenda:
- Adopt Agenda

II. SUPERINTENDENT & WARRIOR COUNCIL REPORT

III. SUGGESTIONS / PUBLIC COMMENT

The board welcomes input from the public. Please follow the written public comment procedure by signing in, filling out the public comment form and stating your name at the podium when called by the board chair. Each person is allowed three minutes to speak. In accordance with the Open Public Meetings Act, the board is not allowed to discuss items that are not on the agenda and will not engage with the public during public comment. The board will direct the superintendent to follow up on any items that arise during public comment as appropriate.

IV. WORK STUDY

- State of Athletics- Hailey Bator [Presentation Link](#)
- New high school programming and the long-range vision for CTE- Scott Brown
- Student movement and staffing and program alignment

A. New high school programming and the long-range vision for CTE

V. BOARD COMMENTS

VI. Closing Items

A. Adjourn Meeting

Next Meeting: Business - June 22nd at 6:00pm in the District Central Office

Coversheet

New high school programming and the long-range vision for CTE

Section: IV. WORK STUDY
Item: A. New high school programming and the long-range vision for CTE
Purpose:
Submitted by:
Related Material: 06.08.2026 - CERSD Board Meeting - CTE Update (1).pdf

CTE Program Planning Update

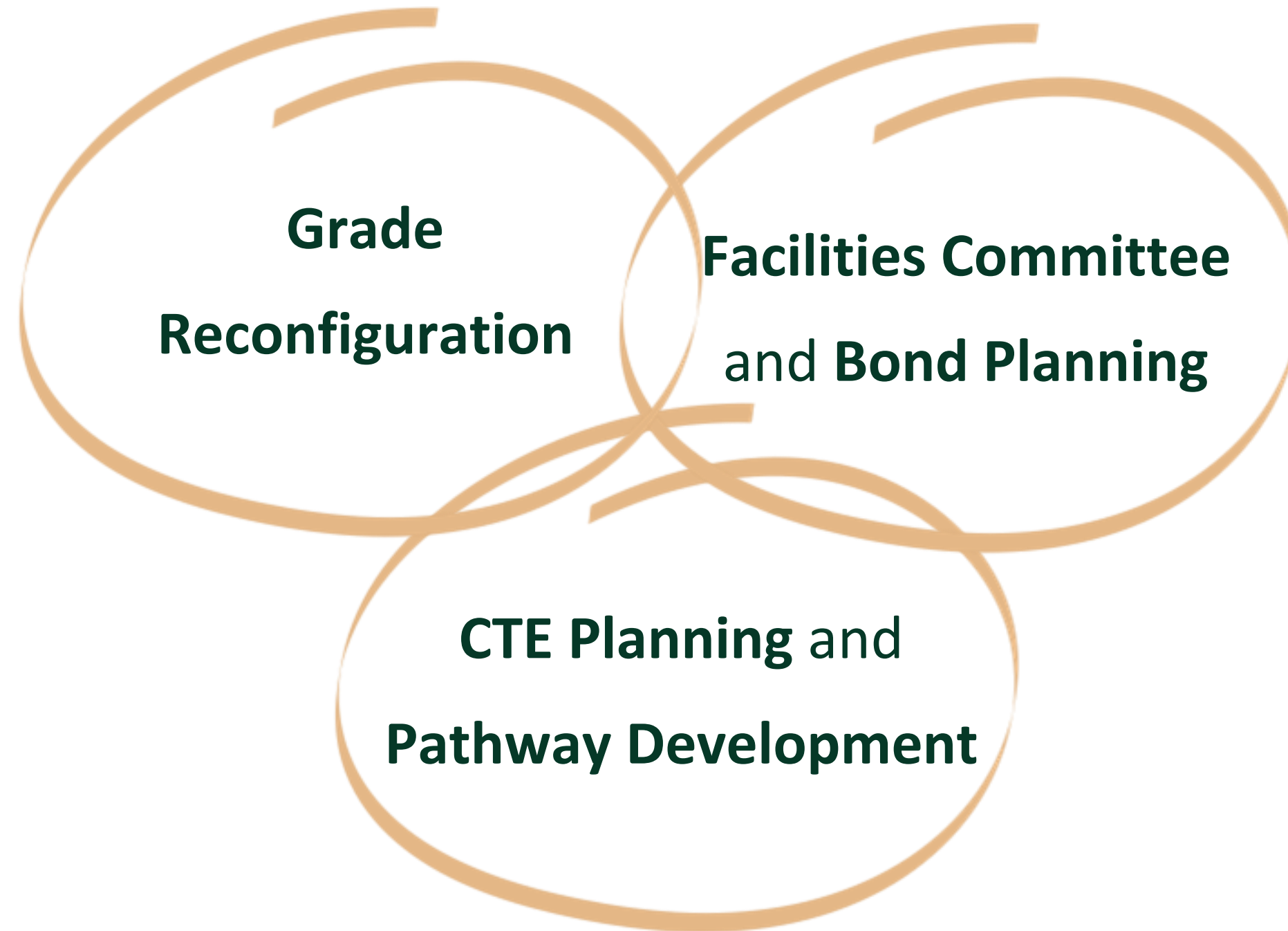


Cle Elum-Roslyn
SCHOOL DISTRICT

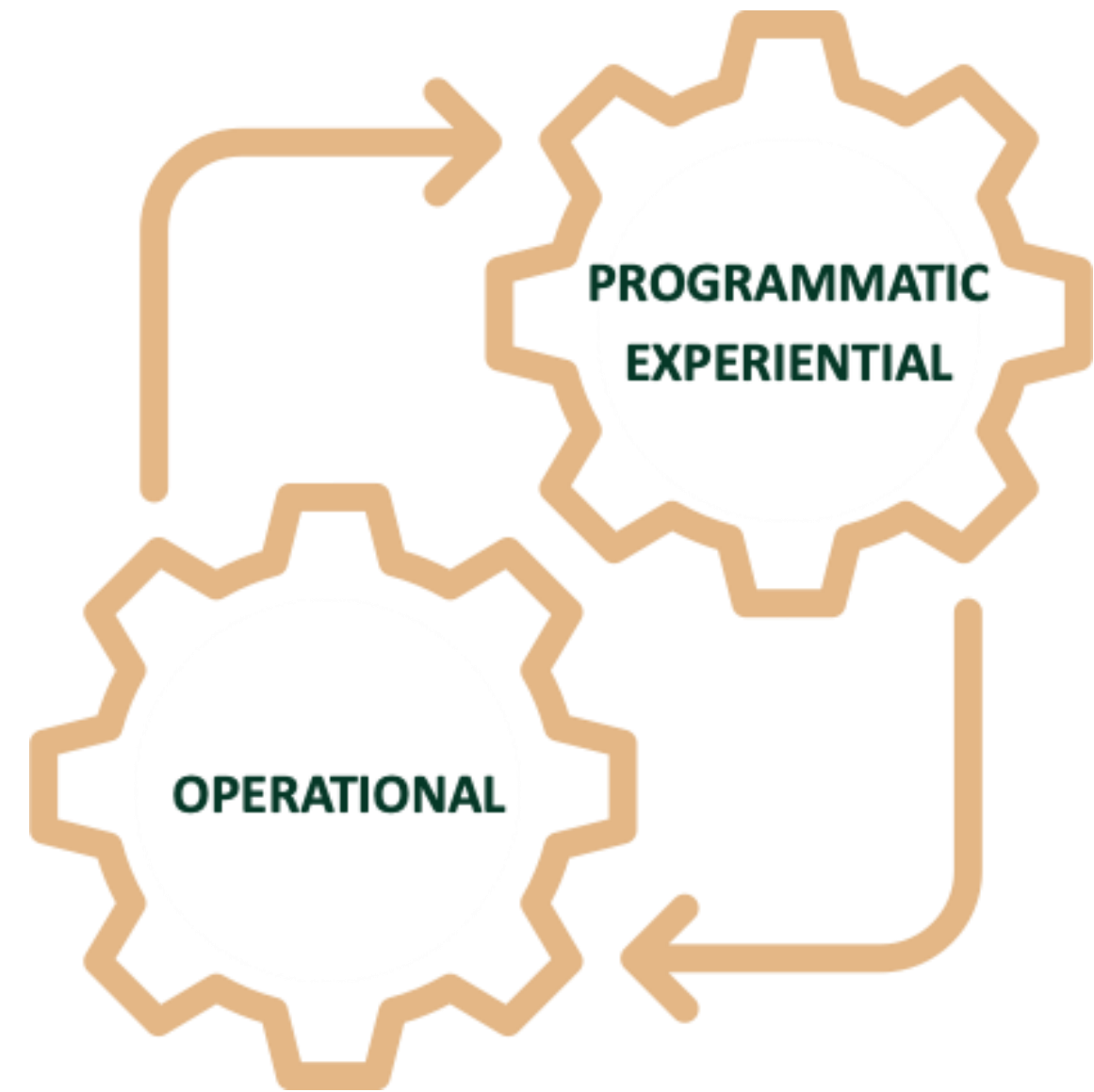
School Board Meeting

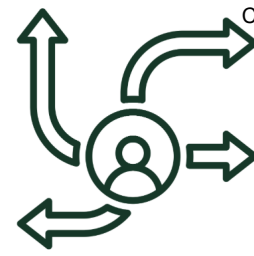
Monday, June 8, 2026

What is Underway...



There is an **intricate interplay**
of operational and
programmatic/experiential
considerations amongst these
key aspects underway





CTE Pathways

What is CTE?

Career and Technical Education (CTE) is a **program of study** that helps students **connect what they learn in school to real-world careers**. It combines academic knowledge and technical skills; prepares students for college, careers, and life after high school; includes hands-on, applied learning experiences

What is a CTE Pathway?

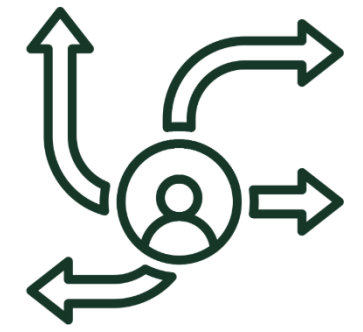
A **sequence of related courses that build skills over time in a specific career area**. They tend to be vertically aligned, include *exploratory, preparatory, and ideally internship courses*, as well as opportunities for industry certifications, dual credit, and work-based project-based learning

What do CTE Pathways include?

- A **progressive sequence of at least 3 courses**, aligned to high-skill, high-wage, in-demand occupations, spanning secondary and postsecondary
 - Exploratory
 - Preparatory
 - Internship/Apprenticeship-based
- Embed **work-based learning, dual credit, industry credentials** to yield industry recognition and/or pathway certifications

Why CTE Pathways?

- **Boosts engagement and graduation:** Structured CTE pathways connect academic content to real-world skills *and* work. We know apprenticeships are the best way to build durable skills. This also increases relevance, keeps students engaged, and reduces dropout rates all while improving on-time graduation
- **Strengthens college and career readiness:** Sequenced pathways build technical, academic, and “durable” skills, often with industry certifications *and* dual credit, giving students a stronger bridge to both postsecondary education *and* employment
- **Aligns programs to labor market and community needs:** Clearly defined pathways can be build around high-demand local and regional sectors, making it easier to partner with employers, local partners, and to justify resource allocation
- **Operational benefits:** CTE pathways allow districts to better practice strategic and balanced staffing, improves scheduling efficiency as well as program sustainability. Positive long-term budget implications for districts are an additional benefit



CTE Pathways at CERSD

- Explore **local, county, and statewide market and education data** to determine emerging pathways
 - For CERSD, this is 3:
 - Business
 - Construction, Logistics, and Heavy Machinery
 - Health Sciences
 - Reminder - this is an opportunity to learn durable and permeable skills
- **Review current courses** to determine what courses can become CTE where appropriate (e.g PE to Fitness Tech, Biology to Biomed, STEM/STEAM Wheels to more exploratory focus CTE courses, Warrior and Wildcat series to Leadership/Business CTE courses, Outdoor Ed etc.). Submit frameworks and support staff accordingly
- **Engage local industry leaders** to support course, framework, and curriculum development, and establish internship/apprenticeship/industry recognition for students
- **Refine, Adjust, Adapt, and Improve** - monitor student engagement/interest, staff needs, industry needs, and college readiness to adjust accordingly within the procedure; improve additional courses and offerings for students, as well, over times



Our Current Charge and Effort

Over the course of multiple years, **develop initial CTE pathways** (as well as systems and processes to support future pathway development) that are **driven by local industry data and opportunities for CERSD students** to ensure the **permeability of skills** and **strong opportunities for students to enter careers and/or postsecondary options**.

	YEAR 1 (SY26-27)	YEAR 2 (SY27-28)	YEAR 3 (SY28-29)
KEY ACTIONS	<ul style="list-style-type: none"> ● Determine initial pathways for pursuit based in local industry data and opportunities <ul style="list-style-type: none"> ○ Health Sciences ○ Business ○ Construction, Logistics, and Heavy Machinery ● Determine initial courses to begin and expand into CTE offerings for the upcoming school year ● Support teachers and administrators in preparation for additional CTE offerings at the Middle and High School grade-levels 	<ul style="list-style-type: none"> ● Determine additional appropriate courses for CTE offerings at both the Middle and High School grade levels, with an eye on greater pathway alignment as exploratory (Middle School) and preparatory (High School) ● Continued teacher and administrator support as pathways, systems, processes, and tools are refined and developed ● Engage labor industry partners to more robustly and intentionally develop pathways 	<ul style="list-style-type: none"> ● Further develop/amend Middle and High School courses to align with CTE pathways as both exploratory and preparatory ● Continued teacher and administrator support as pathways, systems, processes, and tools are refined and developed ● Continued labor industry partner engagement ● CTE Pathways review and audit in alignment with student interest and local industry demand performed to inform adjustments
OUTCOMES	<ul style="list-style-type: none"> ● Convert initial waves of appropriate courses into CTE offerings with the aim of <i>at least</i> one course per potential pathway ● Develop support plan and opportunities for staff 	<ul style="list-style-type: none"> ● Convert an additional wave of courses (about 2 per pathway) into aligned CTE pathway offerings with a focus on exploratory and preparatory, with labor industry partner input ● Core (ELA, Math, Science, and Social Studies) courses are supported to align with CTE pathways ● Curriculum adoption and instructional materials are revised accordingly 	<ul style="list-style-type: none"> ● 1/3 pathways initially developed with the other 2 pathways <i>at least</i> at 50% ● Sustainable processes with labor industry partners and staff/administrative support/development are in place ● Recommendations and next steps for consideration are provided for CERSD



Immediate Next Steps

- 1** Further refine and sketch potential pathways in partnership with local industry and teaching staff
- 2** Edit and refine Frameworks accordingly based on OSPI feedback
- 3** Plan and execute initial labor industry engagement
- 4** Finalize and execute targeted staff development and support for next year's new CTE courses
- 5** Continued mapping of Year 2, and Year 3 courses

