Annual Report to the Board For Career + Technical Education January, 2009

Final Edition: March 5, 2009

Board Report: Career + Technical Education January, 2009

Highlights and Executive Summary

Board Report: Career + Technical Education January, 2009

Highlights

- According to a national study,[1] CTE concentrators are just as likely to attend college as non-concentrators, and are more likely to complete their college education; in other words, they enter college with a more definitive idea of how college will support their career aspirations.
- The skills center feasibility study is nearing the stage where we are ready to approach the State Legislature for funding to support the design phase.
- Six new courses were offered in 2008 09. Flagship and new CTE programs include DigiPen; CWEST & ACE pre-apprenticeship programs; Sports Medicine; ProStart Culinary; American Sign Language; Marketing/DECA; Careers in Education; Automotive YES; Project Lead the Way pre-engineering, now including Aerospace Engineering; Radio Broadcasting; Video & Film Production; and academies in Architecture, Construction + Engineering; Biotechnology; Finance; Hospitality + Tourism; Information Technology; Maritime; & Public Service.
    - The GRADS program for teen parents and students interested in developing their parenting skills has been relocated to South Lake High School and is fully enrolled.
    - We have begun a DigiPen program exclusively at Cleveland. By 'hooking' students with access to developing video gaming, we can teach AP Computer Science and programming.
- We held two Business/Labor/Education Summits in 2008 to solidify the commitment of building leadership to growing more and robust CTE programs. Our intentions are to follow this up with principal/counselor visits to South Seattle Community College's Georgetown (building trades apprenticeship) campus. Newly certificated photography and other teachers have softened the fiscal blow of the displacement of other CTE teachers, but not yet increased options for students, nor have the ten mandated new programs been added. Due to competing priorities, there is a net loss of CTE teachers.
- Students in career academies (Finance, Hospitality & Tourism, Information Technology, Public Service, Biotechnology, CREATE, Environmental Science, and Maritime) also experience support from their advisory groups, scholarships, and paid internships, and our academies continue to garner recognition. Seattle Public Schools supported 91 paid internships this past summer, 77 of them as NAF Academy internships[2].
- There is now a CTE option to obtain a CAA for students who do not pass the WASL (http://www.k12.wa.us/assessment/CAAoptions/default.aspx); it includes a General Collection of Evidence that exhibits a CTE concentration.
- Over 35 graduates of Seattle Public Schools have become registered apprentices on Seattle Public Schools capital projects, or otherwise placed in the construction industry. About 69% come from our high school pre-apprenticeship programs (CWEST & ACE). This does not take into account the numbers of graduates who are working in construction-related careers or attending a construction-related college program. Five graduates have gone to work on small works projects but did not become apprentices. Others have gone on to post secondary education in construction related careers, from electrician to carpenter, from laborer to pipe-fitter, the expected beginning salaries range from $32,000 to $40,000 and this program has generated over $725,000 so far in scholarship-type support of their apprenticeship training.

[1] ACTE Issue Brief: Career and Technical Education's Role In American Competitiveness, http://www.acteonline.org/policy/legislative_issues/upload/Competitiveness.pdf

[2] 55 Finance @ 34 businesses; 20 Hospitality + Tourism @ 9 businesses; 2 Info Technology @ 2 businesses.

- 49 different CTE courses have tech prep (advanced credit) articulations with the Seattle Community College District (Appendix 1), with five new ones completed this year, and four more in process. 1,385 students earned 9,532 credits at Seattle Community Colleges in 2007-2008. At an average value of $73.90 per credit, $704,414 in tuition was saved. This is more than a 100% increase over 2006-2007.
- NAF Academy students received $13,000 in scholarships, and five Seattle Public Schools students received WAVE scholarships last year. NAF advisory boards in Finance, Hospitality + Tourism, and Information Technology have 44 members representing 38 businesses.

Executive Summary

- **Assessment of CTE Program**

  OSPI is in the process of aligning and endorsing a list of industry certifications appropriate for secondary CTE. The whole role and import of industry certifications is being reviewed, and pursuit of an industry certification is being compared to the conventional pathway to the Certificate of Academic Achievement.

  Cross-crediting of CTE courses with core academics continues, and entails a rigorous analysis of academic objectives met in any particular CTE course; 25 courses have been approved for districtwide cross-crediting (up from 18), with five more under consideration.

  The state-mandated course re-approval process has been synthesized with a local assessment of CTE course offerings. *Agriculture and Environmental Science* underwent re-approval in Spring 2007; *Technology and Industry,* Fall '07; *Health + Human Services,* Fall '08. Development of Programs of Study will create a 'natural selection' of courses that are the most economically relevant, and have the potential to meaningfully connect core academic courses to real-world outcomes and Career + Technical Education.

  SPS has CTE offerings in all 10 industry clusters identified by The Prosperity Partnership's Regional Economic Strategy for the Central Puget Sound Region. The 2006 *High Skills, High Wages* report identifies health care and information technology as leading growth areas. Green technology has rapidly emerged as a third priority. Initial programming in Seattle Public Schools' skills center will reflect these priorities: Health Care, Information Technology, and Green Technology (with engineering, energy, environmental science, manufacturing and construction all benefitting from a green approach). Hospitality and tourism is the next highest priority. The full skills center report can be read at http ://www.seattleschools.org/area/cte/downloads/scfeasability06208.pdf .

- **Annual Report**

  CTE FTE averaged 1,641 in 2007 08, up from 1,562 in 2006 07, down from a high of 1,767 in 2001 and a baseline of 1,590 in 1997. Data so far in 2008 09 indicate a sharp downturn to under 1570. Teacher FTE is currently 81 (102 FTE in 2000 01). Declining enrollment and the elimination of Career and College Center Specialists will also have an impact on CTE FTE.

  Assessment of range and accessibility: There is a need to increase Marketing; Pre-apprenticeship (north end); Careers in Education; American Sign Language; Applied Math; Pre-Engineering; Graphics; Health Sciences; & middle school CTE offerings.

  OSPI is funding middle school programs, but only for existing programs strong in math and science, and where the teacher was CTE-credentialed. SPS applied for and received funding for five middle school programs. Assistance is needed for new middle school programs, in particular at Hamilton and The New School, where *Gateway to Technology* will be offered.

  The indirect rate charged to state program 31 is still at the maximum 15%.

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- **Expansion and Strengthening of CTE Programs**

  Three half-time CTE positions bring Sports Medicine to West Seattle, Ballard & Chief Sealth High Schools.

  The high school steering committee will continue to address CTE Expansion, in particular the mandated addition of 10 new CTE programs.

  BEX has, over the past few years, been invaluable in sustaining programs and helping to extend them into 21st century technology.

- **Professional Development and Cross-Crediting**

  The cross-crediting initiative continues, and to date there are 25 CTE courses (up from 18) that have been analyzed and approved for cross crediting (See Appendix 5), with five more scheduled for review in the next few months. New for this year includes CTE cross-credits for the Fine Arts graduation requirement, and a prioritizing of math. CTE teachers are encouraged to participate in the professional development offered to academic teachers in their schools, and especially the *Mathematics Endorsement Academy,* a partnership with Seattle University and Puget Sound ESD. This year, in addition to the CTE-specific conferences and trainings are offerings to develop Advanced Placement courses that are also Career + Technical Education: Environmental Science; Economics; Computer Science; Computer Programming; Biology; Family Systems/Psychology; Commercial Art and Advertising/Studio Art.

- **Dual Certification for Current Non-CTE Teachers**

  Over the past year, the CTE staff has helped 3 more Seattle Public Schools teachers add a CTE credential, in areas like Natural Resources, Horticulture, and Banking Support Services (Academy of Finance). This brings our total to 22, and this 'harvesting' process will continue, though probably at a lower level.

- **Hiring**

  "Where there is turnover or attrition, the Human Resources Department and schools will seek people with industry experience (i.e., experience outside of education) and view such experience as an asset for new applicants who can be dual-credentialed, i.e., make it a preferred qualification." [Policy Procedure 52.01]

- **Career + Technical Education Master Plan / Skills Center**

  The first iteration of the CTE Master Plan was submitted in May 2005. Staff from the CTE Department collected input for revision from principals in Spring 2006. A 2009 revision, with greater emphasis on Programs of Study and the potential of a skills center, is under consideration. The CTE Department has put together a new list of *Universal* CTE programs, i.e., courses that should be available to every high school student, a CTE 'core.' [Appendix 2].

- **Reduction and/or Realignment of CTE**

  A 2006-07 staffing action violated this procedure. In at least one instance, the one-year planning phase should have been initiated before eliminating the program, and it was not.

- **Three-Year Comparison on Tech Prep**

  2005-06: 841 students earned 5,738 credits at Seattle Community Colleges. At an average value of $73.69 per credit, $424,038 in tuition was saved.

  2006-07: 644 students earned 4,044 credits at Seattle Community Colleges. At an average value of $73.69 per credit, $298,852 in tuition was saved.

  2007-08: 1,385 students earned 9,532 credits at Seattle Community Colleges. At an average value of $73.90 per credit, $704,415 in tuition was saved.

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Annual Report

Board Policy C52.00:

POLICY
It is the policy of the Seattle School Board to maintain Career & Technical Education offerings in all four pathways* in our District. Career & Technical Education that enables achievement of high academic standards; provides application of leadership skills; and prepares students for skilled, high wage employment and for opportunities in advanced and continuing education will be accessible to all secondary school students.
Pursuant to this Policy, the Superintendent or his designee shall adopt guidelines for establishing course equivalencies for Career & Technical Education courses so that credits obtained in appropriate Career & Technical Education courses may be accepted as meeting subject matter graduation requirements.

[*Updated to five pathways in 2007: 1) Agriculture + Environmental Science; 2) Arts, Communications + Media; 3) Business, Marketing + Information Technology; 4) Health + Human Services; and 5) Science, Engineering + Industry].

Board Procedure C52.01 requires an Annual Report to the board on the implementation of C52.01, Career + Technical Education (CTE) Procedure, in January. The format of this report corresponds to that of CTE Procedure C52.01.

1. **Assessment of CTE Program**
    a. Program continuity: Seattle Public Schools currently have many programs that are sequenced towards an industry certification, apprenticeship status, or placement in a four-year college program. Out of hundreds of possible Industry Certificates, the state has thus far approved 11, five of which can be obtained in Seattle Public Schools CTE programs.

OSPI Approved Industry Certifications

Program/Course(s)	Certificate/College Credits	State-Approved Certificates
1. Marketing	A*S*K Business Institute Certificate through MarkEd	A*S*K Business Institute Certificate through MarkEd*
2. Marketing	National Professional Certification in Customer Service	
3. Automotive	Automotive YES-ASE	Automotive YES-ASE* exit exam
4. Office user specialist	Microsoft Office User 2007 Specialist Certification in Nine Areas	IC3 ICDL, MOS-Core* MOS-Expert*
5. ACE	Direct entry into Apprenticeships	
6. C-WEST	Direct entry into Apprenticeships	
7. Careers in Education	Seattle U. & SPU credit; WWU; Whitworth; CWU; SCC transfer credit	
8. ASL	SCC transfer credit	
9. Cisco 1-4	CCNA	CCNA*
10. Computer Installation and Repair Technology/ Technician	A+ and Net+	A+
11. Dental Assisting		WA State Dental Association
12. (Early) Child Care		State Training and Registration System (STAR)
13. Therapeutic career		Sports Medicine Specialty Program
14. Digital Design		MCPP
15. Web page/digital/ multi-media and information design		CIW Foundations
16. CAD/CADD Drafting and/or Design Technology		American Design Drafting Association (ADDA)

*Preparation for these certificates is available through Seattle Public Schools

- Ten career academies in four schools (Ingraham, Franklin, Sealth, and Ballard) integrate CTE courses with core courses; these academies are successful and comprehensive examples of personalization, community-based learning, and college, work & adult life preparation that have been available to Seattle Public Schools students for twenty years. We estimate over 90% of students completing an academy sequence go to college (in NAF academies of Finance, Hospitality & Tourism, and Information Technology, the figure is closer to 100%). And 49 different CTE courses have tech prep (i.e., advanced credit) articulations with our local community college system, the Seattle Community College District (Appendix 1), and are eligible for college credit. 1,385 students earned 9,532 credits at Seattle Community Colleges in 2007-2008. An average value of $73.90 per credit, $704,414 in tuition was saved. This is more than a 100% increase.

Our pre-engineering classes *(Project Lead the Way)* do not currently carry a certificate, but advanced placement and admissions 'points' for colleges and universities with engineering schools are expected. See www.pltw.org to stay up to date on this program's national progress.

Roosevelt's *Project Lead the Way* class received national recognition in PLTW's 2008 Model Schools Yearbook.

b. Reasonable alignment with state and district standards:
Beginning in 2006-07, OSPI began requiring re-approval of all CTE courses on a four-year cycle. Seattle Public Schools is on the following schedule: Spring 2007, Agriculture; Fall 2007, Technology + Industry; Fall 2008, Health + Human Services; Fall 2009, Business + Marketing. These correspond well to SPS's five career pathways. We will add to this approval process a new cultural habit of working directly with the Building Leadership Teams at every high school.

Career + Technical Education courses carry the triple burden of having to meet state CTE standards, market themselves successfully to students, and to also contain the rigor defined by state and district standards in literacy, math, and science (i.e., PE's, EALRs and GLEs). The best process thus far undertaken by the central office is the effort to cross-credit. No course will be submitted to the high school director for approval until it has undergone careful analysis of the curriculum and classroom observations of the teacher(s). To date, 30 CTE courses have been vetted for cross-crediting status, and as such have been shown to align with state and district standards (see Appendix 5 for full details) :

	Course(s)	Cross-Credit Equivalency Area
i.	13th Year Portfolio	Language Arts
ii.	American Sign Language*	World Language
iii.	Applied Math	Math
iv.	Business Communications/English	Language Arts
v.	Business Law*	Social Studies
vi.	Careers in Education*	Language Arts
vii.	(Introduction to) Engineering Design [PLTW]	Visual Arts
viii.	(Principles of) Engineering* [PLTW]	Lab Science/Math
ix.	Family Health	Health Education
x.	Family Systems	Social Studies
xi.	Food Science, Dietetics, and Nutrition*	Lab Science
xii.	Health Therapeutics*	Lab Science
xiii.	Housing and Interior Design	Visual Arts
xiv.	Interpersonal Relationships / Family	Social Studies
xv.	Nutrition and Wellness	Lab Science
xvi.	Radio Communication	Language Arts
xvii.	Web Page Design	Art / Language Arts

*Multiple sequenced courses with this title

Concerns have been raised regarding course titles and how a cross-credited course looks on a transcript, and we have all but reached resolution of these issues.

c. Current and future labor market trends are reflected in many CTE courses. The green technology, information technology, and health industries are the fastest

growing and have the highest demand. The Prosperity Partnership's[3] Regional Economic Strategy for the Central Puget Sound Region and the 2006 *High Skills, High Wages*[4] reports identify these areas of necessary and likely economic growth. We have identified CTE programs that prepare our students to take full advantage of these areas; all programs are ripe for more growth:

	Industry Cluster	CTE Offerings
i.	Transportation	Maritime, Automotive, Pre-Engineering
ii.	Entrepreneurship, Small Business	Business, Marketing, Finance
iii.	Aerospace, Aviation	Pre-Engineering, *Aeronautics*[5]
iv.	Life Sciences	Environmental Science, Biotechnology
v.	Alternative Energy	Automotive, Pre-engineering
vi.	Public and Nonprofit Sectors	Family & Community Services, Public Service, Accounting, Careers in Education, Child Development
vii.	Information Technology	Computer Applications, Cisco, A+ Programming, Web Design
viii.	Green Buildings & Clean Energy	Automotive, Pre-Apprenticeship, Pre-engineering, Green Science (PLTW)
ix.	Logistics and International Trade	Business, Finance, Accounting,
x.	Construction & Engineering	Pre-engineering, pre-apprenticeship

Excellence is maintained by investing as much as possible in all the supporting activities that together make CTE programs excellent: teaching and learning standards; advisory boards that represent the industry; professional development; participation in school transformation processes; Career + Technical student leadership organizations; community-based learning; cross-referencing industry and academic standards; small learning communities as exemplified by career academies; and so on.

2. Annual report

In April 2008, 1,542 student FTE were submitted to the state, down from a high of 1,767 in 2001 and a baseline of 1,590 in 1997. This is attributed to a reduction in staff and offerings, and increased granting of Occupational Education credit for non-CTE courses. Enrollment statistics are summarized in Appendix 3. Appendix 4 charts the changes in CTE staffing school by school 2002-2007. In 2000 2001, there were 669 high school teachers (FTE); 102 (15.3%) of them were CTE teachers. In 2008 09, there were 683 high school teachers; 81 (11.9%) of them were CTE teachers. While the number of high school teachers has increased, the number of

[3] "Prosperity Partnership envisions a region where residents have good jobs and earn family-wage incomes, where globally competitive businesses thrive, where diversity is embraced…" from *Regional Economic Strategy for the Central Puget Sound Region, Summary, October 2005.*

[4] Washington State Workforce Training and Education Coordinating Board

[5] Not currently offered, but is a part of the *Project Lead the Way* pre-engineering offerings, Grades 3-12.

CTE teachers has decreased. Proportionally, teacher FTE continues to decline (see Appendices 4.1 and 4.2).

a. Assessment of range and accessibility: Preliminary findings and recommendations can be found in the CTE Master Plan (May, 2005). Highlights would include a need to increase Marketing programs; pre-apprenticeship opportunities in the north end; Careers in Education; American Sign Language; Applied Math; CTE offerings in the middle schools; and Health Sciences. The new Roosevelt, Cleveland, and Garfield High Schools feature pre-engineering, and a new Family & Consumer Sciences teacher has been hired at South Lake High School. However, the school has not pursued the hiring of a second teacher. Cleveland has experienced a precipitous drop in CTE offerings, and Garfield withdrew and has not resumed support of its Automotive Technology program.

b. Review of State Program 31 expenditures

This year, there are no irregularities to report. The proposal to administer all state program 31 funds centrally still needs review.

3. Expansion and Strengthening of CTE Programs

BEX has, over the past few years, been invaluable in sustaining programs and helping extend them into 21st century technology.

By making some existing classes CTE classes, Seattle Public Schools has been able to make it easier for students to meet their Occupational Education graduation requirement, and increased state funding to the district. However, it has not increased course options and opportunities for students.

The following classes have been added to the Career + Technical Education catalog over the past few years:

School	Teacher	Course
Ballard	India Carlson	Env. Horticulture
	Jennifer Delaney	Technical Theater
	Megan Vogel	Natural Resources
	Valerie Green	World of Finance
	Loka Murphy	Sports Medicine
Cleveland	Douglas Hartley	Pre-Engineering
	David Friedle	Computer Programming, DigiPen
	David Friedle	Video Production*

Garfield	Cynthia Nkeze/Mallory Clarke	Environmental Science
Hale	Janet Higgins	Game Design
	Gregg Neilson	Video Production*
Roosevelt	Karl Ruff	Aerospace Engineering
Sealth	Sam Reed	IB IT in a Global Society
	Pam Mushen	World of Finance
	Becky Horst	Sports Medicine
West Seattle	Charles Liggett	Sports Medicine
	Neil Rockwell	Animation Tech Graphics

In addition to new classes, some schools added CTE programs to their offerings in 2008-09:

Garfield	Meredith Blache	Tech Services
	Meredith Blache	PLTW Pre-Engineering
	Corey Louviere	Mixed Media & Design
Interagency	Howard Collier	Applied Math
	Howard Collier	Law and Justice
South Lake	Michelle Green	Family Health
	Michelle Green	Children/Parenting
	Michelle Green	Teen Parenting

Non-CTE SPS Teachers Who Became CTE Teachers

School	Teacher	Course
Ballard	India Carlson	Environmental Horticulture
	Jennifer Delaney	Technical Theater
	Megan Vogel	Biology (Maritime) Natural Resources
	Penny Pagels	Botany
	Valerie Green	World of Finance
	Loka Murphy	Sports Medicine
Cleveland	Edwina Gannis	Business Education
Franklin	Eric Faulkner	Video Production
Garfield	Cynthia Nkeze	Environmental Science
Sealth	Pam Mushen	World of Finance
West Seattle	Paul Larson	Video Production

Furthermore, to help students who were at risk of not being able to graduate in 2008 or 2009, many non-CTE courses were made eligible for the Occupational Education credit. This work was done by the high school steering committee, and continued, but only for previously approved courses and only if the same teacher was teaching it, in 2008 09.

For the marketing goals set by the policy, Seattle Public Schools has been an active partner in a new CTE marketing initiative at the state level. In 2008 09, a concerted and systemic effort was engaged to visit with Building Leadership Teams and/or Instructional Councils to 'have the CTE conversation.' Active work with the Communications Department needs to be re-started, but the local media report on stellar programs with some regularity. Seattle Public Schools students, student leadership organizations, career academies, and teachers are consistent winners of awards and recognition.

Seattle Public Schools led the marketing research effort begun in 2005-06 that provided the basis for these regional and statewide marketing efforts. As one example, we have had an effective marketing effort specifically for pre-apprenticeship programs. Franklin High School has held assemblies that have featured CTE courses and career academies. And career fairs, which often lead to CTE enrollment for students, continue to be held at various high schools. IGNITE

has won a national award and captured the attention of Senator Maria Cantwell and the Microsoft Corporation, and we have made great strides in marketing the advantages of apprenticeship to a diverse group of students. More work lies ahead in this effort, in particular in working with counselors, and having exhibitions of student work at the high schools.

The eSIS system allows simple cross-enrollment, and this aids students from one school who want to attend a program at another school. A good test of this has been having the Garfield Auto Program available districtwide until it returns to Garfield.

4. Professional Development and Cross-Crediting

The Career + Technical Education Department has worked closely with Instructional Services to synthesize professional development for CTE teachers for three purposes: 1) to achieve and sustain high academic rigor so that CTE is a true alternative to the conventional core courses; 2) to stay on top of breaking developments in their respective industries and specialty areas, i.e., provide students with current knowledge that will serve them in tomorrow's workforce; and 3) to not 'burn out' trying to do both of these things. This is a complex problem, but we are excited by the challenge. The cross-crediting initiative continues, and to date there are 25 CTE courses that have been analyzed and approved for cross crediting (See 1.b. above and Appendix 5) Dr. Robinson-Nance is in the process, under Don Kennedy's leadership, of reorganizing and aligning professional development, and the CTE Manager has participated in this process.

5. Dual Certification for Current Non-CTE Teachers

We met with Human Resources in early May to further implement this procedure. Human Resources has provided us with a list of recently hired (within 5 years) teachers and paraprofessionals. They have been contacted and invited to explore the possibilities of CTE certification. In the meantime, enterprising CTE staff have located 11 current Seattle Public Schools teachers, in areas like Theater Tech, Photography, Video, Horticulture and Aviation, who have added CTE certification over the past four years.

Specifically, these nine teachers are currently teaching CTE courses:

TEACHER	CTE CREDENTIAL (OTHER CREDENTIAL, SUBJECT)	SCHOOL
Gina O'Neill	Photography (Art, PE, Health)	Ballard
Mallory Clarke	Environmental Science (***)	Garfield
William Kuhns	Photography (Standard, *Art*)	Hale
Cecilia Otto	Photography (Standard, *Art*)	Roosevelt
Paul Larsen	Video (Standard)	West Seattle
Norland Walter	Wood Construction (Standard, *Special Education*)	Sealth
Mike Keplinger	Photography (English, LA)	Summit K-12
Eric Faulkner	Video; (English, LA, Journalism)	Franklin
Ruben Vankampen	Theatre Tech (Standard *Drama*)	Roosevelt
Susan Barth	Horticulture (Science)	Nova

6. Hiring

CTE met with Human Resources in January 2009 to implement this procedure:"*Where there is turnover or attrition, the Human Resources Department and schools will seek people with industry experience (i.e., experience outside of education) and view such experience as an asset for new applicants who can be dual-credentialed, i.e., make it a preferred qualification."* HR recruiters will meet with CTE staff to more closely coordinate and mutually educate on the recruitment and hiring of quality CTE teachers and non-CTE teachers with CTE potential. We will further work together to identify language to be included in secondary teacher postings and/or the HR website so as to attract potential Career + Technical Education teachers.

7. Career + Technical Education Master Plan / Skills Center

The first iteration of the CTE Master Plan was submitted to the high school director in May 2005. A process for integrating it into transformation planning at the middle and high school levels has not been established. In lieu of such a process, plan revision awaits a definitive skills center proposal, and/or the advancement of the most recent iteration of the plan. Appendix 6 is a letter from Superintendent Goodloe-Johnson to OSPI outlining the concept for Seattle's skills center. Specifically:

- We will focus on eight high-wage/high-demand industries (focus in bold): **Green Technology,** (which will include Construction, Manufacturing, Life Sciences/ Biotechnology, Transportation/Logistics; **Health Care; Information Technology;** and Hospitality + Tourism.
- A single-district model will be proposed, but one that distributes programs among satellite and branch campuses.
- We are partnering with the Seattle Community College District, the Seattle-King County Workforce Development Council, the Manufacturing Industrial Council of Seattle, the City of Seattle, and local business and labor organizations.
- The skills center work is part of our overarching work on high school reform. Thus we are also pursuing Science, Technology, Engineering and Math (STEM) programs, and we are interested in exploring opportunities that we may have to develop a STEM-focused, 2lst century technical high school.
- Our current work includes exploring specific program development, curricular choices, and locations for specific programs.

8. Reduction and/or Realignment of CTE

In multiple instances, the one-year planning phase should have been initiated before eliminating the program, and it was not. No CTE programs have been submitted for the one-year review required by the policy.

Appendices

Appendix 1: Current Tech Prep Articulations

HIGH SCHOOL COURSE	SEATTLE COMMUNITY COLLEGES	COLLEGE COURSE DESCRIPTION, NAME AND NUMBER	Credits
Intro to Business – 1 semester **NAF Academy of Finance—4 semesters**	**North, Central, South**	Introduction to Business, BUS 101	5
Accounting Accounting 1 & 2 Accounting 3 & 4	**North, South** **South**	Introduction to Accounting I, **ACC 110** Introduction to Accounting II, **ACC 120**	5 5
Applied Math I and 2	**South**	Applied Mathematics I, **MAT 111**	5
Business Communications **Business English**	**North, Central, South**	Integrated Communications I, **BUS 131**	5
Networking/Cisco	**North** **North** **North** **Central** **Central** **Central** **South** **South** **South**	Cisco I, **IT 142** Cisco II, **IT 144** Cisco III, **IT 146** Cisco 1, **NET 142** Cisco II, **NET 144** Cisco III, **NET 146** Cisco I, **CTN 282** Cisco II, **CTN 283** Cisco III, **CTN 284**	5 5 5 5 5 5 5 5 5
Computer Applications Digitools/ IT Intro to Info Tech Digitools/ IT Intro to Info Tech MOS WORD* MOS WORD/EXCEL or MOS WORD & MOS EXCEL*	 **North** **North, South** **Central** **Central, South** **Central**	 Software Applications, **IT 101** Using Computers in Business 1, **BUS 169** Intro To Micro Computer Applications, **MIC 101** Information Technology I, **BUS 170** [*typing speed requirement] Information Technology II, **BUS 171** [*typing speed requirement]	 5 5 4 4 4
Digitools /Introduction to Technology	**Central, South** **North** **North, Central, South**	Keyboarding, **BUS 104** Keyboarding, **BUS 105** Keyboarding / Skill building, **BUS 106** [*typing speed requirement]	3 4 3
Information Tech. A+ I or Tech Services 1 Net Essentials or Tech Services 3 & 4 Web Page I Web Page Design and Animation I	**North** **Central** **Central** **South** **South** **South** **North** **Central** **South** **North** **Central** **South**	Computer Basics, A+, **EET 130** and IT Essentials I, **EET 131** Introduction to Computer Hardware, **ITC 140** *and* Operating Systems Concepts, **ITC 134** Computer Hardware Overview, **CTN 101** and Operating Systems, **CTN 141** and PC Hardware **, CTN 170** Net Essentials-COMPTIAA+, **IT120** Network Essentials COMPTIAA+, **NET 120** PC Hardware II **CTN 171** Internet & Web Authoring, **IT 111** HTML and Web Page Development, **MIC 151** Web Production I, **CTN 160**	9 and 5 5 5 5 5 5 5 5 5 5 5

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Marketing 1	**North, Central, South**	Introduction to Business, **BUS 101**	5 3
Marketing 1 & 2	**South**	Leadership and Supervision, **SMG 100**	3
Marketing 1 & 2	**South**	Working with Diverse Pops., **SMG 103**	3
Marketing 1 & 2	**South**	Principles of Marketing**, MKT 201**	
Health Occupations year 1	**North**	**AMA 100, 102, 103, 104, 108, 110, 115, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 243**	20
Health Occupations Year 2	**North**	**AMA 114, AMH 160, AMH 161, AMH 162, AMH 163, AMH 228**	6
Family Health HIV/AIDS	**Central**	HIV/AIDS Workshop, **SHE 150**	1
Sports Medicine	**Central**	Standard Precautions/First Aid **AHE 151** Healthcare Provider CPR**, AHE 152** Medical Terminology, **AHE 165**	1 1 3
Child Development/Human Development	**Central**	Medical Terminology, **AHE 165**	3
Horticulture	**South** **South** **South** **South** **South** **South** **South** **South**	Landscape Industry, **LHO 100** Greenhouse Operations, **LHO 111** Nursery Operations, **LHO 112** Fall Plant Identification, **LHO 115** Winter Plant Identification, **LHO 116** Spring Plant Identification, **LHO 117** Principles Horticulture, **LHO 150** (Horticulture Science 1) and Principles of Horticulture, LHO 151(Horticulture Science 2	1 3 3 3 3 3 2 2
Automotive Maintenance **Advanced Auto.** (*High School teacher course specification required prior to transcription*)	**South** **South** **South** **South** **South** **South**	Introduction to Automotive, **MVM 100** Basic Electrical Systems, **AUT 100** Basic Brakes, **AUT 126** Basic Auto Engines, **AUT 128** Auto Engines (In Car), **AUT 130** Minor Tune-up Procedures, **AUT 136**	3 4 3 4 4 4
Construction & Woods ***(2 semesters required)***	**Central**	Cabinet Making and Fine Woodworking, **WCO 130, 140 or 150** *(depending on program focus of each student)*	18 max.
Drafting	**South** **South** **South** **South** **South** **South**	Drafting Technology I, **TDR 121** Drafting Technology II, **TDR 123** Introduction to CAD 2-D, **TDR 131** Intermediate CAD 2-D, **TDR 133** Basic CAD 3-D, **TDR 230** Advance CAD 3-D, **TDR 231**	4 4 3 3 3 3
Project Lead the Way Intro. Engineering Design	**South**	Engineering Design and Creativity**, EGR 111 or** Basic CAD 3-D, **TDR 230**	3
Engineering Design & Development	**South** **South**	Design Project I **TDR 237** Design Project II **TDR 238**	2 2
Principles of Engineering	**South** **North**	Creative Technical Problem Solving, **MET 102 or** Engineering Orientation **ENGR 110** Introduction to Technology, **EET 105**	3 1 3
Intro to Engineering Design Digital Electronics 1 & 2 (2 semesters)	**North**	Digital Circuits I, **EET 170** (5); Digital Circuits II, **EET 171** (5)	10

APPENDIX 1.2: New Tech Prep Articulations for 2008 – 2009

High School Courses	College Courses	Credits	Completed
Family Health/HIV/AIDS Education	SHS 150 HIV/AIDS Workshop**	1	January 29, 2009
Sports Medicine Child Development/Human Development	AHE 151 Standard Precautions/First Aid	1	January 29, 2009
Sports Medicine Child Development/Human Development	AHE 152 Healthcare Provider CPR	1	January 29, 2009
Sports Medicine	AHE 165 Medical Terminology (for Optician)	3	March, 2009
Family Health Sports Medicine	AHE 165 Medical Terminology Surgical Technology)	1	March, 2009

Articulations in Process

Culinary	Central
Culinary	South
Entrepreneurship	North
Film and Video Communications	Central

**Replaces AHE 150 which was downgraded to a .5 credit.

APPENDIX 2

2007-2012 REVISED LIST OF CAREER + TECHNICAL EDUCATION 'UNIVERSAL'S', EXPLORATORY CTE COURSES THAT EVERY COMPREHENSIVE HIGH SCHOOL WITH OVER 1,000 STUDENTS SHOULD OFFER:

ALL PATHWAYS (Can be taught by any CTE teacher with the appropriate certifications)

1. Applied Math
Math skills used at home, at work, and in everyday life may be reinforced when applied math is taught through 'Consumer and Family Resources', a course which explores math as Financial Literacy for individuals and families.
All pathways may offer the course with qualified instructors.

2. Career Choices and Work-based Learning
Laying a good foundation for students to explore career interests and develop personalized high school and future plans, this 'qualifying' pre-requisite course assists students in getting ready for safe worksite learning experiences. Students connect to their future through internships, job shadows, voluntary and paid experiences, learning life-long skills and meeting mentors who will help them with their employability as well as build a resume. All pathways may offer the course with qualified instructors.

ARTS, COMMUNICATIONS, + MEDIA

3. Technical Theater
Students will leave the program with a presentable portfolio as well as contacts in the Seattle theatre scene, granting the possibility of immediate internships and/or paid employment.

4. Television Production/Video
Students become familiar with various forms of broadcasting media depending on the school and it's focus. They develop pre-production skills such as script writing, copy editing and research; production skills such as the safe operation of cameras and VTR.

5. Digital/Wet Photography
Photography is designed to expose students to the photographic process covering the basics of camera operation, lenses and other uses, Some schools will blend the traditional wet methods with digital expression while other schools will just cover digital.

BUSINESS, MARKETING, + INFORMATION TECHNOLOGY

6. Digitools/Introduction to Information Technology/Digital Communication Tools
(All the same class – different names are used at different schools) Every student needs to know how to operate, manipulate, utilize, and evaluate computer technology and computer tools and know how they will use these tools for school and work.

7. Accounting
Every student needs to know the language of business, regardless of whether they are planning on majoring in language arts, science or any other field.

8. Marketing I *or* Introduction to Business
Every student needs to know how businesses operate in our economy in order to make rational decisions about their own personal finances and career.

9. Business Communications/Business English
Gives students a context for writing and why grammar, punctuation, and language semantics are so important to the writing process and to their career success.

10. Business Law
A knowledge of business law is useful for all students, because all students eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Cross crediting with Social Studies.

11. Web Design
This is an introduction to Web Design and web management tools, providing background information for better utilization, production, evaluation, and searching the Internet. This is an entry class into the information technology field that currently attracts students from all schools.

ENVIRONMENTAL SCIENCE + AGRICULTURE

12. Natural Resources
As we become more aware of our impact on our local environment each school should be able to concentrate a local area of concern, climate, air, soil, water, land, fish, wildlife, or plant resources.

HEALTH + HUMAN SERVICES

13. Interpersonal Relationships *and/or* Family Systems
Understanding yourself and others is key to achieving a high quality life -- whether it is in business or relationships. Learning more about how humans function helps us understand our emotions, develop close relationships, discover personal attributes or gain understanding about overcoming obstacles and maximizing our human potential. Students apply their learning by analyzing case studies and through the fields of psychology and sociology. They may leave the class with cross-credit social studies elective or college credit.

14. Human Development *and/or* Parenting
Gaining understanding of the people around us with a particular emphasis on young children, the aged, and others at various ages and stages, helps us prepare for life and caring careers. Learning more about the human brain, early learning, growth and development across the lifespan, nurture and care helps us appreciate human potential. Students leave the classes with a greater understanding of people, a portfolio of documented skills, and/or first aid/ CPR and college credit options.

15. Family & Community Interaction (*or* can be YLOP, Youth Leaders of Promise)
Understanding groups and motivation, while working as an individual, team or community leader, helps students learn essential skills and service. Students gain an appreciation of global, ethnic, and cultural values as they determine issues and needs, then work together to solve community problems. Working with adults and peers, setting goals, and developing useful projects helps students complete service learning and community impact projects, while gaining recognition through national Family, Career and Community Leaders of America programs

16. Family Health
Will wellness and a healthy lifestyle lead to a more satisfying, productive future? As the first pre-requisite course in e grade 9 – 12 Health and Human Services Pathway sequence, students will learn about personal health while practicing and applying career skills. Students may leave the course with college credit, but also have a greater understanding of health issues, including nutrition, growth and development, health risks, safety, and all aspects of personal and mental health.

17. Nutrition and Wellness
How can we choose to live longer, better, and more productively across our lifespan? Increasing activity, eating right, choosing the best and safest foods, and learning to prepare food well is a good beginning. Students may exit the class with college credit, but also meet lab science, allied health, culinary and elementary education pre-requisites. Students learn through lab experiences that simulate the science, culture, management, preparation and social significance of foods.

18. Personal Choices *or* Independent Living *or* Work and Family Foundations
Plan to be on your own? It's all about being ready for life and handling decisions as an adult! Make decisions about life, work, or your future and practice options and choices about living environments, lifestyle, relationships, finance, housing, food, transportation, careers and relationships.

SCIENCE, ENGINEERING + INDUSTRY

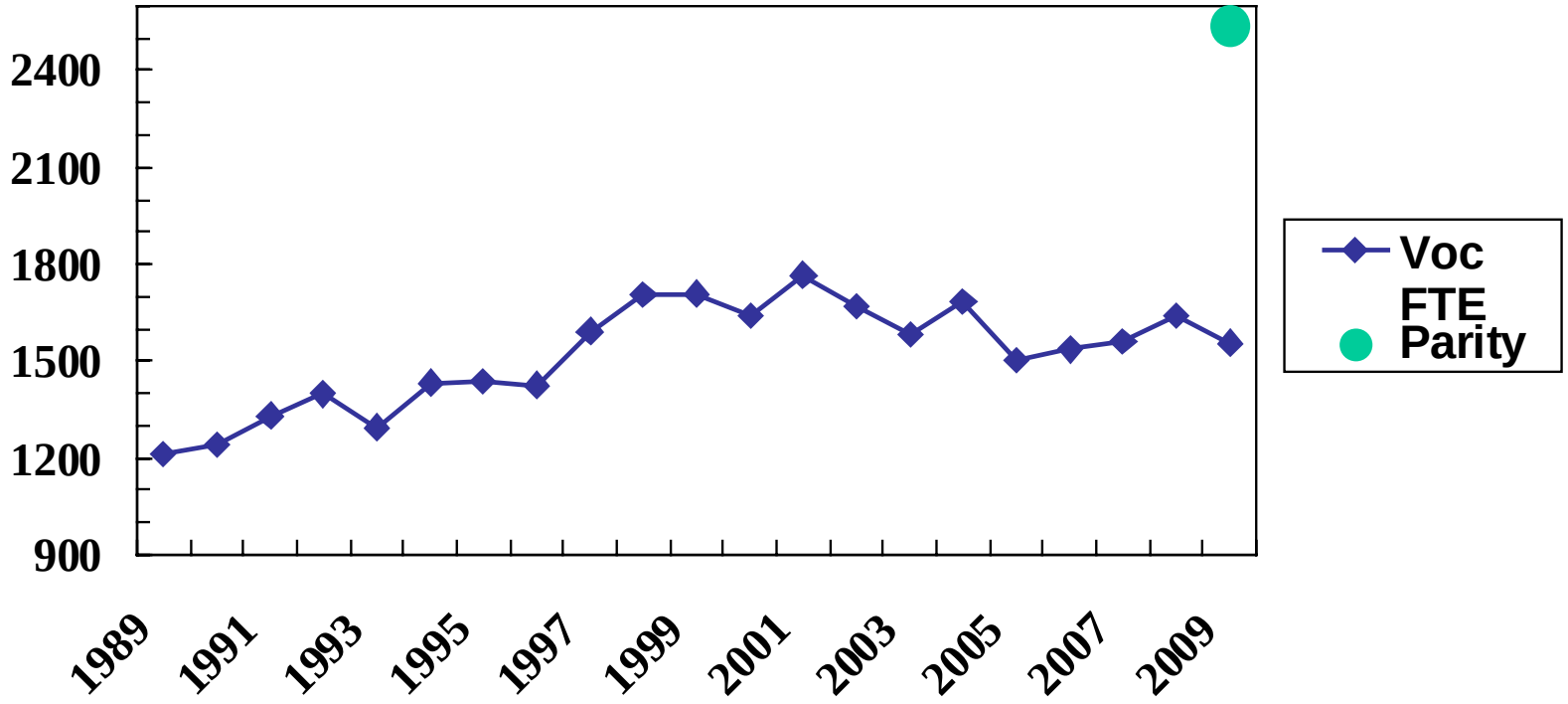
19. Project Lead the Way (pre-engineering) (at least two courses)
PLTW increases the number of young people who pursue engineering and engineering technology programs requiring a four or two - year college degree and it will provide equitable and inclusive opportunities for all academically qualified students without regard to gender or ethnic origin. Project Lead the Way includes two foundation courses, and advanced courses in Digital Electronics; Biotechnology; Computer-Integrated Manufacturing (robotics); Aeronautics; and Green Technology.

20. Computer Technical Services
Technical Services will focus on preventative maintenance, safety issues, troubleshooting techniques and basic hardware and software installations communication skills, problem analysis and solving skills, project management, customer service skills, self management/interpersonal relationship skills and record keeping.

APPENDIX 3

Student FTE in Career + Technical Education

[…compared to a *per capita* average of other major WA districts]



Board Report: Career + Technical Education January, 2009

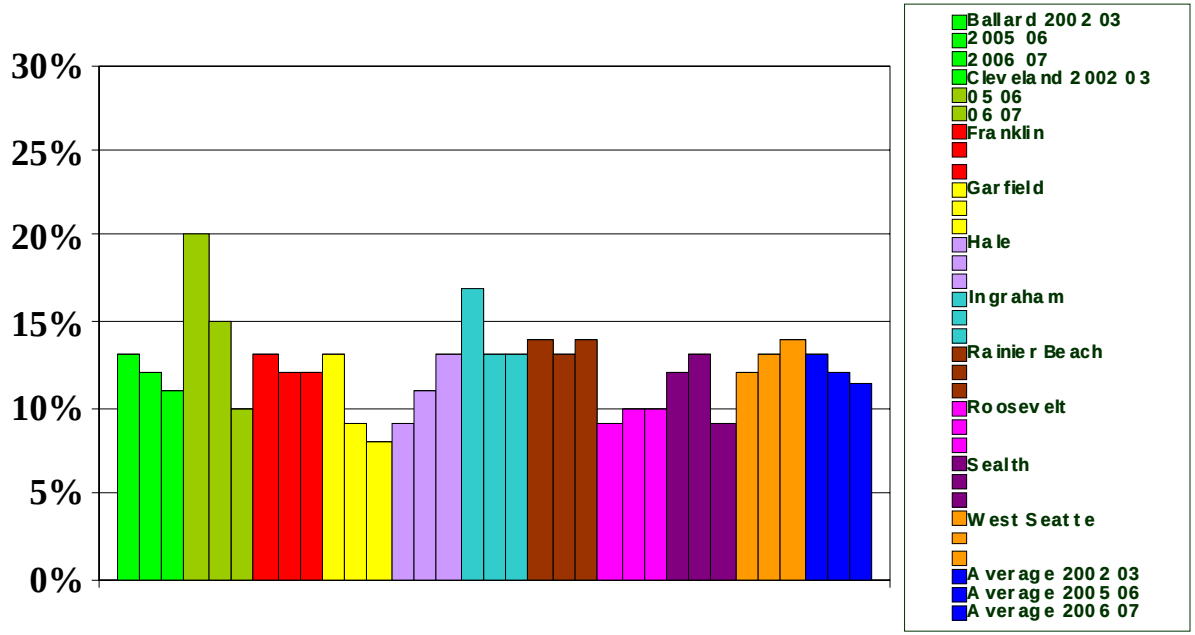
APPENDIX 4.1

Comparison of CTE Staffing To All-School Staffing In All High Schools

Year	Total Number of High School Teachers	Total Number of HS CTE Teachers	%age of Teachers in CTE
2001 02	669	102	15.3
2008 09	683	81	11.9

APPENDIX 4.2

Percent of CTE Staffing by High School 2002-2007



Board Report: Career + Technical Education January, 2009

APPENDIX 5: CTE Candidates for Cross-Crediting and Cross-Credited Classes

Italics = doing in 2009 **Bold = done**

Pathways and Specialists:

A.....Arts, Communications + Media	Bob Austin	2–0743
B ..... Business, Marketing + InfoTech	Mary Davison	2–0741
E.....Agriculture and Environmental Science	Bob Austin	2–0743
H..... Health + Human Services	Roxanne Trees	2–0742
S.....Science, Engineering + Industry	Bob Austin	2–0743

CTE Course	Cross Credit 1	Cross Credit 2	Pathway
13th Year Portfolio	**Language Arts**		
American Sign Language 1A/B, 2A/B,	**World Language**		**H**
Apparel and Textiles (postponed, tbd)	*Art*		***H***
Applied Math 1A/B, 2A/B, 3A/B	**Math**		**S, B**
AutoCAD Drafting	*Math*		***S***
Business Communications/English	**Language Arts**		**B**
Business Law 1 and 2	**Social Studies**		**B**
Careers in Education (CiE) 1A/B	**Language Arts**	**Peer Tutoring**	**H**
Human and Child Development	Language Arts	Health	**H**
Cisco Academy (rejected, postponed)	Science	Lab Science	**B**
Computer Science	*Math*		
Culinary Arts/Food Production (1A & 1B)	Science		**H**
Digital Electronics (PLTW)	*Science*	*Math*	***S***
(Intro to) Engineering Design I (PLTW)	**Visual Arts**		**A**
(Principles of) Engineering (PLTW) 1 and	**Lab Science**	**Math**	**S**
Family Health	**Health**		**H**
Family Systems	**Social Studies**	**Honors**	**H**
Food Science, Dietetics, & Nutrition I and	**Lab Science**		**H**
Graphic Design	Language Arts		**A**
Health Therapeutics (540 Hours) 1 and 2	**Lab Science**		**H**
Horticulture	**Science**		**S**
Hospitality, Recreation & Tourism	Social Studies		**H**
Housing and Interior Design	**Visual Arts**		**H**
Independent Living	Social Studies (Econ)		**H**
International Finance	Social Studies	American	**B**
Interpersonal Relationships / Family	**Social Studies**	*Psychology 2*	***H***
Marketing	*Social Studies/Econ*	*Language Arts*	***B***
Multimedia	Art		**B**
Nutrition & Wellness/Nutrition & Food	**Lab Science**		**H**
Office User Specialist	Language Arts	Art	**B**
Photography	Art		**A**
Principles of Technology	Science		S
X Radio Communication	**Language Arts**		**A**

Sports Medicine/Athletic Training	Science	Physical Education	**H**
Video Production	Language Arts	Art	**A**
Web Page Design	**Art**	**Language Arts**	**B**

Cross-Credited Career and Technical Education (CTE) Courses

NOTE: HCT and CCT course codes generate State CTE funding

Course	DEFAULT Course Number	Cross-Credited Course Number	OPTIONAL Course Title **(if different from DEFAULT Course Title)**	CIP Code for CTE Course	Comments
Intro Engineering Design 1	**HCT1574**	**CFA1574**		**210208**	**If taught by a CTE teacher, student may have the credit applied to CTE or** FINE ARTS**, as needed for graduation.**
House/Living Enviro	**HCT7186**	**CFA7186**		**190601**	**If taught by a CTE teacher, student may have the credit applied to CTE or** FINE ARTS**, as needed for graduation.**
Business English	**HCT4263**	**CLA4263 CLA4264**	**Business English/LA 10B Business English/LA 11B**	**520501**	**If taught by a CTE teacher, student may have the credit applied to CTE or to specific LANGUAGE ARTS courses, as needed for graduation.**
Business Communications	**HLA0218**	**CLA4263 CLA4264**	**Business English/LA 10B Business English/LA 11B**	**520501**	**If taught by a CTE teacher, student may have the credit applied to CTE or to specific LANGUAGE ARTS courses, as needed for graduation.**
13th Year Portfolio	**HCT2321**	**CLA2321**		**520501**	**If taught by a CTE teacher, student may have the credit applied to CTE or to LANGUAGE ARTS elective, as needed for**

					graduation
Applied Math 1A	**CCT0603**	**HMA0603**		**270301**	If taught by a CTE teacher, student may have the credit applied to CTE or **CORE MATH REQUIREMENTS** as needed for graduation
Applied Math 1B	**CCT0604**	**HMA0604**		**270301**	If taught by a CTE teacher, student may have the credit applied to CTE or **CORE MATH REQUIREMENTS** as needed for graduation
Applied Math 2A	**CCT0605**	**HMA0605**		**270301**	If taught by a CTE teacher, student may have the credit applied to CTE or **CORE MATH REQUIREMENTS** as needed for graduation
Applied Math 2B	**CCT0606**	**HMA0606**		**270301**	If taught by a CTE teacher, student may have the credit applied to CTE or **CORE MATH REQUIREMENTS** as needed for graduation
Applied Math 3A	**CCT0607**	**HMA0607**		**270301**	If taught by a CTE teacher, student may have the credit applied to CTE or **CORE MATH REQUIREMENTS** as needed for graduation
Applied Math 3B	**CCT0608**	**HMA0608**		**270301**	If taught by a CTE teacher, student may have the credit applied to CTE or **CORE MATH REQUIREMENTS** as needed for graduation
Careers in Education 1A	**HCT1682**	**CLA1682 CLA2682 CLA3682**	**Careers in Educ 1A/LA10B Careers in Educ 1A/LA11B**	**130101**	If taught by a CTE teacher, student may have the credit applied to CTE or to specific **LANGUAGE ARTS** courses, as needed for

			Careers in Educ 1A/LA12		graduation.
Careers in Education 1B	HCT1683	CLA1683 CLA2683 CLA3683	Careers in Educ 1B/LA10B Careers in Educ 1B/LA11B Careers in Educ 1B/LA12	130101	If taught by a CTE teacher, student may have the credit applied to CTE or to specific LANGUAGE ARTS courses, as needed for graduation.
Principles of Engineering 1	HCT1576	CSC1576 CMA1576		210208	Project Lead the Way course. Cross-credited with LAB SCIENCE (core graduation requirement.) It is recommended that this course be taken AFTER the successful completion of the Science WASL or as an academic elective in conjunction with 9th grade general science or biology. College articulated. Cross-credited with MATH APPLICATIONS 2A. Must pass full year of Math 1.
Principles of Engineering 2	HCT2311	CSC2311		210208	Project Lead the Way course. Cross-credited with LAB SCIENCE (core graduation requirement.) It is recommended that this course be taken AFTER the successful completion of the Science WASL or as an academic elective in conjunction with 9th grade general science or biology. College articulated.
American Sign Language 1A	HWL9997	CCT9997		161603	If taught by a CTE teacher, student may choose to have the

					credit applied to CTE or to Core requirements, as needed for graduation. Students should take courses in sequence, progressing in level. College articulated. Meets the WORLD LANGUAGE requirements for college admission.
American Sign Language 1B	HWL9998	CCT9998		161603	If taught by a CTE teacher, student may choose to have the credit applied to CTE or to Core requirements, as needed for graduation. Students should take courses in sequence, progressing in level. College articulated. Meets the WORLD LANGUAGE requirements for college admission.
American Sign Language 2A	HWL8887	CCT8887		161603	If taught by a CTE teacher, student may choose to have the credit applied to CTE or to Core requirements, as needed for graduation. Students should take courses in sequence, progressing in level. College articulated. Meets the WORLD LANGUAGE requirements for college admission.
American Sign Language 2B	HWL8888	CCT8888		161603	If taught by a CTE teacher, student may choose to have the credit applied to CTE or to Core requirements, as needed for graduation. Students should take courses in sequence, progressing in level. College articulated. Meets the WORLD LANGUAGE requirements for

					college admission.
American Sign Language 3A	HWL1437	CCT1437		161603	If taught by a CTE teacher, student may choose to have the credit applied to CTE or to Core requirements, as needed for graduation. Students should take courses in sequence, progressing in level. College articulated. Meets the WORLD LANGUAGE requirements for college admission.
American Sign Language 3B	HWL1438	CCT1438		161603	If taught by a CTE teacher, student may choose to have the credit applied to CTE or to Core requirements, as needed for graduation. Students should take courses in sequence, progressing in level. College articulated. Meets the WORLD LANGUAGE requirements for college admission.
Nutrition and Wellness	HCT2227	CSC2227		190501	If taught by a CTE teacher, student may choose to have the credit apply to CTE or to Core LAB SCIENCE requirements, as needed for graduation. It is recommended that this course be taken AFTER the successful completion of the WASL. Recommended for 10-12 grade.
Food Sci, Dietetics & Nut 1	HCT2250	CSC2250		190504	If taught by a CTE teacher, student may choose to have the credit apply to CTE or to LAB SCIENCE Core requirements, as needed for graduation. It is recommended that this course be taken

					AFTER successful completion of WASL.
Food Sci, Dietetics & Nut 2	HCT2251	CSC2251		190504	If taught by a CTE teacher, student may choose to have the credit apply to CTE or to LAB SCIENCE Core requirements, as needed for graduation It is recommended that this course be taken AFTER successful completion of WASL.
XCC Health/Medical 1	WCT7625	WSC7625		510800	If taught by a CTE teacher, student may choose to have the credit apply to CTE or to LAB SCIENCE Core requirements, as needed for graduation.) Health Medical I is worth 1.5 credits. College articulated.
XCC Health/Medical 2	WCT1852	WSC1852		510800	If taught by a CTE teacher, student may choose to have the credit apply to CTE or to LAB SCIENCE Core requirements, as needed for graduation. Health Medical II is worth 1.5 credits. College articulated.
Family Systems	HCT1994	CSS1994		190704	Cross-credited with SOCIAL STUDIES elective. This course does not replace state requirements for specific Social Studies courses in US, American Government, and WA State History.
Family Health	HCT7141	CHE7141 CSC7141		190003	If taught by a CTE teacher, student may choose to have the credit apply to CTE or HEALTH core graduation requirements (i.e., Health or Science). Meets the health graduation requirement.
Business Law 1	HCT4265	CSS4265		220001	If taught by a CTE teacher, student may choose to have the

					credit apply to CTE or SOCIAL STUDIES Elective, as needed for graduation.
Business Law 2 Intro	HCT4266	CSS4266		220001	If taught by a CTE teacher, student may choose to have the credit apply to CTE or SOCIAL STUDIES Elective, as needed for graduation.
Engineering Design 1	HCT1574	CMA1574		210208	If taught by a CTE teacher, student may choose to have the credit apply to CTE or MATH, as needed for graduation.
Intro Engineering Design 2	HCT2313	CMA2313		210208	If taught by a CTE teacher, student may choose to have the credit apply to CTE or MATH, as needed for graduation.
X Radio Communication (Radio Broadcasting)	HCT7757	CLA7757		090701	If taught by a CTE teacher, student may choose to have the credit apply to CTE or LANGUAGE ARTS Elective, as needed for graduation.

APPENDIX 6: SUPERINTENDENT LETTER TO OSPI RE: Seattle Skills Center

January 22, 2009

John Aultman
Assistant Superintendent
Office of the Superintendent of Public Instruction
P0 Box 472000
Olympia 98504-7200

Via E-mail and US Mail

Dear Mr. Aultman:

I wanted to take this opportunity to update you on our work on the Skills Center Phase II study. As you will recall, the Phase I work identified seven high-wage/high-demand industries that we should focus on: *Construction, Health Care, Manufacturing, Information Technology, Life Science/Biotechnology, Hospitality and Tourism and Transportation/Logistics.* After a heightened interest in green issues, we added an eighth industry for focus: *Green Technology.* Phase I also determined that a single-district distributed model would be most appropriate for Seattle Public Schools.[1]

The Phase II work entails evaluating our current programs to determine whether they are a part of one of the identified high-wage/high-demand industries and, if so, how they can be incorporated into a new, distributed skills center. In addition, we are working with industry leaders to develop new programs in the high-wage/high-demand areas identified in Phase I of our study.

I am pleased to report that in the Phase II work we are partnering with the Seattle Community College District, the Seattle-King County Workforce Development Council, the Manufacturing Industrial Council of Seattle, the City of Seattle, and our local business and labor organizations are all in partnership with Seattle Public Schools. It is very exciting to be a part of a broad coalition working towards innovative ways to provide an education for our students.

The Skills Center work is part of our overarching work on high school reform. As part of that we are also pursuing developing Science, Technology, Engineering and Math (STEM) programs, and we are very interested in exploring opportunities that we may have to develop a STEM-focused, 2lst century technical high school in the future.

We are proceeding with the distributed model, including both branch campuses (which will host multiple programs) and satellite campuses (which would host one program). One benefit of our coalition is that we will be able to host programs not only on our campuses, but also at the community colleges,

[1] The study can he found on our website at
http ://www.seattleschools.org/area/cte/downloads/scfeasability06208.pdf

campuses, but also at the community colleges, at worksites, and at other community- based sites.

Our upcoming work includes exploring specific program development, curricular choices, and locations for specific programs. To start we are focusing on developing our Green Technology (in manufacturing, construction, energy, and engineering), Health Care, and Information Technology programs.

Finally, we want to continue to learn and know what all the best connections are between a skills center and a STEM/technical high school, and between advanced CTE and core academic studies.

Thank you for your continued support of this work and of Seattle Public Schools. I look forward to continuing to update you on our work.

Respectfully,

Superintendent Maria Goodloe-Johnson