

Minutes of the Seattle/Shoreline Council Feasibility Study Orientation meeting for Seattle Public Schools held December 12, 2006, 2:30-5:00pm in Room 2765 at the John Stanford Center for Educational Excellence.

Those present:

- Mr. Robert Austin, CTE Specialist, Seattle Public Schools (SPS)
- Dr. Norward Brooks, Executive Dean, Seattle Vocational Institute
- Ms. Pinky Dale, Dean – Apprenticeship & Specialized Training, South Seattle Community College (SSCC)
- Ms. Mary Davison, B,M&IT Instructor, Ballard High School
- Mr. LeRoy Drake, Special Assistant for Partnerships, SSCC
- Mr. Dan Fey, Seattle/King County Workforce Development Center
- Mr. Paul Firnstahl, Natural Food Supplements Recruiters
- Ms. Susan Grant, H&HS Instructor, Ingraham High School
- Ms. Kathy Johnson, Manager, Facilities & Construction, SPS
- Mr. Jonathan Knapp, SE&I Instructor, West Seattle High School
- Mr. Darren Linker, Dept. of Environmental & Occupational Health Sciences, University of Washington
- Mr. Brian Lindquist, CTE/WBL Specialist, SPS
- Mr. John Little, CTE GAC, Northwest States Carpenters
- Mr. Tom Lopp, High Performance Standards, Inc.
- Mr. Jim Nicholson, Smith Barney; GAC; Academy of Finance
- Dr. Mildred Ollee, President, Seattle Central Community College
- 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. Neal Storme, Puget Sound Community School
- Mr. Jim Street, Executive Director, Reinvesting In Youth

Mr. Siegel introduced the consultant for the Seattle Regional Skills Center Feasibility Study, Mr. Tom Lopp of High Performance Standards, Inc. Mr. Lopp presented an overview of the study:

- The Washington state Legislature is in favor of providing additional skills centers across the state and has provided Capital Budget monies to conduct four feasibility studies for skills centers in Seattle, Moses Lake, Northeast King County, and Tacoma (Bethel School District).
- The Legislature is in favor of Career & Technical Education and is seeking the highest standards for both CTE and Academic teaching requirements for K-12 students.
- The Legislature is concerned about the numbers of students struggling with Math and Science. They are working on laws to provide for more teachers and lower class sizes in the two academic areas.
- The Legislature believes in the “need to give all students the chance to learn, and learn best.” The Legislature is concerned about the WASL requirement as being the only assessment tool for Math and Science. They recognize that students learn

differently and are looking for an additional assessment tool to measure math/science proficiencies.

- The Legislature is working toward high standard CTE programs with more academics to “get out of the general track” education.

Mr. Lopp explained how the skills centers evolved in the United States, using Automotive as the example:

- General Motors and Chrysler automotive dealers made the decision to train their own technicians to become specialized in state-of-the-art technology by opening on-site GM Technicians programs.
- High school Automotive courses were not meeting the national standards of Automotive Service Excellence (ASE) and National automotive technicians Education Foundation (NATEF). General Motors felt that the automotive standards should be instructed in the schools and began “partnering” with education by donating financial assistance to build skills centers and to purchase current technology equipment to meet the standards.
- To achieve the ASE and NATEF standards, schools had to connect with business. Automotive courses are no longer dead-end, hobby programs. Auto dealerships will partner with schools who offer programs meeting the standards, providing dollars, teaching expertise and internships.

Mr. Lopp noted that the model for the majority of Washington’s skills centers is set up as three hours in the morning and three hours in the afternoon. The committee will also study other models to decide the best fit for Seattle, to accommodate the community college/tech prep programs and the apprenticeship programs for both Seattle and Shoreline school districts.

Mr. Siegel stated that the feasibility study will be conducted by meeting in two groups—the Steering Committee, consisting of the consultants, school members, and GAC members, and the Executive Council, consisting of legislators (state; county; city), school administrators, and business and civic leaders. Mr. Siegel is the lead contact person for both groups.

Mr. Lopp said there will be lots of meetings, but these meetings must have a purpose to do business and to move forward. The study is “ground up” and he plans for lots of input. He said there will be some compromise. Questions will be studied—What is necessary? Will programs for the skills center duplicate programs already offered at Seattle and Shoreline?

Mr. Lopp stated that the preliminary study is planned to be complete in March, 2007, to be presented to the state Legislature Capital Budget hearings. The study must be approved by OSPI, School Boards, and the legislative consultants before presenting in Olympia.

Mr. Siegel discussed the contents of the notebook provided at the meeting. He noted that it contained guidelines (not laws) to fit what has already been developed.

At present, the Puget Sound area skills centers offer secondary educational programs for 11<sup>th</sup> and 12<sup>th</sup> grade students. The desired guideline is for 180 FTE. He stated the national model offers 16 pathways, but for Seattle the model would be five pathways—Science, Engineering & Industry (T&I), Business, Marketing & Information Technology; Health & Human Services (to include American Sign Language); Arts, Communications, & Media; and Agriculture and Environmental Science. The five pathways would include student leadership organizations that support scholarships, competitions and travel.

Mr. Siegel explained the Universals and Specialties charts for the ten comprehensive high schools. Universals are courses that should be found in every high school (core CTE programs) and Specialties are programs that the district cannot afford to place at every school, but interest and teaching can attract to a school..

He then described Exploratory and Preparatory Courses: Exploratory courses are introductory CTE courses that demonstrate foundational and occupational-specific skills required to meet current industry standards. The students will explore career options within the related pathway.

Preparatory courses demonstrate mastery of competencies to meet industry-defined standards (most with certifications). The students will be employment-ready and/or be prepared for postsecondary options.

The new skills center is planned for programs that are innovative and offer a career to capture the interest of at-risk students and to recapture drop-outs, but to serve all students. The center is not planned to “outsource” courses already offered at the high schools. Mr. Siegel stated that, at present, the SPS School Board does not account for a skills center but does support the CTE programs.

A question was posed about the existing Academies, whether they offer program certification. Mr. Nicholson answered that the programs did not offer certification, but did provide knowledge of career options. Mr. Siegel said students can earn Completer status by completing a preparatory sequence, such as the AYES automotive course.

Mr. Siegel spoke about the community college Tech Prep Articulation program as a strong partner with CTE—credits are earned and tuition dollars are saved while still in high school, being redeemed upon entry to a community college two-year program. He did note that four-year institutions do not always recognize these credits. On the plus side, the Apprenticeship programs have turned out 29 graduates in the trades; Garfield grads are on the construction team for the Garfield High School remodel.

Mr. Siegel described the SPS City Campus program as a “virtual” skills center, offering Health Occupations (pre-nursing) at the Wilson-Pacific building, Auto Body at SSCC, C-West (paid internship in wood skills) contracted at Rainier Beach high school with the

Port of Seattle and City of Seattle, and AYES (automotive) offered in a structure located behind Washington Middle School.

Mr. Siegel introduced Ms. Bobbie Peterson, CTE Director at Shoreline School District. Ms. Peterson explained that Shoreline school district only consists of 9,200 students and is hoping to partner with Seattle in developing a skills center. At present, Shoreline is a part of the Northeast King County skills center, comprised of Bellevue, Mercer Island, Northshore, and the Snoqualmie Valley school districts. The skills center operates under the NEVAC model concept, “without walls”, where the students travel to the “skills center” (high schools) to take the course.

Ms. Peterson stated that Shoreline offers the following pathways: Arts & Communication; Business & Marketing Management; Business Finance & Operations; Science and Engineering; Social and Health Services; and Technology, Trades and Manufacturing. She said, at present, the focus is on the Eastside pathways for the Bio Tech program, Video Productions, Culinary Arts, Child Development, and AYES, and that Shoreline would like not to travel that distance to the other buildings.

In 1997, NEVAC had asked Olympia for \$4.6 million to build the High Technology Skills Center in the Shoreline area, but the request was denied due to the NEVAC model. She said there is a need for a skills center but need sound data to back the request.

Ms. Peterson stated she would like a CTE alternative to the required Third Year Math as a graduation requirement, and added that the WASL hurts students who are more proficient in art, writing, and music.

Mr. Siegel re-introduced several of the attending members:

Mr. Dan Fey of the Workforce Development Council. Mr. Fey explained that the WDC operates as an intermediary organization to work with students and employers providing job training.

Mr. Gary Stauffer of the Youth Maritime Training Association. Mr. Stauffer said a shipyard is planned for the Westlake location to work on historical ships and could be an educational component for the skills center.

Dr. Norwood Brooks, Executive Dean, Seattle Vocational Institute and Mr. LeRoy Drake Special Assistant for Partnerships at Seattle Central Community College spoke about the Bright Futures program at SVI. The program partners with the high schools to give students an opportunity to start their college courses early by allowing qualified high school students access to accredited programs in Allied Health Division (Medical/Dental) (a national certificated program), Business Computers Division, Multiple Trades Pre-Apprenticeship Program, and School of Cosmetology (a state certificated program). Successful participants will earn a high school diploma and a certificate of completion for the technical programs.

Dr. Brooks noted that SVI and the Seattle community colleges are discussing the possible merger of all the vocational programs (approx. 100) into four locations around the city. The students would attend half days or all day if only needing to complete elective courses (5.5 credits).

Mr. Jim Nicholson of Smith Barney. Mr. Nicholson asked if both Seattle and Shoreline schools boards would be present at the Legislative session to present the study findings. Mr. Siegel said that members from both boards have been invited on the Executive Council.

Mr. Jonathan Knapp, Automotive Instructor, West Seattle High School. Mr. Knapp voiced his concern over the WASL. A big step forward for the skills center is high school completion through Industry Certification. Mr. Siegel mentioned the other alternative as Collection of Evidence to waive the WASL.

Mr. Paul Firnstahl from Natural Food Supplements Recruiters addressed the “sunrise / sunset” of industries in the Seattle area. He noted that as part of the Feasibility Study, a forecast needs to be completed of what new industries will be coming up in the Seattle area in the next ten years. The results of the forecast should then be incorporated into the skills center to meet the demands of industry.

Ms. Pinky Dale, Apprenticeship & Specialized Training, South Seattle Community College stated the importance of conducting labor market analysis ten years in the future for industry, logistics and transportation issues. The skills center program must meet future labor market demands.

Mr. Jim Street, Executive Director of Reinvesting In Youth explained that the agency is a partnership between the city of Seattle, King County, and suburban cities working in juvenile justice reform and drop-out prevention/retrieval.

Ms. Kathy Johnson, SPS Lead Facilities Planner in charge of Policy Planning, Capital Bonds and Levies informed the committee about the Capital Bond Issue to be placed on the ballot in February, 2007. The bond allocates \$500,000 for upgrades to Rainier Beach High School, \$125 million for upgrades at Chief Sealth High School and Denny Middle School, and \$75 million to remodel Nathan Hale High School and the Radio Station.

Mr. Lopp presented a Powerpoint showing several of the existing Washington state skills centers:

Clark County Skills Center (Vancouver), opened in 1983

- Academics
- Applied Medical Sciences
- Art of Commercial Painting
- Automotive Technology
- Construction Technology
- Cosmetology
- Criminal Justice
- Dental Assisting

- Diesel Technology
- Electro-digital Technologies
- Financial customer Services
- Interdistrict Programs
- Legal/medical Office Applications
- Pre-Engineering Design Technology
- Restaurant Management
- Travel and Hotel Management
- Work-Based Learning

#### New Market Skills Center (Olympia/Tumwater)

- Arts Career Pathway—Business Computer Applications; DigiPen Institute; Advanced Computer Education; Commercial Graphic Design
- Business Contact Pathway—Food Service Operations & Culinary Arts; Cosmetology
- Business Operations Pathway—The Microsoft Office; Academy of Finance; Information Systems Technology/Cisco Academy
- Science Pathway—DigiPen Robotic Technology; Emergency services: Firefighter/EMS
- Social Services Pathway—Criminal Justice & Protective Services; Professional Medical Careers; Pre-Veterinary Technician; Early Childhood Education
- Technical Pathway—Automotive Service Technician; Collision Repair Technology; Construction Trades

#### Seatac Occupational Skills Center (OSC)

- Academy of Information Technology—Computer Network Systems; DigiPen Video Game Programming & Animation; Electronics Engineering; Engineering Design; Multimedia & Information Technology
- Human Services—Criminal Justice Training; Fire Services
- Business, Marketing & Management—Culinary Arts; Fashion Design and Marketing; Leadership & Management Business; Translation & Interpretation
- Science & Health—Aviation Careers; Dental Assisting; Marine Technology; Medical Careers; Veterinary Careers
- Trades & Industry—Auto Body; automotive Technology; Construction Technology

Mr. Lopp said that the school districts must maximize their use of the skills centers by engaging each student to find their “passion for learning”. The state-wide drop-out rate is at 30% and ways must be found to retrieve these students and help them find their “pathway of learning and passion for success.” For many students returning to their high school is just not the answer. These students may be hungry, in need of clothing and/or in need of bus tokens. The Republican House and Democratic Senate have allocated one million dollars for Barrier-Reduction funds to pay for these essential needs. The skills centers represent a “home” for these students.

Mr. Lopp further stated that on Fridays at the skills centers Work-based Learning/Mentoring to integrate academics is provided. At Clark County Skills Center, 232 students have been retrieved, largely due to the Automotive and Carpentry courses. A Read/Write program is also offered to bring up reading levels for GED success, or to bring up the students’ WASL scores.

To pass the WASL a student must achieve a “4”. Many students have only scored “1s” and “2s” and are at risk. Mr. Lopp feels that there must be more than just one test for the assessment process.

Ms. Davison noted that five skills centers have partnerships with bank branches located on campus and tied into the industry. The culinary programs feed the students at the centers.

Mr. Lopp stated that one new focus at New Market in Olympia is the Bio-Tech program, with a new building under construction to house the program. Also, DigiPen is a strong program, requiring a 3.5 GPA in Math as a requirement to enter the program. At this time, 500 students attend the skills center each day, using yellow buses for transportation.

Mr. Siegel stated the skills centers are staffed by industry-based instructors; some with degrees, some without. Mr. Lopp noted that the instructors take courses on how to teach the industry requirements.

Mr. Lopp said that 37% of high school graduates go straight to work. Mr. Siegel thought to achieve a family living wage it would take some post-secondary learning. Mr. Firnstahl asked if the committee would consider that population to figure in the planning for the skills center. Mr. Lopp answered that there is a lack of that kind of data for the state/nation for CTE/Voc Ed.

Mr. Stauffer stated that if labor statistics are provided they should be prepared in a consistent format—the same statistics, the same geographic areas, the same timeframes. Ms. Dale said she could provide the Community College Summary Forecasts. Mr. Siegel stated there would be need of additional allocated dollars to perform any follow-up studies.

Mr. Siegel proposed to hold two Steering Committee meetings in January, 2007:

Friday, January 5, 2007	1:00 – 4:00pm
Friday, January 26, 2007	1:00 – 4:00pm

The target date for completion of the preliminary study is for the end of March, 2007. This study will be presented to the Executive Council for their endorsement / rejection before presenting to the School Boards.

Respectfully submitted,

Robyn Redfield  
CTE Department

