

Skill Center Pilot Program

2018 Supplemental Budget Decision Package

Agency: 350 Office of Superintendent of Public Instruction
Decision Package Code/Title: SM/Skill Center Pilot Program
Budget Period: 2018 Supplemental
Budget Level: PL

Agency Recommendation Summary Text:

Skill centers are regional secondary schools that provide career-connected instruction in programs that are either too expensive or too specialized for school districts to operate individually. Credit requirements for graduation often limit a student's ability to attend a Skill Center full-time and students lose potential instructional time traveling from high school to the skill center. The Superintendent is requesting \$145,752 for FY19 to expand academic offerings for high school students at two skill centers in Washington. Through this pilot, OSPI will determine effective methods to increasing academic credit offerings at skill centers, providing greater flexibility in student choice.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1 (Program 021)	\$0	\$145,752	\$0	\$0
Total Cost	\$0	\$145,752	\$0	\$0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. N	\$0	\$145,752	\$0	\$0

Package Description:

Background:

Students have many paths open to them upon graduation. Students can continue to post-secondary schooling, attend apprenticeship programs, join the military, or pursue a living wage careers. Educational experiences should be based upon student interest and post-secondary goals. Skill centers are regional secondary schools that serve high school students from multiple school districts. High school students from across Washington State attend skill centers to participate in advanced, preparatory programs preparing them for career and college. Skill centers are an integral part of an overall expansion of Career and Technical Education (CTE) programming in Washington State.

Current Situation:

Currently, there are 14 skill centers in Washington State. A student who takes coursework at a skill center typically attends their home high school for half of the day, and the skill center for the remaining half. Credit requirements for graduation often limit a student's ability to attend a skill center full time and students lose potential instructional time as they travel from high school to the skill center.

Proposed Solution:

The Superintendent is requesting a pilot project to expand skill center academic credit offerings for secondary students, allowing them to attend the skill center full time. More specifically, this project will support two skill centers in creating pilot programs of up to thirty students to attend skill center programming all day. This project will increase statewide course equivalency credits by requiring participating schools to approve and transcript any course equivalencies offered at the selected skill centers. Additionally, funds will incentivize the skill center to offer basic

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education coursework, and incentivize the participating high school to support the student in full time enrollment at the skill center. Upon conclusion of the pilot project, best practices will be shared across the state

A student's ability to earn academic credit in the same environment in which they are also maximizing their experience and options for career connected learning will result in greater definition in their personal pathway towards post-secondary success, and support the obtainment of academic credits towards high school graduation.

Contact Person:

- Becky Wallace, Career and Technical Education, 360-725-6245

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.

This pilot program would allow students to attend skill centers full time for the purpose of engaging in skill center and general education curriculum within the same school setting. Districts would claim state funding for both skill center enhancements and for general education for students attending these classes based on the curriculum offerings. Additional staff may need to be added to provide the general education instruction within the skill center setting.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

Of the total \$145,752, each selected skill center will receive \$72,875.95 to pilot the skill center expansion of academic credit courses. Of this allocation, \$10,000 will be used towards bringing skill center administrative councils together to update inter-district agreements in order to reflect that all state course equivalencies offered at the skill center will be accepted and transcribed as academic courses by all sending high schools. Of the remaining funds, up to \$36,382.50 will be provided to participating high schools for up to thirty students that opt into full-time enrollment at the skill center, at the rate of \$1,212.75 per student, for the full year's enrollment. The remaining \$26,493 will be retained at the skill center to incentivize the program for offering basic education courses, at the basic education rate.

The sending high school will remain the student's school of record and retain the responsibility of providing transporting the student, transcription of credits, granting of diploma (when applicable), and special services delivery. Due to the maintained responsibilities placed on the high school, the grant amount calculated represents a 30% return of the loss of FTE.

The skill center will be responsible for staffing the course(s), curriculum and materials, providing food services and whenever possible, participating in federal Child Nutrition Programs, and instruction and evaluation of the student. The grant amount calculated represents the FTE loss incurred by the skill center when offering a basic education course in place of a skill center CTE course.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Results of this pilot will be an increase in academic credit earned by participating students, and an increase in earning academic credit through state equivalency, while advancing towards graduation. We expect to see a decrease in the variability of acceptance of statewide course equivalency credits among all participating districts within the skill center service area. Students will be able to choose to stay at the skill center all day, which will decrease the instructional time currently lost while students are in transit.

Performance Measure detail:

Selected pilots will provide a baseline of:

1. Demographics of students currently served at the skill center
2. Number and type of basic education courses proposed
3. Number and type of course equivalency courses offered
4. Current equivalency credit acceptance among sending high schools

End of project report will include the following data points:

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1. Process utilized to determine student eligibility and selection for pilot
2. Demographics of students served
3. Basic education courses offered
4. Number and type of credits earned
5. Number and type of course equivalency credits utilized

Expectations include an increase in number of academic high school credit earned through course equivalency and basic education coursework.

Distinction between one-time and ongoing costs:

Costs reflected in this proposal are one-time in FY19.

What are other important connections or impacts related to this proposal?

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

Not Applicable

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What alternatives were explored by the agency and why was this option chosen?

The agency does not have access to alternative funding to support establishing this pilot. Proviso funds available within Career and Technical Education are dedicated to specific projects. Alternatives considered included variable changes to the percentage calculated for the FTE return to the participating high school programs. OSPI staff determined a relatively low-cost percentage, resulting in less fiscal impact to state dollars while balancing providing incentive a high school to take part in this pilot, while assuming the same level of responsibility to the student related to transportation, transcription, and all special services.

What are the consequences of not funding this request?

This funding provides the opportunity to pilot academic offerings through the skill center model, and will provide OSPI with needed feedback on restrictions to scaling up student opportunity to achieve academic course credit. Without expanding this model, students will be unable to attend the skill center on a full time basis and our system will be further delayed in developing multiple pathways to graduation.

How has or can the agency address the issue or need in its current appropriation level?

There are not funds currently allocated or accessible to create a pilot with the intention of expanding skill center academic course options. Current equivalency credit funding is minimal and does not meet the current need related to equivalencies. The \$31,000 is allocated to create new statewide equivalency frameworks, revise and update statewide equivalency frameworks, and provide professional development and increase implementation of equivalency credit courses across the state.


Other supporting materials:

N/A

Activity Inventory:

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2018	FY 2019	Avg	FY 2018	FY 2019	Total
A038	021	0	0	0	\$0	\$145,752	\$145,752
Total Activities					\$0	\$145,752	\$145,752

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

No 

Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)