SCHOOL BOARD ACTION REPORT

DATE:	May 23, 2019
FROM:	Ms. Denise Juneau, Superintendent
LEAD STAFF:	Diane DeBacker, Chief Academic Officer, (206) 252-0180; Kyle Kinoshita, Executive Director of Curriculum, Assessment and Instruction, kdkinoshita@seattleschools.org, (206) 252-0050; Caleb Perkins, Director of Career and College Readiness; cbperkins@seattleschools.org, (206) 252-0062

For Introduction:	May 29, 2019
For Action:	June 12, 2019

1. TITLE

Approve Purchase of Technology to Support the Career and Technical Education (CTE) program.

2. PURPOSE

The purpose of this Board action is to approve the purchase of technology in accordance with the priorities as outlined in the annual CTE Report to the SPS School Board. This will include computer carts and computers, primarily for CTE classrooms.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute purchase orders in an amount not to exceed $750,000 inclusive of Washington state sales tax, over fiscal year 2018/2019, summarized in the list of projected orders attached to the Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent.

4. BACKGROUND INFORMATION

a. **Background** The district's Career and Technical Education (CTE) program goals include obtaining and maintaining technology in line with today's labor standards for in-demand industries. For this reason, each year, CTE sets aside funds to allocate towards technology purchases which support the additional technology requirements these specific CTE programs have in comparison to general education programs.

This year, we continue our effort to replace outdated computers in CTE classrooms with the available dollars, particularly given that many classes focus on teaching students using new and emerging technology. CTE labs need powerful desktops, to render graphics, compost video, or work in CAD, 3D and virtual worlds that require more memory, local disk space, large screens, and dedicated interfaces to commercial printers and peripherals. Laptops which students will have use of in other classes and home will be able to do some editing of CTE projects but are built more for day to day work in productivity programs like Office 365 and online resources.

The funds used to update the computer technology is only a portion of our CTE non-staff spending. Below is a quick outline of the non-staff spending that has occurred as of May 23rd, 2019. This is meant to be representative of our spending since a lot of supply, equipment, and repair/maintenance funding gets spent over the summer.

Current Status of Non-Staff Spending for 2018-19

Spending Activity	Amount Spent ($)	Spending Description	Spending Examples
Career Connected Learning	107k	Field Trips, CTSO	Try-a Trade Events Living Computer Museum, IGNITE Events, DECA, FCCLA, HOSA & TSA Events
Teaching	326k	Curriculum, Supplies/Equipment, Repair/maintenance	Auto Tech Updated Textbooks, VEX Robotics materials, Hospital Bed, Workbenches, Roosevelt Engineering Classroom Renovation, Louisa Boren Installation & Safety updates
Professional Development	41k	Teacher Training, Conferences	Washington Applied Math, WACTA, WA-ACTE, WAME, CTSO PD, Internal PD events

To develop a purchase plan, the district's Career and Technical Education team worked with CTE teachers, school administrators, staff from the Department of Technology Services (DoTs), and staff from the Budget Office to determine how best to use these funds. The CTE team then worked with DoTs to develop a detailed classroom-by-classroom plan. As part of this effort, we developed prioritization criteria to rank order our purchases based on the District's Strategic Plan, District SMART Goal #3, and the strategies outlined in the annual CTE Report.

Prioritization Criteria for 2018-19 CTE Tech Purchases

#	Name	Description of Criteria	How Measured
1	Facility Improvement	Provides improvement to current facilities and systems	Will the tech purchase when implemented improve current systems or facilities? (Y/N)
2	Cert or Credit Connected	Connected to industry-recognized certification, dual credit, or cross-credit (CTE Strategy #2)	Will the tech purchase be used to help students earn an industry certification, dual credit, or cross-credit? (Y/N)
3	In Demand Connected	Designated for an in-demand career pathway (CTE Strategy #1)	Is the tech purchase for use with a program that is an in-demand career pathway? (Y/N)

4	Student Benefit	Provides specific benefits for those students furthest from education justice, specifically students of color and/or ELL students (SPS Strategic Plan)	Does the tech purchase provide specific benefits to students of color and/or ELL students? (Y/N)
5	Multi-Pathway	Connected to multiple pathways (CTE Strategy #1 and SPS Strategic Plan)	Does the tech purchase benefit multiple CTE pathways? (Y/N)
6	Budget Equity Tier	Accessible to schools which serve high proportions of historically underserved students as determined by the equity tier calculation methodology	Equity calculation which includes three measures – count of students enrolled, percent of students enrolled, and percent meeting standard

Specifically, our process for developing the list of this year's purchases includes prioritizing acquisitions for in-demand career paths in line with Strategy #1 of the CTE Annual Report and purchases that help students earn an industry-recognized certification, dual credit, or cross-credit as outlined in Strategy #2. As we did the classroom-by-classroom review of inventory, we concluded that we would need to develop a Board Action Report to authorize these purchases and submit this Board Action Report as soon as possible given that the computers and equipment will have to be received by the end of August per state guidelines on CTE funding.

b. **Alternatives** Do not approve this motion. This is not recommended. The number of computers available for student use will continue to decrease as the current equipment becomes too old to properly function. Not replacing these computers will diminish our opportunity to utilize technology effectively in our CTE programs. In addition, there are classes scheduled to run in 2019-20 that need this updated technology. Moreover, while the district could look for other ways to use this funding to support our CTE programs, state CTE funding requires that the purchases be fully completed by August 31st and thus, there would be a significant risk of having to return some of these dollars to the state.

c. **Research** The CTE team worked with DoTs to develop a detailed classroom-by-classroom plan.

5. <u>FISCAL IMPACT/REVENUE SOURCE</u>

Fiscal impact to this action will be the one-time cost not to exceed $750,000.00 of state baseline funding derived from CTE enrollment.

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

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

6. <u>COMMUNITY ENGAGEMENT</u>

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☐ Tier 1: Inform

☒ Tier 2: Consult/Involve

☐ Tier 3: Collaborate

The district's Career and Technical Education team worked with CTE teachers, school administrators, staff from the Department of Technology Services, and staff from the Budget Office to determine how best to use these funds. The CTE team then worked with DoTs to develop a detailed classroom-by-classroom plan. This CTE Tech BAR was also informed by the planning that went into the CTE Annual Report. As noted in the BAR for the CTE Annual Report, we consulted with several community stakeholders in developing these plans.

7.   EQUITY ANALYSIS

The following is a summary of the analysis we did in developing this year's list of purchases using the district's Racial Equity Analysis Tool as part of School Board Policy #0030.

Step 1: Set Outcomes, Identify and Engage Stakeholders

The CTE program strives to provide all students, particularly those furthest from educational justice, with a full range of career exploration and preparation activities and courses. To that end, our resource allocation strategy will proactively promote participation of students across race and cultural groups.

The CTE team defines racially equitable outcomes as ensuring proportional access and participation across our CTE programs, which includes equitable distribution of resources across the district.

Step 2: Engage Stakeholders in Analyzing Data

To work towards this goal, the CTE team focused on embedding racial equity criteria into our process for prioritizing tech purchases. In line with these criteria, we specifically prioritized purchases that:

1) Are accessible to schools which serve high proportions of historically underserved students

2) Provide specific benefits to students furthest from educational justice, specifically students of color and ELL students

To determine if our purchases would satisfy these criteria, the CTE team disaggregated student demographic data to determine the level of accessibility to each program site for students of color, low income students and English Language Learners. Reviewing this data annually will

provide the opportunity to reallocate resources based on shifting demographics and student outcomes.

<u>Step 3: Ensuring educational and racial equity/ Determine Benefit or Burden</u>

If done intentionally, embedding racial equity criteria into our selection process and deliberately focusing on helping students furthest from educational justice will work to address traditional gaps in educational opportunity and provide the resources students need to prepare for college and career. In focusing on serving schools with high proportions of underserved students, and students of color and ELL students specifically, the CTE team seeks to proactively serve schools and student populations that have been historically underserved.

<u>Step 4: Evaluate Success indicators and/or Mitigation Plans</u>

In addition, the CTE team will continue to outreach to community groups like the subcommittee of African-American Male Advisory Council to solicit input to help ensure that our CTE strategies and processes are truly aligned to the goal of improving racial equity and per our district strategic plan, serving students furthest from educational justice. In line with the CTE annual report, the CTE team will continue to get a range of teacher and student perspectives through convening focus groups SPS educators and students to gather their input on the district's efforts to promote career connected learning.

8.   STUDENT BENEFIT

Career and Technical Education (CTE) is a planned program of courses and standards that begins with exploration of career options, supports academic and life skills, and enables achievement of high academic standards, leadership development, and preparation for career and college. A sequence of courses can provide students with employability skills for internships, apprenticeships, preparation for industry certification, and pursuing career options in college. Providing updated technology will help enhance the courses the district offers to students and ensure that they better meet industry standards.

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

☐ Formally accepting the completion of a public works project and closing out the contract

☐ Other: _____

10.   POLICY IMPLICATION

According to Seattle Public Schools Per Board Policy No. 6220, Procurement, any contract over $250,000 must be brought before the Board for approval.

Board Policy No. 2170 stipulates that the Board will annually review and approve the district's plan for the design and delivery of its career and technical education program and that the District will seek and utilize state and federal sources of revenue for the financial support of Career and Technical Education in the district.

11.   <u>**BOARD COMMITTEE RECOMMENDATION**</u>

This motion was discussed at the May 21, 2019 Curriculum & Instruction Policy Committee meeting. The Committee reviewed the motion and moved if forward to the full Board with the recommendation for approval.

12.   <u>**TIMELINE FOR IMPLEMENTATION**</u>

Upon Board approval of this motion, purchase orders will be executed to begin the procurement process. Per state guidelines, the computers and equipment will have to be received by the end of August.

13.   <u>**ATTACHMENTS**</u>

• Summary of proposed CTE 2018-19 technology purchases by school and teacher, for reference

+A1:U40	HS or M	School	School	Room	Program	Teacher	Replace	Cost	Facility Improvement	Cert or Credit Connected	In Demand Connected	Student Benefit	Multi-Pathway	Equity Tier Score (by School)	CTE Tech Priority Score
Maria/Harvey	HS	SEL	Chief Sealth International High School	260	Business and Marketing/Media	Luke Azinger/James Gibowski	28	$43,384	yes	yes	yes	yes	yes	7.7	13.45
Susan	HS	HAL	Nathan Hale High School	1116	Health & Human Services	Cindy Jamieson	2	$2,527	yes	yes	yes	yes	no	7.1	13.35
Maria	HS	SEL	Chief Sealth International High School	161	Business, Marketing	Maurcrei	19	$24,006	yes	yes	no	yes	yes	7.7	12.2
John	MS	WAS	Washington Middle School	120	Information Technology	June Park	30	$46,483	yes	no	yes	yes	no	7.4	12.15
John	MS	MER	Mercer International Middle School	214A	Engr/Manu/Constr.	David Reynolds	33	$51,131	yes	no	yes	yes	no	7.3	12.05
John	MS	MER	Mercer International Middle School	109	Engr/Manu/Constr.	Marianne Jarnagan	8	$10,108	Yes	no	yes	yes	no	7.3	12.05
John	HS	GAR	Garfield High School	115C&D	Computer Science	Earl Bergquist	30	$37,904	yes	no	yes	yes	no	6.8	11.55
Harvey	HS	CLE	Cleveland STEM High School	1162	Media Arts	Teresa Scribner	1	$4,100	yes	no	yes	yes	no	6.6	11.35
Maria	HS	ING	Ingraham International High School	205	Yearbook	Sharon Peaslee	5	$12,161	yes	yes	no	yes	yes	6.7	11.2
Susan	HS	SEL	Chief Sealth International High School	188	Health & Human Services	Joan Stanton	4	$5,054	yes	yes	no	yes	no	7.7	11.2
Harvey	HS	FRK	Franklin High School	216	Media Arts	Eric Faulkner	32	$77,828	yes	no	no	yes	no	7.5	11
Harvey	HS	FRK	Franklin High School	12	PLTW	Peter Bawden	33	$51,131	yes	no	no	yes	no	7.5	11
Susan	HS	HAL	Nathan Hale High School	2102	Health & Human Services	Annmarie Plumpe	2	$2,527	yes	no	no	yes	no	7.1	10.6
Susan	HS	HAL	Nathan Hale High School	1319	Health & Human Services	Devorah Eisenberg	1	$1,263	yes	no	yes	yes	no	7.1	10.35
Harvey	HS	GAR	Garfield High School	301	Media Arts	Corey Louviere	32	$77,828	yes	no	no	yes	no	6.8	10.3
Susan	HS	ING	Ingraham International High School	118	Health & Human Services	Kimberly Marberg	6	$7,581	yes	no	no	yes	no	6.7	10.2
Harvey	HS	CLE	Cleveland STEM High School	1170	PLTW	Christine Allison	15	$23,241	yes	no	no	yes	no	6.6	10.1
Harvey	HS	WST	West Seattle High School	160	Auto Shop	Carmin Thomas	20	$25,269	yes	no	yes	yes	no	5.3	10.05
Maria	HS	WST	West Seattle High School	212	Business and Marketing	Roger Miller	2	$2,527	yes	yes	yes	yes	no	5.3	10.05
John	MS	BVW	Broadview-Thomson K-8 School	224	Computer Science	Michele Amato	33	$67,180	no	no	no	yes	no	7.9	9.9
Susan	HS	SEL	Chief Sealth International High School	228	Culinary and Hospitality	Kelsey Parker	9	$11,371	yes	no	no	yes	no	7.7	9.7
Susan	HS	Lincoln	Lincoln HS	311	Nursing	Bonnie Tidwell	8	$13,467	yes	yes	yes	yes	no	4.25	9
Susan	HS	Lincoln	Lincoln HS	318	Nursing	Bonnie Tidwell	10	$15,494	yes	yes	yes	yes	no	4.25	9
Maria	HS	BAL	Ballard High School	NO101	Business/Marketing	Mary Jereczek	6	$7,581	yes	yes	no	yes	yes	4.3	8.8
Susan	HS	ING	Ingraham International High School	119A	Health & Human Services	Katherine Nestler	6	$7,581	yes	no	no	yes	no	6.7	8.7
Susan	HS	HAL	Nathan Hale High School	1125	Horticulture/Aquaculture	Matthew Davis	7	$8,844	yes	no	no		no	7.1	8.6
Susan	HS	ING	Ingraham International High School	116	Health & Human Services	Karin Von Guenner	1	$1,263	no	no	yes	no	no	6.7	7.95
Susan	HS	BAL	Ballard High School	NW203	Horticulture/Aquaculture	India Carlson	10	$12,635	yes	no	no	yes	no	4.3	7.8
Maria	HS	SEL	Chief Sealth International High School	182	Business, Marketing	Sarah Martin	1	$1,263	no	no	no	no	no	7.7	7.7
Maria	HS	SEL	Chief Sealth International High School	182	Business and Marketing	Sarah Martin	1	$1,263	no	no	no	no	no	7.7	7.7
Susan	HS	BAL	Ballard High School	NO220	Culinary and Hospitality	Marcia Lalonde	2	$2,527	No	no	yes	yes	no	4.3	7.55
Susan	HS	BAL	Ballard High School	NW200	Horticulture/Aquaculture	Penny Pagels	3	$3,790	yes	no	yes	yes	no	4.3	7.55
Susan	HS	ROS	Roosevelt High School	333	Horticulture/Aquaculture	Cynthia Jatul	12	$15,162	yes	no	yes	yes	no	4.2	7.45
John	MS	WTM	Whitman Middle School	13	Video Production	Christopher King	14	$34,050	no	no	no	yes	no	4.9	6.9
Maria	HS	MAL	Middle College High School	B	Business & Marketing	Lura Ercolano	4	$5,054	yes	no	no	yes	yes	3.8	6.8
Maria	HS	MAL	Middle College High School	A	Business & Marketing	Yvonne dunn	10	$12,635	yes	no	no	yes	yes	3.8	6.8
Harvey	HS	WST	West Seattle High School	105/164	Engr/Manu/Constr.	Paul Savino	35	$54,230	no	no	no	no?	yes	5.3	6.3
John	MS	ECK	Eckstein Middle School	132	Computer Science	Adam McDonald	3	$6,107	no	no	no	yes	no	4.1	6.1
Harvey	HS	CTR	The Center School	362	Media Arts	Wynifred Pottinger	20	$34,843	yes	no	no	yes	no	2.3	5.8
Susan	HS	BAL	Ballard High School	NW217	Horticulture/Aquaculture	Noam Gundle	7	$8,844	no	no	yes	no	no	4.3	5.55
Maria	HS	BAL	Ballard High School	SO101	Business/Marketing	Carol Faust	2	$2,527	yes	no	no	no?	yes	4.3	5.3
Harvey	HS	ROS	Roosevelt High School	154/161	Engr/Manu/Constr.	Benjamin Stuart	1	$2,432	no	no	no	no?	yes	4.2	5.2
Susan	HS	BAL	Ballard High School	NW220	Health & Human Services	Marta Wambaugh	17	$21,479	no	no	no	no	no	4.3	4.3
Katie	HS	SEL	Chief Sealth International High School	P2	Worksite Learning	Rebecca Horst	2	$2,527	no	no	no	no	no	7.7	0
Katie	HS	SLK	South Lake High School	2101	Worksite Learning	Dion Schell	5	$6,317	yes	no	no	yes	no	7.1	0
Proposed Purchase Total								$660,312							
List Grand Total								$866,518							

Note: Based on our prioritization list, proposals with an CTE Tech Priority score of 7 and above will be prioritized for purchase this year.