



Buchanan High School's Performing Arts Center is one of several projects at Clovis USD that received Career Technical Education (CTE) Grants.

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Integrated Career Technical Education

By: Rick Elerheim, Director, Career Technical Education, Fresno USD; Dr. Steve Price, Educational Resource Consultants; and Scott Griffith, Principal, HMC Architects, Central Valley

Formal education has a long history of creating separation, even isolation, for students with specialized interests. This tradition is pervasive in the ways that schools are organized and operated.

Correspondingly, specialized programs in vocational arts and fine arts are isolated on campuses because they are considered to be supplemental to the core academic subjects. This separation, particularly of vocational arts classes, is an acknowledgment of the traditional separation between the academic tracks and applied arts tracks in comprehensive high schools.

This ideological separation is fundamental to vocational programs being located on separated areas of a campus or even in special schools dedicated to education in the trades. The problem is that

such isolation violates the most current thinking about the integration of subject matter and the importance of context in learning. It follows that vocational education is most effective when it is integrated with other subject matter and that students learn best through applied learning opportunities. This trend toward integration is noted in the shift in terminology from *vocational education* to *career technical education* (CTE).

According to Tracewell Hanrahan, Executive Officer-School Leadership at Fresno Unified School District, "Career and technical education programs engage students, help them understand

why they need to stay in school, help them develop critical workplace skills, and prepare them for work opportunities."

The Fresno Unified School District is responding to this trend toward integrated career technical education through the following adaptations:

1. Integration of career technical education in the school curriculum:

This approach is the first step to incorporating career technical education as part of the entire K–12 curriculum. This commitment to CTE provides students who may matriculate to higher education the practical learning contexts to make academics authentic. It also provides the skills necessary for students to be effective in the modern workplace.

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Writing a successful Career Tech Grant

The pathway should build around the specific needs of the community. It should be a model for standards-based instruction, be rich in curriculum content, and provide varied instructional methodologies that emphasize the study of the pathway content areas. All programs should be structured so that participating students explore pathway occupations and develop knowledge and appropriate skills in preparation for post-secondary education/careers. Having a strategic plan will lead to success for everyone.

1 Having the right people involved from the start: "The first step is strong administrative support."

- Secure leadership commitment at the district and site level
- Identify a teacher advocate to champion the project at the instructional level
- Create industry partnerships to advise and support the project in the community
- Create a network for on-going communication

For more information you can reach Dr. Price at steveprice@ercgrants.com or Scott Griffith at scott.griffith@hmcarchitects.com

2 Pre Planning Process: "Success is 80 percent planning and 20 percent writing."

Draft a district and school site Career Tech Plan. This plan will serve as the foundation for the district's response to the CTE RFP, and ultimately the completion of the CTE grant application. The process:

- Establish a site CTE Planning Committee representing administration, core curriculum teachers, and CTE teachers
- Develop questions to solicit the following from the CTE Planning Team
 - Project overview
 - Student needs assessment
 - Industry and stakeholder needs
 - Rationale for facilities modification, or new construction
 - Goals and objectives: increased student achievement, prepare students for post secondary education, develop faculty expertise for teacher within CTE pathway, and program certification
 - Program sustainability
 - Curriculum development: 4-year student pathway
 - Description of proposed new courses
 - Marketing and recruiting strategies
 - Program management
 - Accountability

3 Complete the CTE Grant Application: "Write to address student benefits first."

Writing team includes site and district leadership, grant writer, and the project architect

- Summarize the scope of the project
- Give direct and specific responses to the RFP
- Sell measurable results
- Make proposal easy to read by using bold text, charts, etc.
- Illustrate to the reader what it will look like; a picture or diagram is worth a thousand words

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2. Reintegration of education and career through partnerships:

Partnerships between academic institutions and businesses serve as a model for the merger of academics and applications. Bringing industry advisors together with teachers ensures the integrity of the curriculum. Bringing students together with industry leaders provides effective mentoring. Providing learning opportunities in this manner trains an effective work force.

3. Developing career-oriented pathways through school:

The career focus of the curriculum draws from all of the content areas for skill development. Specializations such as medicine or engineering must draw

"Secondary educators across America are all realizing that to truly reach all students, you must have a strong career technical education program at your school."

Don Ulrich, Assistant Superintendent, Facility Services
Clovis Unified School District

from mathematics, science, social studies, and language arts to develop all of the skills necessary for workplace readiness.

4. Integration of technology into career education:

The change in terminology from vocational education to career technical education is an acknowledgment of the role that technology plays in industries and the skills required for workplace preparation. This difference is demonstrated in the distinction between conducting

a traditional auto shop and teaching automotive technologies and design.

5. Modifications of teacher certification and training:

The concept of the highly qualified teacher must be adapted to allow for a different definition of expertise. Whereas the primary method of certification for teachers has been college preparation with specific specialization in the certified subject area, career technical education must allow for the expertise that exists

in the industry. Those who bring real-world experience must be brought into the teaching ranks in order for schools to provide real-world learning experiences for students. Teachers and students must also be exposed to authentic work environments in order to comprehend the applications for learning. Mechanisms such as internships, visiting scholars, and work projects can be invaluable for the integration of career technical education.

Clovis and Fresno Unified School Districts are proud to be at the forefront of building facilities with state CTE grant funds and preparing the curriculum and programs that will make these facilities come alive with real-world learning.

Overcoming Adversity:

Angel Alvarez, Caruthers Unified School District, Among Winners of 2010 Designing Futures Foundation Scholarships

Central Valley

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559.322.2444

Irvine

2601 Main Street, Studio 100
Irvine, CA 92614
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Las Vegas

770 E. Warm Springs Road, Studio 120
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Los Angeles

633 W. 5th Street, Third Floor
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Ontario

3546 Concoors Street
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Reno

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Scholarship winner Angel Alvarez, pictured with HMC Architects' Scott Griffith and Walt Byrd

A unique aspect of the Designing Futures Foundation Scholarship is that it engages students at eleventh grade and follows them through the completion of college with both funding and mentoring. This year, the Foundation awarded 20 scholarships. One of the winners, Angel Alvarez, Caruthers, Calif., is featured below.

One of the first things you should know about Angel Alvarez is that he is a teenager and a father. Life experiences have taught Angel that it's not always about what happens to you during your lifetime, it's more about how you react. Angel made a decision at a very young age to turn adversity into challenges to succeed. When presented with the Designing Futures Foundation Scholarship, *School News* sat down with Angel to learn what this scholarship means to him and his young family.

Where will you be attending college? Studying?

I've been accepted to UC Santa Cruz and will be studying Pre Medicine. My fiancée will also be attending UCSC

and our four-year-old daughter will be attending an elementary school located on campus.

What does this scholarship mean to you?

I'm very humble and grateful for the opportunities the scholarship will provide. The scholarship means that our family will be able to stay together as we continue our studies. When I became aware I would be a father, many people told me to quit school and to go to work to support my new family. I knew I needed to provide for them financially, but I also knew dropping out of school was not an option. Balancing work and school has not been easy, but my passion to succeed has been fueled by one

Designing Futures Foundation was created by HMC Architects in 2009 as a scholarship program for California students entering the fields of education, healthcare, and design, preparing them for successful careers in the industries HMC serves.

goal: to one day give my family a good life. I want to thank the many coaches and teachers who have influenced me, especially my football coach and track coach for everything they have taught me along the way.

What interests you most about your field of study?

Having a child at a young age has taught me the importance of having responsibility for others and I feel that becoming a doctor will allow me to help others to realize their dreams.

Where do you see yourself in 10 years?

I would like to return to Caruthers after completing medical school and internships. My goal is to open a clinic for the people living in this area.

For more information on the Designing Futures Foundation, please contact John Nichols at 909-989-9979 or john.nichols@hmcarchitects.com

HMC Welcomes



Eric Carbonnier AIA, LEED AP
Sr. Sustainability Coordinator
 Eric joins HMC as a Sr. Sustainability Coordinator to support the firm's high performance architecture studio. He brings to HMC a transdisciplinary design approach – one that engages practitioners, academics, and research in an effort to advance sustainable strategies in schools while promoting healthy and socially equitable environments.

Steven Prince
Managing Principal, San Diego
 Steven Prince has been named managing principal of HMC's San Diego studio. Formerly a principal in the firm's Ontario location, Steven will oversee projects and firm operations, while focusing on expanding client services in the education market in Southern California.

Ric Mangum AIA
Regional Managing Principal, Northern California
 Ric joins HMC as regional managing principal for the firm's Northern California studios (San Jose, Sacramento, and Fresno), to expand HMC's client service in Central California and the San Francisco Bay Area. Ric brings 38 years of experience in architecture and has a history of serving education clients throughout California.



High Performance Architecture

HMC no longer conducts business as usual when it comes to sustainable design. In fact, we separate ourselves from the measures of success associated with the clichés of green-



labeled architecture and design to focus on delivering high performance architecture—that is, architecture evolved to create a positive impact

on the physical environment, while promoting human health and quality of life.

Learn more about how HMC is changing the world through high performance architecture at <http://blog.hmcarchitects.com/category/high-performance>

Covering California Schools

Based in seven offices throughout California, HMC Architects offers a wide array of services for our Pre-K-12 clients, including master planning; program management; architecture; asset management; bond planning, polling, and campaign management; interior architecture; programming; construction administration; and cost estimating.

Join the Conversation

A nod to our 70-year history of partnering with clients to create design that's changed the world, HMC Architects has taken the conversation online. This summer we were proud to launch the firm's official blog, an online forum for firm news, ideas, and client feedback. Join the conversation online at blog.hmcarchitects.com/category/pre-k-12-education.



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Aging Portable Classrooms: Santa Ana's Replacement Plan to Save Dollars

By: Joe Dixon, Assistant Superintendent, Santa Ana Unified School District and Coalition for Adequate School Housing (C.A.S.H.) Board Member and Steve Wilkerson, Principal, HMC Architects, Irvine

At campuses across the state, thousands of portables—also known as modular classrooms—have been dropped onto hard courts or field spaces as afterthoughts to the original school design.

This add-on strategy to address rapid enrollment growth and the resulting emphasis to deliver schools as inexpensively as possible has compromised the integrity of school designs and their associated instructional programs.

A Quick-fix History

Prior to 1998, the California State Lease Purchase Program (LPP) required that new school construction projects design in at least 30 percent of classroom spaces as portable. The concept was that portable classrooms could be moved from school to school to accommodate enrollment

changes in a local district from one school boundary to another. The sudden advent of K–3 class size reduction and the rapid population growth of the 1990s accounted for portable classroom “tent cities” on campuses.

Unresolved Challenges

Now, the problems of compromised school designs and loss of dedicated instructional spaces have been further complicated by the deterioration of the portable buildings and the increasing costs of maintaining those buildings. At one point in the School Facilities Program, the State Allocation Board (SAB) assisted districts in acquiring portable buildings through a leasing program; however, the SAB now has acknowledged the escalating costs of maintaining such buildings. The cost of maintaining a portable classroom can be as high as \$17,214 for 10 years, \$26,791 for 15 years, \$52,229 for 20 years, and a whopping \$67,481 for 25 years! The solution for the SAB—get out of the portable leasing business!

Solutions

The solution for the Santa Ana Unified School District was the same: get out of the portable classroom business. If the District had any hope of reducing capital costs, returning spaces to their intended instructional purposes, and providing quality learning environments for students, it had to begin an effort to reduce the numbers of portable classrooms in its inventory.

Steps To Take To Reduce Portables

1. Assess portable inventory by surveying your sites
2. Prepare capacity analysis
3. Prioritize portable inventory
4. Identify potential replacement funding (ORG, COS, ERP, etc.)
5. Investigate state funding impacts
6. Create district portable replacement/removal plan in conjunction with master plan and capacity analysis



Portables: Before and after at Santa Ana Unified School District

With the passage of Measure G, \$200 million General Obligation bond in June 2008, Santa Ana USD was able to qualify for \$45 million in state matching funds from the Critically Overcrowded Schools program under Prop 47. The goal was to replace 156 portable classrooms. This goal was accomplished in less than 16 months from design to occupancy. Measure G also allowed the district to access \$57 million under Prop 1D, the Overcrowding Relief Grant, to replace portables with permanent structures at five schools resulting in the removal of 130

additional portables. In total, the district will reduce its 768 portables to less than 100 within 3 years, reducing the annual cost of maintenance from \$2,142,157 to under \$200,000.

Everyone agrees, now is the time to look for efficiencies in operations. Portables are definitely a great place to start.

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School Consolidation: Have you Considered all the Issues?

By: Greg Davis, President, Davis Demographics and Planning, Inc.
and Tom Cavanagh, Senior Vice President, School Advisors

The California economy has changed. Today 93 percent of Californians consider the state to be in bad economic times and only 29 percent expect California's economy to improve in 2011.

School districts are struggling with tight budgets requiring—among many options—the exploration of cost-saving measures that include evaluating the most efficient utilization of their facilities. In years past, declining enrollment was the overriding issue in school closure discussions. But in the current economic environment, districts are forced to make hard decisions about efficient classroom and facility utilization, even among schools with stable enrollment. School consolidation has made the short list for many school district budget reduction recommendations.

Advantages of school consolidation include cost savings in areas such as administrative staff and utilities. Utilizing scarce resources more efficiently also allows money to be reallocated to improve and expand successful programs at remaining sites. Proper asset management is also a prime way to generate lease revenue from closed sites through highest and best use.

Of course, with the advantages of school consolidation come a set of commensurate disadvantages. School consolidations can create difficulties in district neighborhoods where schools are closed in order to accomplish the consolidation. Public unrest or uncertainty can lead parents to transfer students to neighboring

districts or enroll their students in private schools. The consequent loss of students may offset any financial savings gained by consolidation. Savings may be offset also by increased costs of transporting students to other schools, whereas they may have walked to their neighborhood school previously. Given these potential concerns, effective planning must consider existing transfer and transportation policies.

The process of school consolidation typically involves six or more months of highly visible, sometimes negative discussions involving the entire school community. Each of the components of the community including parents, members of the public, teaching and support staff, administration, and the Governing Board should be enlisted in a comprehensive dialogue regarding the issues in order for the process to be successful.

Making sure that you have carefully analyzed the use of school sites as well as the cost savings and potential revenue generation will allow a more focused discussion to determine whether school consolidation is in the best interests of the district and community.

For more information contact Greg Davis at ghdavis@davisdemographics.com or Tom Cavanagh at tom.cavanagh@schooladvisors.com



The Role of Asset Management in School Consolidation

1. Research property records
2. Establish objective criteria to evaluate all properties: educational adequacy, enrollment, condition of facilities, maintenance costs, etc.
3. Engage constituents: district staff, community members, city officials, developers, etc.
4. Identify potential surplus property(s)
5. Assess the property(s) based on highest and best private sector use
6. Leveraging your asset(s), consider options: leasing versus selling or exchanging
7. Develop a comprehensive asset management report
8. Hold work session(s) with the Governing Board to review and discuss report and recommendations
9. Governing Board action: leverage asset(s), form 7-11 Committee
10. Utilize asset management report recommendations to narrow initial school consolidation choices for 7-11 Committee consideration

“In these times of economic uncertainty, comprehensive planning is critical to address the future of your district. It is imperative that districts have the foresight to look beyond the current economic times and think about the future generations we need to educate.”

Steve Doyle, Superintendent,
Keppel Union School District