

Seattle/Shoreline Skills Center Feasibility Study

Seattle Public Schools
Shoreline Public Schools

Prepared by High Performance Standards, Inc.
June 2007

From small beginnings come great things.

Proverb

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INTRODUCTION

The 2006 Capital Budget included funding for four skills center feasibility studies in the state. Seattle was one of the sites selected for a study. Some members of the state legislature have expressed positive interest in having a skills center in the Seattle Public Schools. There are currently ten skills centers statewide with a new one in the 2007 Capital Budget, for Skagit Valley. They are one of the state's educational success stories.

A feasibility study includes a number of components, and represents the beginning of a community's efforts to understand what types and amounts of resources are necessary to establish and operate a skills center, and what types of services a community can expect and hope for once that skills center becomes operational and offers programs to high school students. To that end, a steering committee made up of teachers, employers, educational administrators, public servants, community college staff, and nonprofit service providers came together to share their understanding of some of the problems facing our community, and to assess the potentiality of a skills center as part of the solutions. The narrative of the steering committee's journey is documented in *Appendix A*, which are the minutes of their meetings. Before beginning the study, a few *provisos* are necessarily made.

The study begins with short *profiles of King and Snohomish Counties*, with an emphasis on the state of their economy and labor market. Snohomish is included because of its high growth and its likelihood as a place where Shoreline and Seattle Public Schools graduates may find their careers developing. Extensive detail on this labor market is available in *Appendix B*. Next, we bring the study into focus by summarizing the *demographics* of the two participating school districts, including the state-required head counts of 9-12 graders in each district.* Who attends and how do they perform? What, if anything, do we know about their postsecondary success? How many students are dropping out? What is the status of career + technical education in these districts currently? *Maps* show the geography of the two districts. The reader is next introduced to the legal, traditional, and operational definitions of skills centers, how they currently operate, and the *purpose* to which they are directed.

Equipped with these facts, the process of considering the feasibility of a skills center begins in earnest. Before proceeding, it's best to hear from the stakeholders, so the results of the *survey* are provided. A study requirement is to provide a *name* for the skills center. The next question is one of *site selection*, and site requirements plus the idiosyncrasies of the Seattle region begin to provide the answer: access, equity, transportation, site size, etc., are all explored and explained. Answers to questions of feasibility also rely upon what *programs* the community would want to offer there, how many students could be expected to enroll in them, and during what times of the day. Because of the exceptional effectiveness of skills centers as tools for *dropout retrieval*, and because our state has made it one of the highest of its priorities, there is a section devoted specifically to that. The study proposes a structure for the *administration* of a skills center, including a sample Interdistrict Cooperative Agreement. Next, questions about the *funding* of a skills center are addressed, including plans for equipping and maintaining the center. Finally, the report concludes with the *recommendations* approved by the Skills Center Executive Committee.

* The SB5717 Skills Center Study recommends that two or more member school districts must have a combined minimum student headcount population of 5,000 ninth through twelfth grade students. However, a single school district with an annual ninth through twelfth grade student headcount greater than 12,000 is also eligible to form a skills center serving that single school district.

PROVISOS

If two or more districts are involved, a cooperative agreement must be signed by the member school districts in accordance with WAC 180-31-030 (inter-district cooperative agreement). The cooperative agreement must be signed prior to districts sending students to a skills center.

An administrative (executive) council must endorse, in writing, the findings and recommendations of the skills center feasibility study. This is documented in the minutes of the meeting of the Executive Council of June 18, 2007, found in Appendix A.

The General Advisory Council provides program advisory to the director of the skills center. This study also proposes the combination of the GAC's of both Shoreline and Seattle Public Schools, to provide unified oversight to all CTE programs in both school districts, including the skills centers and the high schools.

SB5790 removed the requirement that a minimum of 70% of its students must be enrolled on the skills center core campus. The legislation allows for branch campuses and satellite programs. As defined in the statewide Skills Center study (SB5717) conducted by the Workforce Training & Education Coordinating Board, a branch campus is a skills center facility or site which provides three or more programs at a location other than the core skills center campus. A Satellite program, also allowed, is one provided by the skills center at a location other than the core skills center campus. These options were recommended in the 5717 Study. These are allowed in high density areas such as Seattle and are encouraged to address high-demand fields.

Seattle Public Schools continue to have questions that must be answered before seeking Superintendent or School Board approval. Financing of a skills center must be analyzed from an operating and capital standpoint. This would include expected revenues and expenditures, at start-up and when fully enrolled. Seattle Public Schools staff is currently doing a fiscal feasibility analysis. Second, the relationship between a skills center and existing career + technical education programs must be mapped out, as well as the relationship between a skills center and the District's overall academic vision. Third, no site has yet been identified for a possible skills center. Specific details about facility needs (wiring, power outlays, space requirements, etc.) must be identified before any specific sites can be discussed. Additionally, there may be zoning or other regulatory requirements that need to be investigated prior to finalizing a site. Seattle Public Schools staff is currently working on these issues and must resolve them before submitting this or any future skills center proposal to the District's Superintendent or the Seattle School Board.

KING COUNTY PROFILE

King County is located in the central Puget Sound area of the state, along the I-5 corridor. It is a diverse county with a large urban population. King County is an area in demand by citizens desiring the convenience of a large city, great shopping in the downtown Seattle core and in malls in the surrounding area. It is a wonderful place to live, work, raise a family and retire. This quality of life has contributed to a substantial growth in population and the economy. King County is the largest metropolitan county in the State of Washington in terms of population, number of cities, and employment. It is the twelfth most populous county in the United States. Central to King County is the city of Seattle.

The location, along with the strong influence of high tech industries on the economy, contributes to a steady economic growth as well as growth in tourism, recreation, and services.

King County's economy was especially strong in the fourth quarter of 2005. Non-agriculture employment increased almost 5%, while unemployment was below the State and national levels. All industrial sectors advanced, with Business Services, Construction and Manufacturing making significant strides. The Port of Seattle had record container, cruise ship and air passenger activities. Consumer prices remained steady.

King County's (seasonally unadjusted) 2005 unemployment was consistently below the State and nation. December 2006's rate was 4.5% down from 4.8% in November and 4.7% in October. The King County unemployment rate is 4.3% for 2006-07.

In 2005, the number of jobs in the county increased 53,700 jobs (4.8%), for a total of 1,169,900. All industrial sectors advanced. Construction was the industrial sector experiencing the largest proportional increase, 17.1%. In raw figures, it was second, 9600 new jobs. The Professional and Business Services (management, law, architecture, engineering, information technology, etc.) was the sector experiencing the greatest increase in new jobs. Close to one-quarter of the King County's 2005 job increase was attributable to this sector.

Other key sectors fueling King County employment growth are Trade, Transportation & Utilities, which in 2005 increased by 8600 jobs (3.9%); Education and Health Services [5,700 new jobs (3.9%)]; and Manufacturing [5,600 new jobs (5.4%)].

There was a turnaround at Boeing in 2005 and its impact on the King County economy was noticeable. Statewide, Boeing's employment increased by 12% or 6,669 employees.

King County was the only area within the three county Puget Sound Region where retail construction activity grew during the second half of 2005. A total of close to 500,000 square feet of retail space was built, divided amongst Downtown Seattle, the South County and the Eastside.

Population:

<u>Years</u>	<u>Increase</u>	<u>Percent Increase</u>
1980 – 1990	237,400	18.7
1990 – 1998	158,481	10.5

From 1998 until 2010, the county is forecasted to grow to between 1,833,000 - 1,856,000. In 2005, the number of employed residents reached 987,000, and for a gain of 34,600 during that year.

Age Structure (1997):

<u>Age Range</u>	<u>Number</u>	<u>% of Population</u>
17 and under	402,100	24
18 – 64	1,066,300	65
65 and over	177,800	11

Ethnicity (1997):

<u>Ethnicity</u>	<u>Number</u>	<u>% of Population</u>
Non-Hispanic White	1,316,100	80
African-American	89,000	5
Asian + Pacific Islander	165,900	10
Native American	18,000	1
Hispanic	57,200	3

Sources: 1990 Census of Population and Housing; WA State Employment Security Department; Nation, State and County Economic Trends, Fourth Quarter 2005

SNOHOMISH COUNTY PROFILE

Snohomish County is one of the fastest growing communities in the United States, and a likely career destination for many graduates of the Seattle and Shoreline school districts. Covering 2,098 square miles, the county ranges from the crest of the Cascade Mountains to Puget Sound. Though it encompasses an area greater than either the states of Rhode Island or Delaware, most of the county's development and residents can be found along the narrow, westernmost Puget Sound lowlands. During the 1990s, Snohomish County population grew by 30%. The County is consistently rated one of the fastest growing major counties in the United States. The sustained growth in the 1990s of regional technology industries, the construction of a United States Naval Station in Everett, and the major expansion of the Boeing plant to accommodate the 747, 767 and 777 lines all contributed to the county's continued prosperity.

Employment:

The population forecast for Snohomish County for year 2025 is 932,951, and this number represents the total growth target used in the county's comprehensive plan. The employment forecast for 2025 is 345,332 jobs in 2025, an increase from the 2000 employment estimate of 127,917 jobs.

Nonagricultural wage and salary workers employed in Snohomish County as of June, 2006, were 239,100. In June, 2005, there were 229,600. The county's employment increased by 9,500 for a 4.1% increase in the one year period (State of Washington Department of Employment Security)

Unemployment:

The June, 2006 unemployment rate was 4.5% for Snohomish County, down from 5.1% in June, 2005. The unemployment rate over the last ten years was lowest in 1998 at 3.1%, and highest in 2003 at 7.7%. (State of Washington County unemployment rate is 4.8% for 2007).

Population:

The 1990 Census total population was 465,628. Between 1990 and 2000, Snohomish County population grew 30%. In 2000, the Snohomish County population was 606,024, according to the U.S. Census Bureau. The current published population is 644,274. The April 1, 2006 total population for Snohomish County indicates rapid growth, and is estimated at 671,800 (State of Washington Office of Financial Management). The unincorporated population estimate is 316,365 and the incorporated (city) population estimate is 355,435. Between 2000 and 2006, Snohomish County total population has increased by 10.9%.

Ethnicity:

Between 1990 and 2000, Snohomish County's white population grew by 22% (96,189) while the non-white population grew by 158%.(44,193).

<u>Ethnicity</u>	<u>Percentage in 2000</u>	<u>Percentage in 2004</u>
White	88.1	87.2
Black	1.7	1.9
Native American	1.4	1.5
Asian and Pacific Islander	6.2	6.7
Two or More Races	2.6	2.8

Sources: Snohomish County Online Government Information & Services Modified Race File, Bureau of the Census, reported by State of Washington Office of Financial Management

SEATTLE PUBLIC SCHOOLS DEMOGRAPHICS

The District's enrollment, based on the October 1, 2006 count, is 45,933, down 267 students from the previous year. White students comprise 42.1 percent of the student population and minorities 57.9 percent. 61.7 percent of students live with both parents. Based on the income level of their parents, 38.3 percent of students are eligible for free or reduced lunch. In June 2006, 10,613 students, or 23.3 percent of the total enrollment, have non-English speaking backgrounds. Of these, 6,427, or 14.1 percent of total enrollment, were receiving bilingual services. 13.9 percent of all students received special education services in June 2006.

Seattle Public Schools is a diverse family of 97 schools, serving its students in a dynamic, standards-based learning community offering a broad range of programs and learning opportunities, enhanced by strong support from parents, volunteers and community members.

Seattle Public Schools is the largest public school system in Washington, and the 44th largest in the United States.

Seattle Schools High School Enrollment 2006 07 (9-12)

<u>School</u>	<u>9-12 Enrollments (October 2006)</u>
Ballard	1679
Center	288
Cleveland	586
Franklin	1493
Garfield	1596
Interagency	528
Marshall	78
Middle College	175
Nathan Hale	1120
Ingraham	1242
Nova	296
Rainier Beach	441
Roosevelt	1722
Secondary Bilingual	N/A
South Lake	100
Summit K-12	161
Chief Sealth	921
West Seattle	1371
Total	13,797

Student Performance

In general, Seattle Public Schools' students continue to make gains on a variety of assessments that measure academic achievement in Reading, Mathematics, Language Arts, Writing, and Science.

- Performance on the Washington Assessment of Student Learning (WASL), a challenging performance assessment mandated by the State Legislature, continues to climb. All students are assessed in Mathematics and Reading in grades 3 through 8 and 10, in Writing in grades 4, 7, and 10, and in Science at grades 5, 8, and 10. In 2006, fourth grade scores improved in the three subject areas tested (Mathematics, Reading, and Writing) from 2005, and fifth and eighth grade Science improved from 2005. Third, fifth, sixth and eighth graders performed relatively well in their first administration of the Reading subject area in 2006. The percentages of seventh graders in mathematics and writing who are meeting standard have increased every year since 2002.
- District SAT scores for high school students were above both Washington State and national averages in the Verbal and Writing sections of the test, and above national averages in the Math section of the test, in 2006. Seattle's 2006 Verbal, Math and Writing SAT scores are 27, 12 and 15 points, respectively, above the national average.

Attendance and Discipline

- Average daily attendance for all students was 91.2 percent in 2005-06.
- The number and rate of short-term suspensions fell at all grade levels in 2005-06 and 2004-05.
- Long-term suspension rates rose slightly at high schools while falling at middle and elementary schools in 2005-06.
- High school and middle school expulsion rates in 2005-06 were the lowest in twenty years.
- Truancy rates rose at high schools and elementary schools while falling at middle schools from 2004-05 to 2005-06.

Student Educational Status

- Annual dropout rates for high school fell from 14.9 percent in 2004-05 to 13.2 percent in 2005-06. The middle school annual dropout rate rose to 6.8 percent in 2005-06 from 5.5 percent in 2004-05.
- For the class of 2006, only 60.8% of those who entered the class in the last four years graduated on time, while 29.0% dropped out during the four year period. The remaining 10.2% remained in school to work towards graduation.

After reviewing a series of changes to the District's high school graduation requirements, the Seattle School Board passed a set of new graduation policies.

These policies were adjusted based largely on feedback from community members and staff. The Board voted to retain the 2.0 grade point average requirement for both core and cumulative courses. For the graduating class of 2008 and beyond, the physical education credit will be decreased to 1.5 credits, while the health requirement remains at 0.5 credits, and the Occupational Education (CTE) graduation requirement remains at 1.5.

Seattle Public Schools is in the process of developing a five-year strategic plan, which has an academic plan for improving student performance and eliminating the achievement gap. The graduation

requirements policy may be reconsidered in the future, based on that plan and on additional analysis on the impact of the graduation policies on students.

There are two new policies: the first (Board Policy G 10.00 A) applies to the graduating classes of 2005, 2006, and 2007; the second (Board Policy G 10.00 B) governs policy for the graduating class of 2008 and beyond.

Seattle Public Schools Graduation Requirements - Credit Breakdown

Required Credits from Today through Graduating Class of 2007

a. Language Arts	3.0 (State & District Requirement)
b. Mathematics	2.0 (State & District Requirement)
c. Science	2.0 (State & District Requirement)
d. Social Studies	3.0 (State requires 2.5)
e. Physical Education	2.0 (State & District Requirement)
f. Occupational Ed	1.5 (State requires 1.0)
g. Restricted Elective	0.5 (State requires 1.0)
h. Fine Arts	0.5 (District Requirement)
i. Health	0.5 (District Requirement)
j. Electives	<u>5.0</u> (State requires 5.5)
	20 (State requires 19)

Tech Prep**

Head counts and credits for the Tech Prep agreements from the fall quarter 2005 to the summer quarter 2006 with community colleges:

<u>Seattle Community College Campus</u>	<u>Headcount</u>	<u>College Credits Earned</u>
Central	433	626
North	245	1852
South	407	6321

Running Start

During the 2006-07 school year, Seattle had 463.98 non-vocational FTE and 49.33 vocational FTE in the Running Start Program.

*Sources: Seattle Public Schools Data Profile, 2006; *file:///C:/Data/A-WEB PUBLIC/disprof/2006/execsum06.htm*

*** Tech Prep data SBCTC*

In 2006, Seattle Public Schools adopted a Career + Technical Education policy and procedures that support a modest expansion of CTE programs.

Definition

Career and Technical Education is a planned program of courses and learning experiences that explores career options; develops academic, employability and life skills; enables achievement of high academic standards; provides application of leadership skills; and prepares students for high skill wage employment and for opportunities in advanced and continuing education. CTE programs and courses offer real-world applications, meet many core academic standards, and make academic education more relevant to the adult lives for which they are preparing. The following procedures are aimed at strengthening CTE programs so that they can better contribute to the life success of every student.

*Arts, Communications & Media 2) Business, Marketing, & Information Technology 3) Health & Human Services; 4) Science, Engineering & Industry 5) Agriculture & Environmental Science

CAREER & TECHNICAL EDUCATION POLICY

C52.00 Adopted March 15, 2006

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.

(*Arts, Humanities, Communications & Media 2) Business, Marketing, & Information Technology 3) Health & Human Services; 4) Science, Engineering & Industry)

CAREER & TECHNICAL EDUCATION PROCEDURE

C52.01 Adopted March 15, 2006

INTRODUCTION Definition of Career and Technical Education: Career and Technical Education is a planned program of courses and learning experiences that explores career options; develops academic, employability and life skills; enables achievement of high academic standards; provides application of leadership skills; and prepares students for high skill high wage employment and for opportunities in advanced and continuing education. CTE programs and courses offer real-world applications, meet many core academic standards, and make academic education more relevant to the adult lives for which they are preparing.

*Arts, Communications & Media 2) Business, Marketing, & Information Technology 3) Health & Human Services; 4) Science, Engineering & Industry 5) Agriculture & Environmental Science

The following procedures are aimed at strengthening CTE programs so that they can better contribute to the life success of every student.

1. Assessment of CTE Program – all CTE programs will be reviewed by the Department of School to Work / Career & Technical Education and principals to determine: • Program continuity • If the curriculum is reasonably aligned with state and district standards for core classes • If we are teaching skills that reflect current and future

labor market trends • If courses are maintaining excellence This review and assessment should look at programs longitudinally, i.e., so that enrollment or pedagogical ‘spikes’ or ‘dips’ do not skew the process.

2. Annual report - will be made to the School Board each January detailing the program adjustments and growth in CTE enrollment. This report will include: • Comparison of the previous year with current offerings and projected programming for the upcoming academic year • Assessment of CTE offering range and accessibility across the District & recommendations for changes to strengthen CTE • Review of Program 31 expenditures by building and in Central Office

3. Expansion and Strengthening of CTE programs – A minimum of ten **new** CTE specialty programs will be implemented over the next three years (see Appendix 1 for examples). An important aspect of this expansion will be the development and implementation of marketing strategies/activities (i.e., exhibitions of student learning) in the schools and to the larger community to assure that students and families know about the CTE program choices available to them and understand that these programs are an important component in a student’s preparation for future education and success in the workplace. If enrollment at a particular school does not fill the program, it will be opened to other schools in the region. If enrollment requests for a specialty program significantly outgrow the capacity of the host school, a second program will be started at one of the sending schools.

4. Professional Development and Cross-Crediting – All CTE teachers will receive state-of-the-art professional development to optimize the teaching of literacy, math and science skills aligned with district and state standards. The CTE Department will pursue all possible opportunities for cross-crediting.

5. Dual Certification for Current Non-CTE Teachers – The CTE and Human Resources Departments will identify current non-CTE teachers who have come to the teaching profession from careers in business and industry and encourage them to pursue CTE certification.

6. 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.

7. Career & Technical Education Master Plan – Middle and High Schools will integrate the CTE Master Plan into their transformation plans, particularly when considering modifications/additions to curricular offerings.

8. Reduction and/or Realignment of CTE – When a school program is no longer viable because enrollment has declined, *and after a thorough analysis of and earnest efforts to ameliorate that decline*, the school will consult with the CTE Department and the High School Education Director to determine an appropriate program replacement with a minimum one-year planning phase. Rationale for reducing a school’s program/staff will be provided to the High School Education Director for evaluation; consistency with the CTE policy will be reviewed.

SHORELINE PUBLIC SCHOOLS DEMOGRAPHICS

Shoreline Public Schools Mission Statement

The mission of the Shoreline School District is to engage all students in learning the academic and work-life skills needed to achieve their individual potential. We will do this in a manner that promotes:

- Continuous learning throughout life,
- The ability to meet challenges of the future, and
- Responsibility to themselves and others.

The Shoreline School District will provide all students with appropriate high-quality programs in a safe, challenging, and inclusive school environment. This mission will be undertaken with respect for and in partnership with families and the community.

Profile

The Shoreline School District, serving the communities of Shoreline and Lake Forest Park, has long been known for its quality schools and community involvement. Literally reaching from shore to shore – with Puget Sound to the west and Lake Washington to the east – the district just north of Seattle serves its 9,700 students with a highly dedicated staff and a mission to help each student reach his or her full potential.

Families move to the Shoreline and Lake Forest Park communities because of the quality of the schools. Shoreline students consistently score above the state and national averages on standardized tests and nearly 85 percent of the students who graduate from Shoreline schools pursue post-secondary education.

Of the district's 615 teachers, about 70 percent hold master's degrees and one-third have taught for 15 years or more.

The school district has strong parent involvement at all levels, including one of the strongest PTA Councils in the state. Individual school's PTAs are routinely cited for award-winning programs that support student learning and enrichment.

Shoreline has a proud tradition of leadership in music education, with its choirs, bands and orchestras performing at the highest levels. The district also provides a full menu of student activities, including strong drama and sports programs.

Secondary honors and AP classes are open to all students who meet the course requirements and want to achieve at the highest academic levels. The district is also a state leader in enhancing student instruction through the use of technology.

Shoreline's boundary exception policy makes it unnecessary for students to apply for an exception each year. Students from outside of the district who qualify and are accepted into a Shoreline public school may remain in Shoreline schools through high school.

SHORELINE SCHOOL DISTRICT ENROLLMENT/DEMOGRAPHICS

Shorecrest High School

Enrollment: 1474

Male 53.3%

Female 46.7%

Ethnicity:

American Indian/Alaska Native 19

Asian 256

African American 89

Hawaiian/Pacific Islander 3

Hispanic or Latino 62

Multiracial 12

White/Caucasian 1033

Persistence:

Annual Dropout Rate (2004-05) 2.3%

On-Time Graduation Rate 82%

Extended Graduation Rate 87%

Shorewood High School

Enrollment: 1799

Male 51.5%

Female 48.5%

Ethnicity:

American Indian/Alaska Native 16

Asian 381

African American 114

Hawaiian/Pacific Islander 3

Hispanic or Latino 93

Multiracial 21

White/Caucasian: 1171

Persistence:

Annual Dropout Rate (2004-05) 3.6%

On-Time Graduation Rate 86%

Extended Graduation Rate 93%

Shoreline Public Schools Graduation Requirements

Subject	Minimum state graduation requirements	Minimum requirements for your school district*	Minimum requirements for public, four-year colleges and universities**	Recommended courses for highly selective colleges and universities
English	3 credits		4 years	4 years
Math	2 credits		3 years***	3-4 years***
Science (one must be a lab)	2 credits		2 years	3-4 years
Social Studies (including U.S. and Washington state history)	2.5 credits		3 years	3-4 years
World language (same language)	0 credits		2 years	3-4 years
Visual or performing arts	1 credit		1 year	2-3 years
Health and fitness	2 credits		* Your school's requirements may be higher than the state minimums. ** Students must have a minimum 2.00 grade point average. *** Must be Algebra II or higher.	
Occupational education	1 credit			
Electives	5.5 credits			
Total	19 credits			

Tech Prep*

Head counts and credits for the Tech Prep agreements from the fall quarter 2005 to the summer quarter 2006 with Shoreline community college produced a headcount of 290 for 1308 credits.

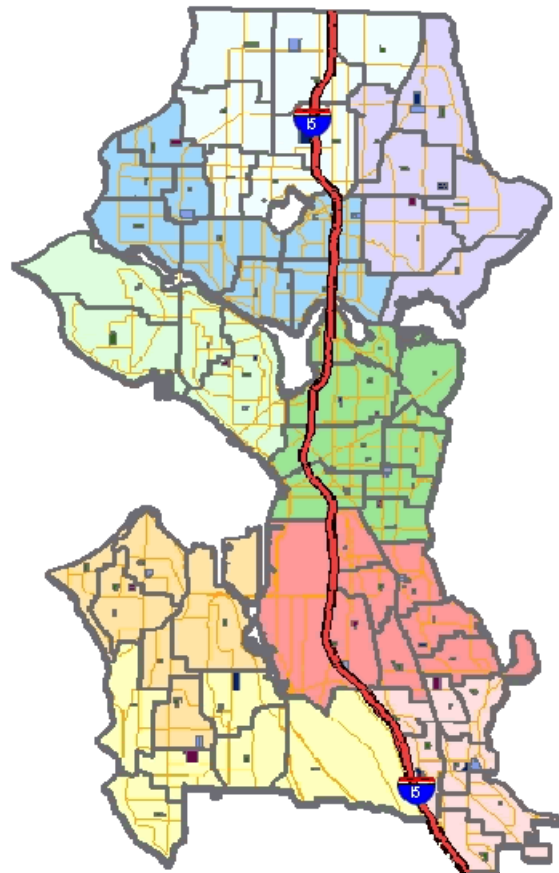
Running Start – 101.83 FTE for 2006.

Source: * Tech Prep data SBCTC

CAREER PATHWAY EXPLORATION AT SHOREWOOD HIGH SCHOOL

Grade Level Needs	Career & Education Planning Curriculum (in place)
<p>9th Grade IPS classes Two 100 minute periods</p>	<ul style="list-style-type: none"> • High School & Beyond 5 year Plan Introduction • Introduction to Career Pathways • WOIS Career Electronic Portfolio Intro • WOIS Career Pathway Interest Survey • Introduce SW Learning Portfolio • Personal interview on career of choice • Reflect on career interview through memo • Dependable Strengths (Health classes) • Learning Styles Inventory • Introduce CareerNet (Career Center Website) • Community Service Documentation Orientation
<p>10th Grade LA 10 Classes Two 100 minute classes</p>	<ul style="list-style-type: none"> • WOIS Career Pathway Assessment • Comparative study of post high school education options • Resume • Enhance SW Learning Portfolio • Job Shadow Unit • Update High School & Beyond Plan • Career Center Visit/Orientation • Utilize CareerNet (Career Center Website) • Career Sneak Peeks (mini career days) • Community Service Documentation
<p>11th Grade AmStud/APush Culminating Exhibition</p>	<ul style="list-style-type: none"> • Update High School & Beyond Plan • Review Career Pathways • Create Junior Action Plan • Explore careers of interest (assessments) • Explore colleges of interest • Complete sample college application • Update Resume • Utilize CareerNet (Career Center Website) • College Conferences • Career Sneak Peeks (mini career days) • Community Service Documentation
<p>12th Grade Culminating Exhibition in Elective Class</p>	<ul style="list-style-type: none"> • Career Pathway/College Night • Finalize High School & Beyond Plan • Finalize Senior Action Plan • College/Career Pathway Exploration • College Counseling/Application Assistance • Financial Aid Night • Scholarships & Scholarship Posting • Finalize Resume • Utilize CareerNet (Career Center Website) • College Conferences • Career Sneak Peeks (mini career days) • Community Service Documentation

SHORELINE SCHOOL DISTRICT MAP (Directly North of Seattle)



SEATTLE SCHOOL DISTRICT (Directly South of Shoreline)

PURPOSE

Skills Center Definition – SSB5790 Skills Center Bill which passed the legislature in the 2007 session put the following definition in state statute:

A skills center is a regional career and technical education partnership established to provide access to comprehensive industry-defined career and technical programs of study that prepare students for careers, employment, apprenticeships, and post secondary education. The skills center is to be operated by a host school district and governed by an administrative council in accordance with a cooperative agreement.

A Skills Center will not restrict local program development and will avoid unnecessary duplication of courses and expensive training equipment in local high schools.

Skills Center Definitions (Current Structure)

A Skills Center is a regional secondary school that serves high school students (juniors and seniors) from at least two school districts.

Skills Center Program – Preparatory CTE programs that are either too expensive or too specialized for high schools to operate individually. Examples include: Dental Assisting, Auto Body Repair, Culinary Arts, Networking, Veterinary, Marine Technology, Medical Lab Technician, etc.

Capstone Programs - instructional programs provided at a skills center that build on what is offered at the local high schools. Skills center programs are concentrated 540 hour courses. Regular high school courses are 90-180 hours.

Skills Center Day – generally a 3-hour (half-day) block of time.

Skills Center Summer School – is funded by the Legislature, and offers these benefits:

- Provides expanded opportunities for all students to explore skills center courses.
- Allows younger students (9th & 10th) the opportunity to ‘check out’ the skills center for enrollment during the school year once they are junior status.
- Allows students already enrolled in a program to continue training during the summer.
- Allows enrollment for students unable to fit CTE courses into their regular school schedules.

Industry Standard – skills center instruction is to the standard of the industry. For example, a student enrolled in a medical sciences/nursing program will receive instruction from a person from the industry and will be taught in a classroom that looks like a medical facility. The student will complete the program with certification necessary to be employed as a nurse assistant.

Washington Learns Goals and Strategies Addressed by Skills Centers

- **Math and Science: A Competitive Edge**
Utilizing applied math and science relevancy and real-life applications.
- **College and Workforce: Increasing Opportunities**
Give high school and college students the information and support they need to make informed decisions about the next steps in their educational careers. Increase opportunities for career and technical education.

SURVEY

The intent of the survey is to provide feasibility study authors with data, charts, and survey comparison analysis needed to complete the Seattle/Shoreline feasibility study. Excel spreadsheets with raw data and charts accompany the appendices. Individual stakeholder surveys with charts and complete surveys are included in the appendices.

Five stakeholder groups were surveyed as part of the Seattle/Shoreline Skills Center Feasibility Study to determine interest and potential commitment needed for a successful skills center in the Seattle/Shoreline School Districts service area. The survey stakeholder groups included business/employers, community members, parents, school staff members, and students. Online surveys were administered to each stakeholder group and highlights of the results follow. Complete results with charts and table data, and copies of the stakeholder surveys are in the appendices.

Survey Methodology

- Individual surveys were developed for stakeholder groups through collaboration of Evaluation & Research Associates, an external survey service provider, Shep Siegel, Seattle Public Schools, Bobbie Peterson, Shoreline School District, and feasibility study consultant, Performance Standards, Inc.
- The survey respondents (samples) were selected from within each stakeholder group located in Seattle/Shoreline service area school districts. Feasibility study authors were responsible for overseeing data collection from stakeholder groups for these surveys.
- Cognitive interviews were conducted on each survey prior to release. This technique was used to observe and review how respondents react to individual survey questions. Adjustments were then made to surveys where needed to improve readability and interpretation of question intent.
- Surveys were deployed to all stakeholder groups on March 22nd, 2007. Technical support was provided to respondents as requested.
- Study authors sent survey reminders to respondents during the survey open period.
- Surveys were closed (no longer available to stakeholder groups) at 5:00 PM on April 30, 2007.
- Data were downloaded and analyzed by the external survey service provider, Evaluation & Research Associates of Puget Sound Center for Teaching Learning and Technology, from May 01 – 04, 2007. Percentages are reported as 2-digit numbers, some totals may not add up to 100% due to rounding up.

Survey Results

Demographics of Survey Stakeholders

Table 1 shows the breakdown of the total number of responses from each stakeholder group and the district from which they are either enrolled, located, reside, or have students enrolled. A total of 1083 respondents from the five stakeholder groups took the Seattle/Shoreline Public Schools Skills Center Feasibility Study survey.

Table 1: Response Numbers by District and Group

Survey Responses	Business	Community	Parents	Staff	Students
Seattle	28	46	309	116	261
Shoreline	4	16	2	11	263
District Non-responses	1	1	9	0	16
TOTAL	33	63	320	127	540

Support for a Skills Center in the Seattle/Shoreline Area

Table 2 represents stakeholder favor for continuing the endeavor to create a skills center in Seattle/Shoreline as a means of increasing efforts to adequately prepare students for high-skill, high-demand occupations. Respondents were notified that funding for facilities and equipment costs would be obtained from an appropriation by the State Legislature/State Capital Budget. Seventy-five percent of all respondents indicated they would be in favor of the creation of a skills center in Seattle/Shoreline.

Table 2: In Favor of a Skills Center by Group

	Business	%	Community	%	Parent	%	Staff	%	Student	%
Yes	32	97%	60	95%	264	94%	116	91%	340	64%
No	0	0	1	2%	3	1%	4	3%	41	8%
Not Sure	1	3%	2	3%	14	5%	7	6%	154	29%
Not Answered	0		0		39				5	
Number of Responses	33		63		320		127		540	

Students are a primary focus of a skills center so the interest of students is critical to the success of a skills center. Students indicated their interest in learning more information about attending a skills center. Sixty-nine percent of students in the student stakeholder group were somewhat or very interested in learning more about a skills center. Table 3 shows the number of responses in each category

Table 3: Count of Student Interest in Learning More about Attending a Skills Center

Choice	Very Interested	Somewhat Interested	No Interest	Not Sure	No Answer
Student Count	109	255	74	93	9

Occupations - Programming Options

All stakeholder groups were asked to select a number of occupations that the proposed Seattle/Shoreline skills center might provide as a focus for programming. Responses were based on

respondents' knowledge of current and projected area workforce education needs. The student stakeholder group question was slightly different in that they were asked to select up to four areas they would be most interested in enrolling if they were to attend a skills center, all other groups selected up to ten areas. See original stakeholder surveys in the appendices for the original question.

Table 4: Top Ranked Occupations

Occupation	Business	Community	Parents	Staff	Students	RANK
Building Construction/Carpentry/Construction Trades Foundation	70%	60%	58%	81%	14%	1
Health Care: Medical Science/Nursing	52%	60%	40%	45%	12%	2
Information Technology: Computer Support Technician/Computer Installation/Maintenance/Repair	45%	44%	52%	52%	4%	3
Environmental Science: Green Eco Tech	36%	51%	37%	64%	7%	4
Culinary Arts/Food Service	33%	41%	43%	51%	23%	5
Automotive Service Technician	36%	24%	34%	52%	13%	6
Video Graphics/Animation/Film	12%	35%	28%	42%	23%	7
Information Technology: Computer Network Systems/Design	27%	33%	43%	30%	5%	8
Biofuel Technology (Energy Development)	36%	40%	29%	28%	4%	9
Hospitality/Tourism/Hotel Administration	21%	30%	25%	46%	9%	10

The four groups had an opportunity to determine their preference for program offerings. Business highest preference was program offerings that provide skills and concepts essential to employment. Parents and staff highest preference was program offerings that develop skills and knowledge leading directly to employment or college/further training. Table 6 shows the highest average for all four groups.

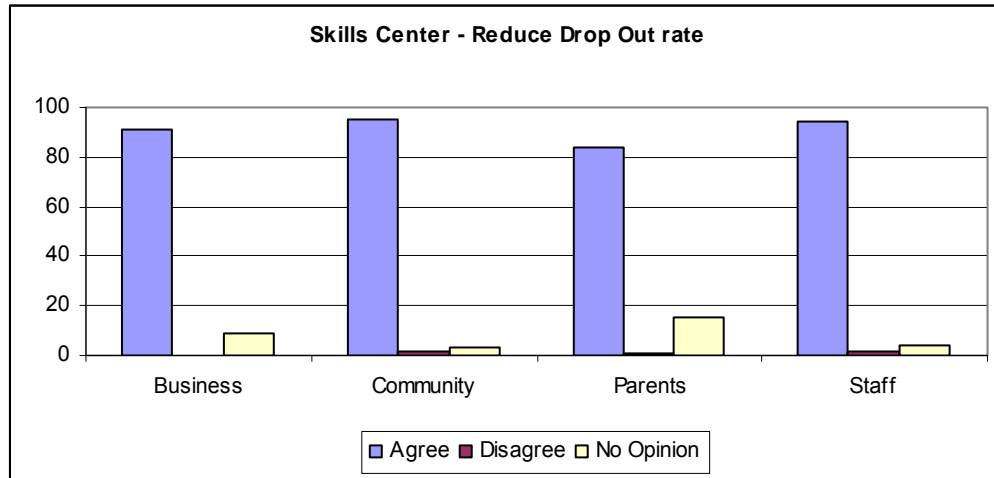
Table 5: Preference for Program Offerings in Percentage

	Business	Community	Parents	Staff	Average
Program offerings should develop skills and knowledge that will lead directly to employment or college/further training	88%	81%	71%	70%	78%
Program offerings should prepare students to exit a program job-ready or transfer-ready (to further training) upon graduation from high school	64%	59%	56%	56%	59%
Program offerings should provide skills and concepts essential to employment	70%	52%	35%	50%	52%
Program offerings should continue to be made available during a summer session	15%	37%	60%	30%	36%
Program offerings should be based on occupational trends	27%	14%	21%	21%	21%
Program offerings should be based on the job market	21%	17%	12%	16%	17%
Program offerings should be capstone - preparatory in nature and built on what is presently offered at the high school	6%	13%	14%	26%	15%
Program offerings should be based on local community needs	3%	11%	5%	11%	8%

Drop Out Rate

All stakeholder groups (except students) were asked about the potential for a skills center option to possibly help reduce the drop out rate.

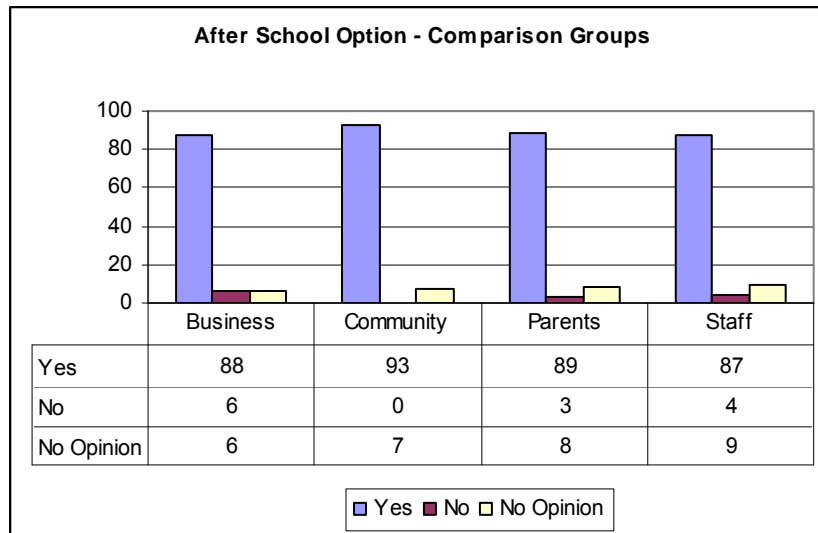
Chart 1: Skills Center – Drop-out Rate by Percentage



Attendance Options – After School

Stakeholders were asked whether they would like an after school (after hours) option for skills center attendance. Though students were not asked this exact question they indicated on another question that 41% would be interested in a late afternoon program. Chart 2 shows the comparison between stakeholder groups.

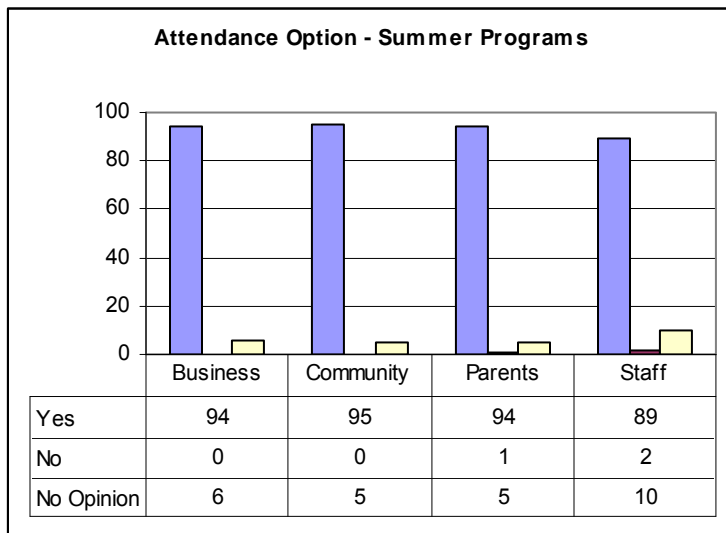
Chart 2: Attendance Option - After Regular School Hours by Percentage



Attendance Options – Summer

Stakeholders were asked whether they would like a summer attendance option for a skills center. Though, once again, students were not asked this question specifically they indicated on another question that 72% would be interested in summer programs. Chart 3 shows the comparison between stakeholder groups.

Chart 3: Attendance Option – Summer Programs by Percentage



* Percentages are rounded up to next percentage and may not equal 100%

Survey Results – Implications for the Creation of Skills Center

Survey results emphatically indicate support of a skills center in the Seattle/Shoreline service area, if legislative funding is made available. Out of the 1083 respondents, 812 said they would be in favor of a skills center being built (75%). Based on survey results, programming options for a skills center might include after school or summer programming, and program content might focus on the survey top rated occupations of building construction, health care and/or information technology. Program offerings could focus on developing skills and knowledge that will lead directly to employment or college/further training. Respondents also indicated that a skills center might help reduce the dropout rate. A few respondents felt it important enough to send comments though no space on the survey was provided. See below for comments emailed to the survey administrator.

The support for a skills center in Seattle/Shoreline School Districts is positive. The stakeholders favor continuing to plan for the creation of a skills center. The skills center is viewed as a means of increasing efforts to adequately prepare students for high-skill, high-demand careers.

NAME

Under current rules, the name of a skills center cannot also contain the name of the community or school district in which it resides. The proposed name for this skills center is “**THE METROGLOBAL SKILLS CENTER**”.

SITE SELECTION

HOST, CORE, BRANCH, AND SATELLITE CAMPUSES

Site Requirements

SHB5717 study didn't look specifically at facilities. However, there are architectural standards for determining the square footage of classrooms and labs based on the type of lab and number of students served. Also there is nothing in the Skills Center criteria regarding square footage for Skills Centers, only the minimum requirement of 175 student FTEs. There are OSPI guidelines for facility funding, and they are somewhat flexible, but the general rule of thumb is 130 sq. ft. per student for high schools which would be about the same for Skills Center since Skills Centers have large labs and high schools have gyms and auditoriums etc. The parking space issue is a local permit decision that the district or architect would deal with, but again the rule of thumb is about 5 parking spaces per classroom for high schools or a number determined to meet local needs. The City of Seattle may have a defined specification for the number and type of parking spaces needed for any type of business or organization. Usually the architect review of potential sites would have all that information. The buildings must meet Americans with Disabilities (ADA) requirements. The driver of all of this would be the projected number of students Seattle plans to serve and the type of programs offered.

The most the Capital Budget will fund for community and technical colleges is 70,000 sq ft. As an example, New Market Skills Center original building is 50,000 sq ft to serve 700 students (350 in morning classes and 350 in the afternoon). The addition of Life Science Building (20,000 sq ft) allows them to serve a total of 1100 students a day.

Transportation

The Metro Global Skills Center plans to utilize public transportation or private cars for students from both Seattle Public Schools and Shoreline Public Schools; yellow bus service will not be provided.

The steering and executive committees support the concept of a skills center in the Seattle area. The skills center would serve all the students who could benefit from the specialized education and training provided by a skills center. Shoreline and Seattle Public Schools are partners in the study and share decision-making, including site selection. The steering committee is moving towards supporting a site that would allow good access for Shoreline Public Schools and the entire Seattle Public Schools community. **The Seattle Public Schools will be the host, but multiple branch campuses and satellites should be considered to assure access for all eligible students.**

The steering committee wants to provide optimum access to all the students in the Seattle and Shoreline Public Schools. One of the requirements of the study is to have a core facility for the skills center. However, under the new legislation it is possible to have satellite sites throughout the district. The goal would be to have two permanent sites for the center over time; for example, a core facility in the north and branch campuses in the central and south areas of Seattle, or vice versa; based on site availability, other configurations will also be considered. According to SSB5790 passed in the 2007 legislative session, "Once a branch campus reaches sufficient enrollment to become self-sustaining, it may become a separate skills center or remain an extension of the founding skills center." In addition, it would be beneficial to Seattle to have satellite sites throughout the area to provide full coverage and full participation by Shoreline.

Selection

Seattle and Shoreline Public Schools do not have sufficient information on site requirements to identify possible sites at this time. With further analysis, sites may be identified.

PROGRAMS

Skills Center course offerings will generally be preparatory, and will in all career pathways. Programs are part of Tech Prep affiliations with community colleges. Upon enrolling in the skills center courses, students will begin their community college and career pathway plan. Program advisory committees will be made up of secondary and postsecondary business and labor members. Community college articulation agreements will create multiple opportunities to co-locate programs and share facilities.

Skills Center programs will focus on career cluster and occupations within those clusters projected to be fast growing and in high demand. Fast growing occupations are identified as those which are projected to add additional workers in excess of 1.5% per year.

The fastest growing occupations listed for each career cluster are those requiring some to extensive educational preparation. Selections of programs are based on the overlap of several factors: programs of interest to students and families (see stakeholder survey); labor market trends and fastest-growing occupations; and assessment of the availability of teacher talent. Additionally, to determine which programs would be appropriate for the proposed MetroGlobal Skills Center, the following parameters were also followed:

- Occupations that require some to extensive career preparation, a minimum of 11th and 12th grade training to those requiring extensive postsecondary education.
- Occupations projected to grow at a rate greater than 1.5% per year.
- Occupations with 100 or more projected annual new job openings.
- Occupations with wage rates equal to or greater than 200% of the state minimum wage rate (2 x \$7.93 – 2006 Washington minimum wage rate = \$15.86 per hour)

Career Clusters (Pathways)

The US Department of Education identifies 16 career clusters, which Washington's public schools reduce to five:

- | | |
|---|---------------------------------------|
| ▪ Science, Engineering & Industry (Trade & Industry or T&I) | ▪ Health & Human Services |
| ▪ Business, Marketing & Information Technology | ▪ Arts, Communications, & Media (T&I) |
| | ▪ Environmental Science & Agriculture |

PROJECTED PROGRAM SELECTIONS AND TIMEFRAME FOR IMPLEMENTATION

First three years

- **Science, Engineering & Industry (T&I)**
 - Land Transportation
 - Maritime
 - Construction Trades
 - Biofuel Technology
- **Business, Marketing & Info Tech**
 - Information Technology
 - Computer Maintenance & Repair
 - Network administration
- **Health & Human Services**
 - Health Sciences
 - Culinary Arts
 - Family & Community Services
- **Arts, Communications, & Media (T&I)**
 - Commercial Graphic Design
- **Environmental Science & Agriculture**
 - Environmental Tech

Years four through six, add

- **Science, Engineering & Industry**
 - Aviation
 - Nanotechnology
- **Business, Marketing & Info Tech**
 - DigiPen
 - Hospitality/Tourism
 - Business Administration
 - International Finance
- **Health & Human Services**
 - Bioinformatics
 - Geriatric Management/Daycare
 - Therapeutic/Infomatics
- **Arts, Communications, & Media**
 - Entertainment/Film
 - Broadcast Engineering

Years seven and beyond, add

- **Health & Human Services**
 - Health Care/Sports Medicine/Trainer
 - Careers in Education
 - Support Services/Diagnostics
- **Environmental Science & Agriculture**
 - Green/Eco Tech

PROJECTED STUDENT FTE's

Based on current enrollment, it is projected that Seattle Public Schools students will comprise 82% of skills center enrollment, and Shoreline Public Schools will comprise 18%.

<u>Year</u>	<u>Seattle FTE</u>	<u>Shoreline FTE</u>	<u>Total</u>
One	117	26	143
Two	146	32	178
Three	175	38	213
Four	189	41	230

The above FTE's would be participating in programs in these proportions:

- 50% Trades & Industry (includes Arts, Communications & Media)
- 10% Business, Marketing, & Information Technology
- 24% Health & Human Services
- 16% Environmental Science & Agriculture

PROJECTED HOURS OF OPERATION

The Skills Center would operate on the following projected time schedule:

Morning session	7:30 – 10:30am
Afternoon session	11:30 – 2:30pm
Late afternoon session	3:00 – 6:00pm (primarily dropout retrieval)

The skills center will be offering summer school at the core facility, branch campus and, if necessary at satellite sites. The summer school programs will be 90 hours over a three week period giving the students a chance to earn a 0.5 credit. Summer school classes allow students to try out fields that they might be interested in pursuing as careers. All sites should offer dropout retrieval programs in late afternoon or evening programs.

DROPOUT RETRIEVAL

“A top priority must be to reverse our dismal high school graduation rates – with a target of doubling the number of young people who graduate from high school ready for college, career, and life.”

– Bill Gates, March 7, 2007

Dropouts are a major challenge to our educational system, and to our nation. The United States has slipped to 10th place in the world in high school completion. The Manhattan Institute and the Educational Testing Service studies estimate that the national high school completion rates are less than 70 percent. In the Seattle School District, typically almost 40% of the students who enter the ninth grade fail to complete high school in four years.

The outlook for minorities is even grimmer. In *Losing our Future*, by the Harvard Civil Rights Project, it is reported that graduation rates are substantially lower for most minority groups, especially males. According to the report, only 50 percent of African American students, 51 percent of Native American, and 53 percent of Hispanic students who enter ninth grade graduate from high school with a regular diploma after four years. Males in these minority groups fared even worse: 47 percent of African American, 47 percent Native American and 48 percent of Hispanic males fail to obtain a regular diploma after four years.

In *Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001*, graduation rates are significantly lower in districts with higher percentages of low socioeconomic status students (i.e., those eligible for free or reduced-priced lunches). Other predictors include: poor academic performance, repeating a grade, speaking English as a second language, pregnancy, absence, and some special education students. Not completing high school results in increased costs for the individual, for the city of residence, state, and country.

Henry Levin, in *The Social Cost of Inadequate Education*, indicates that those who fail to complete high school are less likely to be employed and will earn less than those that earn a diploma. The average annual income for a high school dropout in 2004 was \$16,485; for a high school graduate, it was \$26,156. Annual losses to the US economy exceed \$50 billion in federal and state income taxes for the 23 million high school dropouts ages 18-67. Other research shows that dropouts are more likely to be unemployed, living in poverty, receiving public assistance, in prison, unhealthy, and single parents with children who also drop out of school.

In Washington State, school districts are required to report to the Office of the Superintendent of Public Instruction on an annual basis regarding student graduation and dropout rates. For the 2004-05 school year, just over 5 percent of students enrolled in grades 9 through 12, or just fewer than 16,000 students dropped out of school. However, only about 74 percent of students in grades 9 through 12 graduated on time.

The 2007 legislature passed 2SHB1573, authorizing a statewide program for comprehensive dropout prevention, intervention and retrieval. The legislation creates a grant program, Building Bridges, which will fund local partnerships involving schools, families, and communities. The partnerships identify students at risk of dropping out of school, or who have dropped out, and provide those students with assistance and support to facilitate the continuation of their education.

A 2005 report, *Dropping Out of High School and the Place of Career and Technical Education*, by the National Research Center for Career and Technical Education, found that the risk of dropping out of high school for students who entered high school at a normal or younger age decreased as they added career and technical courses to their curriculum, up to the point at which they were taking one career and technical education course for every two academic courses. The report suggests that this mix of career and technical and academic courses lowers the dropout rate. It offers a balanced and broad array of educational experiences that can identify and encourage pathways to success.

The MetroGlobal Skills Center can address the challenges presented by working with the Workforce Development Council and others as a part of the Workforce Investment Act's statewide dropout retrieval and intervention program. The goal of the program is to bring students back into the education system and help them find their passion for learning. Once the students are retrieved and enrolled in the skills center, the goal is for students to seek instruction in high demand careers, graduate from high school and enroll in a state-approved apprenticeship program, community college, or university. New Market Skills Center in Tumwater has a program that the MetroGlobal Skills Center can build upon. They have retrieved many dropouts over the past fifteen years. The MetroGlobal Skills Center would work with non-profit organizations to recruit that have been identified as dropouts, and as they did at New Market, pair them with their peers already attending the skills center program. Additionally, the State provides Barrier Reduction Funds. This \$485,000 appropriation is distributed by a *pro rata* formula amongst the skills centers. These funds are used to reduce barriers that may be keeping students from attending, by providing food, clothing, child care, transportation, and so forth.

The core principle of such a program is to provide personal contact, guidance, and assistance to each student in the program. A support team could be assembled amongst providers to offer case management and make personalized contacts with the students and their families. Family support is a critical component of the program. Another key to the program will be to have a liaison between the instructors and students to facilitate and communicate, and to optimize success. Other features of the program include a lower teacher-to-student ratio. It would be appropriate and powerful to couple alternative education programs that target these same students, with a skills center program.

2SSB5790 as passed by the 2007 legislature states, "When possible, the programs shall be specifically targeted for credit retrieval, dropout prevention and intervention for at-risk students, and retrieval of dropouts. Skills centers that receive funding for these activities must participate in an evaluation that is designed to quantify results and identify best

practices, collaborate with local community partners in providing a comprehensive program, and provide matching funds.”

Advocates for this program look forward to having this additional tool in our efforts to encourage youth to stay in school and engage in productive careers.

Home Schooled Students

A skills center serving Seattle and Shoreline school districts will also market the programs and make them available to home schooled students in the area.

ADMINISTRATION FINANCIAL OBLIGATIONS:

There is nothing in RCW, WAC or OSPI policy regarding the financial obligations of the districts in supporting a skills center.

The Skills Center Study of 1998 contains the following recommendations related to financial obligations:

- Member school districts will establish a capital facilities fund equal to 40% of the cost of the future renovations that require state matching funds.
- Member school districts will have a financial plan in place to contribute to the site, facility, equipment, and ongoing maintenance operation of the skills center. The administrative council will approve this financial plan.

The *draft* start up criteria under development recommends:

- Member school districts will contribute 10% of the cost of the initial capital funding necessary for construction of the skills center core campus or, construction/renovation necessary for branch campus facilities.
- Member school districts will have a financial plan in place to contribute to the site, facility, equipment, and ongoing maintenance operation of the skills center. The administrative council will approve this financial plan.

***Draft* skills center operational criteria under development recommends:**

- Member districts will have an ongoing financial plan in place to contribute to the site, facility, equipment, and ongoing maintenance operation of the skills center. The administrative council will annually review and approve the financial plan.

Legislative Intent:

Discussion when the feasibility studies were initiated during the 2006 session focused around 100% funding for construction. This can change during any subsequent budget cycle.

Proviso:

Analysis of fiscal feasibility of a skills center in the Seattle/Shoreline area is not yet complete. Until it is completed, neither Shoreline nor Seattle Public Schools is able to provide a statement of financial support for a skills center. The following sample interlocal agreement is an example of what the agreement between Seattle and Shoreline Public Schools might be, but should not be interpreted as a negotiated and agreed upon contract. Should a skills center prove feasible, the two districts will negotiate an agreement.

**INTERDISTRICT COOPERATIVE AGREEMENT
FOR THE FINANCING AND OPERATION
OF THE METROGLOBAL SKILLS CENTER**

This agreement by and between the Seattle Public Schools (hereinafter referred to as Host District) and the Shoreline School District (hereinafter referred to as “Member District”) provides for the establishment and implementation of the MetroGlobal Skills Center (hereinafter referred to as “Skills Center”).

It is agreed by and among the parties hereto as follows:

I. Needs and Purpose of Operation

A Skills Center is established to provide education in career and technical areas through a wider curriculum offering than presently exists. A Skills Center will not restrict local program development, but will avoid unnecessary duplication of courses and expensive training equipment. It is further desired to provide flexibility in operation which will facilitate rapid program adjustments and most emergency educational needs as they arise.

II. Terms of Agreement

The terms of this Agreement shall be for a period of five years on a fiscal year basis beginning with the date the State Board of Education recognizes the inter-district Cooperative Agreement between the Seattle Public Schools and member district(s) for financing and operation of the MetroGlobal Skills Center. This Agreement shall be renewed on an annual basis after the expiration of the initial five year period. The term of the Agreement is subject to the provisions of withdrawal and dissolution herein contained (paragraphs VIII and IX).

III. Location of Serving Facility

The Skills Center will be located on sites to be selected from proposed available sites within the area of the districts signing this Agreement. The sites will be determined by the Administrative Council. Because of the potential length of the travel time for students in this area, the Administrative Council shall consider satellite sites when appropriate. The office and instructional headquarters for the Skills Center core facility shall be at Seattle Public Schools.

IV. Administrative Structure

A. An Administrative Council is hereby created, which is to be know as the Metro Global Skills Center Administrative Council. It will be the General Advisory Council for the combined CTE programs of Seattle Public Schools and Shoreline Public Schools. The Administrative Council shall consist of the superintendent or his/her designee from the member district(s). The superintendent or his/her designee shall have an equal vote. The Skills Center director will serve as secretary and ex-officio member of the Administrative Council. Subject to the approval of the respective groups, it is the intent of

the Seattle and Shoreline Public Schools to combine their General Advisory Councils into a single body that will fulfill all legal functions for supporting Career & Technical Education in the Seattle and Shoreline Public Schools, including secondary CTE in the high schools, and in the Skills Center.

- B. The host district, known as the Management Agency, shall manage the Skills Center under the direction and policies formulated by the Administrative Council. The Council will be the General Advisory Council for both districts and govern all CTE programs in both districts. General operating rules and regulations shall follow host district policy and procedures.
- C. The Administrative Council will be responsive to the director of the Skills Center to assist with operational decisions and emergencies.
- D. The Administrative Council will govern the Skills Center under the direction and policies formulated and shall have the following responsibilities:
 - 1. Insure that the cooperative is operating in a manner consistent with this Agreement.
 - 2. Formulate and establish policy relating to the operations of the Skills Center.
 - 3. Receive and act on recommendations from the member district(s), the Skills Center director and such advisory committees as might be subsequently be established.
 - 4. Review and/or approve rules and regulations concerning operations of the Skills Center.
 - 5. Determine organization and staffing levels of the Skills Center.
 - 6. Select, supervise and annually evaluate the Skills Center director.
 - 7. Review and approve course offerings.
 - 8. Determine the slot assignments of students from the respective districts.
 - 9. Establish and amend by-laws to govern Administrative Council organization, composition and conduct.
- E. An Operations Committee shall be created to serve as an advisory and coordinating link between participating high schools and the Skills Center. It shall consist of the districts' career and technical education directors, high school principals, students and counselors of member schools. The Director of the Skills Center shall chair the Operations Committee.
- F. A General Advisory Council shall be created to serve as an advisory and coordinating link between the Skills Center and the business communities within the member district(s). Members shall represent both employers and employees. Selection and appointment to the GAC shall be made by the Administrative Council.

V. Description of Joint Financial Agreement

A. Capital Investment

It is hereby mutually agreed that the host district and other member district(s) shall provide the necessary building facilities and equipment in accordance with the financing procedures available: request for State Capital Budget funding. Future capital improvements and major

equipment purchases shall be financed according to a separate plan to be adopted by the Administrative Council and submitted to the Board of Directors of the member districts in this Agreement for approval, at a time when future capital improvements or equipment purchases are needed or required. Capital investment funding shall be prorated among member district(s) party hereto on current data according to their percentage of allocated student slots in the Skills Center.

B. Operational Costs

1. The cost of operating the Skills Center may be met in the following manner:
 - a. State apportionment funds from state support for secondary CTE students enrolled in the Skills Center.
 - b. Any federal, state, local or private allotments, grants, or contract training agreements received expressly for the Skills Center.
 - c. Any federal or state special purpose allotments or grants received by districts.
 - d. Any inter-local FTE agreements with community or technical colleges.
2. Definition of Terms
 - a. Cost of Operation: Cost of operation is defined to mean the total cost of operating the Skills Center program, by specifically excludes capital investments and major items of equipment.
 - b. Student Enrollment Hours: student enrollment hours are here by defined to mean the hours for which each student is enrolled and carried on the Skills Center register without regard to the actual attendance of students at the Skills Center.
 - c. State Appointment Funds: state apportionment funds are those funds paid by the state in support of approved program offerings of the Skills Center. For this Agreement funds shall follow the student to the host district prorated at a .6 FTE. This applies to students from both member and non-member districts.
 - d. Slot: a slot is a measure of participation and consists of three (3) consecutive fifty (50) minute periods of enrollment for 180 days.
3. Procedures
 - a. An annual program budget shall be developed by the Skills Center Director and submitted to the Administrative Council for approval. When approved, the budget shall be transmitted to the Board of Directors of the Management Agency for action. A program budget account and format shall be maintained for auditing, accounting, and reporting purposes.
 - b. The Skills Center budget shall be developed and staffing based on minimum projected enrollment figures and for fluidity of program changes.
 - c. The Management Agency shall report enrollment and claim state apportionment based on .6FTE for each student enrolled in the

- Skills Center. Students are required to be enrolled for three consecutive fifty (50) minute periods.
- d. In the case where the approved budget revenue is short by reason of allocated and accepted slots being unused, that portion of the deficiency shall be the shared responsibility of the member district(s), in the case where the Skills Center's ending fund balance has insufficient funds.
 - e. Any additional costs beyond the approved budget amount shall be prorated among all districts in the Agreement according to their percentage of allocated student slots in the Skills Center.
 - f. Each district's entitlement to a percentage of allocation of student slots shall be based on the prior October 1 FTE enrollment in grades 9-12 of the district in this Agreement as reported to OSPI. Exceptions to this distribution may be allowed with the consent of the Administrative Council.
 - g. Unused slots by one member district may be used by another district with approval of the Administrative Council.
 - h. If there are remaining slots, they may be used by non-member district(s) for by non-public schools with approval of the Administrative Council. Non-public students must enroll in their district of residence or complete an inter-district transfer and enroll in the host district high school for the time they are attending the Skills Center.
 - i. The Management Agency shall claim any other federal, state, local or private grants or allotments available to the Skills Center.
 - j. The Management Agency shall control, monitor and audit all financial transactions at the Skills Center by following procedures of the State Accounting Manual and report monthly to the Administrative Council on the financial status of the Skills Center. The Management Agency shall identify any additional costs and present the matter to the Administrative Council prior to preparation of the budgets by the member district(s).
 - k. The Management Agency shall budget no more than four percent (4%) of the apportionment dollars expended by the Skills Center for its operation. This indirect cost will be collected at a time determined by mutual agreement between the Management Agency and the Administrative Council.

VI. Program Scope, Eligibility and Retention

A. Program

The program or course offerings of the Skills Center shall be determined by the Administrative Council. Areas in which tentative courses will be offered have been identified through a feasibility study and will be finalized from the recommendations therein, as well as from those advisory committees, staff and related organizations and agencies. The Skills Center facility can be made available for purposes other than

secondary CTE only after the demands of secondary CTE are met and when the other uses do not interfere with Skills Center prime-time operation.

B. Approval

Only approved CTE courses will be offered by the Skills Center. All Skills Center personnel and programs shall meet the requirements of the CTE Program Standards.

C. Services

The Skills Center, in cooperation with the administration and counseling staffs in the member high schools, shall make adequate provision for the availability of ancillary services. The Skills Center shall maintain student employment, placement and follow up records on all graduates.

D. Eligibility

Any student enrolled in a high school of any member district, is eligible to attend the Skills Center subject to the following:

1. General admission requirements as established by the Administrative Council.
2. Requirements set by the Board of Directors of the district of student residence.
3. Availability of space according to the number of slots allotted the district of residence of the student.

E. Retention

Continued enrollment of students in the Skills Center shall be governed by policies established by the Administrative Council and by policies of the district of residence of the student.

VII. Resolution of Conflict

A. Mediation

A 2/3 majority vote of the Administrative Council shall govern in all matters. In the event a majority vote cannot be reached by the Council on an issue requiring resolution, the matter shall be referred to a mutually acceptable third party mediator for final resolution. If the matter cannot be resolved there, it will be referred to OSPI.

B. Due Process Procedures

Due process procedures shall be established by the Administrative Council; and shall be covered in the Administrative Council Cooperative Agreement by-laws.

VIII. Withdrawal

It is hereby agreed that any party (district) to this Agreement may withdraw at any time after the initial five-year period provided it shall be done on an orderly basis and pursuant to the following:

- B. In the event that a district desires to withdraw from the program, such a district desiring withdrawal shall give notice in writing to all participating districts no later than October 1 of the next succeeding fiscal year.

- C. The other member district(s) and the State Board of Education must approve the application for withdrawal.
- D. Land, improvements and equipment purchased for the Skills Center shall be the property of and remain with the district of jurisdiction.

IX. Dissolution Provisions

The cooperative operation of the facility under this Agreement can be dissolved only under the following procedures:

- A. Procedures for the dissolution of the operation of the school plant facilities under an inter-district cooperative plan shall not be instituted prior to the expiration of five years after the date of State Board of Education approval of the financial plan for the construction of such facilities: PROVIDED, that a request for dissolution prior to the expiration of five years may be approved when the judgment of the State Board of Education there is substantiation of sufficient cause.
- B. Any plan for dissolution in A. above described shall be submitted to the State Board of Education for review and approval prior to proceeding with dissolution action.

X. Admission of New District

Whenever a new district wishes to become a member of the Skills Center cooperative or to buy slots by way of payment of a share of the capital investment, it shall submit to the Administrative Council a formal proposal based on approved guidelines and procedures established by the Administrative Council.

XI. Gifts

The Skills Center program may receive gifts, cash, equipment or services from any source whatsoever, contingent upon acceptance by the Administrative Council.

XII. Amendment

This Agreement may be amended by agreement of all member districts party hereto.

XIII. Joint Resolutions

Resolutions by the applicant district and member district(s) have been duly consummated, and by this reference and attachment are made a part of this Agreement.

Signatures:

 Superintendent
 Seattle Public Schools

 Superintendent
 Shoreline School District

FUNDING

All students should have access to secondary career + technical education programs of study that help prepare them for careers, apprenticeships, and postsecondary education. Skills center programs represent the state's efforts to offer high-cost preparatory programs that are more difficult to afford in the comprehensive high schools.

Current Funding sources for **Skills Centers** include 60% of 1.0 FTE. This can be expected to change with the newly legislated allocations.

Skills Centers also receive:

- Basic Education Act funding
- Skills Center enhancement – 0.92 certificated instructional staff units and 0.08 certificated administrative units for each 16.67 full time equivalent vocational student; there is a 15% lid on indirect charges
- Enhanced NERC (Non Employee Related Costs) - \$18,489 pr certificated staff unit in 2007-08 and \$18,877 per CSU in 2008-09
- Federal Carl Perkins funds
- Equipment allocation - \$125/FTE for skills centers in the 2007-09 budget
- Summer school funding - \$ 2,385,000 per year for skills centers (funds are divided among existing ten skills centers to run summer school programs. The skills centers divide set allocations and plan programs based on funding allocation not student demand. As new skills centers are added the funding will need to increase. Summer school programs are full day programs – 90 hours. Incoming freshman through graduating seniors are served in the summer school programs. Many AP students attend the skills center summer school programs because they can't fit it into their regular school schedule. Ninth and tenth grade students use summer school to explore their options.
- Barrier Reduction Funds - \$485,000 per year for skills centers - allow funding for retrieving and preventing dropouts. Makes better use of the facilities by running them longer than a normal school day. These funds can be used for reducing barriers that may be keeping students from attending, such as food, clothing, transportation related needs, child care, etc.

The enhanced funding for skills centers allows high-cost programs to be offered that are not be available in the high school programs, such as: full-scale culinary program; veterinary; fire science; criminal justice; music and arts production; diesel mechanics; maritime and pre-apprenticeship programs. As an example, a program offered at a skills center may have expensive equipment and a small number of students pursuing the program, individual districts can rarely afford to offer the program.

SHB5790, as passed the legislature in the 2007 session, will increase the 1.0 FTE allocation of Basic Education funding to 1.6 FTE. It is not known at this time whether rules for the distribution of this FTE will be issued by OSPI, or whether it will be left up to the district. However, the clear intent of the change in the formula is to remove any disincentives from sending a student to a skills center, and to help fund extended day and dropout retrieval programs.

Long Term Plan for Re-equipping and Maintaining the Skills Center:

The MetroGlobal Skills Center will bring together the business and labor leaders for each program area of the skills center. As a result of the business and labor involvement, the skills center will begin to produce students who show strong gains in the academic and technical skills needed in high demand careers. The coordination between the skills center, community colleges, business and labor will enhance the learning of students in preparing them to meet the demands of the workforce. Businesses that have the opportunity to take an active role in the programs at skills centers will donate equipment, supplies, and materials. Legislators have and will continue to fund equipment for skills centers. In addition, skills center are funded at a higher NERC level to cover the additional costs for utilities, materials, supplies and upgrades. The Cooperative Agreement will determine the amount of funding from the Host and Member District(s) for the purpose of re-equipping and maintaining the skills center.

The General Advisory Council for the skills center will be involved in a yearly planning process. Each program area council will make recommendation to the GAC based on the needs of the program.

CONCLUSIONS AND RECOMMENDATIONS

The survey respondents—students, business leaders, staff, parents, employers and community members—are all positive about a skills center that will serve Shoreline and Seattle students. And a realistic look at the region confirms that a skills center is feasible. The labor demand for the next 14 years indicates that a skills center can launch thousands of students into meaningful careers that will meet the needs of employers in the area, increase the intellectual and economic horsepower of the region, and productively engage its citizens. The work of the steering and executive committees also reflects strong support to build a skills center in this currently unserved area of the state. The dropout statistics indicate a large number of disengaged students, many of whom would find a meaningful education at a skills center. The student voice expressed in the dropout study conducted by the Bill and Melinda Gates Foundation spoke to the need for precisely the kind of relevance offered by a skills center. Furthermore, there are many students enrolled our schools across the entire range of achievement, who could find a style and substance of education at a skills center that is currently not offered in Seattle Public Schools or Shoreline Public Schools. Finally, a skills center is one critical tool that can help build a seamless connection between the K-12 and postsecondary education systems.

Development of Skills Center Branch Campuses

In order to serve the Shoreline and the Seattle school districts, the development of a branch campus is necessary. The high density areas of Seattle and Shoreline deserve the opportunity to serve students in programs that are not available in the comprehensive high school setting. And according to SB5790 as passed by the 2007 legislature, once a branch campus reaches sufficient enrollment to become a self-sustaining, it may become a separate skills center or remain an extension of the founding skills center.

Summer School and Dropout Retrieval Programs

Summer school expands opportunities for students with scheduling conflicts that prevent them attending during the school year. It will allow younger students (9th & 10th grade) the opportunity to explore the programs before their junior year. Summer school also allows current students to continue their studies during the summer.

Schedule for Seattle School Board Engagement

When the District has satisfactorily answered the questions about relationship with current academic programs, site, and fiscal analysis—this proposal would be presented to the School Board. Prior to Board presentation and decision, the proposal would be heard by the Student Learning, Operations, and Finance Committees of the Board. Assuming timely and positive responses to the outstanding questions, School Board engagement could begin as early as August 2007. A similar schedule for Shoreline Public Schools will be followed.

This study indicates support for a skills center in the Seattle/Shoreline area. The recommendation of the Feasibility Study Executive Committee is to continue exploring the development of a skills center. This recommendation has been forwarded to the Superintendents of Seattle and Shoreline Public Schools for review and continued analysis.