



CAREER & TECHNICAL EDUCATION PROCEDURE

C52.01
Adopted
March 15, 2006
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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. 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 (See Appendix 1 for examples).



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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.

Appendix 1: Examples of Possible Regional Specialty Programs

Year 1 Example

Pre-engineering/Aeronautics – Rainier Beach or Chief Sealth

Rainier Beach has a facility that would easily host the new equipment needed for a pre-engineering lab, and such courses would help to develop a strong and rigorous math and science core at 'the Beach.' Seattle University – The College of Engineering and Boeing are potential supporting partners for this program. Chief Sealth High School has a wing that will have a flexible lab that could also host a similar program; aeronautics is a specific interest there, and a recently developed curriculum (underwritten by NASA) would distinguish the schools' programming from other pre-engineering offered in Seattle Public Schools.

Horticulture – Nathan Hale

This is the district's best facility for teaching Horticulture, and represents a critical partnership with the City of Seattle (Meadowbrook Pond). The science teacher currently using the facility and teaching two sections of Horticulture could partner and team teach with a CTE teacher, broadening the range of students reached, and optimizing the kind of credit a student could receive, and the kind of learning a student could experience.

Finance – Franklin or Roosevelt

Franklin has a thriving Academy of Finance, and this would strengthen that program (it is a sequence of four courses) and help to solidify the small learning communities that are emerging there.

Year 2 Example

Health Occupations – Cleveland or Chief Sealth

Cleveland has a small learning community with a health & environment theme, and it is projected that at either school, this program, which can lead into any career in the health field, from doctor to nurse to paramedic, etc., would be very popular. The north end already hosts such a program, and it always has a high enrollment. The south end of the city needs one also.

Pre-Apprenticeship – Ballard or Ingraham

Currently, all pre-apprenticeship programs are in the south end. There is a demand for one in the north end, and confidence that our partners at the City of Seattle and the Port of Seattle could accommodate a program that is at least partially community-based, i.e., internships.

Family & Community Services – Franklin, Ingraham or West Seattle

This new program teaches the knowledge, skills and practice required for careers in Family and Community Services (i.e., Daycare Coordinators, Community Housing Services, Community Services Directors, Emergency and Relief Workers, Family & Consumer Sciences teachers), and connects students to community agencies in a high-rigor manner. At Franklin, it is a natural 'fit' with the Public Service Academy, and it would broaden offerings and community connections for students at West Seattle or Ingraham.

Year 3 Example

Culinary Arts – Garfield

This is currently a very popular program at Garfield, but to turn it into a flagship and make it the top culinary program in the district will require a second teacher, thus expanding opportunities and depth for student learning and experience.

Programming / Networking / Graphics – Cleveland

As Cleveland continues to develop its strengths in the high tech field, more sophisticated courses in Career & Technical Education can and should be added, either in Graphics, Networking, or Programming. This will maximize the post-high school and college options for graduates from their Academy of Information Technology.

Multimedia / Video Production – West Seattle

West Seattle High School has demonstrated a longstanding commitment to developing production curriculum for its students. There are many ways to expand, including even digital animation. The school has previously lacked the resources to expand in this desired direction.