

CORE 24 IMPLEMENTATION TASK FORCE MEETING
April 13, 2009

AGENDA

- 10:00-10:20** **Welcome, Legislative Update, Overview of Agenda and Task Force Workplan**
- 10:20-11:00** **Skills Centers, Course Equivalencies, and CTE: An Overview**
John Aultman and Betty Klattenhoff, OSPI
- 11:00-12:30** **Perspectives on the Interactions Among CTE, Skills Centers, and CORE 24: A Panel Discussion**
Steve Burch, Director, Sno-Isle Skills Center; Dennis Kampe, Director, Clark County Skills Center; Mark Madison, Professional & Technical Education, Edmonds SD; Dennis Milliken, Director, Instructional Services, Northshore School District; Teri Pablo, CTE and Technology Coach, North Thurston SD; Gerry Ringwood, Director, Tri-Tech Skills Center
- 12:30-1:00** **Lunch**
- 1:00-2:00** **Operationalizing the “Career Concentration” Requirement**
Group discussion assessing the pros and cons of different ways to define the career concentration requirement
- 2:00-2:45** **Building Flexibility Through Policy: Practical Implications of a “Two for One” (“Credit Plus”) Policy**
Group discussion assessing the pros and cons of a “two for one” policy and practical implications for implementation
- 2:45-3:00** **Break**
- 3:00-3:45** **Policy Questions and Preliminary Recommendations**
Identification of policy questions for Board and initial recommendations for career concentration
- 3:45-4:00** **Wrap-up and Preview of Next Meeting**

Next Meeting Date: May 18, 2009, 10:00-4:00 at Puget Sound ESD



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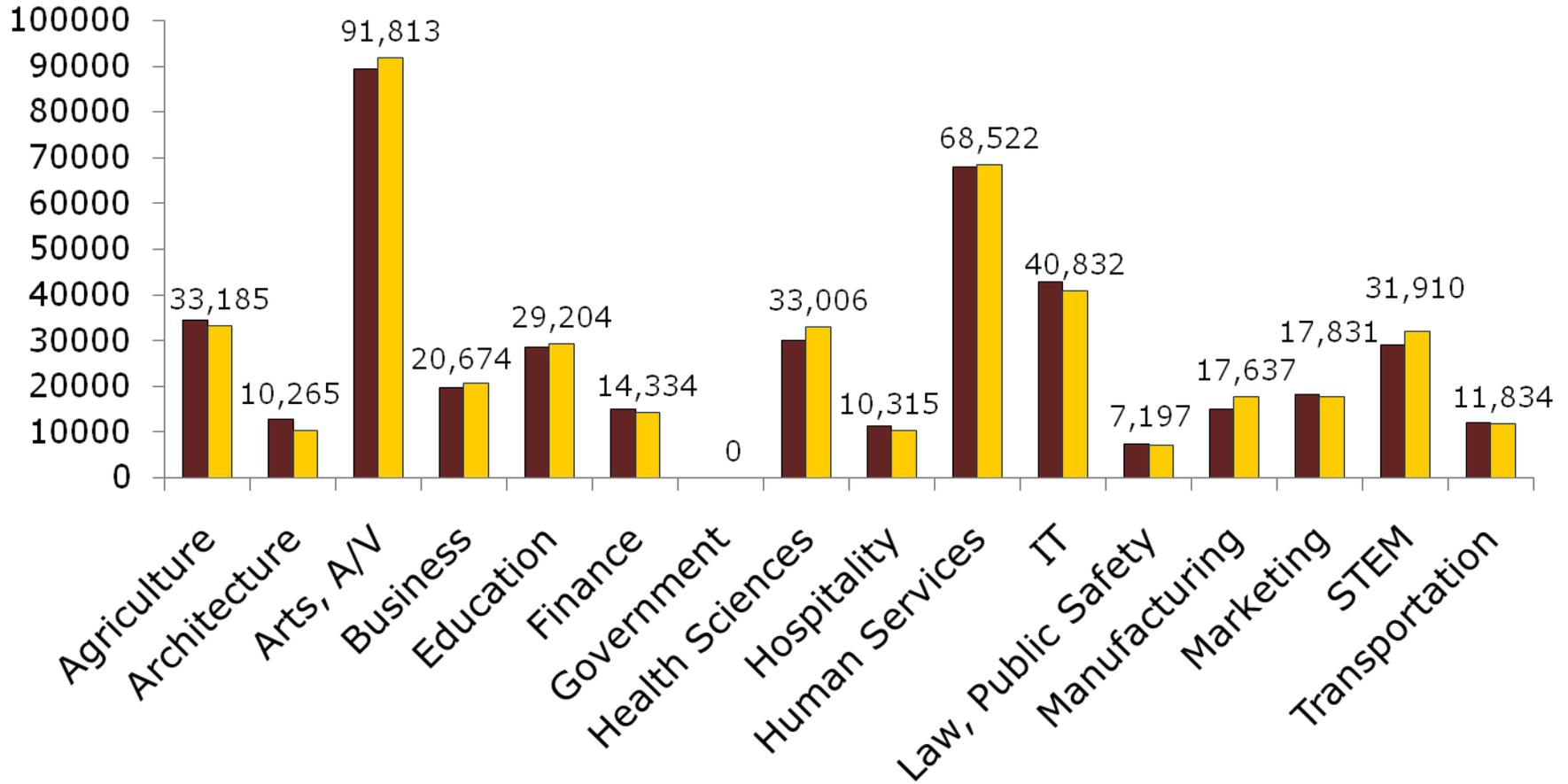


Career and College Readiness

CORE 24 Task Force
04-13-09

Betty Klattenhoff, Director
Career and Technical Education

Student Enrollment 2006-08



*Data labels are for 2007-08

■ 2006-07
■ 2007-08

CTE Standards

- All Career and Technical Education programs must meet standards established by OSPI
- CTE standards designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways
- Employability Skills are defined as the five SCANS (Secretaries Commission on Achieving Necessary Skills) competencies
- Student Leadership Development enables students to utilize the subject matter content they receive through CTE programs

Exploratory

Exploratory CTE Programs

- Demonstrate the application of EALR's and GLE's in context of preparing for living, learning and working
- Demonstrate foundational and occupation-specific skills required to meet current industry standards
- Demonstrate knowledge of career options within the related pathway
- Demonstrate leadership and employability skills

Preparatory

RCW 28A.700.030 Preparatory secondary career and technical education programs must either:

- Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; or allow students to earn dual credit for high school and college through tech prep, advanced placement, or other agreements or programs;
- Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and
- Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.

CTE Teacher Certification

College/University Route

- Have a bachelor's degree from a regionally accredited college/university.
- Have completed a state-approved college/university teacher preparation program in one of five specific broad endorsement areas: Agriculture Education, Business Education, Family and Consumer Sciences Education, Marketing Education, Technology Education.
- Demonstrate competence in one or more of the above five broad endorsement areas
- Document one year (2,000 hours) of paid occupational experience in the specific broad CTE subject area for which certification is sought. If any of the 2,000 hours is more than 6 years old, 300 hours of the experience must be within the past 2 years.

Business & Industry Route

- Have completed a Washington Professional Standards Board- [approved program](#) for the business and industry route, and
- Document 3 years (6,000 hours) of paid occupational experience in the specific CTE [subcategory/specialty](#) area for which certification is sought. One year (2,000 hours) must be within the past 6 years. If any of the 2,000 hours is more than 6 years old, 300 hours of the experience must be within the past 2 years.



- Foundations
- Fields
- Clusters
- & Pathways

CTE Office Contact: PO BOX 47200, Olympia, WA 98504
 | P: 360-725-6245 | F: 360-586-9321 |
 TTY: 360-664-3631 | www.k12.wa.us/CareerTechEd/

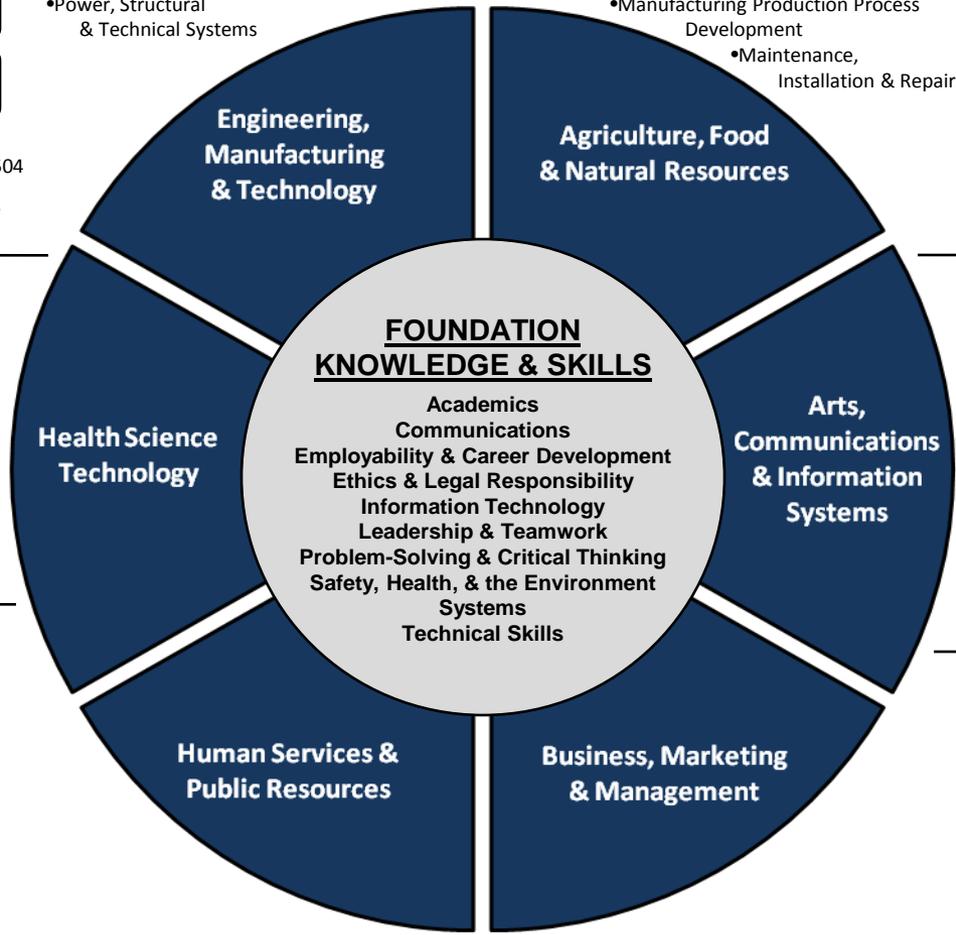
- AGRICULTURE, FOOD & NATURAL RESOURCES**
- Animal Systems
 - Agribusiness Systems
 - Environmental Service Systems
 - Food Products & Processing Systems
 - Natural Resources Systems
 - Plant Systems
 - Power, Structural & Technical Systems

- ARCHITECTURE & CONSTRUCTION**
- Construction
 - Design & Pre-Construction
 - Maintenance & Operations

- ARCHITECTURE, ENGINEERING & MATHEMATICS (STEM)**
- Engineering & Technology
 - Science & Math

- MANUFACTURING**
- Health, Safety & Environmental Assurance
 - Logistics & Inventory Control
 - Manufacturing Production Process Development
 - Maintenance, Installation & Repair

- TRANSPORTATION, DISTRIBUTION & LOGISTICS**
- Facility & Mobile Equipment Maintenance
 - Health, Safety & Environmental Management
 - Logistics Planning & Management Services
 - Sales and Services
 - Transportation Operations
 - Transportation Systems & Infrastructure
 - Planning, Management & Regulation
 - Warehousing & Distribution Center Operations



FOUNDATION KNOWLEDGE & SKILLS

Academics
 Communications
 Employability & Career Development
 Ethics & Legal Responsibility
 Information Technology
 Leadership & Teamwork
 Problem-Solving & Critical Thinking
 Safety, Health, & the Environment
 Systems
 Technical Skills

- HEALTH SCIENCE**
- Biotechnology Research & Development
 - Diagnostic Services
 - Health Informatics
 - Support Services
 - Therapeutic Services

- ARTS, A/V TECHNOLOGY & COMMUNICATIONS**
- Audio & Video Technology & Film
 - Journalism & Broadcasting
 - Performing Arts
 - Printing Technology
 - Telecommunications
 - Visual Arts

- INFORMATION TECHNOLOGY**
- Information Support & Services
 - Interactive Media
 - Network Systems
 - Programming & Software Development

- EDUCATION & TRAINING**
- Administration & Administrative Support
 - Professional Support Services
 - Teaching & Training

- FINANCE**
- Banking & Related Services
 - Business Financial Management
 - Financial & Investment Planning
 - Insurance Services

- GOVERNMENT & PUBLIC ADMINISTRATION**
- Foreign Service
 - Governance
 - National Security
 - Planning
 - Public Management & Administration
 - Regulation
 - Revenue & Taxation

- HOSPITALITY & TOURISM**
- Lodging
 - Recreation, Amusement & Attractions
 - Restaurants & Food & Beverage Services
 - Travel & Tourism

- HUMAN SERVICES**
- Consumer Services
 - Counseling & Mental Health Services
 - Early Childhood Development & Services
 - Family & Community Services
 - Personal Care Services
 - Culinary Arts
 - ProStart

- LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**
- Correction Services
 - Emergency & Fire Management Services
 - Law Enforcement Services
 - Legal Services
 - Security & Protective Services

- BUSINESS, MANAGEMENT & ADMINISTRATION**
- Administrative & Information Support
 - Business Analysis
 - Business, Financial Management & Accounting
 - Human Resources
 - Management

- MARKETING, SALES & SERVICE**
- Buying & Merchandising
 - Distribution & Logistics
 - E-Marketing
 - Management & Entrepreneurship
 - Marketing Communications & Promotion
 - Marketing Information Management & Research
 - Professional Sales & Marketing

Re-Designing CTE

Comprehensive CTE Bill (2SSB 6377, 2008)

Addresses three broad areas of reform:

- Quality, Rigor and Links to Postsecondary Education
- Academic Instruction through CTE
- Expanding Access and Awareness of CTE

Quality, Rigor and Links to Postsecondary Education

- **Programs of Study**
- **School Board Policies**
- **Dual Credit Programs**

Programs of Study

Placeholder:
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and insert the cluster icon
from the Common Folder

PROGRAM OF STUDY

Career Cluster: _____ **Career Cluster Pathway:** _____

This Career Pathway Program of Study can serve as a guide along with other career planning materials as learners continue on a career path. Courses listed within this program are only recommended coursework and should be individualized to meet each learner's education and career goals. This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities Leadership Activities	Career & Technical Courses And/or Degree Major Courses	SAMPLE Occupations Relating To This Pathway	
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>									
SECONDARY	9							▶	
	10								
	11								
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>								
	12								
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>									
POSTSECONDARY	Year 13					<i>All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.</i>			
	Year 14								
	Year 15								
	Year 16								

School Board Policies

Policy No. 2170
Instruction

CAREER AND TECHNICAL EDUCATION

The district will provide a program of Career and Technical Education to assist students in the making of informed and meaningful educational and career choices; and to prepare students for post-secondary options. The district's Career and Technical Education is a planned program of courses and learning experiences that begins with exploration of career options. Additionally, the district's Career and Technical Education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high skill development and high-wage employment preparation and includes advanced and continuing education courses. The program and its courses will be included as part of the regular curriculum of the district.

The district will establish local Career and Technical Advisory Committees to assist in the design and delivery of the district's Career and Technical Education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district's Career and Technical Education program will be related to employment demands, current and future, and to the needs and interests of students.

The board will annually review and approve the district plan for the design and delivery of its career and technical education program. The plan will ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy and provide opportunities for dual credit.

Dual Credit Programs

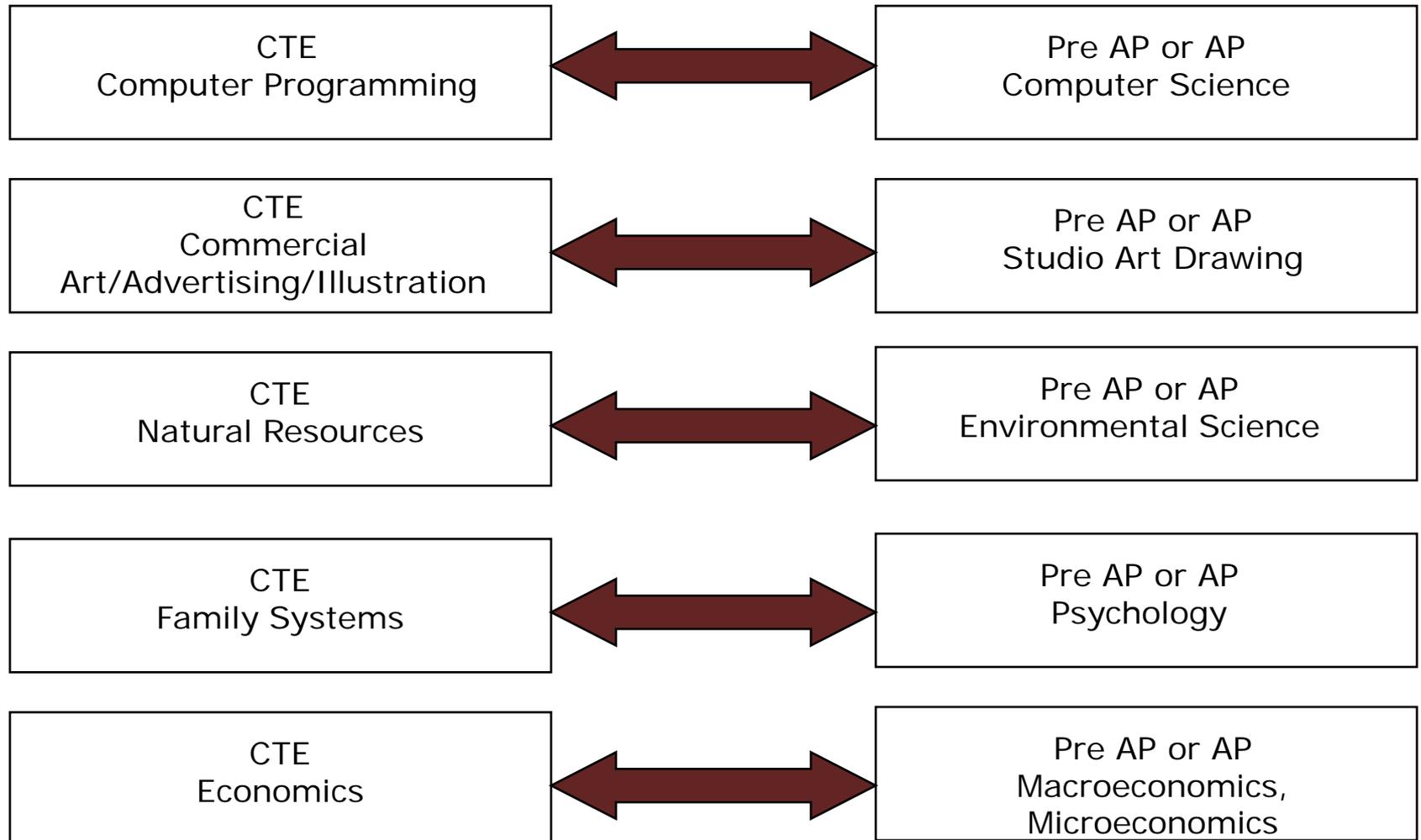
1. Running Start
2. Running Start **for the Trades**
3. Tech Prep
4. College in the High School
5. International Baccalaureate
6. Advanced Placement

Academic Instruction Through CTE

1. Advanced Placement
2. Equivalency Crediting
3. Science, Technology, Engineering and Mathematics (STEM)
4. Secondary Integrated Basic Education and Skills Training (I-BEST)
5. CTE Math Option
6. Green Sustainable Design and Technology

Advanced Placement

Relevance + Rigor = Advanced Student Achievement



AP/CTE Survey Results

- **85 School Districts responded**
 - **40% offering AP/CTE courses**
 - **31% AP Environmental Science**
 - **25% Computer Programming**
 - **26% Studio Art 2D/3D**
 - **2009-2010 school year projections:**
 - **Psychology, environmental science, and economics offerings will double**

Equivalency Crediting

Equivalency Credit Toolkit 2.5

**An Implementation Guide for Local
School Districts**



Randy I. Dorn
State Superintendent of
Public Instruction

February 2009

CTE Equivalency Survey 12/2008

134 districts responded

- 47% have established District Equivalency Committee

692 courses equivalent to academic courses

Course	Equivalencies
Art	205
Science	176
Math	142
Health and Fitness	61
English	58
Social Studies	28
World Language	12

Green Sustainable Design and Technology Framework

A new middle and high school exploratory course from Career and Technical Education



Introducing students to career opportunities in the new, green economy.



STEM Activities

Project Lead the Way

- Math embedded in the STEM curriculum in areas such as: digital electronics, Algebra II, geometry, etc.

FIRST Robotics

- A math, science, and technology after-school program
- Emphasizes electronics, physics, materials science

SciMaTec

- Science, Math and Technology
- A Middle School STEM curriculum
- Hands-on Math

Secondary I-BEST

Secondary Integrated Basic Education and Skills Training (I-BEST) integrates:

- CTE instruction
- Academic instruction
- English as a Second Language instruction

English language development teachers and CTE instructors together in the classroom.

CTE Math Options

Summer 2008	Adoption of 9-12 math standards
Fall 2008	OSPI to deliver three curricula to WA State Board of Education Math alignment of CTE Math Option to Traditional Math Options
	<u>Math Equivalencies</u>
	CTE Math Option Year I → Algebra I or Integrated I
	CTE Math Option Year II → Geometry or Integrated II
	CTE Math Option Year III → Algebra II or Integrated III
Winter 2008	WA State Board of Education to comment on curricula
Summer 2009	Professional Development
Fall 2009	CTE Curriculum Implementation

CTE Math Options

Proposal:

- Design an interdisciplinary course to substitute for specific academic course required for graduation.
- Course provides same academic rigor as traditional courses, but the content is delivered through a more contextual hands-on approach.

Expanding Access and Awareness of CTE

1. CTE Awareness Campaign
2. Navigation 101
3. Skills Centers

CTE Awareness Campaign

- *Students in High Demand* Stakeholder Report (yearly)
- *Career and College Connections* Newsletter (monthly)
- CTE Website Redesign (under construction)
 - Student / Parent focus
 - Easy-access educator resources
 - Alignment with national career clusters
- Brochures (ongoing)
- One-pagers
- Posters
- Promotional Video (in pre-production)
- Student-driven CTE marketing campaign – student leadership, peer-to-peer student marketing
- Partner list (150+ professional organizations)
- Speakers' Bureau – CTE leadership outreach

Navigation 101

A life skills and planning program for students in grades 6 through 12.

To help students make clear, careful, and creative plans for life beyond high school:

- Building meaningful relationships
- Enhancing student achievement
- Involving parents through student conferences
- Strengthening community

Curriculum-Delivered Advisories

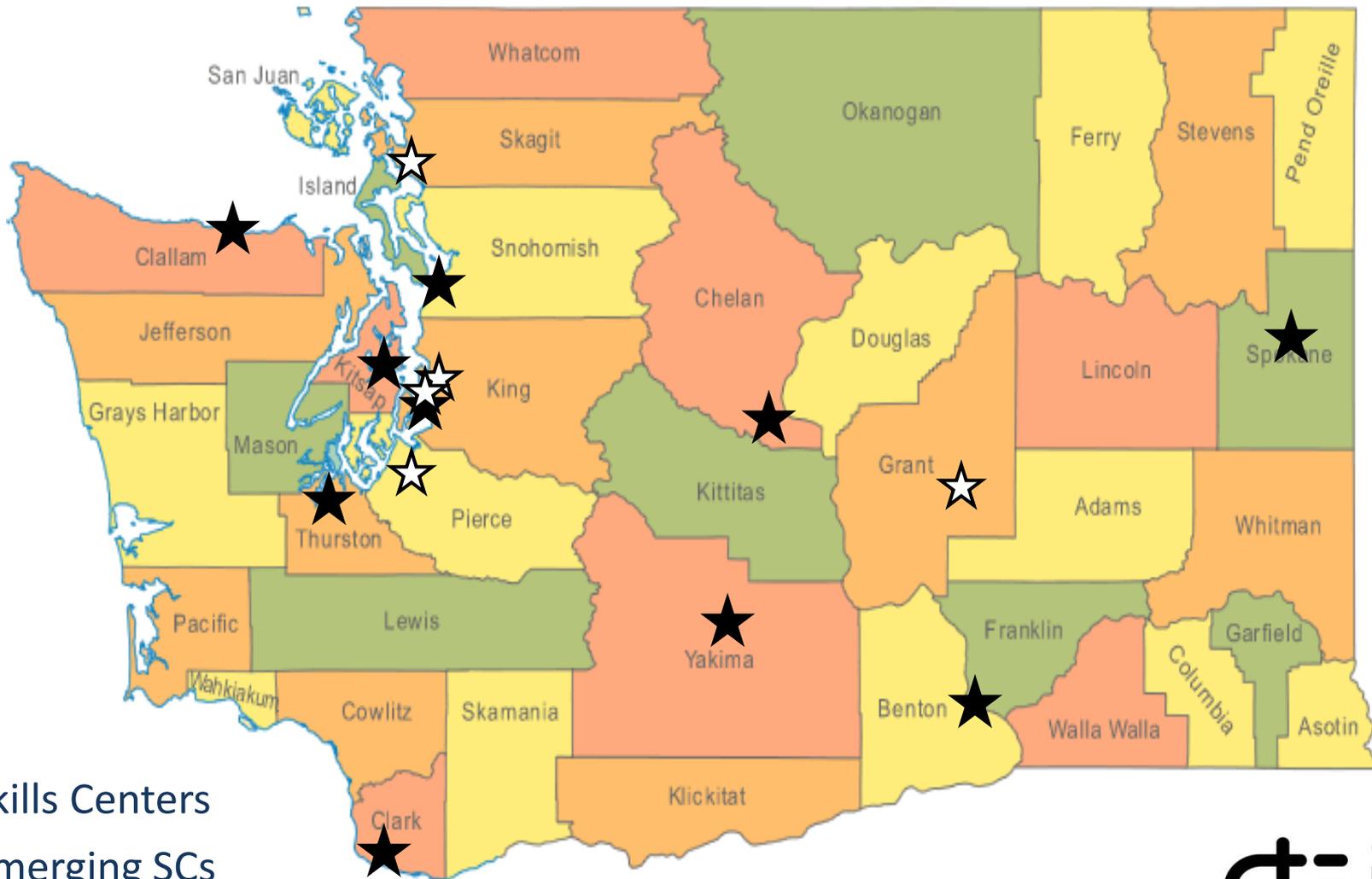
Student Planning Portfolios

Student-Led Conferences

Student-Driven Scheduling

Data-Informed Decisions

Skills Centers – Satellite and Branch Campuses



- ★ Skills Centers
- ☆ Emerging SCs



+



*Where students are
in high demand*

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betty.klattenhoff@k12.wa.us

CORE 24 Implementation Task Force Notes – April 13, 2009

ITF Task Force Attendees: Michael Christianson, Jean Countryman, Linda Dezellem, Lynn Eisenhauer, Larry Francois, Sergio Hernandez, Julie Kratzig, Bridget Lewis, Karen Madsen, Dennis Maguire, Mark Mansell, Mick Miller, Harjeet Sandhu, Jennifer Shaw, Sandra Sheldon, Brad Sprague, and Michael Tolley

SBE Board and Staff Members: Steve Dal Porto (ITF Board Co-Lead), Amy Bragdon, and Kathe Taylor (Policy Director)

Invited Guests: John Aultman (OSPI), Steve Burch (Sno-Isle Skills Center), Dennis Kampe (Clark County Skills Center), Betty Klattenhoff (OSPI), Mark Madison (Edmonds SD), Dennis Milliken (Northshore SD), Teri Pablo (North Thurston SD), Gerry Ringwood (Tri-Tech Skills Center)

Welcome, Legislative Update, Overview of Agenda and Task Force Work Plan. Steve Dal Porto and Kathe Taylor welcomed the group, reviewed the results of a recent survey for the organization, Stand For Children, that demonstrated strong support for raising high school graduation requirements, and gave a brief legislative update. The Task Force Work Plan was distributed.

Skills Centers, Course Equivalencies, and Career and Technical Education (CTE): An Overview. John Aultman and Betty Klattenhoff each presented PowerPoint presentations (attached to e-mail) to provide a snapshot of the current status of skills centers and career and technical education in Washington.

Perspectives on the Interactions Among CTE, Skills Centers, and CORE 24: A Panel Discussion
The following questions, with follow-up queries and questions from the ITF, were posed to the panel of six skills centers and CTE directors.

1. In what ways does CORE 24 “work” for CTE or skills center students?
2. What concerns do you have about the impact of CORE 24 on CTE or skills center students?
3. What could you do in your school or district to make CORE 24 work better for CTE or skills center students?
4. What could the Board do to make CORE 24 work better for CTE or skills center students?
5. What components of the current occupational education requirement are critical to include in the 3-credit career concentration requirement of CORE 24?

1) In what ways does CORE 24 “work” for CTE or skills center students?

- Talks about postsecondary education options, not just 2 or 4-year colleges; college is really anything that continues to help prepare students after they leave high school
- Assuming we can move to 100% of districts having course equivalency policies, it will create more flexibility
- Should encourage increased interest in equivalency crediting
- Pathway model is good, but need to be careful that it doesn't suggest that students in CTE programs are not 4-year bound; may need to create a third pathway with greater flexibility in requirements
- Name, “career concentration” works
- Plan for apprenticeship works

1a. Do the added credits in arts and science present growth opportunities for your programs?

- Yes, through equivalency crediting
- There is opportunity for the education system to tap CTE as a way of providing access to students to another way of learning
- Need to establish relationships with teachers to identify the equivalencies; great variability across districts, which means that for a skills center, some of the districts feeding into the skills center may consider something equivalent; others, won't
- No common definition of lab science means that local science departments define it; may be limited only to biology or chemistry lab; can't overstate departmental turf issues--if we add more science credits, science department will expect to garner the FTEs

1b. Do course equivalencies work both ways?

- Traditionally, academic courses considered equivalent to occupational education
- Recently, more emphasis has been placed on getting CTE classes to be considered equivalent to academic courses
- It would take quite a bit of work for academic courses to align with the standards of an exploratory CTE course
- Skills centers may have to work individually with each district in the cooperative

2. What concerns do you have about the impact of CORE 24 on CTE or skills center students?

(Note: Some of these concerns would apply to the current graduation requirements, as well)

- Scarcity of resources; finding ways to maximize resources in a time of fiscal stringency
- Trying to serve between 6-9% of juniors and seniors within the cooperative
- Biggest challenge is access to students; some students need considerable travel time to get to skills center; student demand is there, but students may need to make up credits
- CTE completers who want to go to four-year college may have difficulty
- Increased requirements may remove some of the low-rigor, hobby, leisure time options from the schedule
- No room for failure
- Scheduling challenges—particularly for students who fail courses. Are juniors really going to be able to attend skills centers?
- Requirement for students to meet with parents/HS official to select a third credit of math different from Algebra II or Integrated Math III is cumbersome
- Rural districts don't have the staffing
- Master schedule may prohibit flexibility in the ability of students to take skills center courses because some required academic courses may be offered only at certain times

3. What could you do in your school or district to make CORE 24 work better for CTE or skills center students?

- Seek ways to collaborate with postsecondary education to create opportunities for programs that may only meet enrollment if both high school and college students can take classes; Need 18 students in a class to run a program
- With 1.6 FTE funding, Skills centers can offer extended day and summer school programs which enable more flexibility; however, poor students may need to work at jobs instead of coming to school
- Actively seek more cross-crediting (guidance from state would help alleviate some inconsistency and bias about whether a course is truly equivalent, particularly in higher level math)
- Find ways to get remedial courses (e.g., math) at skills centers by accessing I-728 money to hire math specialists—would provide greater flexibility and opportunities for credit-deficient students

4. What components of the current occupational education requirement are critical to include in the 3-credit career concentration requirement of CORE 24?

- Occupational education may be vulnerable because it no longer exists formally as a requirement; even now, even though occupational education is a requirement, there is rampant waiving of the requirement in some places; without it as a requirement, rigor of enforcement will decrease even more
- Leadership, employability skills are important. CTE courses have to be state approved; academics often shy away from exploratory standards for occupational education

5. What could the Board do to make CORE 24 work better for CTE or skills center students?

- Make an occupational education class part of the “career concentration” requirement. Could make it part of the core and move career concentration to 2 credits
- Allow students more flexibility to choose *between* arts or occupational education credit;
- Support Navigation 101
- Encourage more discussions across academic and CTE about course equivalencies
- Work with the HECB around acceptance of CTE credits
- Provide flexibility around the “credit-plus” or “two-for-one” option

Operationalizing the “Career Concentration” Requirement. The group broke into small groups to respond to a worksheet suggesting different ways to define the “career concentration” requirement. After reporting out, there was general consensus around the following definition:

Career concentration. Fulfill three (3) credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study, and/or general education courses that prepare students for postsecondary education based on their identified program of study in their high school and beyond plan. One of the three credits should meet the standards of an exploratory CTE course.

The ITF emphasized flexibility for students to allow for the very real possibility that students change their mind about their interests, and underscored the importance of connecting the decision making about course selection to the high school and beyond plan.

Building Flexibility Through Policy: Practical Implications of a Two for One (Credit Plus) Policy.

Background. One suggestion for enhanced flexibility around CORE 24 has been to allow students who take a career and technical education equivalent class to earn one credit for the course, but satisfy two requirements. In other words, a student who takes a CTE-equivalent science class might record the science credit on his or her transcript, but “check off” that a CTE requirement (in the case of CORE 24, a career concentration requirement) has been met. The rationale is that CTE courses have clearly defined standards students must attain, and a teacher could verify that the competencies have been met.

Currently, students satisfy only one requirement when they take an equivalent course. For example, Health Occupations is determined by the local district to be equivalent to Anatomy and Physiology (lab science). The student elects to take the course as equivalent to Anatomy and Physiology, and it is recorded on the student’s transcript as an Anatomy and Physiology lab science. Conversely, the student might elect to take the course as an occupational education credit. In that case, the course would be recorded on the student’s transcript as Health Occupations.

The ITF was asked to work in small groups to identify the pros and cons of a “two for one” (credit plus) policy.

The following pros were identified of a two for one/credit plus policy:

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. For information regarding testimony, handouts, other questions, or for people needing special accommodation, please contact Loy McColm at the Board office (360-725-6027). This meeting site is barrier free. Emergency contact number during the meeting is 206-878-3710 x3033.

- Greater flexibility—would open up elective opportunities, and enable students to take courses they need for extra support
- Easier for students at skills centers
- The process of establishing equivalencies might contribute to professional learning communities among teachers

The following cons were identified:

- Would need clear state parameters to increase consistency of interpretation (limits on number of opportunities for “two for one” credit—perhaps only one credit of “double dipping” permitted; circumstances under which the policy could be invoked—only a CTE requirement could be “checked off”, districts have to have established clear course equivalencies, etc.)
- Might be challenging to transfer credits across schools—inconsistencies due to local control
- Would need to work with standardized transcript or it will be difficult to track graduation requirements

Policy Questions and Preliminary Recommendations. At the end of the meeting, the group attempted to summarize key ideas that had emerged from the discussions that day. Recorded by Steve Dal Porto on a flip chart, they included:

- Will need to think about ways to address the challenges for 11th graders to enter skill centers, especially if credit deficient
- Need flexibility within career concentration
- Career concentration should be unified within CTE and academic pathways—students can choose from both areas to create a concentration
- There needs to be greater consistency/standardization in providing guidance for course equivalencies or a 2 for 1 policy—what are the rules/ limits?
- Revisit flexibility within CORE 24 framework
- 2 for 1—difficult to document—need standard way to document across state.

Next Meeting: Monday, May 18, 2009 at Puget Sound ESD, 10:00-4:00

Skills Centers in Washington

CORE 24 Implementation Task Force

John Aultman, Assistant Superintendent

Office of Superintendent of Public Instruction

April 13, 2009



History and Purpose

- Washington's first Skills Center opened in 1966 serving 96 students.
- In 2008 over 7,000 students from 110 school districts attended one of the ten skill centers in the state.



History and Purpose

- Skills Centers
 - Specialize in high cost – high demand programs
 - Operate under cooperative agreements
 - Serve multiple participating school districts
- 2SSB 5790 (2008)
 - Encouragement of satellite and branch campuses to address high-demand fields
 - OSPI to conduct 10-year capital plan for SCs

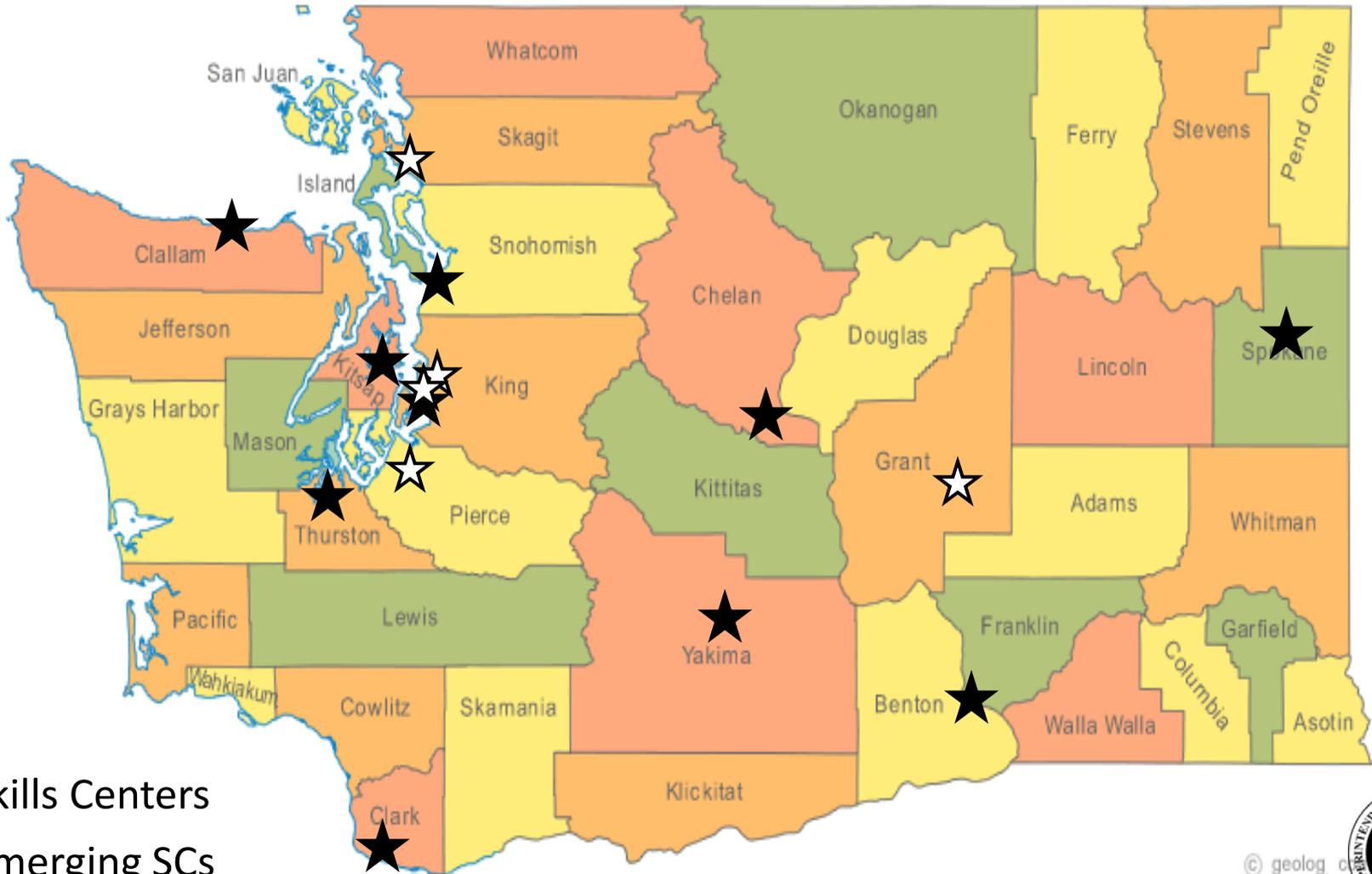


Educational Partnerships

- Secondary and post-secondary education
- Business and trade organizations
- Economic development councils
- Workforce investment boards
- Registered apprenticeships



Washington State Skills Centers



- ★ Skills Centers
- ☆ Emerging SCs



Washington State Skills Centers

Established Skills Centers

- Clark County Skills Center, Vancouver
- New Market Skills Center, Tumwater
- North Central Technical Skills Center, Wenatchee
- North Olympic Peninsula Skills Center, Port Angeles
- Puget Sound Skills Center, Burien
- Sno-Isle Tech Skills Center, Mukilteo
- Spokane Area Professional-Technical Skills Center, Spokane
- Tri-Tech Skills Center, Kennewick
- West Sound Technical Skills Center, Bremerton
- Yakima Valley Technical Skills Center, Yakima

Emerging Skills Centers

- Grant County Skills Center, Moses Lake
- Pierce County Skills Center, Bethel
- Northeast King County Skills Center, Bellevue
- Northwest Career and Technical Academy, Mount Vernon

Feasibility Studies

- Seattle Skills Center, Seattle
- Satellite and branch campuses (eight skills centers and 85 school districts participating)



Current Feasibility Studies

Satellite and branch campuses to address high-demand fields 2SSB 5790

Feasibility Studies

- **Satellite and branch campuses**

Eight skills centers and 85 school districts participating

Clark County Skills Center New Market Skills Center - North Olympic Peninsula Skills Center - Puget Sound Skills Center - Spokane Skills Center - Tri-Tech Skills Center - Northeast Vocational Area Cooperative - Northwest Career and Technical Academy

- **Seattle Public Schools**

Targeted High Demand Programs

- **Green Economy**
- **Information Technology**
- **Biotech**
- **Health Care**
- **STEM – Science, Technology, Engineering and Math**



Completed Feasibility Study

TRI-CITIES STEM SCHOOL STUDY



<http://www.k12.wa.us/CareerTechEd/pubdocs/Tri-CitiesSTEMSchoolStudy12-31-08.pdf>

Skills Centers Bond Bill: SHB 3374 (2008)

- Authorization of \$100 million in state general obligation bonds for school construction assistance grants and capital improvements related to skill centers
- Funds derived from the investment income on the Permanent Common School Fund
- The proceeds from the sale of skill center bonds to be deposited into the Skills Centers Building Account
 - Skills Center bonds exempt from the 7 percent statutory debt limit
- Ten percent minimum local project contribution threshold for major skill center projects



Future of Skills Centers

**Office of Superintendent of Public Instruction
2009-11 Biennial Capital Budget Proposal
Major Construction Projects**

Updated 1/29/09

**Ten Year Capital Plan
Based on OSPI's 2009-11 Budget Recommendations***

Project Name	2009-11	2011-13	2013-15	2015-17
North Central Technical Skills Center/Wenatchee Campus	\$ 4,007,000	\$ 500,000	\$ 9,000,000	\$ 9,000,000
North Central Technical Skills Center/Moses Lake Branch Campus	\$ 17,860,000	\$ 8,430,000	\$ -	\$ -
North East King County Skills Center - Lake WA Tech	\$ 9,049,000	\$ -	\$ -	\$ -
Pierce County Skills Center	\$ 37,893,000	\$ 5,386,000	\$ -	\$ -
Spokane Area Professional-Technical Skills Center	\$ 18,597,000	\$ -	\$ -	\$ -
Yakima Valley Technical Skills Center	\$ 23,275,000	\$ -	\$ -	\$ -
Yakima Valley Technical Skills Center/Sunnyside Satellite	\$ 225,000	\$ 4,216,000	\$ -	\$ -
Clark County Skills Center	\$ 100,000	\$ 750,000	\$ 14,000,000	\$ -
North East King County Skills Center - Bellevue SD	\$ 400,000	\$ 2,262,000	\$ -	\$ -
Puget Sound Skills Center	\$ 1,100,000	\$ 21,808,000	\$ -	\$ -
West Sound Technical Skills Center	\$ 100,000	\$ 300,000	\$ 5,000,000	\$ -
New Market Skills Center	\$ -	\$ 100,000	\$ 975,000	\$ 14,000,000
North East King County Skills Center - Bellevue SD/Bellevue CC	\$ -	\$ 200,000	\$ 1,800,000	\$ -
North East King County Skills Center - Snoqualmie Valley SD/Bellevue CC	\$ -	\$ 300,000	\$ 2,500,000	\$ -
North East King County Skills Center - Bellevue SD	\$ -	\$ 150,000	\$ 1,075,000	\$ -
North Olympic Peninsula Skills Center	\$ -	\$ -	\$ -	\$ -
Sno-Isle Skills Center	\$ -	\$ -	\$ -	\$ -
Skagit Valley Skills Center	\$ -	\$ 16,489,000	\$ 4,319,000	\$ -
Tri-Tech Skills Center	\$ -	\$ 100,000	\$ 1,200,000	\$ 20,515,000
New Campus Development (Core/Satellite/Branch)	\$ -	\$ 1,000,000	\$ 8,100,000	\$ 8,400,000
Total Skills Centers	\$ 112,606,000	\$ 61,991,000	\$ 47,969,000	\$ 51,915,000

OSPI

CORE 24 Implementation Task Force

John Aultman, Assistant Superintendent

Office of Superintendent of Public Instruction

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