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# Seattle Public Schools' Skills Center: From Feasibility to Pre-Design/Design and Launch

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**October 9, 2009, 2:30-3:20**

**2<sup>nd</sup> Annual Green Industrial and Business**

**Puget Sound Industrial Excellence Center**

**Georgetown Campus, South Seattle Community College**



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# A Distributed Model Skills Center

- Seattle's unique geography and demographics require an innovative model.
- It will deliver technical and rigorous programs serving students in a complex & dynamic economy.
- A key element to success is having foundational exploratory CTE courses offered at the middle and high school level.



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# Three Initial Program Areas

- Information Technology
- Health Sciences
- Green Technology
  - Construction
  - Energy
  - Manufacturing
  - Transportation
  - Engineering



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# Planned Courses: Green Technology

- Renewable Energy
- Green Construction
- Advanced Manufacturing
- Culminating Project



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# Planned Courses: Health Sciences

- Introduction to Health Sciences Careers
- Health Sciences Core: Clinical and Administrative
- Applied Health Sciences Skills and Technology
- Culminating Project and Career Development



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# Planned Courses: Information Technology

- IT Essentials
- CCNA Discovery
- CCNA Exploration
- Culminating Activities



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# Distributing Programs North and South

## ■ North

- ❑ Health Occupations
- ❑ Information Technology
- ❑ Green Technology
- ❑ Pre-Apprenticeship

## ■ South

- ❑ Pre-Apprenticeship
- ❑ Automotive
- ❑ Information Technology
- ❑ Health Sciences



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# An Internal Study to Set The Foundation

## ■ Summary of Current Practices:

- ❑ In all areas of CTE for Seattle Public Schools...you find people who are expert in their field, and who care and are passionate about increasing the quality and number of opportunities in CTE.
- ❑ CTE leadership is focused on creating quality programs and building strong, positive relationships with community stakeholders and business people.
- ❑ The system in place has the capacity to deliver a world class... model of excellence in delivering CTE...in a large school district.
- ❑ Students who earn two or more CTE Credits in high school graduate at almost triple the rate than those who do not (74% to 27.2%).



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# An Internal Study to Set The Foundation

## ■ Overall Constraints:

- ❑ The school district is focused on “Excellence for All” Strategic Plan and measures its success by test scores and graduation rates. It can do the same concerning CTE with established district goals and policies for improving CTE opportunities and staffing.
- ❑ Lack of Career Guidance from middle school through high school along with the use of non-CTE Occupational Education for graduation requirements weakens CTE programs.
- ❑ The number of CTE programs and staffing have steadily declined. This is, at best, an opportunity to rebuild.



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# Current Curriculum Work

- **Three Work Groups are determining**
  - ❑ ...appropriate courses as pre-requisites to attending the skills center, to be offered at the comprehensive high schools
  - ❑ ...current availability of those courses in the comprehensive high schools
  - ❑ ...postsecondary programs, including 2- and 4-year colleges, industry certifications and apprenticeships to which skills center programs will articulate



# 2010 or 2011 Launch

- Four courses will be added in existing facilities, as plans are laid for renovation and the development of branch and satellite campuses
- Existing automotive, pre-apprenticeship, and health occupations courses will eventually elevate to skills center status
- Messaging, branding, and enrollment are all in process
- Marketing, Hospitality + Tourism, Life Science/Biotech and Logistics are in line for future programming



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# Approximate Timeline for Success

- Completion of Pre-Design/Design Phase Proposal
- North and South Facilities / Classroom Space Identified
- Skills Center branded and courses added to catalog
- Counselors trained on referring students
- Students enrolled
- Pre-Design/Design Phase approved and appropriated by State Legislature
- Pre-requisite skills center courses staffed at all high schools
- Architects, Curriculum Specialists, and Consultant identified and hired
- Plans developed and finalized
- Skills Center courses enrolled and commence
- Construction Begins



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# Our Internal Design Team

- Executive Sponsor, Michael Tolley
- Project Manager, Shepherd Siegel
- Team from these Departments
  - Principals
  - CAO
  - Community Engagement
  - Facilities
  - Career + Technical Education
  - Budget
  - Department of Technology Services
  - Enrollment Planning
  - Communications
  - Curriculum & Instruction
  - Maintenance
  - Research- Evaluation & Assessment



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# THANK YOU!!!

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