



SCHOOL BOARD ACTION REPORT

DATE: October 8, 2017
FROM: Directors Betty Patu and Rick Burke

For Introduction: October 18, 2017
For Action: November 1, 2017

1. TITLE

Adoption of Board Resolution 2017/18-3: Career and Technical Education (CTE) Partnerships

2. PURPOSE

This Board Action Report introduces Resolution 2017/18-3 in support of CTE partnerships that support district goals.

3. RECOMMENDED MOTION

I move that the School Board adopt Resolution 2017/18-3: Career and Technical Education (CTE) Partnerships, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

- a. **Background** Career and Technical Education courses within the K-12 system provide students with opportunities to acquire life and workplace skills and can inspire additional vocational or post-secondary education. The benefits of CTE programs to student engagement are well-documented. The Clemson University National Dropout Prevention Center/Network lists CTE as one of the 15 effective strategies for dropout prevention. Washington students who participate in CTE programs graduate at 92% compared to the 78% average graduation rate across Washington State.

Seattle has a growing need for local skilled workers and aligned CTE pathways can provide opportunities for high paying jobs in the trades, and also better prepare students for higher education.

Seattle Public Schools trails neighboring districts in rates of CTE participation, in part due to the budget challenges that arise from offering CTE courses. CTE classes typically have higher infrastructure and materials, supplies, and operating costs (MSOC) than core classes and the state currently does not provide adequate funding for core instruction or CTE instruction. Expansion of CTE education in this budget environment requires additional, investment and support through external partnerships until fully funded by the state.

Additionally, successful and engaging CTE courses within the K-12 system should include connections outside the traditional scope of K-12 education, including post-

secondary pathways, and industry collaboration. Resolution 2017/18-3 affirms the benefits of CTE programs, recognizes the barriers, and directs the Superintendent to pursue such partnerships.

- b. **Alternatives** The Board could choose not to pass this resolution. Doing so may send a message to the broader community that the district is not as interested in community partnerships to promote CTE opportunities.
- c. **Research** The Clemson University National Dropout Prevention Center/Network lists CTE as one of the 15 effective strategies for dropout prevention:
<http://dropoutprevention.org/wp-content/uploads/2015/03/NDPCN15EffectiveStrategies.pdf>
OSPI identified CTE as a key element of closing the gap in on-time high school graduation, including a specific budget allocation in 2015-17 biennium for this work:
<http://www.k12.wa.us/LegisGov/2016documents/AD-DropoutandGraduationRateImprovements.pdf>
The Association for Career and Technical Education cites 2016 state-level data from OSPI indicating that CTE participants graduate at 92% vs 78% state average:
<http://www.wa-acte.org/Pdf/CTEOnePagerAsk%20Unbranded.pdf>
CTE is frequently identified as a key element of high school transformation initiatives:
https://www.acteonline.org/uploadedFiles/Assets_and_Documents/Global/files/Reinventing_American_High_School.pdf

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action should be neutral with future revenue potential.

The revenue source for this motion is not applicable.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool (External score of 2.2, Internal score of 1.75), this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Directors have met with groups/representatives from Seattle Colleges, multiple labor and employer organizations, City of Seattle, Port of Seattle, King County, to discuss ideas around CTE programs. These conversations have met with a positive response from these potential partners. This resolution is more of the starting point for community engagement, however. It directs the Superintendent to engage with the community and pursue strategic partnerships that can support and expand CTE programs, aligned with district strategic goals.

7. EQUITY ANALYSIS

The Race and Equity toolkit was applied to this resolution, and specific implementation actions are suggested under Section 12 of this BAR to support the SPS commitment to equity in decision-making. Current student enrollment in CTE programs closely match the racial, economic and gender composition of the district as a whole, and any growth efforts should be intentional to maintain that balance and not track students into stereotypical roles. Through SPS messaging, collaboration with prospective partners, and actions, the district must demonstrate our commitment to expanding student options including higher education and living wage career pathways.

8. STUDENT BENEFIT

The benefits of CTE programs for students are described in the background section above.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy or Resolution
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Policy No. 2170, Career and Technical Education, states, “It is the policy of the Seattle School Board that the district will provide a program of Career and Technical Education to assist students in making informed and meaningful educational and career choices, and to prepare students for a wide range of post-secondary options.”

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on September 12, 2017 and October 10, 2017. The Committee reviewed the motion and moved it forward to the full Board for consideration.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Superintendent will authorize SPS to engage internal and external stakeholders in partnership conversations around CTE funding, course alignment, curricula, student/family engagement, and related areas. All partnerships should emphasize student benefit, alignment with SPS strategic goals, and budget/sustainability. Internal stakeholders may include Dept. of Equity and Race Relations, Dept of Family and Community Partnerships, legislative delegation and others. External stakeholders should be informed by our strategic goals, but include PTSA groups, higher education, labor partners, CBOs and others. Implementation of this work will be aligned to and documented in the CTE Annual Report and Plan.

13. ATTACHMENTS

- Resolution 2017/18-3. CTE Partnerships – clean (for approval)
- 2016-17 CTE Annual Report and Plan (for reference):
https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Career%20and%20Technical%20Education/CTE%20Annual%20Reports/CTE%20Annual%20Plan%202016-17.final%206.7.17.pdf

**Seattle School District #1
Board Resolution**

Resolution No. 2017/18-3



A RESOLUTION of the Board of Directors of Seattle Public School District No. 1, King County, Seattle, Washington in support of goals-aligned partnerships for Career and Technical Education (CTE).

WHEREAS, Seattle Public Schools is committed that every student receives a high-quality education and graduates prepared for college, career, and life; and

WHEREAS, Career and Technical Education courses within the K-12 system provide middle and high school students with opportunities to acquire life and workplace skills and can inspire continuing~~additional~~ vocational or post-secondary education; and

WHEREAS, Washington students who participate in CTE programs graduate at a 92% rate compared to an average ~~the~~ 78% average graduation rate across Washington State; and

WHEREAS, Seattle students who participate in CTE classes closely match the racial, economic, and gender composition of the District as a whole; and

WHEREAS, ~~O~~verall CTE participation in Seattle Public Schools is significantly lower than comparable neighboring and peer districts; and

WHEREAS, ~~t~~he urgency for expanding high-quality CTE coincides with our ongoing~~current~~ ~~SPS-~~work to reimagine high schools, the 24 credit graduation requirement, growing student enrollment, and broad support for CTE in local, state, and national government; and

WHEREAS, ~~A~~uthentic and effective CTE programs must be adequately funded and equipped, align with career and post-secondary opportunities, and engage industry and labor expertise for program design, curriculum, and efficacy; and

WHEREAS, ~~S~~tudent participation and engagement in CTE courses requires support of caring adults as educators, counselors, mentors, and advisors who are representative of student demographics;

NOW, THEREFORE, be it resolved, by the Board of Directors of Seattle Public Schools as follows:

- I. We affirm our belief that CTE programs support our commitment to eliminate opportunity gaps and provide valuable learning experiences for all students.

- II. We recognize that under the current -SPS- budget, and organizational constraints, CTE programs cannot sustainably operate at the a-highest -quality levels; and their potential for expansion-potential is severely limited.
- III. We ~~direct the Superintendent to foster partnerships with~~ encourage our partners - parents, parent organizations, higher education, labor organizations, government agencies, industry and philanthropic groups, community-based organizations, and others - to join us in support of sustainably funding, implementing, and expanding high-quality ~~K-12-middle and high school~~ CTE programs in Seattle Public Schools.

ADOPTED this _____ day of _____, 2017

Sue Peters, President

Leslie Harris, Vice-President

Stephan Blanford, Member

Richard Burke, Member

Jill Geary, Member

Betty Patu, Member

Scott Pinkham, Member

ATTEST: _____
Dr. Larry Nyland, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA