

# **Puget Sound Consortium for Manufacturing Excellence**

## **Summary Report**

### **Site Visit and Interviews at Oak Harbor High School, Oak Harbor, Washington**

**February 15, 2005**

Interviews with Cynthia Shelton, Career and Technology Director, and all Technology Program teachers

#### **Background**

- Oak Harbor High School (OHHS) Technology Program includes: Automotive Technology, Construction Technology, Electronics, Engineering, Metal Design.
- Five teachers each have 5 classes of about 25 students (approximately 625 students in the program per semester).
- Each program has an Industry Advisory Committee.
- OHHS participates in articulation with 4 community colleges (Everett, Edmonds, Shoreline, and Skagit Valley) through the Direct Transcript Agreement (transcripts of courses taken are mailed from the community college directly to the student's home; students receive college credit without tuition fees).
- About 1/3 of their students go on to community college after high school.
- Females make up less than 1/3 of the students in their classes.
- Students in their programs have a range of skills.
- Students in their classes are "good with their hands and want to be active."
- At OHHS Tech Prep is considered "Non-Essential" – the high school is moving to Academies, with only "academics" including higher order thinking.

#### **Curriculum**

- Oak Harbor High School technology curriculum is based on the frameworks from Washington State and has been approved by Moe Broom at the Office of the Superintendent of Public Instruction (OSPI).
- Since OHHS curriculum meets Washington State requirements, MTAG needs to match State requirements or create agreements with the State.
- OHHS added units to their overall curriculum design to meet MTAG competencies.
- If students receive a grade of B or better in OHHS curriculum, teachers feel students have met the MTAG competencies.

#### **MTAG Modules**

- Teachers felt that the goal is that students acquire the skills, not that the teachers do the modules.
- Teachers feel that their current curriculum goes beyond MTAG module activities.
- Teachers did not want to put their lessons aside to do the MTAG modules. They are meeting the competencies in other ways.
- Teachers feel that MTAG modules might be useful for novice teachers.
- MTAG becomes just another thing for which teachers have to meet requirements.
- MTAG Modules are set up in the industrial model format – schools are not set up that way – schools work differently. Students want to take something home, want to show what they have done, what is theirs.
- Teachers understood that MTAG had a final test for competencies, but that students would have to pay for it and go somewhere else to take it. Teachers did not think this was feasible.

## MTAG Program and Certification

- Students do not know what MTAG is or what MTAG means.
- Parents must see a need for MTAG Certification for it to matter.
- MTAG needs to get businesses on board – when businesses advertise for jobs, the description should say they are looking for someone with MTAG Certification.
- Teachers' recommendations for jobs carry more weight than MTAG Certification.
- Businesses will train employees if they do not have the skills.
- MTAG should provide money for field trips to take students to colleges and industry sites, schools need money for lunches, to pay for substitutes, and for the bus (\$300 just for the bus) – Teachers felt they were “held hostage” for field trip money. If they did not Beta test the materials, they could not get money for field trips.
- MTAG could provide guest speakers. Teachers are looking for guest speakers for their classrooms, especially female speakers.
- MTAG could provide support for student internships.
- Students need to see what is in the real world.

## Careers

- OHHS meets with 8th grade students' parents to market manufacturing/technical careers.
- OHHS assembles a portfolio of information on careers that they give to students.
- Jobs are changing and families need to know this.
- The program wants to adapt to the changing needs of the local manufacturing community.
- Oak Harbor families usually want their children to stay in the community after high school.
- OHHS would like copies of the PSCME video developed by MOHAI.

## Suggestions

- PSCME should look at how schools developed their programs and what coursework they have included to meet MTAG Certification.
- Bring teachers together to discuss options and plan curriculum and articulation.
- Teachers need a video on manufacturing careers – the video must be exciting to students and families.
- MTAG must work with local businesses. There may be a need for a “MTAG North.”
- Teachers and manufacturers need to get together – local industries need to know the teachers and what goes on in schools.
- Teachers would like to get all Washington colleges (not just those that OHHS articulates with) to agree to give students credit at whatever college they attend. Teachers perceive that there seems to be conflict between the colleges.
- Teachers need support.