

Minutes of the Seattle/Shoreline Skills Center Study Meeting for Seattle Public Schools held January 26, 2007, 1:00-4:00pm in the Auditorium at the John Stanford Center for Educational Excellence.

Those present:

- Ms. Olga Addae, Vice President, Seattle Education Association
- Mr. Robert Austin, CTE Specialist, Seattle Public Schools (SPS)
- Ms. Annette Baker, Senior Analyst, SPS Budget Office
- Ms. Mary Davison, B,M&IT Instructor, Ballard High School, SPS
- Dr. Donald Felder, Casey Family Programs
- Mr. Dan Fey, Seattle/King County Workforce Development Council
- Mr. Paul Firnstahl, Natural Food Supplements Recruiters
- Ms. Susan Grant, H&HS Instructor, Ingraham High School
- Mr. Al Griswold, Executive Dean, Workforce Education, Seattle Central Community College
- Ms. Nan Johnson, SE&I Instructor, Pre-Apprenticeship Programs
- Mr. Jonathan Knapp, SE&I Instructor, West Seattle High School
- Mr. Brian Lindquist, CTE/WBL Specialist, SPS
- Mr. Darren Linker, Dept. of Environmental & Occupational Health Sciences, University of Washington
- Mr. Tom Lopp, High Performance Standards, Inc.
- Mr. Mike McBee, Mechanical Coordinator, Custodial Services, SPS
- Ms. Myra McCormick, Alliance for Education
- Ms. Myrna Muto, CTE Career Center Specialist, SPS
- Mr. Jim Nicholson, Seattle GAC; Smith Barney
- Ms. Bobbie Peterson, Director, CTE, Shoreline School District
- Mr. Roger Shimizu, CTE Specialist, SPS
- Mr. Shep Siegel, Manager, CTE, SPS
- Dr. Gary Stauffer, Youth Maritime Training Association (YMTA)
- Mr. Neil Storme, Independent Audio/Music Producer
- Ms. Roxanne Trees, CTE Specialist, SPS

Mr. Siegel opened the meeting. Mr. Dave Westberg of SPS Custodial Services was introduced to the attendees. Mr. Westberg announced Mr. Mike McBee, Mechanical Coordinator for the department would be attending the meeting later in the afternoon. Mr. McBee is a member of Local 609 and a graduate from West Sound Skills Center.

The minutes from the January 5, 2007 Seattle/Shoreline Skills Center Study Meeting were read and revised as follows:

- Page 3 of 7– Add new paragraph: “Dr. Stauffer spoke about need for the development of alternative energy sources to replace our use of fossil fuels to eliminate building of CO² which is creating huge ecology problems for our marine ecosystems. The result from the extensive buildup of CO² pollution is the prevention of marine organisms from making shells using calcium carbonate.”
- Page 3 of 7 – At the beginning of the paragraph “Mr. Siegel said CTE..., add the following: “Dr. Stauffer asked if our goal is to train students for trades and technical careers or professional university degrees particularly for the biotech careers.” At the end of the paragraph add: “Mr. Siegel noted the Biotech Academy at Ballard H.S. and the Environmental Science Academy at West Seattle are in place at this time.”

- Page 4 of 7 – To the paragraph “Ms. Trees suggested...”, add the word “be” following “...should...” In the same paragraph change the words “held at” to “articulated with...”
- Page 4 of 7 – Under “Theme Possibilities”, add “Diesel Power (Biofuels)...” to the list.
- Page 6 of 7 – Under “Theme Possibilities”, add “Light Rail/Rail” to the list.
- Page 7 of 7 – To the paragraph “Mr. Siegel stated that Ms. Johnson”..., add the word “is” following the word “Department”.

Mr. Siegel asked that a motion be made to accept the minutes as revised. Mr. Linker made the motion; the motion was seconded and passed.

Mr. Siegel addressed the third item on the Agenda: “The ‘What’ Question.” He provided a list of OSPI-approved themes of five pathways for the new skills center. The list was derived from the labor analyses using the data:

Ten largest industries/companies in the Puget Sound region
High Skills/High Wages
Employment Security data running 10 years out

To capture:

Economic / Community Need
Student Interest
Teacher Attraction / Talent

Mr. Siegel asked the attendees to critique the list.

- Ms. Peterson suggested looking into Prosperity Partnerships’ findings regarding employment needs for the Puget Sound Area.
- Mr. Austin asked that the course Digipen be added to either Science, Engineering & Industry pathway or Arts, Communications & Media pathway. He explained the Digipen technology has applications in Medical fields and is more than just for programming games, requiring high levels of math and engineering CTE training.

Ms. Peterson asked if the course could be named Digttools or some other name, as she feels the name “Digipen” does not illustrate the broader application for the course. Mr. Siegel said that he could assign a new name for the course, such as Animation, but the kids are familiar with “Digipen” and possibly could recapture dropouts.

- Ms. Grant requested the inclusion of Culinary Arts under the Health & Human Services pathway. Mr. Austin voiced concern about the graduates not finding jobs. Mr. Griswold stated the program should be specialized in certain food areas, such as desserts, to compete in the job market. Ms. Grant added that there are career opportunities in the catering industry.

Mr. Siegel stated that New Market produces a gourmet cooking show in their Culinary Arts department.

- Ms. Grant asked if Geriatric Management/Daycare under the H&HS pathway would include Early Childhood Daycare as well as Geriatric Daycare? Mr. Siegel stated that yes, it could. Ms. Trees said the only current programs are at Eastern Washington University and Bellevue Community College. Our course would fall under Family & Community Services State model and would include management, operation/services, and promotion for a geriatric daycare facility. She said the students would start exploratory courses in the 9th and 10th grades and advanced courses would be taken at the skills center.
- Mr. Siegel noted that in state of California the Adult Education and Voc Ed programs are intertwined in the high schools, but that the state of Washington does not allow this practice.
- Mr. Lopp stated that the Legislature is exploring the idea of adding a summer school program at the skills centers to allow 9th and 10th graders to explore their courses.
- Mr. Knapp stated that he is a chaperone for the annual West Seattle H. S. Exchange Program to France. He voiced the hope that the benefits of international experiences should be available to the students who attend school at a skills center and not just to the 4-year college bound students. He added that a French technical high school auto program has contacted him about coming to Seattle. Mr. Siegel stated he would add the word “Global” to the course.
- Mr. Firnstahl suggested the idea of sending the students on a three-day field trip to Canada to visit the labor unions, and to learn of the Canadian work ethic.
- Mr. Lopp stated the Legislators are studying the inclusion of “aesthetic pleasure” courses that are less technical and are more for exploring crafts.
- Mr. Storme stated that he has contacted the Governor about the creation of the Sound Community Education Center, uniting with Seattle Public Schools as a full music, broadcast technology, and video/film education center. He explained that SPS music teachers instruct at more than one school; the center would put all the music programs under one roof.
- Mr. Storme spoke about the importance of including courses in all aspects of digital technology, as U.S. production will be switching over to digital-only in 2009. The same will be true in the broadcasting industry, switching over to digital recording. He added that Broadcast Technology should offer courses for the “behind the scene” aspects of the video and recording industry, utilizing skills in accounting, physics, and engineering.
- Dr. Stauffer stressed the importance of the “infrastructure” of a trade/skill, and to establish “teach how to use a ruler” courses for the skills center.
- Mr. Storme asked about the possibility of forming a coop with Burlington Northern for a Hydraulic Engineering course tying in with Automotive and Light Rail/Rail.

- Mr. Knapp stated that some of the items on the list are of extraordinary expense, i.e., Aviation and Maritime. He asked what the skills set would be to prepare a student for the universities and/or first entry job.
- Mr. Siegel said the skills center could partner with the community colleges to offer these programs to share in capacity. The concept of reverse engineering, “taking something apart and putting it back together”, is the anticipated teaching model. He noted that the Opportunity Skyway program at Interagency has constructed and test-flown their own plane. He added that Sound Transit could be asked to join to help with training for Light Rail building in the community.

Mr. Siegel explained Item 4 on the Agenda: “The ‘Where’ Question” about finding a location for the center:

- Build a New Building – The Skills Center Study has funds to be able to hire an architect to do the preliminary drawings for a brand new building.
 - Use an Existing Building (one) – The Wilson-Pacific building could be considered as a central location for both Seattle and Shoreline school districts. The building is located off Aurora Avenue and North 90th Street and is a 10-minute drive from Shoreline. The building would require extensive remodel. Ms. Trees noted the success of the CTE stand-alone program, Health Occupations, at the Wilson-Pacific Building, drawing in students from across the district.
 - Use Existing Buildings (2 or more) – Upgrade and remodel existing SPS high schools (one to six locations).
 - Do a ‘virtual’ skills center with any and all existing buildings.
 - Co-locate on a community college.
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- Mr. Siegel guessed that 800 students could be expected to attend the Seattle/Shoreline Skills Center. Mr. Lopp said that the norm has been 500 students attending two sessions per day (3 hours in the morning and 3 hours in the afternoon). He noted that the Legislators are looking into adding a third 3-hour session in the evening.
 - Ms. Peterson described the scheme for the NEVAC Study. The study area takes in nine separate high schools as a consortium skills center with two brand-new facilities being constructed, one at each end of the study area (districts). She noted the travel time between the two buildings will be a three-hour drive.
 - Dr. Stauffer said the steering committee must study transportation issues for the skills center, working with all high school Principals to develop a transportation plan.
 - Ms. Addae stated that the CTE programs do not reach the middle schools and that OSPI should provide a true meaning of an equal learning opportunity, and question the practice of “double dosing”. She said at present, the middle schools offer two math classes, regular and enriched math, but there should be avenues for the kids who are not meeting state standards for college bound students, other than “double dosing” math.

- Mr. Siegel said the Legislators have given little funding for middle school CTE programs. Currently, the department has one H&HS program at Denny M.S. and a new Pre-Engineering course is being offered at Madison M.S. that is a prerequisite course unless the student takes music. There are a handful of tech ed teachers still in our middle schools. He added that the two problems to surmount at any of the schools are creating cross credits and getting the counselors/teachers to take advantage of the CTE courses.
- Ms. Peterson suggested the steering committee contact Sound Transit and TransEd to ask about grant opportunities that they may be offering. In the past, Sound Transit had given a \$250,000 grant for courses in custodial care, nurses' assistants, and childcare assistance.
- Mr. Knapp noted that students in his classes have consistently dropped out in the 11th grade. They may try an alternative program such as City Campus, but he tells them it will be the harder choice. He suggested providing Industry Certificates as a form of the Collection of Evidence process, waiving the WASL and keeping the students in school. Another idea is to hold Metro Competitions in the Automotive classes for design competition of diesel power units. Mr. Siegel noted there had been a competition conducted amongst the high schools for the design of Sound Transit's Light Rail stops.

Mr. Siegel provided some statistics on drop out rates taken from the SPS Data Profile:

Year	Drop Out Rate	Graduation Rate
2004	35.5%	63.7%
2005	32.8%	64.4%
2006	29%	60.8%

Mr. Siegel stated that the low graduation rate for 2006 may have been due to a large number of demotions back to the 9th grade in that year.

Mr. Lopp said the Legislators are looking for CTE programs that will lead to high school completion and onto a career or to the community colleges. Many students do not need a four-year degree but do need further education for a career. He added that the CTE programs need to be seen in the middle schools.

Mr. Austin said he was an "original Running Start" student from Ballard High School, attending the Graphic Arts and Printing programs at the old Bo Edison High School in the 1968. He added that "he did take the bus; he did do it for half a day (even during the riots)."

Mr. Siegel presented the PowerPoint Skills Center Study Proposal he had prepared as a conceptual piece, as a first go-around for further thoughts and refinement from the steering committee. A summary of the presentation follows:

- The skills center cannot be named after either school district; preliminary name is the "Metro Global Skill Center (MGSC)."

- Vision Statement: Every student—regardless of race, ethnicity, gender, and socioeconomic background—will graduate and be fully prepared to lead a successful life.
- Definition (partial): ...Skills centers provide CTE programs that are cost or enrollment prohibitive for individual schools and/or districts in the service area to offer. Students age 16 to 21 in grades 11 or 12 learn job preparation skills...and offer greater options to ALL students in all five CTE pathways:
 - Agriculture & Environmental Science
 - Arts, Communications & Media
 - Business, Marketing & Information Technology
 - Health & Human Services
 - Science, Engineering & Industry
- The skills center will provide opportunities to all students for meaningful and gainful careers.
- The Seattle/Shoreline Skills Center Study Group Proposal:
 - Site 20-25% of a skills center at 4-5 high schools in Seattle Public Schools and Shoreline Public Schools.
 - Administer exactly as other Washington State skills centers are administered—fiscal, operations, open enrollment.
 - Use Running Start options at the community colleges for those options MGSC does not offer.

Advantages

- Increase CTE offerings for students
 - Prevent, reduce, and retrieve dropouts
 - Enrich the greater Seattle community—now and in the future (First Principle)
 - Build on existing strengths (i.e., Academies)
 - Minimize construction and transportation costs
- Basic Principles of Skills Centers
 - Offer programs that are otherwise cost- or enrollment-prohibitive
 - Offer to an underserved area
 - Course open to all 11th and 12th graders within a defined region
 - Education and training offered in a variety of areas
 - Meet the minimum FTE requirements of a skills center
 - Innovations of Metro Global Skills Center
 - Only Two Member School Districts (but 12 comprehensive and 8 alternative eligible schools)
 - ‘Core facility’ is spread among 4-5 sites
 - Renovation and enlargement of existing high schools creates 21st Century integration

- Extensive community college system offers maximum articulation opportunities

Comments followed:

- Ms. Johnson voiced favor of having the skills center off-campus. She said the maturity level of the students rise and there are fewer staff issues of intolerance for this kind of program.
- Mr. Firnstahl stated the district has passed a policy to protect CTE programs, but the skills center will need the full cooperation of the School Board, all Principals, the High School Director, and the new Superintendent for a successful program. He asked what the steering committee is doing to cultivate this cooperation.
- Mr. Siegel suggested he could present the PowerPoint proposal at an all-Principals meeting.
- Mr. Fey said the issue of constructing a new building or using an existing high school is complicated and that the WDC will lean towards building a new facility.
- Mr. Lopp said the Skagit County Skills Center is planned to be a separate building located on the community college campus. He added that branch campuses for Seattle are a big issue—North/South, East/West.
- Ms. McCormick asked if a skills center could be operated on an existing high school campus. Mr. Siegel stated yes.
- Ms. Peterson stated the school districts would be spending more dollars to what they already have. The proposal could be planned for a Phase I and Phase II, but is difficult to do if not a new building.
- Mr. Fey asked about the role of the Executive Committee. Mr. Siegel will recommend a meeting with them soon. It is planned to present the final proposal at the end of March, 2007. The final endorsement must be signed off by Seattle School Board, Shoreline School Board; Seattle GAC and the Shoreline GAC; the Seattle Community College District, Workforce Development Council, and OSPI, and the Alliance for Education would also be asked to endorse the proposal.
- Dr. Felder said the steering committee should study how other school districts came together on their skills centers' plans—what did they learn—was there community-wide support for center? He added that the skills center will need the support of the local service agencies, i.e., Casey, CCA, and other agencies who promote academic achievement. He noted other problems for the steering committee to address are (1) the transferring of special needs students from school to school, and (2) staffing needs to teach the high standards for this kind of curriculum.

- Dr. Felder asked who would be part of the Advisory Board for the skills center and suggested the steering committee consider some of the people who worked on the Washington Learns study.
- Mr. Lopp stated that the Legislators do not have full cooperation with OSPI in developing the high standards for the CTE programs.
- Mr. Knapp asked about the consideration of using the school facilities that the district will be closing for the skills center, to give something back to the community.

Mr. Siegel stated he will be presenting the Annual CTE Report to the School Board in February and will address the skills center proposal.

Mr. Siegel asked the steering committee members to pick a member from the Executive Committee and encourage them to attend the Executive Council meeting.

Ms. Addae stated to be sure to contact the PTSA to get the support of the parents. She said the parents want say for their children's future if they are not college bound.

Ms. Trees said there may be problems working with building-based decision makers in the development of the student schedules who will be attending the skills center. Mr. Lindquist agreed.

Ms. Peterson suggested the steering committee look at the AVID Learning Community as an example model for setting up the skills center.

Mr. Griswold asked if the steering committee had any data regarding graduates, i.e., attending community college, attending 4-year institutions, and/or working. He noted that there is usually a three-year lag between graduation and pursuing higher education for viable employment.

Mr. Nicholson cautioned about not confusing current courses with older courses, such as Machine Repair and Typewriter when compiling the statistical data.

Mr. Siegel announced that the next Skills Center Study Meeting will be February 9, 2007 in Olympia. The group will meet at the New Market Skills Center at 8:30 a.m. for continental breakfast and then on to a three-hour tour of the facility. At 11:30 am, the group will shuttle to the Capitol Building for lunch with the legislators. He asked the instructors in the committee to request substitutes for that day.

Mr. Lopp said he has invited 29 legislators to the luncheon, with two members outside the area (Spokane and Vancouver who put together the first study). The goal is to ask/answer questions of the legislators. After lunch, the group will walk to the Labor House for the steering committee meeting.

Mr. Lopp asked that the members RSVP with their box lunch choice. He warned about not parking on the streets around the Capitol (policed metered parking) and suggested parking in the designated campus parking lots and shuttling to the buildings.

Mr. Lopp will contact the Puget Sound Center for Teaching and Learning in Bothell, WA about the progress of the skills center survey of focus groups, parents, teachers, and students in the Seattle/Shoreline areas. The contact people at the Center are Ms. Karen Peterson and Ms. Vicky Ragan.

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The meeting adjourned at 4:00 pm.

Respectfully submitted,

Robyn Redfield
CTE Department