



INCLUSIONARY PRACTICES PROFESSIONAL DEVELOPMENT DEMONSTRATION SITES:

How one school improved their inclusionary practices and how their journey can impact schools across the state of Washington

A How-To Manual or Guide

to support school's across WA state looking to improve and/or increase inclusionary practices.



OSPI

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About This Manual

This manual will take you through the basic questions that schools need to answer when implementing a CTE program. It will also share Kodiak Cubs journey to becoming a more inclusive school through community collaboration and will describe the high leverage moves they made to shift and change.

The questions our IPP Model Demonstration Sites will ask and answer includes:

What is our WHY? Why is it important for our school to provide more inclusionary practices in the first place?

- What was working well that we sought to expand?
- What was the problem we were trying to address?
- Why was it important for our school to address those problems?

Who will benefit from inclusionary practices in our school/district?

- Who are our changes for?
- What was the impact we were seeking to have?

What are the key components required and what purposes do we serve?

- What were the key components we agreed on and how did we identify those key components?
- Why were these key components important and/or what were the reasons for choosing specific key components early on?

Is what we are doing addressing the need we have to become more inclusive?

- How did we approach this need?
- How did the changes we made address this need?

Who needs to be included in our plans to create an inclusive school?

- Who was included in our plans?
- How was it determined who to include in the initial and continued planning?

What were the outcomes from making these changes?

- What did the data tell us and how did we shift or change what we did along the way in response to the data?
- What were we learning from our staff, students and families that reflected outcomes?
- How did we assess for outcomes (student data, staff survey, parent survey)?

What do we plan to continuously improve?

- What is the data telling us now, and what additional changes do we aim to make?
- What are our hopes and dreams and what are we doing to ensure inclusion is sustainable?
- How can we improve even more based on what we have learned?
- What are our innovations and next steps?

How do we share our story to build capacity and/or inspire change

- What is our big picture story we are trying to tell?
- Who are the people?
- What is the conflict, challenge? (Why we looked at our inclusionary practices in the first place)
- Signpost, what were our key turning points along the way? How are those points connected?
- Reflection, where do we go from here? (continuous growth)

About the IPP Demonstration Sites Project

OVERARCHING OSPI STATE PROJECT

In the Fall of 2019, OSPI launched the inclusionary practices professional development project with the goal of changing the landscape of Washington State Schools to be more inclusive. The Haring Center for Inclusive Education at the University of Washington partnered with OSPI to coordinate and lead this part of the larger statewide project --creating model demonstration sites that highlight inclusionary practices across Washington State. The model demonstration sites engage in and provide transformational professional development by using storytelling and best practices in model demonstration site replication and dissemination to allow for the greatest impact while visiting schools leave with evidence-based practices and resources to aid in building inclusive communities in their own schools. The goal of the IPP UW Demonstration Sites Project is to create learning communities as sites for research, professional development, teacher preparation, and model demonstration sites replication for best practices in inclusive education. These schools serve as statewide exemplars, showcasing the benefits of inclusionary practices on student outcomes, teacher collaboration, and family engagement.

PROJECT GOALS

Since the Spring of 2020, 16 model demonstration sites across all 9 Education Service Regions in Washington State have been providing professional development to visiting schools. Our demonstration sites highlight the diversity in our state. In collaboration with Haring Center Inclusion Specialists, demonstration sites host visiting schools, currently through online technology, to showcase high-leverage inclusionary practices. By sharing these practices and opening their doors to teachers, administrators, families, and community members, it allows visitors to see best practices in action and apply them in their schools. At the same time, the demonstration sites themselves continue to grow their inclusive cultures and refine their practices that contribute to equitable learning for all students.

FOUNDING PRINCIPLES

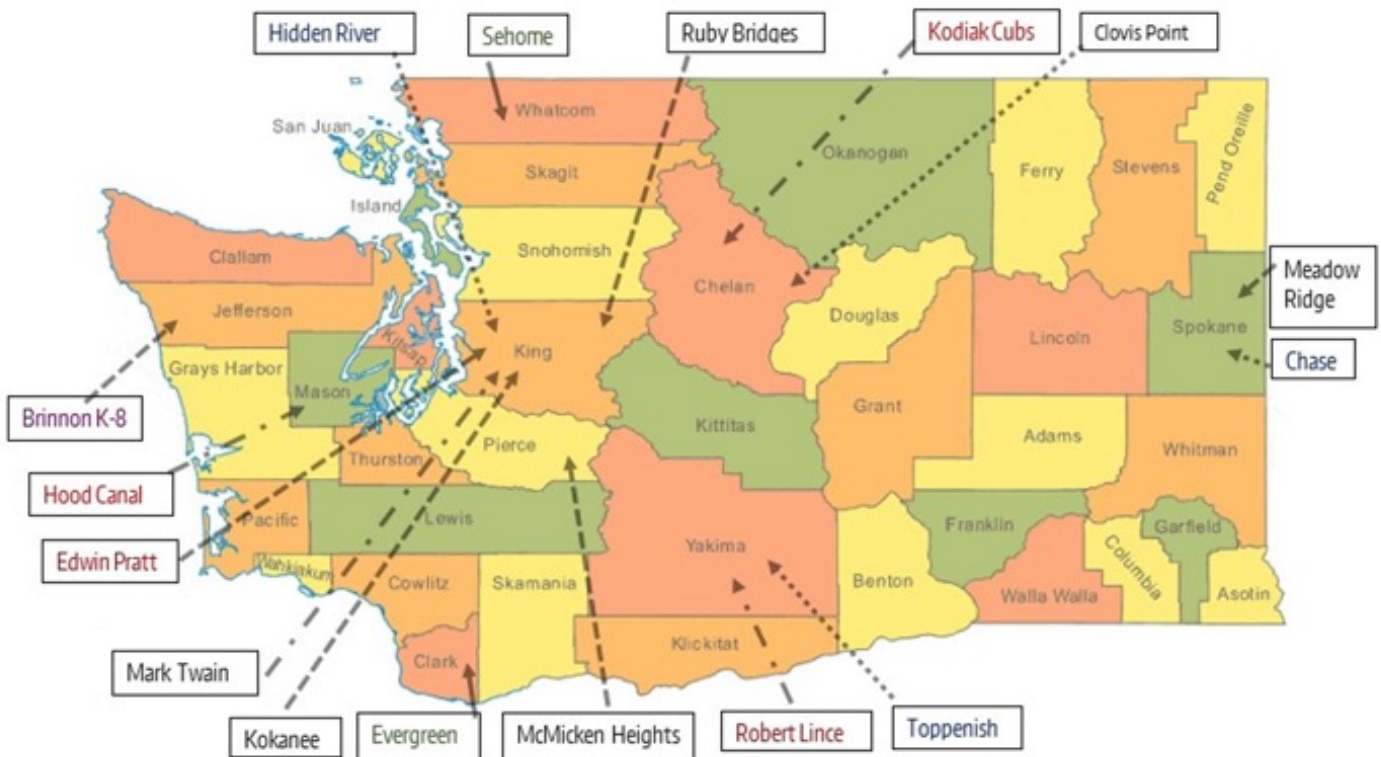
The demonstration sites project was developed to provide educators from around the state with the opportunity to observe inclusionary practices in action, meet with school teams, collect artifacts that aid in systems-change, and learn about how to implement inclusionary practices in different school contexts. Our partnerships include urban schools, rural schools, and schools in some of our largest and smallest districts across Washington State. Below are our founding principles that drive our model demonstrations sites work:

- 1. Take an asset based approach to school reform.** In every school there are things that are working well. We take an asset based approach with schools to leverage their strengths to become more inclusive.
- 2. Inclusion is a cultural shift.** Inclusion is not a special education initiative, but is a cultural shift in philosophy and practice. If we simply change the way we deliver special education services without considering the culture of the school or how all students engage in teaching and learning, we will never make the changes we need to truly impact student learning.
- 3. Continuous improvement.** We are all continuously improving. Whether our demonstration sites are in year 1 of their journey - or if they are 6 years in - they all have plans to continue to refine, build on, and improve their systems and practices.
- 4. Stakeholder engagement.** Stakeholder engagement is a critical component to making and sustaining changes. When stakeholders are involved, there is a higher likelihood that schools will adopt and implement inclusive practices.
- 5. Innovative Site Based Leadership.** Just as it is critical to have stakeholder engagement, the role of innovative site based leadership is a necessity to support a shift in school culture, systems, and practices..
- 6. Scale the Model:** School-based strengths and values differ from one school to another, but there are inclusive education principles, practices, and systems we can apply across schools that are effective and applicable when schools make it their own.

BUILDING PROFESSIONAL NETWORKS

One of our goals is to create peer learning communities between demonstration sites that build professional networks in our state. Through this project, we are not only impacting visiting schools but are working with demonstration sites to continue to evolve and change as they learn more about their students and best practices--or as their school culture grows and changes. By examining professional networks, it allows us to determine the reach of our IPP across WA State (e.g., schools that adopt and implement what they learn from our IPP Demonstration

Sites in their own school contexts). We are additionally using professional network analysis to understand, monitor, and evaluate the implementation processes of inclusionary practices in participating schools. Social network analysis is a well-validated methodology for investigating collaboration and intervention diffusion through graphical analysis. This methodology allows us to identify and connect demonstration sites within professional networks. For example, we are able to identify how schools are connected through school visits, shared materials, and communication.



WA State IPP Demonstration Sites

About Career and Technical Education

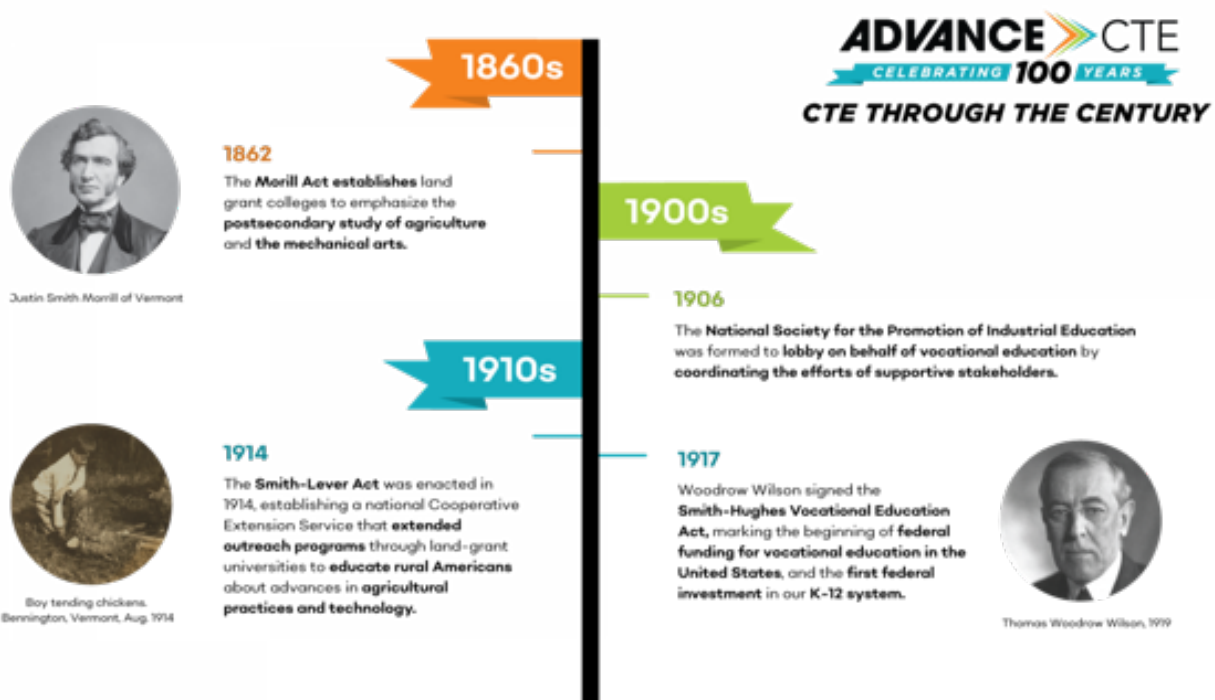
A BRIEF HISTORY OF CAREER AND TECHNICAL EDUCATION

In the early 19th century the workforce as well as the public education system began to collaborate to generate continuous streams of workers for different occupations. Schools began providing specialized training for students to enter different workforces and began incorporating student participation which influenced the foundation for career and technical education practices.

In 1879, St. Louis, Missouri established the first manual training school that combined hands-on and classroom learning. This created a domino effect of CTE programs in other states such as New York and in other areas of interest such as agriculture and trade.

World War I brought about the first mass acceptance of career and technical education as technical skills were needed to address defense purposes at the time. With this fluctuation, CTE expanded to include adult education and citizen reentry services into the workforce.

The Smith-Hughes Act was formed in 1917 to provide federal funds for vocational education. The act is an expansion and modification of the 1914 Smith-Lever Act and both were based largely on a report and recommendation from Charles Allen Prosser's Report of the National Commission on Aid to Vocational Education.



WHAT IS CAREER AND TECHNICAL EDUCATION

Career and technical education (CTE) provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs. Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. In the state of Washington, every school district offers some CTE career exploration services, CTE class offerings, and participation in student leadership organizations. Many students have access to skills centers that teach CTE classes to students from several surrounding districts. These classes can often fulfill academic credits required for high school graduation and for some classes tuition-free college credit. Many CTE Advanced Placement classes exist and more are being developed each year.

In total, about 12.5 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies and making academic content accessible to students by providing a hands-on context. In fact, the high school graduation rate for CTE participants is about 15 percent - 90 percentage points higher than the national average.

BENEFITS OF CAREER AND TECHNICAL EDUCATION

CTE courses provide students with context between what they're learning in school and the real world in order to better understand the value of the educational experience.

Giving students opportunities for real-world applications also provides additional benefits. Students find success by gaining job-specific skills related to defined career pathways they explore through CTE courses. High school CTE courses help prepare students with the skills and knowledge they need for entry-level jobs, as well as being better prepared for college.

Students in CTE courses not only perform better, but they are also more engaged and have higher graduation rates. CTE programs help students see the importance of their studies for their future, and motivate them to attend classes and study hard.

Other benefits include:

- Exposing students to people in varying and unique career fields.
- Providing an understanding of the skills required.
- Bring awareness to the amount of additional education that would be needed for a career.
- Giving students choices to decide to enter the workforce after high school, vocational training, and internships, or seek out additional schooling such as attending a four-year university.
- Allowing students to evaluate whether or not the career that interests them is really the right fit.
- Make real-world connections.
- Provide employability and essential skills

About Kodiak Cubs

LOCATION

Leavenworth, WA in the Cascade School District, ESD171

GRADES SERVED

Preschool (ages 3-4), Pre-K (ages 4-5) and high school (Grades 10-12)

STUDENT BODY

The current student make-up of Kodiak Cubs is 17 preschool students, 26 Pre-K students, and 12 high school students. Kodiak Cubs has 5 students with IEPs, and roughly 50% of the student body is eligible for free or reduced meals through the USDA meal program. In addition, there are 10 students from whom Spanish is their home language.

The CTE program offers placement for 12 Cascade High School students throughout the year. This year the demographics are as follows: 5 Seniors, 3 Juniors, and 4 Sophomores of this 4 students are being served with IEPs, 1 student is being supported with a 504, 8 students are Spanish speakers, and 2 students have limited English Proficiency.

EDUCATORS/STAFF

Lindsay Camp, lead teacher and Chloe Hollatz, part time aide.

HISTORY OF SCHOOL

Kodiak Cubs is located in Leavenworth, WA and has served students in the current location for the past 11 years. A preschool program existed in the Cascade School District previous to Kodiak Cubs, but 11 years ago the decision was made to relocate to Icicle River Middle School (IRMS) in order to facilitate a partnership with Cascade High School's child development program. Under the guidance of special education teacher Peggy Kinnear, Kodiak Cubs began as a half-day, morning program serving students who qualify for special education services and some typically developing students. Nine years ago, when Lindsay Camp came on board as lead teacher, the model was changed to promote inclusive practices; both morning and afternoon sessions; and offer more child development classes. Over the past decade, Kodiak Cubs has grown to be a well-respected model throughout North Central Washington for how to incorporate inclusive practices.

MISSION STATEMENT

The Mission of Cascade School District is Continuous Student Development.

VISION STATEMENT

We envision achieving our mission by helping students develop: Character, Scholarship, and Determination.

OUR IDENTITY

In the Cascade School District, we strive for "Continuous Student Development" to cultivate our young people's full potential for life-long success. We are driven by a passion for growing whole people and guided by the knowledge that when we grow as an individual, we grow a strong vibrant community.

Our Why

At Kodiak Cubs, our motto is “All Means All Y’all”. In our community, we didn’t see inclusion as a choice but a necessity. When we are addressing the needs of the community no one is excluded.

Kodiak Cubs Preschool began looking into inclusionary practices to address a large demographic and geographic community which meant that there were numerous community members with differing needs to be met. We knew that if we truly wanted to be inclusive, we had to make sure that our community was provided with support regardless of their abilities and backgrounds.

At Kodiak Cubs, our decision to address our inclusionary practices was determined by three ruling factors:

- The size of the community
- The students being served
- The needs of our families and community members.

We knew that to increase our attendance of participating students in our program we were going to take an inclusionary approach to ensure that we were doing what we needed to support all our students and families.

With the goal of increasing preschool enrollment and the availability of space in our neighboring middle school, our deeper dive into inclusionary practices began.

Our Journey To Inclusion

At the beginning of our journey, we provided a strong program that formerly supported students through specially designed instruction but also offered tuition-based services. Initially we had little community support but a strong foundation and team that knew we could make big changes.

OUR FOUNDATIONAL PRINCIPLES OF INCLUSION

As we began, we wanted to identify the principles that were going to fuel our mission, guide us through the process and nurture our inclusive path. These principles are student and family-centered, promote diversity, equity and justice, exemplify community and involve coordination and collaboration.

STUDENT AND FAMILY-CENTERED

We started by addressing the individual needs of each student. We placed high importance that students and families were to be considered in every decision that would impact them as well as their learning and individualized needs.

PROMOTE DIVERSITY, EQUITY, AND JUSTICE

We wanted to foster a community that celebrates diversity, promotes equity, and is just for all. Our collective goal is the success of the students, addressing their needs, and ensuring that their voices are heard. Our mission was to make sure that students, families, and staff felt loved, safe, and seen. With the CTE student participation, preschoolers are able to see a diverse community representation in the classroom. This promotes culturally responsive teaching strategies and a sense of belonging.

EXEMPLIFY COMMUNITY

In our efforts to epitomize community, we were continuously asking our community what we could do to support them and where they felt a lack of support. In addition to inquiry, we wanted to make sure that we were demonstrating inclusionary practices by providing classroom-based services that supported our mission and vision.

COORDINATION AND COLLABORATION WITH “THE BIG KIDS”

Our strongest inclusionary asset is undoubtedly our Career and Technical Education program at Kodiak Cubs. The high school students at our neighboring school act as teaching assistants in the classrooms and are the rockstars of our environment. The experience that they obtain from the CTE not only benefits them in educational and technical purposes as they begin their transitions into the real world, it also provides them with a place to feel loved and appreciated and inspire many of the participating high school students to seek a position in the education field as they begin transition into their adult lives.

IMPLEMENTING CTE AT KODIAK CUBS

To begin our CTE program, we knew a collaborative effort would be required and reached out to important stakeholders. In our first planning meetings, we incorporated community, school district, and staff personnel. We knew that it was pertinent to incorporate all of the entities that were going to be impacted by the preschool. From high-level district leaders that could influence changes on a systematic level such as the superintendent and building principals to the paraprofessional and custodians. We wanted to make sure that all voices were heard and that no position was too big or small to be incorporated into our journey for a more inclusive environment. This became a model of collaboration and coordination across our community. We adapted this method of inquiry and assessment and influenced a continuous method of support and participation within our community that we utilize today.

First Step: Our dream was to physically move the preschool closer to or within the high school to utilize the CTE program potential and create a collaborative system that benefitted all involved.

Teaming: With support from then special education director Tim Wallace, we devised a plan to make this move happen. We began by bringing in numerous district leaders to discuss how to make this a reality. Included in this leadership team were the teacher Lindsay Camp, then superintendent Steve McKenna, then Title one director Kenny Renner-Singer, and Dwight Remick to support the conversation around budget,

and Tim Bentz Cascade transportation director. With the support of these major district leaders we began meeting to discuss high leverage moves necessary to get the ball rolling on this grand idea. With the support and strength of our team members, a mere idea became a reality.

Logistics to consider:

- CTE training and certification for the preschool teacher
- Collaboration time for the high school CTE team and preschool teacher
- Authentic learning from experienced preschool staff as training for the highschool students prior to hands on experience
- Ensure the highschool students had physical access to the preschool program
- Schedule alignment to accommodate programs
- Dual credit assurance

With Lindsay Camp leading the way, providing training in the classroom as well as job site training, the CTE program became one of the Cascade School District's greatest collaborative community accomplishments and continues to thrive to this day. Her hard work and dedication to this program increased student participation, enrollment of students in need of more support, and has experienced an increase in graduates. This program has had great influence and several success stories. Although the CTE program sought to benefit the high school, it also has positive outcomes for the preschoolers, families, and the community as a whole.

CTE AT KODIAK CUBS TODAY

Our CTE programs consist of three collaborative components in their foundation:

- Practical experience
- Dual credit
- Graduation pathway or transition opportunities.

The CTE program in our school is structured as follows. In order to ensure we were and are preparing our students with the best hands-on training experience possible our CTE program is compiled of three major components:

- CHILD DEVELOPMENT 1 (Theory and Knowledge)
- CHILD DEVELOPMENT 2 (Practice and Skill Building)
- TRANSITION SERVICES (Special Education)

CHILD DEVELOPMENT 1 (Theory and Knowledge)

Child development one is a course taught in our neighboring high school. In this course, high school students are taught the theory and foundational knowledge of child development. Here they discuss important milestones of childhood growth and development in addition to educational philosophies and educational practices that are implemented in an everyday school setting. With this curriculum, the high school students develop a game or activity and practice with our preschool students to test their knowledge.

CHILD DEVELOPMENT 2 (Practice and Skill Building)

In Child Development 2, students practice and build their skills on-site at Kodiak Cubs Preschool. They take the knowledge gained from Child Development One and apply it in a real-world setting. This opportunity allows the students to use their skills in a classroom setting and allows them to reflect on their early childhood educational approaches. This opportunity also allows for the students to learn how to embed learning opportunities naturally throughout the preschoolers day with social emotional learning, pre academic skills, and providing positive behavioral supports in an inclusive setting.

TRANSITION SERVICES (Special Education)

In our final component, we work side by side with the special education department to assist our high school students in the transition from special education services and provide them with real-world job experiences via our preschool.

We have had numerous students adjust their career choices as influenced by participating in our CTE program. Inspiring and influencing students to go into the educational field is merely one of the outcomes. Some high school students that have participated in our program have had challenges navigating their own experiences and feeling a sense of belonging in school. The CTE program not only has supported these students with education but also provides a place where they can be themselves and belong in their community. Having the opportunity to be a leadership role and providing them with space to share their interests and passion with the preschool students has encouraged them to believe in their abilities. Participating in the CTE Big Kids program has increased confidence and influenced students to not only go into the field of education but to expand their horizons and branch out into other fields.

In the CTE program, high school students and preschool students work and learn collaboratively. The high school students become role models to the preschoolers, who look at them as an example of what they can accomplish when they are older. The “Big Kids” get to see the positive influence that they provide younger students as they grow and progress into “Big Kids” themselves. It creates a continuous cycle that encourages all students involved to be the best versions of themselves and how to be a positive influence in their community. The CTE Program allows the highschool students in the program to have leadership roles and provides opportunities for students with and without disabilities to demonstrate their strengths and provide a safe space to grow and learn. Our “Big Kids” are our community’s greatest treasure and we plan on continuing our inclusion practices and journey for years to come.

Our Findings and Impact

WHAT WE LEARNED

Along the way, we learned many different components of establishing our CTE program. There are numerous factors that come into play when constructing a program like CTE. For instance, we needed to make sure that we were steering the course on the correct pathway to ensure that our program development was linear with child development based on the standards of OSPI. With that in mind, we have to make certain that the proper frameworks are in place to create and implement the program where it is effective and intentional. In addition, we needed to ensure we had the correct personnel CTE trained to implement intrusion to full term to make sure that we were consistent and up to par in our instructional methods. Our preschool lead teacher Lindsay Camp became CTE certified to support these efforts with our program construction processes.

We worked collaboratively with Wenatchee Valley college to make sure that our students were receiving their dual credits whether participating full time in the classroom with our Child Development 2 practicum receiving two credits or in the Child Development 1 offered in Cascade receiving five credits from Wenatchee Valley College.

The CTE director worked closely with the financial director to disperse funds in a manner that kept the program flourishing and on course. It is very important to understand that creating programs such as these requires not only support from community members, students and families but also organizational and systems support required to include high school students into a program such as CTE.

THINGS TO CONSIDER (CTE PROGRAM IMPLEMENTATION)

Continued professional development for staff

Having appropriate training implementation as well as extensive knowledge for your staff. We know that increasing our knowledge on inclusionary strategies is vital for the efficacy of our program.

Partnership/Communication between buildings/programs

This is an absolutely necessary practice that ensures that everyone is on the same page, has the collective mission and vision in mind, and exhibits collaboration and community. This includes making time to come together and plan, as well as communication goals, concerns, or areas of adjustment. Furthermore, it ensures that all voices are heard and no one is left out of the collaborative process. This includes making objectives clear, multiple tiers of communication as well, planning time, implementation processes, and reflection and evaluation.

Coordinated schedules

This does not mean that schedules always need to be linear. Coordinating schedules ensure that high school students have enough time to benefit from consistent participation in your program and that the participating students have the high schoolers on a consistent basis to ensure stability and intention.

Support for developmentally appropriate practices in all settings

This ensures that all students, high school or pre needs are met in the most effective way. Creating intentional lessons for each demographic in your learning environment is vital to the success of your program. This aspect provides accountability to the staff in the means of making sure that students are provided with the support needed for them to be successful.

BARRIERS TO IMPLEMENTATION

There were numerous barriers we had to overcome on this journey. One of those barriers was getting everyone on board and remaining on the same page. There were a lot of concerns about the high school students joining the preschool program. There was a comfortability aspect about borderline adult students handling and assisting such young children. There was a lot of pushback due to many concerns such as supervision, experience, and toileting practices that discouraged the community from participating in the CTE construction process.

Another barrier was recruitment. Locating students who were not only willing but eager to participate in the program was a task within itself. We wanted to ensure that would not only benefit from the program and what it had to offer but that the participating students were going to be beneficial to the program as well. We wanted students who were willing to be challenged and had a mindset that education may have not been of interest initially but was positively supported and influenced by the program to see a career in education as a possibility.

We had many students apply to participate thinking that supporting young students would be easy only to find out that it was more difficult than perceived. Although we did not want to discourage students from applying for the CTE program, we wanted to make sure that the students were up for the challenge that an early learning classroom exhibits.

Having clearly defined expectations for not only the program but the students as well was a barrier that we faced along the way. We wanted the high school students to be intentional about why they were participating in the program itself. Making sure that the expectations were clear made getting the community on board and recruiting students with real intent simpler. In addition, this made the program more popular and it continues to influence the community in positive ways.

IMPACT ON HIGH SCHOOL STUDENTS

There are so many positive outcomes that our CTE program has exhibited in our high school students. Being able to provide them the opportunities to be able to mentor preschool students creates community bonds and relationships. The CTE programs have influenced long-lasting bonds with preschoolers and high school students which further increase and influence community bonds throughout the Cascade school district.

High school students get career-centered learning opportunities. They get to take what they learned and are provided the opportunity to implement that knowledge and apply it in a classroom setting. It gives students who are truly interested in becoming a teacher or entering the education field to get a taste of what it looks like in the real world and practice building their skills, grow and take those learned skills with them when they transition in the real world. It provides them a chance to adjust their goals.

BENEFITS OF A CTE PROGRAM

The CTE program comes with numerous benefits for all that are involved. One aspect is that each student that participates in your program generates more funds for your school. For example, an additional 955 and 51 above the basic education allocation is rewarded for participating CTE students. Depending on the number of participating students that are in your program, you can obtain additional funds to support your program financially. In addition, it provides more time for the teacher, more time to plan and support the students in addition to 500 dollars to be used for supplies and support for your classroom. The participating students are also rewarded and acknowledged for their participation in the program.

FINDINGS AND DATA

CTE in schools provides more classroom support. It increases the ratio of adults to students; therefore, more small group activities as well as target intervention practices can take place. This allows numerous support distributions in the classroom and increases more academic, social, and emotional growth in the students by providing them with more centralized time with smaller groups of students.

CTE can increase more districtwide support. The positive outcomes that students experience participating in the CTE program gets vocalized in the community. This can increase community support as well as decrease pushback and influence a mindset shift to encourage more programs such as CTE to be constructed in a school setting. High schools become advocates for the program which fosters more support from administration and school community members. Community positive practices increase the aspect of more programs being welcomed into an educational environment that only aims to increase positive practices district-wide.

Having the CTE program in our school has provided us with scheduling flexibility. The CTE program has brought in its own source of funding that allows us to serve not only high school students but preschool students as well. Due to the fact that we are tied down to any federal agency funding, we have the ability to adjust scheduling practices as needed as well as increase our support.

TAKEAWAYS

We know that our journey is lifelong but continue to push forward in our inclusive goals. In our CTE journey, we discovered:

Find the connections within the district (CTE)

When we are trying to make a change in our communities, we are constantly searching for help and resources to help us achieve our goals. A lot of resources can be found within your district. Look for people in your community that share your same goals and ideas. Find community members and district leaders that are willing to collaborate and discuss what their early childhood education goals look like.

In the area of CTE at the preschool, we looked towards our parents who were also staff members to help create and mold our vision. They shared the same gumption for the success of our preschool program. They had goals, needs, and concerns and were willing to partner to ensure the success of their students. We sought out connections that we never thought about before. Incorporating their feedback and partnership helped support our program into what it is today.

Think outside the box (schedules)

In collaboration, we want everything to flow in a linear manner. We have to be open to the fact that to make our visions come to fruition, pivoting may be a strategy that we have to utilize. Collaboration and flexibility around scheduling is the best strategy to find common ground that helps both participating parties thrive. Whether you choose in-person or online meetings, being open to new ways that can connect and support each other helps foster a community of work.

Use already existing structures (local colleges & programs)

With our CTE program there is a dual certification consideration with students earning credits that can be transferred when continuing their education. Wenatchee Valley College was a partner in our community that we worked with to ensure this certification would be honored.

Continuous Plans For Improvement: Our Next Steps

STARS TRAINING

We want to continue focusing on the preparation of our high school students for life outside of high school. Giving them real world job experience at Kodiak Cubs gives them excellent resume credentials, but participating in STARS training to receive certification to work in licensed early learning centers would give them an even greater advantage. To that end, our staff would like to become trainers of the STARS program. We would then be able to offer certification to our CHS students as well as local providers.

CTE CERTIFICATION

Currently the lead teacher at Kodiak Cubs has conditional CTE certification but next year through the CHS CTE department this will be made a permanent endorsement.

CONTINUED FAMILY ENGAGEMENT

Growing the program for young children also means coordinating and engaging families. We look to continue the progress made on developing a Family Advisory Council with officers, scheduled meeting dates for next school year, and an ASB account to raise funds for activities.

****To learn more about Kodiak Cub's journey, to view one of their webinars, or to learn more about the IPP Demonstration Sites Project, visit ippdemosites.org.*

Artifacts and Resources

- [Kodiak Cubs Deep Dive Webinar - The “Big Kids”](#)
 - [OSPI Initial CTE Certification](#)
 - [Course Outline](#)
 - [Dual Credit Course Outcomes Child Development 1](#)
 - [Dual Credit Course Outcomes Child Development 2](#)
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Cascade district leaders and School Board

Cascade school and community stakeholders

A special thanks to all the students for their collaboration and hard work. Thank you for your contribution to your community and for assisting your community in building an inclusive community where everyone thrives.

Thank you Cascade School District for being a district of pioneers willing to make the individual needs of their diverse community a priority.